ALSTON HIGH

INSPECTION REPORT

Principal: Mr Headley Cross
Board Chair: Mr Erick Green

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Introduction

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

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

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

Key Questions

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

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

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

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

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

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

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

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

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

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The Five-point Scale

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

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

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

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

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

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

Consistency in terminology

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

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

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Profile

School's Demographics

School Code:	**13107**
Parish:	Clarendon
Region:	6. Old Harbour
Locale:	Urban
Day Structure:	Whole Day
Population Composition:	Co-educational
Size:	Class II
Capacity:	600
Enrolment:	657
Attendance Rate:	83 per cent
Number of Active Teachers:	31
Pupil-Teacher Ratio:	21:1
Owned By:	Government

Socio-economic Context

Alston High School is located in the Alston District, Clarendon North Western Constituency. Most residents of Alston district are engaged in farming, with many of the women selling produce in the markets, a few are business owners, and others are unemployed. Primary or secondary level education is the highest educational attainment for most residents, with only a few having accessed tertiary-level education. Many of the highly educated individuals leave the community, seeking employment elsewhere. Three hundred (300) students are beneficiaries of the Programme of Advancement through Health and Education (PATH), and others benefit from the school's welfare programme. This means that more than 50 per cent of the student population is dependent on social welfare.

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Executive Summary

Overall effectiveness of the school

The overall effectiveness of Alston High School is unsatisfactory

Overall, leadership and management is unsatisfactory

The Leadership Team at the school is collaborative and facilitates warm relationships among members of staff. Although there are developing elements of instructional leadership, they require greater rigour to hold all staff accountable for students' outcomes. The processes related to self-evaluation and improvement planning are underdeveloped with plans not fully addressing the urgent needs of the school. The Board is supportive and is involved in target setting, and building relationships with relevant stakeholders is positive.

Overall, teaching in support of learning is unsatisfactory

Most teachers demonstrate adequate content knowledge; however, only few demonstrate appropriate subject-specific strategies to enhance learning for all students. Most teachers have appropriately developed lesson plans; however, there is limited emphasis on planning for differentiation. While many students demonstrate interest in lessons and are motivated to learn, there are episodes of disruptions in lessons.

Overall, students' performance in English and mathematics is unsatisfactory

The school's performance in national examinations for English and mathematics increased over the 2014 – 2016 period. Notably, performance in English is better than in mathematics. In spite of the marginal increase in the Caribbean Secondary Education Certificate (CSEC), the performance remained below the national averages for the period. In addition, their participation and matriculation rates remained significantly below national targets. In comparison with the City and Guilds examinations, students perform and participate at a higher level.

Overall, students' progress in English and mathematics is unsatisfactory

Most students enter the school performing below the expected standard. However, over time, there is progress in external examinations particularly in the City and Guilds examinations. Notwithstanding, only some students are making adequate curricular progress in lessons.

Overall, students' personal and social development is unsatisfactory

Many students display inappropriate behaviours around the school, while some are disruptive in lessons; thus, hindering their academic progress. There are challenges with unpunctuality and irregular attendance to school and lessons by some students. Despite this, most students demonstrate a fair knowledge and awareness of economic, civic, spiritual, and environmental issues.

Overall, the use of human and material resources is unsatisfactory

The school has an adequate number of teachers on staff. However, there are an inadequate number of teachers trained to deliver the curriculum in specific subject areas. Despite efforts of staff development seminars, they insufficiently focus on the most pressing needs of the

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teachers. Effective use is made of the human resources available. The school has adequate resources available to achieve at least satisfactory standards; however, their use in lessons is insufficient to strengthen students' learning.

Overall, provisions for the curriculum and enhancement programmes are unsatisfactory

The school is making efforts, particularly in literacy, to adapt the curriculum to the needs of students, but there is limited emphasis on interventions for the improvement of mathematics. Likewise, there is inadequate students' uptake of programmes, and the key monitoring component to evaluate the effectiveness of these efforts, to facilitate satisfactory outcomes is deficient. The extra-curricular activities programme is also inconsistent. However, there is a strong work experience programme in place.

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

Adequate safety, security, and health programmes are in place at the school. There are some programmes in place to support students' wellbeing; however, the systems in place to manage students' punctuality and attendance are inadequate.

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

- Improvements in the school's English performance, particularly in City and Guilds
- Provisions to ensure a safe and secure environment
- High staff camaraderie

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

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Findings of School Inspection

1) School Leadership and Management

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

Overall, leadership and management is unsatisfactory

School-based leadership and management is unsatisfactory

There is a positive atmosphere of mutual respect and collegiality at the leadership level of the school. Most stakeholders express satisfaction with the leadership of the school, citing the opportunities provided for participation in decision-making and the visibility of the Senior Leadership Team (SLT). There is a vision geared towards seeing the students achieve their best, with greater focus placed on vocational training. There are some systems in place to facilitate the monitoring of teaching; such as, lesson observations, documentation of content coverage and, some degree of lesson plan vetting. However, the monitoring of teaching in support of students' learning is limited in holding teachers accountable. For example, whereas all teachers met expectations in their annual teacher performance appraisals, there is insufficient relationship between their ratings and students' outcomes. Instructional leadership is weak and the use of data to drive school improvement is underdeveloped. For example, the streaming of students is a practice in the school with little attention given to effective deployment of teachers to support the less abled students. Members of staff share excellent relations and demonstrate a willingness to undertake additional tasks such as serving on committees, hosting extra lessons, and supporting the preparation for events and programmes. There are systems in place to aid with the management of the school; such as, regular meetings, logbooks, and written job descriptions for staff.

Self-evaluation and school improvement planning is unsatisfactory

The school's self-evaluation and improvement planning practices are not sufficiently rigorous to engender the desired improvements in students' outcomes. The school completes a Self-Evaluation (SSE) in preparation for the development of the three-year School Improvement Plan (SIP), and not annually as directed by the Ministry of Education, Youth, and Information MOEYI. Notwithstanding this, the current SSE, to some extent, accurately reflects many of the strengths and weaknesses of the school while identifying key areas for improvement. For example, students' punctuality, students' behaviours, teaching methodologies, and use of technology in lesson delivery. The SIP is current, and aligned to the strategic objectives of the MoEYI and, action plans are in place for the Principal, departments, and teachers. Targets in the SIP for example focus on improved performance in external examinations and participation rates. On the other hand, the plans to improve mathematics are not highly prioritised. For example, an audit activity designed to identify gaps in the delivery of mathematics scheduled for completion halfway through the three-year SIP cycle does not allow for any immediate plan or provisions for the present school year. Additionally, the school targets an increase in student population by over 200 students, but there is no clear plan to address the current state of over-crowding or for the proposed increase. Overall, there have been limited steps taken to address the recommendations from the previous inspection. However, there is some success in implementing more literacy programmes. On the other hand, the support for mathematics improvement is inadequate, and monitoring mechanisms previously recommended are not sufficiently established.

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Governance is unsatisfactory

The constitution of the Board of Governors is legitimate with appropriate expertise to support the leadership in steering the school towards achieving its goals. Its membership comprises a retired educator, a lawyer, an accountant, and the manager of a Government agency, among others. The Board held at least two meetings during the school year. There is regular support and guidance provided for the school, particularly, towards getting assistance and financial support from agencies and individuals. However, the Board holds the Principal to account in a limited way; in that, it accepts oral reports from the Principal at meetings. The financial committee of the Board is inactive, and there has been limited financial reporting. Notwithstanding that, it is involved in setting targets for increasing the percentage of the population that sits external examinations, as well as the percentage of the students meeting their age and grade level competencies to at least 85 per cent by 2019. To its credit, the Board is also advocating for greater participation in vocational areas. Despite this advocacy, the participation rate in vocational subjects remains low, and consistently so over recent years.

Relationship with parents and local community is satisfactory

The school has employed effective strategies to manage communication flow with the parents. In addition to a School Management System (SMS) that is in place, there are regular Parent Teacher Association (PTA) meetings at the school-wide level, held at least once per term. Students take home messages and the Public Relations Officer (PRO) for the PTA and the guidance counsellors all contribute to parents effectively receiving information from the school. Parents are encouraged to visit the school to discuss matters relating to their children's progress. Despite this, only few parents make themselves available for PTA meetings and volunteer their services when the need arises. Likewise, only some parents are integrally involved in the education of their children by providing their school supplies. Overall, the school is developing its relationships with organizations and agencies in the local community to support its goals. For example, the school receives an annual financial contribution towards vocational support from the Member of Parliament. The school gives back by allowing members of the local community use of the multi-purpose sports facility.

How effectively is the school led and managed by the Board, the principal and senior management team?	
Grades	**7 – 11**
School-based leadership and management	**Unsatisfactory**
Self-evaluation and improvement planning	**Unsatisfactory**
Governance	**Unsatisfactory**
Relations with parents and community	**Satisfactory**

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2) Teaching Support for Learning

How effectively does the teaching support the students' learning?

Overall, teaching in support of learning is unsatisfactory

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

Most teachers have secure content knowledge and deliver lessons with confidence. However, only a few demonstrate sufficient knowledge of how best to teach by using appropriate subject-specific strategies that caters to the needs of most students. For example, in a Grade 9 mathematics lesson, the teacher provided inadequate support for the students to engage in the use of higher order thinking skills and so they guessed responses for the activities. However, in a Grade 8 English lesson, the teacher correctly redirects a male student to use Standard Jamaican English (SJE) with appropriate grammar. The example of a comparative sentence was incorrect in more than one ways: *Me and my brother is in the same class.* The teacher corrected the student with, *"My brother and I"*. Despite a checklist affixed to most lesson plans for evaluation, the culture of written lesson evaluations to reflect on students' learning outcomes and the quality of teaching is limited throughout the school. Only a few teachers deliberately reflect on the episodes of teaching indicating the extent to which students have mastered concepts taught in order to aid in future planning.

Teaching methods are unsatisfactory

Generally, teachers' lesson plans are consistent with the 5E model of instruction and contain assessment tasks that reflect the objectives. However, there is inadequate planning for differentiated instructions and assessment. In addition, some lessons span a two-week period, with no clear indication of which objectives relate to the different days. Time management is satisfactory in many lessons, as some teachers engage students appropriately for the duration of the lessons. Nevertheless, ineffective planning in some instances hinders maximum management of time. For example, in a Grade 7 mathematics lesson on measurement, the lesson did not move beyond the introductory activity. In a few other lessons, transitioning from the break periods and settling disruptive behaviours reduce the time spent on tasks. In addition, only some teachers use appropriate strategies in some lessons, like repetition, questioning, guided demonstration, group work, and discussions; however, the teacher-centred nature in many other lessons is dominant. In some lessons, the interactions between teachers and students are commendable as some students respond respectfully to instructions or questions. Some teachers use a variety of resources to support students' understanding; these include worksheets, puzzles, photographs, models, and projected slides from a laptop. It is evident that some teachers know the ability levels of students and use appropriate resources to support them. For instance, in a Grade 8 English lesson, the teacher utilised objects of different sizes and colours to demonstrate the comparative and superlative forms of adjectives. In many instances, teachers effectively motivate the students using tokens or offering praise for good efforts.

Students' assessment is satisfactory

The school's assessment policy clearly outlines the assessment framework and model. For the most part, teachers' marks records are in keeping with the policy reflecting students' continuous assessment scores. Most teachers assess students' understanding of concepts predominantly through questioning. For example, in a Grade 9 mathematics lesson on calculating the perimeter of compound figures, the students were required to give the perimeter and then say how they arrived at the answer. In addition, students' level of participation in discussions and seatwork activities are among mechanisms used to assess

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learning. Some teachers move around the classroom to monitor the quality and quantity of completed seatwork assignments. Furthermore, some teachers use assessment information to develop activities that addresses the range of ability levels of students.

Student learning is unsatisfactory

Many students are motivated to learn as they willingly share their understanding. Some students demonstrate curiosity by their eagerness to ask questions to assist with understanding certain concepts. For example, in a Grade 10 building technology lesson on constructing formwork, the students were able to investigate the purpose of each stage of the process. Similarly, in a Grade 10 clothing lesson, students use textbooks to explore content and extract information to impact their own learning. In many instances, some students apply their learning to real-life situations. For example, in a Grade 9 literature lesson, the students were able to talk openly about the negative effects of cheating such as broken heart, death, and demotivated children. Similarly, in a Grade 10 mechanical engineering lesson, one boy stated that he used soap water to check for air leaks based on his experience with bicycle wheels. Selected students in this lesson are able to set up a gas welding kit under the instruction of the teacher. In some cases, students are able to discuss and share information and collaborate well to complete tasks. For instance, all groups of students in a Grade 10 family and consumer management lesson were able to put together a jigsaw puzzle, and connect the image to their experiences. A few Grade 8 students are able to demonstrate sufficient higher order and critical thinking skills from material used in a reading lesson. Only a few students in the upper grades demonstrate to some extent inquiry and research abilities during lessons.

How effectively does the teaching support the students´ learning?	
Grades	**7 – 11**
Teachers´ subject knowledge and how best to teach the subject	**Unsatisfactory**
Teaching methods	**Unsatisfactory**
Assessment	**Satisfactory**
Students' learning	**Unsatisfactory**

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3) Students' Academic Performance

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

Overall, students' performance in national tests is unsatisfactory

Students' performance in English is unsatisfactory

The Caribbean Secondary Education Certificate (CSEC) results show that the school's pass rate in English language increased marginally by three percentage points, moving from 64 per cent in 2014 to 67 per cent in 2016. However, performance remained below the national pass rate throughout the period. The participation rate increased over the period by nine percentage points to 30 per cent, but was substantially lower than the national target of 100 per cent. The City and Guilds English participation rate increased over the three-year period by 29 percentage points to 53 per cent, while the pass rate increased by 27 points to 73 per cent.

Students' performance in mathematics is unsatisfactory

The CSEC results shows that the performance in mathematics increased marginally over the 2014/2016 period by one percentage point, moving from 19 to 20 per cent. However, peak performance was in 2015 at 77 per cent when 17 students out of a sitting of 22 attained passing grades. The school's pass rate was above the national pass rate in this year but below in 2014 and 2016. Students participation rate increased by 12 percentage points to 28 per cent overall but was significantly below the national target of 100 per cent. The school's City and Guilds mathematics participation rate increased from 2014 to 2016 by 30 percentage points to 50 per cent, while the pass rate decreased by nine percentage points overall for the same period to 60 per cent.

Students' performance in Technical/Vocational subjects
Students participated in 11 technical/vocational examinations between 2014 and 2016. The pass rate for each subject was generally high over the three-year period, with rates above 62 per cent, with the exception of agricultural science (single award), electrical technology, and mechanical engineering technology in 2014 and 2015. Students' participation rates in these examinations are generally low, with information technology, followed by physical education and sports revealing the highest participation levels.

Matriculation Rate
The school's matriculation rate increased by two percentage points over the period, moving from two per cent in 2014 to four per cent in 2016. These rates were below the national matriculation average throughout the 2014 to 2016 period, as well as the national target by 50 percentage points.

How well do the students perform in national and/or regional tests and assessments?	
Grades	**11**
How well do the students perform in National or regional tests and examinations in English?	**Unsatisfactory**
How well do the students perform in National or regional tests and examinations in mathematics?	**Unsatisfactory**

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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 unsatisfactory

Students' progress in English is satisfactory

In 2011, 139 students entered Grade 7 through the Grade Six Achievement Test (GSAT), with an average of 35 per cent in the language arts component of the examination. The same cohort in 2016 attained a 67 per cent pass rate for CSEC English language, with only 43 students' sitting the subject. The pass rate for English at the City and Guilds (level) that year was 73 per cent with 77 students sitting. Over time, the schools' overall performance increased throughout the 2014 to 2016 period in CSEC English language from 64 to 67 per cent, and for the City and Guilds English from 46 to 73 per cent.

Generally, most students enter the school with weak literacy skills, and many across the school are performing below the expected levels in English. Even though students' performance is below the expected grade level, in many instances, the type of activities provided in lessons further restricts their progress. For instance, in a Grade 7 lesson, most students were able to place the appropriate synonym beside given words: fall/drop, mad/insane, and choice/options. In another Grade 7 comprehension lesson, many students were able to syllabicate to identify and pronounce new words and use them correctly in written work. At Grade 8, some students are able to examine items/ pictures and formulate sentences from them. For example, 'Ms Johnson's pencil case is beautiful.' Some of the students are able to record sentences verbatim and underline the adjectives. Such as, 'The lion has a <u>heavy</u> mane.' Some of these students are also able to differentiate between positive and comparative degrees of adjectives: 'The red bear is <u>bigger</u> than the brown one.' (big and bigger). At Grade 9, many students are able to identify and use adverbs of time, manner, place, and frequency. In another lesson, many students are able to make predictions after reading a passage. At Grade 10, some students can explain past, present and future tenses and change tense in given sentences. In another instance, some students are able to identify verbs and list the tenses; they are able to share sentences such as, 'I am sitting in the class', and 'we won the football match'. Noticeably, students who are more capable across the school perform at a higher standard and make better progress in lessons. For example, in one Grade 11 lesson at the lower level, while most students were able to pair antonyms, like sad and happy, and loud and quiet, most choice of words were below the expected vocabulary level. In another Grade 11 lesson on 'Summary Writing', many students were able to explain a summary; state two rules for writing summaries; and wrote a good summary.

Students' progress in mathematics is unsatisfactory

Similarly, the 139 students placed through the GSAT in 2011 entered with an average of 41 per cent in the mathematics component of the GSAT. In 2016, the pass rate for CSEC mathematics was 20 per cent when only 41 students sat the subject. The pass rate for City and Guilds that year was 60 per cent, when 72 students sat the paper. The schools' overall performance in CSEC mathematics increased marginally overall throughout the 2014 to 2016 period from 19 to 20 per cent, and for the City and Guilds mathematics from 71 to 60 per cent.

Generally, most students enter the school with weak numeracy skills and most students make little progress in mathematics when compared to their starting points. In many instances, their progress is hindered by the limited type of activities provided in lessons to appropriately scaffold them to progress to more challenging work; especially the weaker performers. For example, in an upper stream Grade 7 lesson, using the unit price, most students were able to

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calculate the total amount of items within a given set. In another lesson at the lower stream, some students were able to tell terms associated with measurement such as height, width, long, short and large. Some were also able to tell that the metre stick is appropriate to measure the length of the wall and door. At Grade 8, while many students are able to repeat steps to solve linear equation demonstrated by the teacher, for example $x+10=15$ many are not able to apply the skills learnt to extend learning and solve problems such as $2x+10=15$. Noticeably, students in the upper streams across the school perform at a higher standard and make better progress in lessons. In an upper stream Grade 9 lesson, many students were able to state their understanding of an angle of depression using key words of the observer, horizontal line of sight and the decline line of sight. Many were able to transfer learning by applying the principle angle of elevation to learning for angle of depression. In another Grade 9 lesson at the lower stream, many students were only able to identify the basic parts of the circle with the teacher's guidance. In a Grade 10 lesson, many students can accurately calculate the area of compound shapes and apply the correct units of measurement. At Grade 11, although this is a revision lesson, only a few students are able to solve the problem of 6782 - 994.396, while in another lesson, most students were unable to add and subtract whole numbers and decimals.

How much progress do the students make, in relation to their starting points?	
Grades	**7 – 11**
How much progress do the students make in relationship to their starting points in English?	**Satisfactory**
How much progress do the students make in relationship to their starting points in mathematics?	**Unsatisfactory**

5) Students' Personal and Social Development

How good is the students' personal and social development?

Overall students' personal and social development is unsatisfactory

The students' behaviours and attitudes are unsatisfactory

Many students display inappropriate modes of behaviours around the school compound and in some lessons. Some do not respond readily to the bell or to their teachers' instructions. In a Grade 7 lesson, for example, the students took a long time to settle, they ignored the warning bell and sauntered to class. While many students maintain amicable relationships among their peers and with staff, some are disrespectful and disruptive. Many students do not demonstrate adequate self-organization and commitment to learning. For example, in a Grade 11 mathematics lesson, many students were without a notebook and so the teacher had to give them paper to complete an activity. In addition, most boys within some lessons are not stimulated to learn and demonstrate little interest in undertaking designated tasks.

Punctuality and attendance is unsatisfactory

Although having a reported average of 83 per cent over the last three years, lesson observations, and attendance records show that many students are regularly absent from school and many students are late for school and lessons. For example, in some classes, attendance was less than 50 per cent, and the average attendance since the start of the academic year of inspection was 78 per cent. Some students reportedly help their parents on farms on some school days. Notably, significant teaching time is lost during transition, as many students do not respond readily to the bell after the breaks, and many loiter on the corridors and on staircases between lessons.

The civic understanding and spiritual awareness of the students are satisfactory

Most students demonstrate an appreciation for being Jamaican, but some are disheartened by the high level of crime in the country. They are able to identify with Jamaica's culture and allude to Jamaica Day activities celebrated in February. Many students abide by the rules by wearing appropriate uniforms, are polite and proud of their school. In general, many students across the school demonstrate a willingness to participate in taking care of their school. For example, they sweep their classrooms and empty bins. Some students are involved in student governance such as prefects, monitors, head boy, head girl and club leaders. Most students demonstrate spiritual awareness through their participation in devotional activities by singing lively choruses and praying. Some also express the intention to help less fortunate students with lunch if they had excess funds.

Students' economic awareness and understanding is satisfactory

Many students are developing an awareness of the Jamaican economy and its progress. Some are also aware of Jamaica's involvement in trade with other countries in the region and internationally. While understanding that Jamaica is highly resourced, and that tourism is the main economic driver through foreign exchange, their understanding of other source of funding for the Government is limited. Some students are able to share that the country would have a stronger economy by strengthening the tourism product and local businesses. For example, one student questioned the true independence of Jamaica since the country depended on larger countries for goods such as cars and food. Some students explained that economic hardships prevented some of their classmates from attending school, as they should. In addition, some students have a clear understanding of their potential to contribute positively to Jamaica. They anticipate doing well in their examinations, achieving their goals and becoming employable so that they can contribute to the economy. For example, some express the desire to pursue a career path in the security services by becoming a soldier or police. They also express a desire to give back to their individual communities by sharing with youngsters at risks.

Students' environmental awareness and understanding is satisfactory

For many students an awareness of the environment is limited to garbage disposal practices; they know the negative impact of improper disposal of garbage on the environment. For example, some indicate that the burning of garbage in communities negatively affect the country, and garbage thrown away at random get into the sea. Many take care of the local school environment by utilizing the many garbage receptacles available. Additionally, some students from the 4H Club and the agricultural department undertake beautification projects by planting flowers on a regular basis. Many students are aware of how to care for the wider community through the proper disposal of garbage.

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How good is the students´ personal and social development?	
Grades	**7 – 11**
Students´ behaviour and attitudes	**Unsatisfactory**
Punctuality and attendance	**Unsatisfactory**
Civic understanding and spiritual awareness	**Satisfactory**
Economic awareness and understanding	**Satisfactory**
Environmental awareness and understanding	**Satisfactory**

6) Use of Human and Material Resources

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

Overall, the use of human and material resources is unsatisfactory

The quality of human resources is unsatisfactory

The school has sufficient numbers of trained teachers and support staff. The complement of teachers is 31 and there are 24 supporting staff members - 15 ancillaries and nine administrative members. Teachers' qualifications range from diplomas to masters level degrees. Notwithstanding this, there are a few subject areas where there is a shortage of qualified teachers to deliver the curriculum. For example, the school does not have the adequate number of qualified mathematics teachers to expand the hours for the teaching of mathematics. Additionally, while the school has been able to fill the posts of literacy teachers for Alternative Pathway to Secondary Education (APSE), the two posts for mathematics remain unfilled. While the school practices staff professional development, staff self-evaluation and the needs of the school plays a minimal role in the process. For example, there is reference in the SSE for the training of teachers' in order to improve their teaching strategies; however, recent development sessions have mainly focused on classroom management.

The use of human resources is satisfactory

The school makes the best attempts at deploying the available human resource based on the staff they have. Most teachers are deployed to the levels at which they are qualified and experienced. In addition to regular teaching assignments, some teachers have posts of special responsibilities and take on major duties such as supervising the canteen and tracking the enrolment and attendance of students. Attendance and punctuality of most staff members is good as most teachers are present at school each day, with majority of the absences related to illnesses. The use of support staff is strategically effective and adequate. For example, members of the ancillary staff ensure the cleanliness of the premises, sweeping of the rooms after school, and the cleaning of bathrooms for a hygienic environment.

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The quality and quantity of material is unsatisfactory

The school's population exceeds the capacity of the existing buildings. There are 20 classes in the school facilitated in 14 classrooms. Consequently, students and teachers use the five labs and other subject-specialist areas as classrooms. Additionally, the school's self-evaluation indicates that many of the buildings require repair. Additional amenities at the school include the canteen and two tuck shops that are sufficient to satisfy the student population, a multi-purpose court and a small games field facilitate physical education and the playing of games. Although some of the resources in the specialist areas are in disrepair, adequate provisions for information and communication technology is available for teachers to access for lessons. For example, there is a set of small netbooks, a portable *mimeo* board, and approximately 60 tablets.

The use of material resources is unsatisfactory

The institution effectively uses available physical space to meet the shortfall in classrooms. For example, the welding shop was used for the teaching of a Grade 10 English lesson. The school also uses available space to create a greenhouse where the nearby market buys its produce. Recreational seating under shaded areas is available for students during break and lunch periods. While some teachers make use of worksheets and whiteboards during lessons, only few teachers use textbooks and the available ICT resources to support and strengthen instructional delivery, especially for the weakest students. For example, the interactive *mimeo* board is never used and the two class sets of tablets are underutilized.

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	**7 – 11**
Human resources	**Unsatisfactory**
Use of human resources	**Satisfactory**
Material resources – quality and quantity	**Unsatisfactory**
Use of material resources	**Unsatisfactory**

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7) Curriculum and Enhancement Programmes

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

Overall, provisions for the curriculum and enhancement programmes are unsatisfactory

Provisions for curriculum are unsatisfactory

The school's efforts to adapt the curriculum in order for it to meet the needs of all its students are insufficient. At present, the National Standards Curriculum (NSC) is in use at Grades 7 - 9 and further modification is applied based on students' academic pathway. An analysis of students' results from diagnostic tests determines their placement on any of the three academic pathways. Modification provisions include extended reading sessions for students within Grades 7 to 9, and for the lower performing students of Grades 10 and 11 are supported by reading coaches. On the other hand, there is limited emphasis to facilitate the improvement of numeracy skills despite students' unfavourable performance. The curricula for CSEC, City and Guilds and Career Advancement Programme (CAP) are a part of the Grades 10 and 11 programmes. Furthermore, though there is continuity within lessons, progression is slow. In many lessons, the simplified nature of concepts does not provide adequate challenge for students who are able to do more. For example, in a Grade 7 mathematics lesson, on ratio, more advanced students in the group are at a disadvantage based on the pitch of the concept. To the school's credit, and consistent with MoEYI policy directions, there are provisions for technical and vocational subjects such as industrial techniques, mechanical engineering, home and family management, and food and nutrition. However, the students' uptake of these programmes is marginal. Cross-curricular links in lessons are limited. However, attempts are made in some lessons; for example, in a mathematics lesson context clues was used to decipher the meaning of the words 'minimum' and 'maximum'.

Enhancement programmes are unsatisfactory

The provisions for the school's enhancement programmes are deficient in structure and inclusivity. Although there are named clubs such as Choir, Speech, Drama, Cadet, 4H, Math, Science and Environment, they are largely dormant with the reactivation of some in September 2017. Despite this reactivation, meetings are infrequent and minutes of these meetings are insufficient to show coverage and nature of the programmes. The school's calendar of events promote programmes such as Career Day activities, Girls and Boys Days, and Empowerment Days geared towards developing students; both personally and socially. Some students pursuing City and Guilds examinations benefit from a residential Easter Camp for one week and although some teachers offer extra lessons to aid in students' improvement, only some students attend these sessions. However, the school has a vibrant sports programme, which provides some students with exposure to football, netball, track and field, basketball, and cricket competitions. Some students participate in JCDC Festival of the Performing Arts competitions and field trips to Mico Open House, Denbigh Agricultural Show Ground, and Mandeville Hotel to extend their learning and develop soft skills. In an effort to ensure that students are suitably equipped with functional skills, Grade 11 students participate in the school's work experience programme and gain employability skills within local business enterprises in the Spalding area.

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How well do the curriculum and any enhancement programmes meet the needs of the students?	
Grades	**7 – 11**
How well does the curriculum meet the needs of the students?	**Unsatisfactory**
How well do the enhancement programmes meet the needs of the students?	**Unsatisfactory**

8) Student Safety, Security, Health, and Wellbeing

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

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

Provisions for safety and security are satisfactory

There is a security and safety policy in place to ensure the effective planning of programmes and measures for the safety of students, staff, and visitors. The policy outlines the roles of key persons such as the senior management team, guidance counsellor and the dean of discipline. Emergency drills form a part of the school's annual fire and earthquake awareness programmes. The premises has a secure perimeter fence with the Metrodade Security Company contracted to undertake security supervision during school hours by monitoring entry and exit points. In general, teachers, students and other staff members feel safe at school despite minor thefts that occur at times. There are adequate signs; directional, out of bounds, and danger areas posted in strategic locations. Despite the unmarking of the assembly point, there are signs that identifies the evacuation route. Sanitary facilities are hygienic, and there is a sick bay. Adequate garbage disposal skips and bins are available and students use them to support the clean school environment.

Provisions for students' health and wellbeing are satisfactory

The health policy of the school adequately caters to the needs of the students. It requires staff to model healthy lifestyle practices. Collaboration is emphasised with other agencies for the provision of health and social services. The nurse attends to minor ill health situations, and parents of those requiring urgent attention are informed as well as they are taken to a health facility. Strategies include health promotions and education, building capacity to offer health care services, and to encourage community participation. Canteen practices are in conformity to stipulated guidelines, and students' restrooms are hygienic. There is mutual respect between staff and many students. The school's guidance programmes and activities caters to a wide range of needs; including individual and group counselling, professional development for staff and staff and peer educators The guidance counsellor manages an effective welfare programme for students. Teachers handle students' disciplinary issues at the classroom level and refer serious issues along the chain of command to the level of the Principal. While students' attendance is marked consistently, the practices for tracking punctuality are limited. Three hundred students receive welfare benefits from the Programme of Advancement through Health and Education (PATH).

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How well does the school ensure everyone´s safety, security, health and wellbeing?	
Grades	**7 – 11**
Provisions for safety and security	**Satisfactory**
Provision for health and wellbeing	**Satisfactory**

Recommendations from Previous Inspection

On November 29, 2012 the following recommendations were made:

1. The Board should improve its strategic support to the school by establishing targets to which the school leadership may be held to account.

2. School leaders should put in place additional programmes and ensure effective monitoring of these programmes to enable improvement in the performances in the national examinations.

3. Teachers should:
   a. Provide opportunities for students to do research and problem-solving activities.
   b. Implement strategies in the teaching in mathematics in keeping with the national mathematics strategy.

4. The school should provide a wider range of extra-curricular activities for the students.

Recommendations

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

1. The Board of Governors should:

   a. play a greater role in the development of the SIP to ensure that the vision of the school is reflected in the plans;

   b. strengthen accountability systems of the Principal regarding set targets.

2. The Senior Leadership team should:

   a. establish a Curriculum Implementation Team, in accordance with the standards of the MoEYI to provide oversight of curricula provisions, implementation, and monitoring;

   b. be more deliberate in planning staff development sessions that cater to teachers' demonstrated weaknesses, particularly in the area of instructional strategies and differentiation;

   c. urgently conduct the planned audit of the shortfalls in mathematics to facilitate the required interventions so that planned targets can be achieved,

   d. embrace to higher degree, positive behaviour interventions to reduce the practice of maladaptive behaviours prevalently demonstrated by many students, and,

   e. engage the assistance of the National Parenting Support Commission (NPSC) to strengthen parental support for their students' learning.

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3. The teachers should:

   a. immediately develop a habit of reflective practice, by completing lesson evaluations;

   b. use evaluations done to plan in a more deliberate way, based on the needs of the students; and,

   c. incorporate more of the available instructional resources at the school in lessons.

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

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List of Abbreviations and Acronyms

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

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Appendices

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Appendix 1 - Record of Inspection Activities

Evidence for this report was based on the following:

Total number of lessons or part lessons observed	60

	English	Maths	Other
Number of lessons or part lessons observed **[Primary]**			
Number of lessons or part lessons observed **[Secondary, either grades 7 – 11 or 7 – 9 in an all-age school]**	21	17	22

Number of scheduled interviews completed with members of staff, governing body and parents	08

Number of scheduled interviews completed with students	03

	Parents	Students	Teachers
Number of questionnaires returned and analysed	-	79	16

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Appendix 2 - Inspection Indicators

Inspection indicators serve a number of purposes:

- They establish the vocabulary for a conversation with, and between, schools about the purposes of schooling and the key determinants of educational success

- They provide schools with a picture of educational excellence to which they can aspire

- They provide schools with a clear understanding of levels of provision and performance that are considered unacceptable and must be improved

- Schools can use the indicators to evaluate their own provision and performance, and to help them to make improvements

- The use of indicators ensures that inspectors concentrate on weighing evidence to make consistent judgements in all schools

- The publication of indicators helps to make inspection a transparent process for schools and the wider public.

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Inspection Indicators

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

1.1 School-based leadership and management

Key strands

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

Short descriptions to illustrate the five-point scale:

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

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1.2 Self-evaluation and improvement planning

Key strands

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

Short descriptions to illustrate the five-point scale:

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

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1.3 Governance

Key strands

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

Short descriptions to illustrate the five-point scale:

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

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1.4 Relations with parents and the local community

Key strands

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

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
There is inadequate communication with parents. Arrangements for reporting on students' progress are poor, and parents are not sure how well their children are doing at school 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 **There are few, if any, productive links with organisations and agencies in the local community**	**Communication with parents is insufficiently frequent and of poor quality, giving little information about children's progress and wellbeing** 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 **The school makes insufficient use of the resources offered in its local community and by outside agencies**	**The school uses established and reliable means to communicate with parents. The school informs parents regularly on matters relating to their children** 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 **There are some productive links with the local community and outside agencies, which produce additional resources and enrich the curriculum**	**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** 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. **The school has built a range of productive links with the local community and agencies, which enhance important aspects of the school's provision**	**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** 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 Parents are regularly consulted about the work of the school and views are influential **The school enjoys highly productive links with external partners, which enhance and enrich students' educational opportunities**

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

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

Key strands

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

Short descriptions to illustrate the five-point scale:

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

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2.2 Teaching methods

Key strands

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

Short descriptions to illustrate the five-point scale:

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

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

2.3 Assessment

Key strands

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

Short descriptions to illustrate the five-point scale:

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

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Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
feedback to students and seldom mark their students' written work	**students of all abilities are catered for** Teachers might regularly give oral feedback in lessons, but their marking is mostly cursory	work, but their marking might offer little specific commentary about how it could be improved	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	**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 **Students seldom make connections between what**	**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 themselves and choose and use resources independently	**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 others might lack motivation or might be easily distracted	**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 ICT when appropriate **Most can make clear**	**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 **The questions they ask show that they are making**

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

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

Key strands

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

Short descriptions to illustrate the five-point scale:

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

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

Key strands

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

Short descriptions to illustrate the five-point scale:

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

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

5.1 Students' behaviour and attitudes

Key strands

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

Short descriptions to illustrate the five-point scale:

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

FINAL

5.2 Punctuality and Attendance

Key strands

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

Short descriptions to illustrate the five-point scale:

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

5.3 Students' civic understanding and spiritual awareness

Key strands

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

Short descriptions to illustrate the five-point scale:

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

FINAL

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

5.4 Students' economic awareness and understanding

Key strands

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

Short descriptions to illustrate the five-point scale:

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

FINAL

5.5. Environmental awareness and understanding

Key strands

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

Short descriptions to illustrate the five-point scale:

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

FINAL

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

6.1. Human resources

Key strands

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

Short descriptions to illustrate the five-point scale:

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

FINAL

Key strands

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

Short descriptions to illustrate the five-point scale:

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

FINAL

6.3 Material resources – Quality and Quantity

Key strands

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

Short descriptions to illustrate the five-point scale:

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

FINAL

6.4 Use of material resources

Key strands

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

Short descriptions to illustrate the five-point scale:

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

FINAL

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

7.1 Relevance

Key strands

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

Short descriptions to illustrate the five-point scale:

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

FINAL

7.2 Enhancement Programmes

Key strands

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

Short descriptions to illustrate the five-point scale:

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

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

8.1 Safety and security

Key strands

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

Short descriptions to illustrate the five-point scale:

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

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8.2 Health and wellbeing

Key strands

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

Short descriptions to illustrate the five-point scale:

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

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Appendix 3 - National Test Data

STUDENTS' ATTAINMENT

Graph 1a: Percentage passes in CSEC mathematics and English language 2012 to 2016
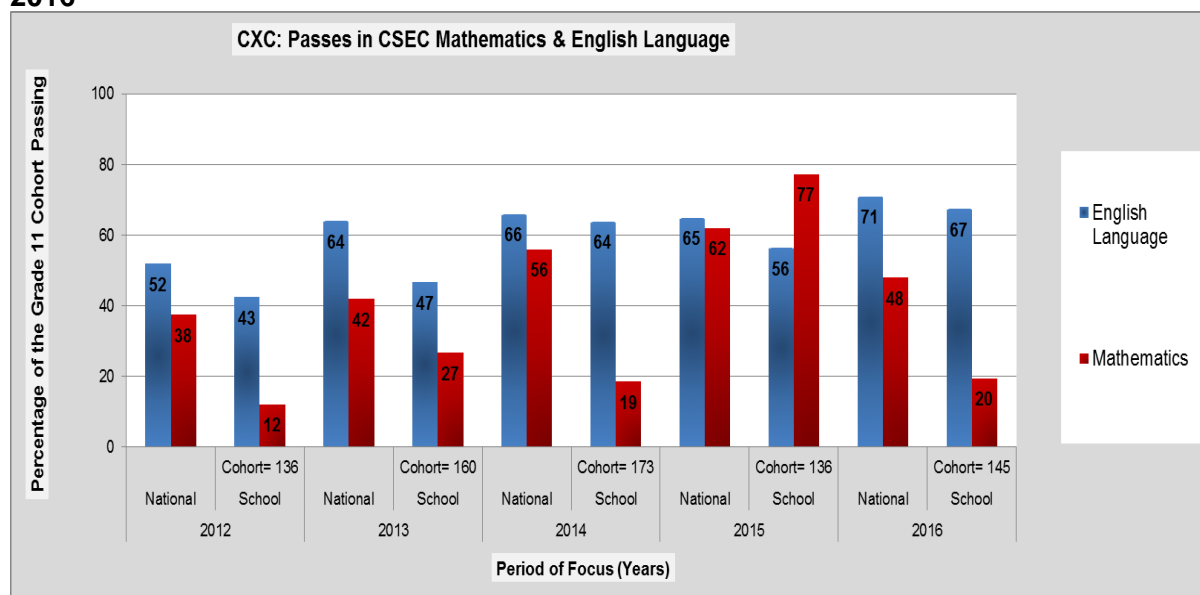
School passes for CSEC English language and mathematics are a percentage of the number of students sitting the examination.

Table 1a: Students sitting & passing CSEC mathematics and English language (2012-2016)

Year	Grade 11 Cohort*	Students Sitting CSEC Mathematics		Number passing CSEC Mathematics		Students Sitting CSEC English		Number passing CSEC English	
2012	136	33	(24%)	4	(12%)	40	(29%)	17	(43%)
2013	160	30	(19%)	8	(27%)	30	(19%)	14	(47%)
2014	173	27	(16%)	5	(19%)	36	(21%)	23	(64%)
2015	136	22	(16%)	17	(77%)	39	(29%)	22	(56%)
2016	145	41	(28%)	8	(20%)	43	(30%)	29	(67%)

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

The school's mathematics pass rate was below their English language pass rate over the 2012/2016 period, except in 2015 when it was above. The performance gap in the two subjects was widest in 2016 (47 percentage points). A larger percentage of students sat English language each year when compared with mathematics, except in 2013 when the participation rates for both subjects were on par at 19 per cent. The participation rate for both subjects increased marginally over the period.

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CSEC English language:

The school's English language pass rate increased over the period by 24 percentage points, moving from a low of 43 per cent in 2012 to peak at 67 per cent in 2016. However, it remained below the national pass rate each year. The participation rate increased slightly by one percentage point, but remained far below the national target of 100 per cent.

CSEC Mathematics:

The school's mathematics pass rate increased by 65 percentage points from 2012 to 2015, moving from a low 12 per cent to peak at 77 per cent. However, a substantial 57 percentage point fall was observed from 2015 to 2016. In 2016, just 20 per cent of the students sitting the examination were successful. The school's pass rate was below the national pass rate each year except in 2015 when it was above. The participation rate increased overall by four percentage points but remained far below the national target of 100 per cent.

Table 1b: Students sitting & City and Guilds mathematics and English language (2014-2016)

Year	Grade 11 Cohort *	Students Sitting City and Guilds Mathematics		Number passing City and Guilds Mathematics		Students Sitting City and Guilds English		Number passing City and Guilds English	
2014	173	35	20%	25	71%	41	24%	19	46%
2015	136	40	30%	27	68%	57	42%	43	75%
2016	145	72	50%	43	60%	77	53%	56	73%

The City and Guilds English participation rate and pass rate both increased over the three year period by 29 and 27 percentage points respectively.

The school's City and Guilds mathematics participation rate increased from 2014 to 2016 by 30 percentage points while the pass rate decreased by nine percentage points overall for the same period.

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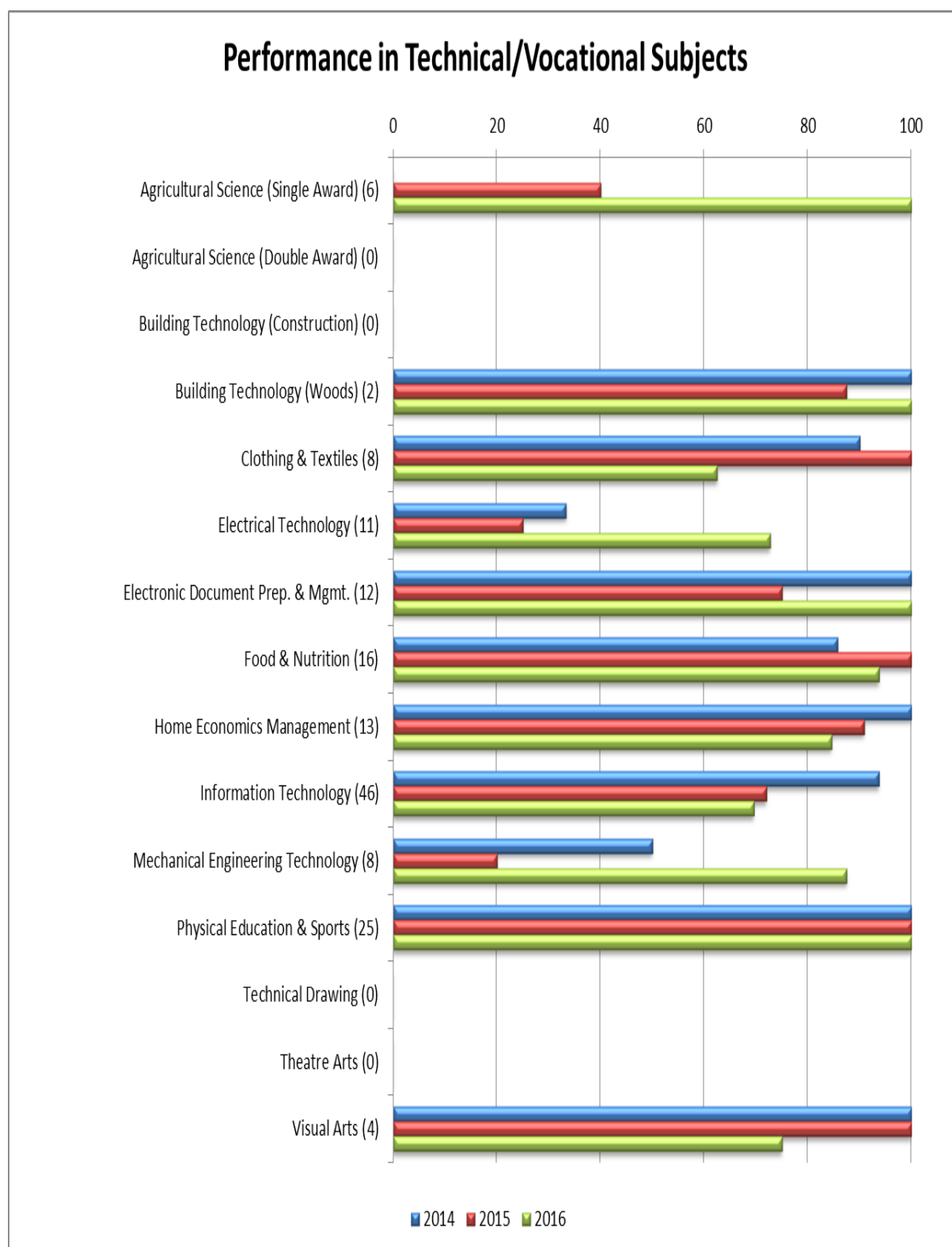**Graph 1b: Percentage Passes in CSEC Technical/Vocational Subjects (2014 to 2016)**

Performance in Technical/Vocational Subjects

Legend: ■ 2014 ■ 2015 ■ 2016

Subjects (vertical axis, top to bottom):
- Agricultural Science (Single Award) (6)
- Agricultural Science (Double Award) (0)
- Building Technology (Construction) (0)
- Building Technology (Woods) (2)
- Clothing & Textiles (8)
- Electrical Technology (11)
- Electronic Document Prep. & Mgmt. (12)
- Food & Nutrition (16)
- Home Economics Management (13)
- Information Technology (46)
- Mechanical Engineering Technology (8)
- Physical Education & Sports (25)
- Technical Drawing (0)
- Theatre Arts (0)
- Visual Arts (4)

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Table 1c: Students sitting & passing CSEC Technical/Vocational subjects (2014 to 2016)

| Technical/Vocational Subjects | Alston High | | | | | |
| | Number Sitting | | | Percentage Attaining Grades I-III | | |
	2014	2015	2016	2014	2015	2016
Agricultural Science (Single Award)	7	5	6	0	40	100
Agricultural Science (Double Award)	0	0	0	-	-	-
Building Technology (Construction)	0	0	0	-	-	-
Building Technology (Woods)	6	8	2	100	88	100
Clothing & Textiles	10	3	8	90	100	63
Electrical Technology	12	8	11	33	25	73
Electronic Document Prep. & Mgmt.	6	8	12	100	75	100
Food & Nutrition	14	13	16	86	100	94
Home Economics Management	17	11	13	100	91	85
Information Technology	32	25	46	94	72	70
Mechanical Engineering Technology	6	5	8	50	20	88
Physical Education & Sports	13	20	25	100	100	100
Technical Drawing	0	0	0	-	-	-
Theatre Arts	0	0	0	-	-	-
Visual Arts	5	1	4	100	100	75

Students participated in 11 technical/vocational examinations between 2014 and 2016. The highest participation level was for Information Technology, followed by Physical Education & Sports.

The pass rate for each subject was generally high over the three year period, with the exception of Agricultural Science (Single Award), Electrical Technology and Mechanical Engineering Technology in 2014 and 2015, was above 62 per cent.

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STUDENTS' ATTAINMENT

Graph 2: Percentage of student attaining five or more CSEC passes including mathematics and English language 2012 to 2016
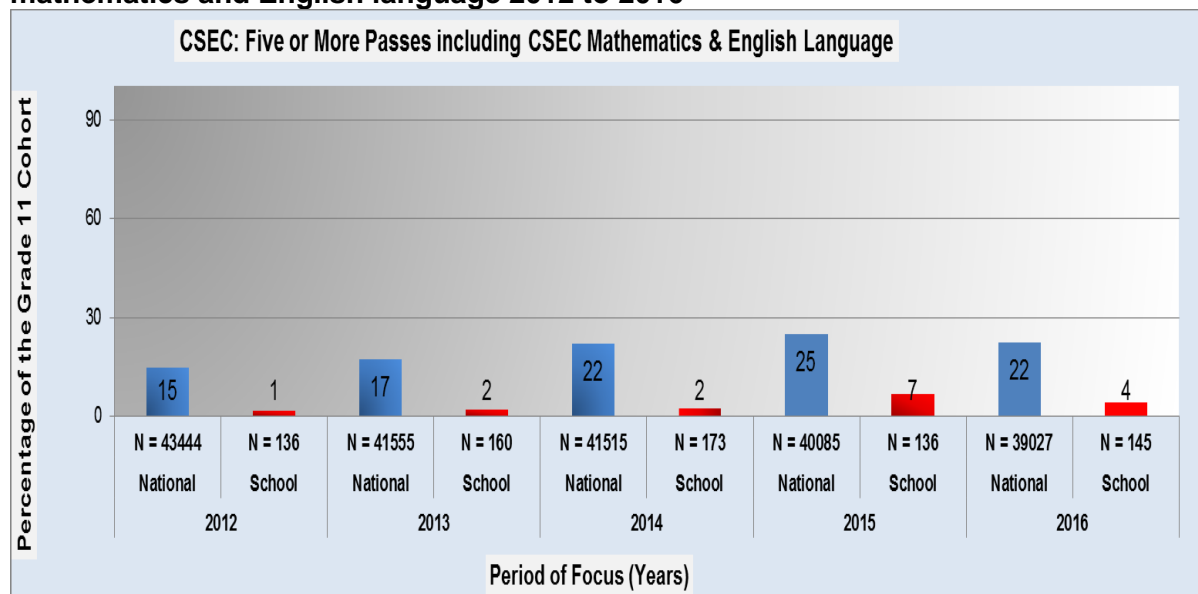
The secondary school target set by The Ministry of Education, Youth & Information is 54% of students sitting CSEC attaining five or more passes by 2016.

The school's matriculation rate increased slightly over the 2012/2016 period of review. It improved from a low of one per cent in 2012 to peak at seven per cent in 2015. However, a three percentage point fall was observed from 2015 to 2016. The school's matriculation rate was below the 2016 national education performance target by 50 percentage points.

Table 2: Percentage of students attaining five or more CSEC passes including mathematics and English language (2016)

Students attaining passes in 5+ CSEC or equivalent subjects	
National Education Performance Target (2016)	54 per cent
School's Current (2016) attainment	4 per cent

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STUDENTS' PROGRESS

Students' Starting Point

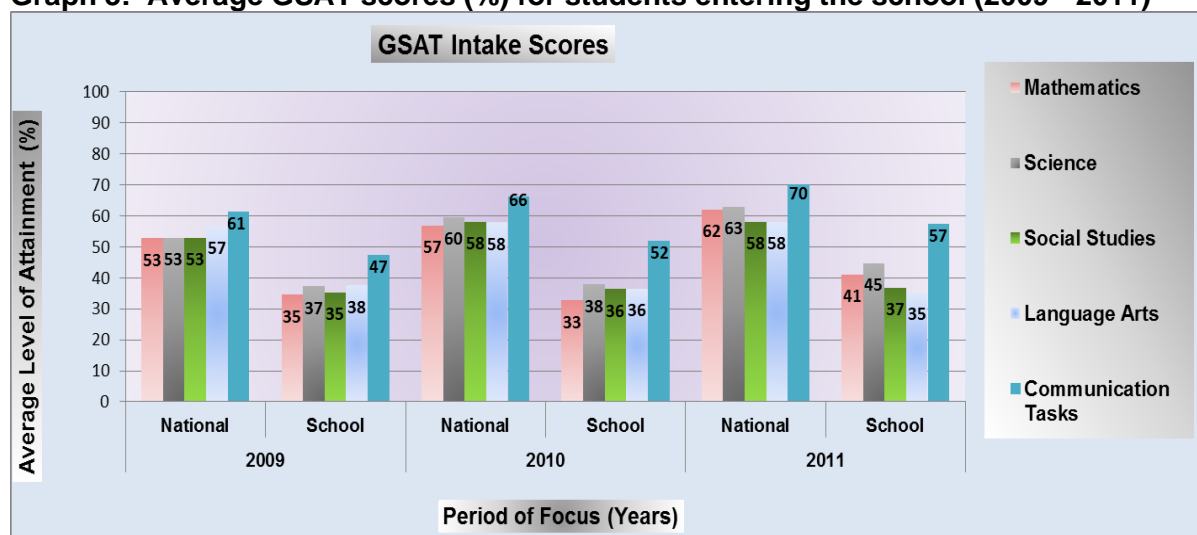**Graph 3: Average GSAT scores (%) for students entering the school (2009 - 2011)**

Table 3: Average GSAT scores (%) for students entering the school (2009 - 2011)

Alston High				
Assessment	Candidates Placed	**2011 Averages**		
GSAT Intake Scores	139	National		School
		62		43
Assessment	Candidates Placed	**2010 Averages**		
GSAT Intake Scores	156	National		School
		60		39
Assessment	Candidates Placed	**2009 Averages**		
GSAT Intake Scores	150	National		School
		55		38

The overall GSAT intake average for the 139 students entering Alston High in **2011** was below the national overall GSAT intake average by 19 percentage points. In addition, the school's averages were below the national averages in each subject.

In 2009 and 2010, the school's overall intake averages were also below the national overall intake averages.

STUDENTS' PROGRESS

Students' Starting Point

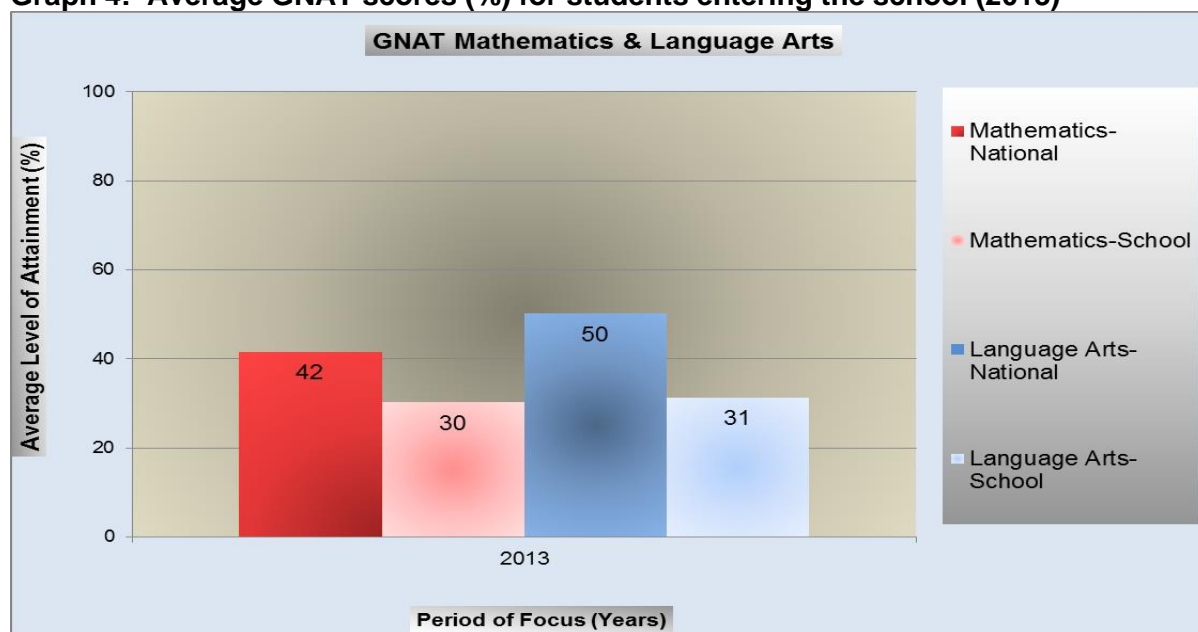**Graph 4: Average GNAT scores (%) for students entering the school (2013)**

**Table 4: Average GNAT scores (%) for students entering the school (2013)**

Alston High			
2013			
Assessment	**Candidates Placed**	**National**	**School**
GNAT Mathematics	31	42	30
Female	4	44	32
Male	27	40	30
GNAT Language Arts	31	50	31
Female	4	57	32
Male	27	47	31

Thirty-one students (four girls and 27 boys) entered Alston High through the Grade Nine Achievement Test (GNAT) in 2013. The students overall mathematics (30 per cent) and language arts (31 per cent) intake averages were both below the respective national GNAT intake averages by 12 and 19 percentage points.

The students performed marginally above in language arts when compared with mathematics (one percentage point). In addition, the girls performed slightly above the boys in both mathematics and language arts (two and one percentage point respectively).

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STUDENTS' PROGRESS

**Graph 5a: Tracking the 2011 cohort in English language and mathematics**
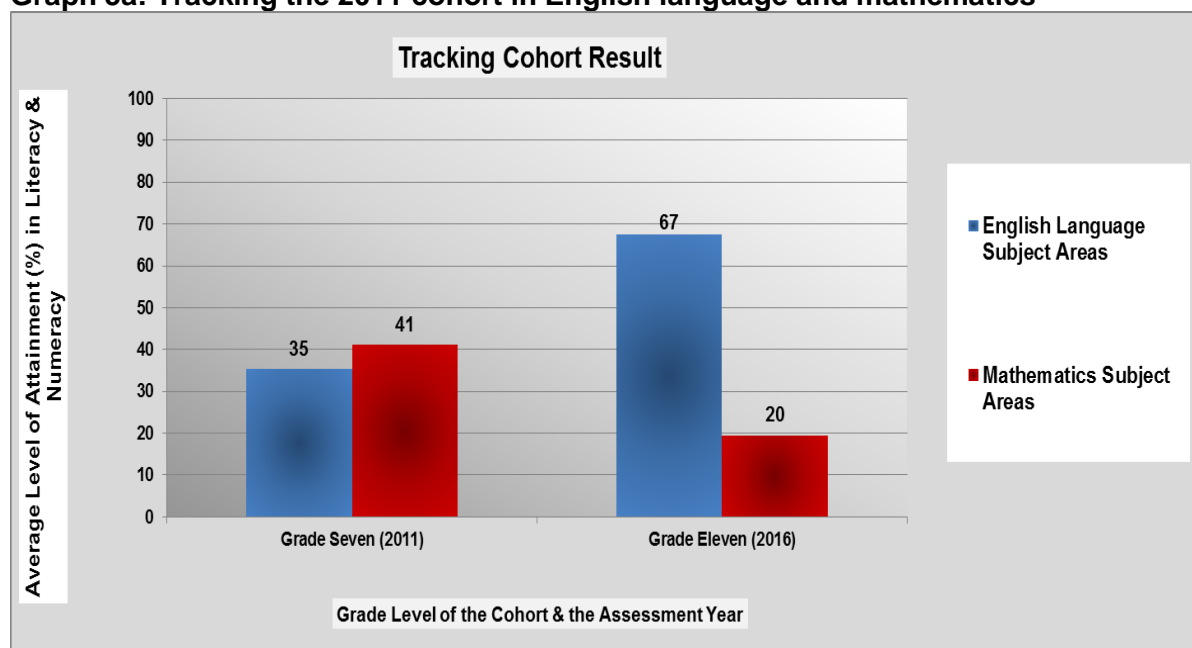
This graph tracks the performance of the **2011 Cohort** of students entering Alston High School. It shows their **average intake scores** in the 2011 GSAT (language arts and mathematics) and the **pass rates** in the 2016 CSEC examinations (English language and mathematics).

The **2011 Cohort** attained an average of 35 per cent in the language arts component of the GSAT. In 2016, the pass rate for CSEC English language was 67 per cent. This pass rate is reflective of 30 per cent of the grade 11 cohort who sat the examination.

The **2011 Cohort** attained an average of 41 per cent in the mathematics component of the GSAT. In 2016, the pass rate for CSEC mathematics was 20 per cent. This pass rate is reflective of 28 per cent of the grade 11 cohort who sat the examination.

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STUDENTS' PROGRESS

Graph 5b: Tracking School's Progress from 2012-2016

Tracking Overall School Progress in CSEC Mathematics and English Language
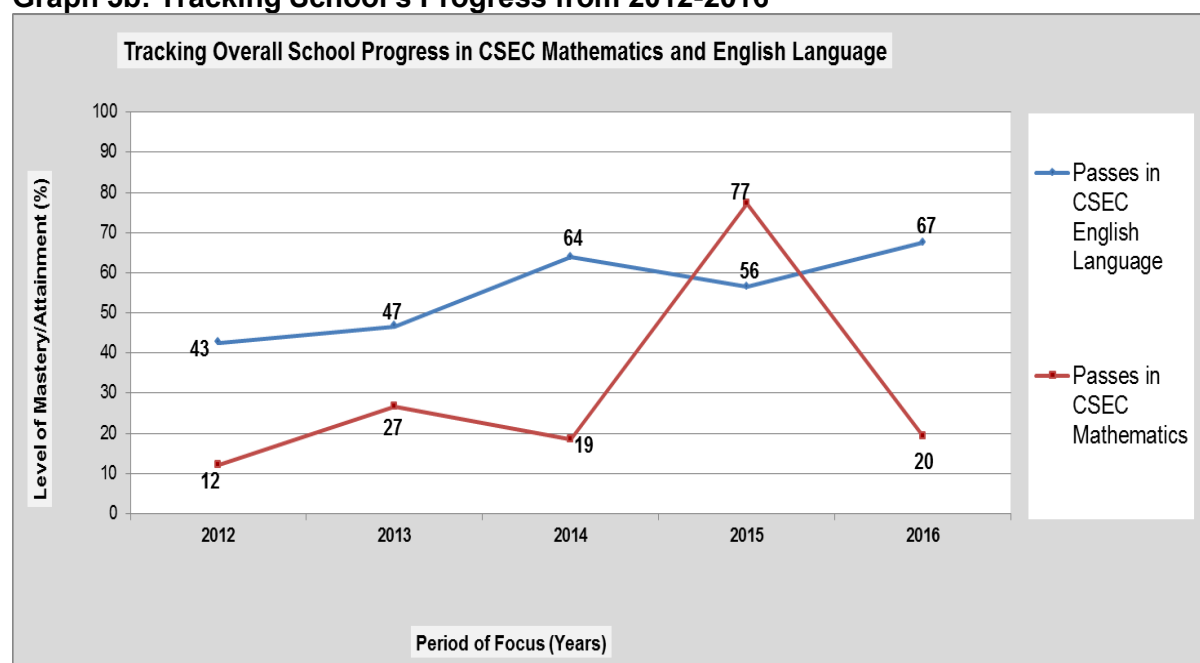
The school's English language and mathematics pass rates both improved overall over the 2012 to 2016 period. The mathematics pass rate was below the English language pass rate except in 2015 when it was above by 21 percentage points.

Definitions:

Cohort: A specific group of students who are expected to move through the education system during a particular time span. For example, the 2011 cohort entering grade seven are expected to complete grade 11 in 2016.

Matriculation Rate: The number of students attaining passes in five or more CSEC subjects including English language and mathematics in one academic year.

Percentage: The expression of a fraction into 100 equal parts. It is calculated by multiplying the fraction by 100. For example $^2/_5$ expressed as a percentage equals (2/5) x 100 = 40 per cent.

Percentage Point: The unit for the arithmetic difference between two percentages. For example, 20 per cent is lower than 45 per cent by 25 percentage points.

Trend: The pattern observed or general tendency of a series of data points over time. There must be at least three (3) consecutive years of data before a trend can be established.

List of Acronyms:

CSEC -   Caribbean Secondary Education Certificate

GNAT -   Grade Nine Achievement Test

GSAT -   Grade Six Achievement Test

MoEY&I -   Ministry of Education, Youth and Information

Sources

1. Grade Six Achievement Test (2009-2011). Student Assessment Unit, Ministry of Education, Youth and Information

2. Grade Nine Achievement Test (2013). Student Assessment Unit, Ministry of Education, Youth and Information

3. Jamaica Directory of Educational Institutions (2012-2016). Policy Analysis, Research and Statistics Unit, Planning and Development Division, Ministry of Education, Youth and Information

4. Jamaica School Profiles (2012-2016). Policy Analysis, Research and Statistics Unit, Planning and Development Division, Ministry of Education, Youth and Information

5. Enrolment Data (2012-2016). Policy Analysis, Research and Statistics Unit, Planning and Development Division, Ministry of Education, Youth and Information

6. Educational Reform Performance Targets (Table 13), National Education Strategic Plan (NESP) (March 28, 2011). National Oversight Committee, Education System Transformation Programme, Ministry of Education, Youth and Information

7. CSEC (2012–2016). Planning and Development Division, Policy Analysis, Research and Statistics Unit, Ministry of Education, Youth and Information

8. City and Guilds (2013-2016). City & Guilds Jamaica Rep Office

Appendix 4 – Stakeholder's Survey Responses

National Education Inspectorate (NEI)

Survey Responses from **Secondary Level Students**

A total of **79** secondary level students from **Alston High** responded to the Secondary Students Questionnaire administered by the National Education Inspectorate. A summary of the responses is provided below.

School Environment	Percent Responses*	
	Agree	Disagree
1. I am safe at school	88.6%	11.4%
2. My belongings are safe and secure at my school	49.4%	50.6%
3. My classrooms are comfortable	69.6%	29.1%
4. It is easy for physically disabled children to move around on the school premises	60.8%	35.4%
School Support Services		
5. I am satisfied with my opportunities to use IT (e-mail and software) at my school	79.7%	20.3%
6. My school's computers and network function well	77.2%	20.3%
7. The canteen/catering services at my school are good	79.7%	16.5%
8. The meals in my school canteen are nutritious	79.7%	20.3%
9. I know how to use the school library	94.9%	5.1%
10. I can get help in using the library services when I need it	83.5%	13.9%
11. There are sufficient books in the school library	72.2%	25.3%
School Culture		
12. I am treated respectfully by the principal and teachers	92.4%	7.6%
13. I am treated respectfully by the non-teaching staff	70.9%	26.6%
14. I am treated respectfully by other students	57.0%	43.0%
15. Most students are respectful to teachers	84.8%	12.7%
16. Most students behave well	84.8%	15.2%
17. I have achieved the objectives that I set for my learning	92.4%	7.6%
Learning and Teaching		
18. I have received sufficient feedback on my studies	89.9%	8.9%
19. I have the opportunity to give teachers feedback on my studies	89.9%	7.6%
20. I get assessment results/marks within a reasonable period of time	96.2%	3.8%
21. My assessment of my own achievement matches that of my teacher	88.6%	8.9%

* Percentages do not include non-response

FINAL

A total of **16** teachers from **Alston High**

responded to the Teachers Questionnaire administered by the National Education Inspectorate.

A summary of the responses is provided below:

School Environment	Percent Responses*	
	Agree	Disagree
2. I am valued as a teacher	100.0%	0.0%
12. I would recommend this school as a good place to work	100.0%	0.0%
16. This school is a safe place in which to work	93.8%	0.0%
School Support Services		
1. The school's leadership team does a good job of communicating organizational policies	93.8%	0.0%
13. There are frequent opportunities for teachers in this school to collaborate and learn together	100.0%	0.0%
14. There are opportunities for teachers in this school to access professional development	100.0%	0.0%
School Culture		
3. Problems and conflicts are dealt with in a fair and constructive manner	93.8%	6.3%
4. At this school, expectations are high that students will do well academically	75.0%	25.0%
5. At this school, expectations are high that students will do well socially.	81.3%	18.8%
11. The school is making progress towards its goals	100.0%	0.0%
15. I am responsible for my students' outputs	87.5%	0.0%
Learning and Teaching		
6. I am confident working with students who are physically challenged	75.0%	25.0%
7. I am confident working with students who are mentally challenged	25.0%	75.0%
8. I am confident working with students who are behaviourally challenged	62.5%	37.5%
9. I am confident working with low-achieving students	87.5%	0.0%
10. I am confident working with gifted students	81.3%	18.8%

* Percentages do not include non-response

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