

OCHO RIOS HIGH SCHOOL

INSPECTION REPORT

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National Education Inspectorate
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FINAL

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Introduction

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

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

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

Key Questions

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

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

The Five-point Scale

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

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

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

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

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

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

Consistency in terminology

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

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

Profile

School's Demographics

Locale:	Urban
Parish:	St. Ann
Region:	3 Brown's Town
School Code:	06095
Gender:	Co-educational
School Organization:	Shift
Size:	Class IV
Attendance Rate:	85%
Capacity:	1000
Enrolment:	2257
No. of Teachers:	98
Pupil-Teacher Ratio:	27:1
Owned by:	Government

Socio-economic Context

The Ocho Rios High School is located on Milford Road overlooking the town of Ocho Rios in the parish of St. Ann. The school was built by the government on seven acres of land that were donated by the Anglican Church. The school maintains strong ties with the Anglican Church which facilitates a few initiatives school wide to boost moral and spiritual development and to assist with meeting some of the welfare needs of the students. A Special Education Unit which is managed by the Edge Hill School of Special Education is housed on the compound and serves mostly students with intellectual disabilities. The students for the Unit are often mainstreamed for the vocational subject areas and some students in the regular school benefit from remedial assistance in literacy and numeracy until they are ready for their assigned grade level. The regular school operates on a shift basis and there is a sixth form programme and an evening institute where the school's curricular is also taught. The students who attend the school are primarily from the communities of Steer Town, Parry Town, Exchange, Middle Street, Claremont, Brown's Town, Discovery Bay, Blaire, Tydixon and Bensonton. The parents are from a diverse economic backgrounds, most of whom are entrepreneurs, artisans and self-employed. There are a few professionals who work primarily in the hotel sector as well as government and other private entities.

The school actively participates in sports and other local competitions in the areas of academic and the performing arts. There is a positive relationship with the community as seen in the partnership with the Edge Hill School of Special Education as well as with the local Anglican Church. Several programmes generated from these partnerships have boosted the students' literacy and numeracy performance while enabling a more wholesome development among members of the school community. There are over 700 students on the Programme of Advancement Through Health and Education (PATH) and they receive meals at school daily.

Executive Summary

Overall effectiveness of the school

The overall effectiveness of Ocho Rios High School is unsatisfactory

Overall, leadership and management is satisfactory

The school's leadership is visible and the Principal is positively impacting the curriculum delivery and student discipline. The vision of the school is widely shared and is supported by most members within the school. While a premium is placed on instructional leadership, the practice is not always consistently supported by all members of the management team. There is greater synergy among the leadership team on the morning shift versus the afternoon shift. The school's efforts for improvement are guided by its School Improvement Plan (SIP) which is sufficiently monitored to ensure that targets are met. Importantly, the Board maintains strategic oversight of the school's activities through its committees and general effort is made to hold the leadership of the school accountable. The local community, businesses and a core of past students give active support to many school initiatives while the responses from and among the parents are mixed.

Overall, teaching in support of learning is unsatisfactory

Teachers' subject knowledge and how best to teach is satisfactory within the general school and is good in the Special Education Unit. Some lessons are teacher-centered, in some instances, they are not sufficiently differentiated with activities to meet the learning needs of some students. Almost all lessons in the Special Education Unit are tailored to meet the needs of all students. Nevertheless, most teachers across the school (general and special unit) prepare lesson plans, and use them to guide the delivery of lessons which are usually well paced. Many students actively participate and are sufficiently equipped with the resources they need to support their learning. In many instances, students take advantage of opportunities to collaborate with their peers and to complete research tasks to further their learning.

Overall, students' performance in English and mathematics is *needs immediate support*

The students' performance in English in the Caribbean Secondary Education Certificate (CSEC) examination needs immediate support. Generally, the students' performance in mathematics is well below the national scores and this has been the trend during the period of review. While more students are sitting mathematics at CSEC, many are not passing the subject. Notwithstanding, some students sit English and mathematics in the City and Guilds Examinations and in a few instances students attempt sitting these external examinations prior to Grade 11.

Overall, students' progress in English and mathematics is unsatisfactory

Students' progress in English is only satisfactory while progress in mathematics remains unsatisfactory though many students are making progress in lessons.

In the Special Education Unit, most students make satisfactory progress overall. A few students benefit from being mainstreamed in a few select literacy and numeracy classes in order to prepare to sit external examination either at the City and Guilds and or CSEC level.

Overall, students' personal and social development is good

Most students are well-behaved in lessons and around the compound. They show willingness to learn, and their attendance and punctuality is satisfactory. They also have good civic, spiritual, economic and environmental awareness.

Overall, the use of human and material resources is satisfactory

The school has adequate numbers of teaching and support staff. There are 98 teachers on staff and 55 of them are trained graduates, and apart from a few instances, all are adequately deployed to enhance the teaching and learning process. Other members of staff are committed to their task and a few of them work across both shifts. The school is sufficiently resourced and available material resources are creatively used to advance lesson delivery and learning.

Overall, provisions for the curriculum and enhancement programmes are satisfactory

The school has a Curriculum Implementation Team in place and there are structured modifications of the curriculum at each grade level. There is also adequate curriculum coverage, continuity, and progression in the delivery of lessons. Good use is made of the Special Education Unit to assist with modifying the curriculum to meet the needs of the less abled group of students that are placed in the main school. Further, the Special Unit accommodates a few students temporarily until they attain grade level mastery. Similarly, a few students from the Unit are mainstreamed into the technical and vocational classes and in a few instances they are placed in regular English and mathematics lesson to sufficiently prepare them to sit external examinations. The school also has sufficient curriculum enhancement offerings, which includes various clubs, and vocational and other programmes.

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

Provisions for students' safety and security are satisfactory. The school has a Safety and Security Policy that guides its operations. As such measures to promote safety and security are promoted. For instance, there are signs around the school reminding students of expectations in support of personal and collective safety while on and also as they exit the school compound. The school has a cadre of security guards posted at its entrances and there are surveillance cameras at key points around the compound that further support the school's effort to monitor the campus. Similarly, adequate provisions are in place to cater to the health and welfare needs of the students. Close attention is given to the monitoring of discipline, and remediation efforts are usually preferred rather than suspension and expulsion.

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

- Students' good behaviour and willingness to learn
- Good civic, spiritual, economic and environmental awareness among students
- Certified and qualified staff
- Satisfactory material resources (quality and quantity)
- Incorporation of some special education students into the mainstream

How effective is the school overall?

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

Findings of School Inspection

1) School Leadership and Management

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

Overall, leadership and management is satisfactory

School-based leadership and management is satisfactory

School-based leadership and management are satisfactory. The school's leadership is visible and the Principal who is new has begun to positively impact the discipline and curriculum delivery. The vision and mission of the school are focused on delivering quality education to all students and these are posted in all classrooms, public spaces about the school, in the Students' Handbook and in the SIP. Some emphasis is placed on ensuring that the curriculum meets the needs of students and on improving educational outcomes, especially in the areas of literacy and numeracy. As such, the leadership of the school has re-established the Curriculum Implementation Team and the leadership of the Special Education Unit provides support in instructional leadership. Sharp focus is given to bolstering laboratories and library areas to facilitate improvement in lesson delivery and learning. Further, systems of accountability are in place which prompts many teachers to make marked improvement in their teaching. While the leadership of the school is shared, the Principal sufficiently delegates and monitors overall standards for improvement. Documentary practices across the school are organized with essential school data filed and stored manually and electronically making them easy to retrieve. While the school operates on a shift, there is greater synergy among the leadership team on the morning shift versus the afternoon shift. Nevertheless, many teachers are committed to students' learning.

Self-evaluation and school improvement planning is satisfactory

The school's self-evaluation and improvement planning is satisfactory. The school has completed its School Improvement Plan (SIP) and the process incorporated inputs from the Board, teachers, parents, and many other stakeholders. Importantly, the Board and Principal maintain strategic oversight of the plan through the SIP committee. The present SIP covers all aspects of the school's operations and includes specific targets aimed at improving the students' overall performance especially in key subject areas. All Heads of Department (HoDs) are mindful of SIP targets and give reports to the Principal as per schedule regarding the achievement of outlined targets. Nevertheless, there remain some challenges as not all teachers actively comply with targets such as tracking students' learning and improving lesson preparation to impact overall outcomes. For example, although students' grades were used to rank them, there was little evidence to suggest that these were being used to inform planning for some groups of students across the shifts.

Governance is satisfactory

The school's governance is satisfactory. The Board meets once per term, and it conducts the strategic oversight of the school's operations through a framework of committees. These include: Finance, Personnel, Disciplinary, Property, Education, and School Improvement, among others. The committees in turn report to the Board on the matters that fall within their respective portfolios. The Principal, Bursar, teacher representative, are also required to

present written reports at the meetings. The school-based leaders are held accountable for the operations of the school. The members of the Board outside of the various committees visit the school regularly and actively support its activities. For example the Chairman is regularly involved in devotional activities and conducts the scheduled meditation which takes place each day across the shifts.

Relationship with parents and local community is satisfactory

The school's relationship with parents and the community is satisfactory. The school communicates with parents through circulars, telephone calls, as well as messages shared at Grade and Parent Teacher's Association (PTA) meetings and within the major local churches. However, support and parental involvement in the activities that are undertaken by the school is mixed. Some parents visit the school to check on their children's progress and are involved in ensuring that they complete assigned tasks and commitments while others are actively involved in the PTA and volunteer their services. Also, a few members of the PTA executive volunteer in the book room, and support the school's sports and fundraising activities. However, there are some parents that are not actively involved in their children's' education, and are also less than supportive of the school's programmes and initiatives. Generally, the school enjoys satisfactory support for its activities from some members of the local community, businesses and the Anglican Church. Persons primarily from the business community give scholarships and bursaries to assist some students with the cost of external examinations. The major donors in this regard are the Ocho Rios Indian Association as well as the Anglican Church and a few past students. The school's compound, especially the auditorium is used on occasion by the community to host some events. The school operates an evening institute and the majority of participants are young adults and adults who are from the community and adjoining districts.

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

2) Teaching Support for Learning

How effectively does the teaching support the students' learning?

Overall, teaching in support of learning is unsatisfactory

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

Teachers' subject knowledge and how best to teach is satisfactory within the general school and is good in the Special Education Unit. Most teachers have satisfactory knowledge of their subject content as seen through the clarity and confidence with which they deliver the content to enable learning. Many teachers also demonstrate that they know how best to teach through their approach and effective questioning technique. However, few lessons are teacher-centred, and in some lessons, the activities are rarely differentiated to meet the needs of the less-abled learners. Notwithstanding, in most lessons the teachers revise previous lessons taught, and in the Special Education Unit, the practice of evaluation is consistently done though inconsistent in the regular school.

Teaching methods are satisfactory

Teachers' teaching methods are satisfactory. Most teachers prepare detailed lesson plans and these are appropriately aligned to the curriculum. Some of the plans have objectives that are measurable and these are usually written on the whiteboard so that students are aware of the expected learning outcomes. Many lessons are also appropriately paced, with adequate time being given for all activities including seatwork, group presentations, and note taking activities. Many teachers also use a range of strategies to engage students including questions, guided discussions, demonstrations, role-play, and skits. In most lessons students actively participate and engage interactively. In many lessons, the main resources used include the whiteboard, charts, manipulatives, and textbooks. During the period of inspection, although ICT or audio-visual resources were widely used to enhance lesson delivery in the Special Education Unit, in the main school these resources were used in few lessons.

Teaching in support of student's learning in the Special Education Unit is good. Overall, the teaching is usually tailored to meet the learning needs of the students who have a range of intellectual challenges and the activities selected by the teachers yield positive results. For example, in one lesson, provision was made for a student to listen to the list of words and to discuss his response orally while another student was given picture cards with the words written on them and was asked to describe the activities seen. Nevertheless, across the school, many teachers appropriately motivate their students and facilitate their involvement in their lessons.

Students' assessment is satisfactory

Students' assessment is satisfactory. Most teachers incorporate assessment as part of their practice, with 'question and answer' being the main technique used. This often does not facilitate whole class engagement, as some students dominate the lesson at the expense of those who are less able. Nevertheless, seatwork is also used as a means of assessment and the scores are appropriately utilised to determine the level of remediation that is required to enhance teaching and learning. In many instances, the scores that are given for assessment tasks are reflected in teachers' mark-books, and these include pre-test, homework, projects, classwork, and end of term examinations grades. However, lesson plans indicate that many teachers do not use students' assessment records to inform future

planning. Many teachers use students' queries to inform learning during lessons and in many students' notebooks there are very few evaluative comments to guide students and allow them to fulsomely self-assess their performance.

In the Special Education Unit, the teachers maintain an Individual Education Plan (IEP) for each student. These IEPs are sufficiently monitored by the class teachers who submit a progress report to the Principal of the High School and the Edge Hill School.

Student learning is unsatisfactory

Students' learning overall is unsatisfactory; in the technical vocational areas learning is better when compared to the other subjects, especially mathematics which is significantly below the requisite standard. Many students display positive attitudes towards their lessons and are eager to learn. They are attentive and respond well to discussions and questions. Some are able to effectively utilise research and problem solving skills particularly in science lessons. For example, in a Grade 7 integrated science lesson, many students were able to conduct independent research exploring types of leaves and seeds. These students spend their free time in the library and labs to complete additional work or to engage their teacher to better understand lesson topics. When given the opportunity students work collaboratively in learning activities including problem solving tasks. Some students display higher order thinking skills in their explanations of difficult concepts and also in applying newly learnt concepts to real life situations. Most students apply what they learn to new situations, for example, most students listed some of the qualities necessary for becoming self-employed.

Overall, students' learning in the Special Education Unit is satisfactory. For example, in one of the special education classes, many students were able to use the experience of working in a supermarket to validate the importance of having a completed resume when seeking a job. Also, one student used a credible argument to counter the teacher's assertion that buying items on sale is always the best option for consumers.

How effectively does the teaching support the students' learning?		
Grades	7-11	Special Education Unit
Teachers' subject knowledge and how best to teach the subject	Satisfactory	Satisfactory
Teaching methods	Satisfactory	Good
Assessment	Satisfactory	Good
Students' learning	Unsatisfactory	Satisfactory

3) Students' Academic Performance

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

Overall, students' performance in national tests is *needs immediate support*

Students' performance in English is unsatisfactory

Students' performance in English is unsatisfactory as the results were consistently below the national average. Results for the Caribbean Secondary Examination Certificate (CSEC) examinations showed that the performance in English language fluctuated over the five year period 2009 to 2013. The school's pass rate was also below the national pass rate for the period. In 2009, of the 483 students in the Cohort, 340 students (70 per cent) sat English language and 190 (56 per cent) attained passes. In 2010, 320 out of 436 students, or 73 per cent of the Cohort sat English language. Of those 320 students, 215 (67 per cent) attained passes. In 2011, 342 students (87 per cent) sat the examination of a Cohort of 392 and 210 (61 per cent) attained passes. In 2012, of the 445 students in the Cohort, 365 students (82 per cent) sat the examination and 121 (33 per cent) attained passes. In 2013, of the 487 students in the cohort, 379 students (78 per cent) sat the examination and 217 (57 per cent) attained passes. The participation rate improved between 2009 and 2011 but declined between 2011 and 2013.

Students' performance in mathematics is *needs immediate support*

The school's pass rate in the CSEC mathematics examination also fluctuated and remained below the national pass rate from 2009 to 2013. The performance in mathematics improved marginally overall, moving from 10 per cent in 2009 to 14 per cent in 2013. In 2009, 483 students were in the Cohort. Of this number, 403 students (83 per cent) sat the examination and 41 students (10 per cent) attained passes. In 2010, 332 out of 436 students, 76 per cent of the Cohort, sat mathematics. Of those 332 students, 56 (17 per cent) attained passes. In 2011, 366 students (93 per cent) out of 392 in the Cohort sat the examination, and 56 students (15 per cent) attained passes. In 2012, of the 445 students in the Cohort, 345 students (78 per cent) sat the examination and 32 students (9 per cent) attained passes. In 2013, 410 students (84 per cent) of the Cohort of 487 students sat the examination and 57 (14 per cent) attained passes. The participation rate fluctuated throughout the period.

The school's matriculation rate for students attaining passes in five or more subjects including English language and mathematics was below the national matriculation rate for all the years under review (2009-2013) and fluctuated throughout the period. The secondary school matriculation target set by the Ministry of Education is for 100 per cent of the Cohort to sit the CSEC examinations in mathematics and English language by 2016. Also, at least 54 per cent of students sitting CSEC should attain five or more passes including mathematics and English language by 2016. In 2013, the matriculation rate for Ocho Rios High school (nine per cent) was eight percentage points below the national rate (17 per cent) and a significant 45 percentage points below the national target of 54 per cent.

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?	<i>Needs immediate support</i>

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

Students' progress in English is only satisfactory. Students who entered Ocho Rios High in 2007, 2008 and 2009 performed above the national overall intake average for all three years in the GSAT. Many students make progress against their starting points. For example, the Cohort that entered the school in 2008 had a GSAT average of 65 per cent, when the Cohort sat CSEC English in 2013, the pass rate was 57 per cent. There was not much improvement in the schools' overall performance over the period despite fluctuations. Overall, the pass rate increased marginally from 56 per cent in 2009 to 57 per cent in 2013. The highest pass rate was in 2010 at 67 per cent.

In many lessons, the students make satisfactory progress and most are able to complete assigned tasks having followed the instructions of their teachers. At the Grade 7 level, most students are able to identify personification in given sentences, and in an English literature lesson many are also able to describe different characters encountered in a novel and explain the similarities between them. At Grade 8, many students are able to identify themes as well as supporting details in the text *Old Story Time*. At Grade 9, many students are able to describe the setting in the novel *Frangipani House*; and in Grade 10, most students are able to read a picture and then answer questions. Across grades, many students are performing at the appropriate Grade level although girls are making better progress when compared to boys.

Students' progress in mathematics is unsatisfactory

Only some students make sufficient progress in mathematics over time. For instance, the students who were placed through the GSAT in 2008 entered with an average of 66 per cent in mathematics. However, 14 per cent of them passed the CSEC examination after five years of study. Despite the low pass rate over the five year period, the school's performance in CSEC mathematics showed marginal overall improvement from 10 per cent in 2009 to 14 per cent in 2013. The best result was in 2010 when the pass rate was 17 per cent. The school has been entering more students for CSEC mathematics. Also, a few students are sitting the subject at lower grades and securing passes ranging from grades one to three. Additionally, a few students sit the City and Guilds examinations.

Students' progress during lessons is mostly satisfactory. Across the school, many students are achieving at the expected grade level with some showing mastery of some of the

curricular concepts. For example, at the Grade 7 level, many students were able to draw Venn Diagrams to illustrate different 'set' relationships; such as disjoint sets, intersection of sets, and subsets. Many students in Grade 8 are able to manipulate numbers, solve worded problem with mixed operations and are able to calculate discounted price and percentage. Among the Grade 9 students, while many students are able to label and plot points on the Cartesian plane, only some could explain the underlying processes and how they arrived at the answers they presented. At the Grade 10 and 11 levels, students' progress presents a mixed picture. Some students make adequate progress and are able to undertake and complete given tasks correctly. However, a few are operating above their grade levels and there is another group which is operating below the required grade level. This group displays insufficient grasp of numeracy concepts. Generally, in most lessons, the students on the morning shift are more settled when compared to those on the afternoon shift and therefore make better progress

Special Education Unit – Progress in English and mathematics is satisfactory

Progress in lesson in the Special Education Unit is satisfactory. Many of the students are learning at pace and display adequate literacy and numeracy competence. A few students benefit from the opportunity to be mainstreamed in a few select literacy and numeracy classes in order to prepare to sit external examination either at the City and Guilds and or CSEC level. Most students are mainstreamed into the vocational subject areas and are honing skills and competences in these areas on par with some of their peers.

How much progress do the students make, in relation to their starting points?		
Grades	7-11	Special Education Unit
How much progress do the students make in relationship to their starting points in English?	Satisfactory	Satisfactory
How much progress do the students make in relationship to their starting points in mathematics?	Unsatisfactory	Satisfactory

5) Students' Personal and Social Development

How good is the students' personal and social development?

Overall students' personal and social development is good

The students' behaviour and attitudes are good

Students' behaviour and attitudes in the regular school and the Special Education Unit are good. Most students are well-behaved in lessons and around the compound. Most also show a willingness to learn. This willingness is evidenced in their level of focus and general attitude during lessons as well as the way in which they compete for their teachers' attention. Their relationships with their peers and teachers are also good; this is seen in the interactions during lessons and less formal encounters on the compound. Most students are committed, and are prepared for their lessons, with the relevant tools to allow them to participate in their learning.

Punctuality and attendance is satisfactory

Students' punctuality and attendance is satisfactory. During the inspection, with the exception of a few instances, students were present for classes. The school's overall attendance rate is 85 per cent. Many students are also on time for lessons, though teachers' registers do not reflect punctuality. However, the transitions between lessons are somewhat chaotic, as students scramble along the corridors and walkways with little hint of order.

Attendance and punctuality in the Special Education Unit is satisfactory and is mostly impacted by illness.

The civic understanding and spiritual awareness of the students are good

Students' civic understanding and spiritual awareness are good. Most students express pride in being Jamaican; they are aware of the exemplary performances of athletes like Usain Bolt, Shelly-Ann Frazer-Pryce, and Asafa Powell, as well as the richness of the Jamaican cultural traditions, its cuisine, and music. They also show an appreciation for the celebratory events and occasions that characterise this culture, such as National Heroes Day, and its significance. Most students also express an age-appropriate awareness of what it means to be Jamaican and the civic responsibilities that this entails. This is reinforced by the exposure that they receive as prefects, monitors, representatives on the school's Board, and through involvement in the various clubs. They also demonstrate appropriate spiritual awareness and this is supported by their participation in daily devotional activities, the curriculum offerings (religious education and health and family life education (HFLE), and wider church attendance. All students in the Special Education Unit participate in these activities as well.

Students' economic awareness and understanding is good

Students' economic awareness and understanding is good. Most students express an awareness of the existence of trade relations between Jamaica and CARICOM. They also share their views on a diverse set of economic issues including Jamaica's relationship with the IMF, the state of unemployment and the need for the government to create jobs, the importance of taxes in allowing the government to provide services, and Jamaica's main export industries. Most students also have an awareness of their possible contribution to Jamaican economy, and they see doing well in school as important to them realizing their dreams.

Students' environmental awareness and understanding is good

Students' environmental awareness and understanding is good. Most students are aware of some of the problems affecting the environment. These include deforestation, the improper disposal of garbage in rivers and gullies, the creation of breeding grounds for mosquitoes and the practice of burning garbage which contributes to air pollution. Most students also show care and concern for their school environment by keeping their classrooms clean. And they also make good use of the strategically placed garbage bins to keep the surrounding areas clean. Similarly, students exhibit an appreciation for the importance of taking care of the wider environment. They are aware of issues such as recycling, the planting of trees, and the use of bio-degradable materials in manufacturing, and how these practices would positively impact the environment. This awareness might be due partly to their active involvement in the Environmental and 4H clubs.

How good is the students' personal and social development?	
Grades	7-11
Students' behavior and attitudes	Good
Punctuality and attendance	Satisfactory
Civic understanding and spiritual awareness	Good
Economic awareness and understanding	Good
Environmental awareness and understanding	Good

6) Use of Human and Material Resources

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

Overall, the use of human and material resources is satisfactory

The quality of human resources is satisfactory

The school's human resources are satisfactory. The school has 98 teachers on staff including the Principal and Vice Principals and they are highly qualified; with approximately 55 of them being trained graduates. Despite this, the impact on students' outcomes is not yet at the required level. There is also a programme of continuous professional development for all teachers, with the training being tailored to address the immediate needs that are identified, as well as arrangements for new teachers to be mentored.

The Special Education Unit is supported by teachers who are trained in special education. The teachers in the Special Education Unit access the training opportunities offered by the school and are further supported by professional development activities provided by the Edge Hill School of Special Education. The school also has adequate numbers of support staff to assist those that are directly involved in the process of teaching and learning.

The use of human resources is satisfactory

The school's use of human resources is satisfactory. The school deploys most teachers based on their qualifications and experience, but there are a few that have been placed in areas for which they have no specialized training. Generally, the attendance among the teachers is satisfactory, and most are also at school on time to receive the students prior to the start of their shifts. The school's use of its support staff is also satisfactory, as these employees are suitably deployed and they give keen attention to their varied and assigned tasks each day. For example, the compound was well kept and the grounds men worked across the shifts each day during the period of inspection.

The small team of class teachers and teacher assistants is suitably deployed across the shifts to meet the learning needs of the students in the Special Education Unit.

The quality and quantity of material is satisfactory

The school's material resources both in terms of quality and quantity are satisfactory. The original structure and layout of the buildings and premises have been improved; there is now a modified playing area that is larger and more suited for the students' physical development, a conference room, three gazebos, and two cafeterias. The school also maintains a very comprehensive inventory of its material resources including furniture, appliances, electrical fixtures, and a school bus, among other things. There are appropriate facilities in place for those who are physically challenged (ramps) to access classrooms on the ground floor. Most classrooms are clean and there is enough space to accommodate students. Generally, the quality and availability of furniture are also satisfactory, with the exception of stools and chairs that are required for the practical subjects and some lessons in the main school. The appropriateness, quality, and sufficiency of resources for teaching and learning are also adequate.

The Special Education Unit is self-contained and suited with sufficient resources to meet the learning needs of the population and to ensure that they are securely accommodated. The classroom is air conditioned and there is adequate ICT equipment, teacher-made charts and other manipulatives as well as furniture.

The use of material resources is satisfactory

The use of material resources is satisfactory. The school has creatively made appropriate use of its physical resources, such as its buildings, and the premises in general, in order to enhance the teaching and learning process. The same can be said for the use of its other resources, such as charts and available ICT, as these are adequately incorporated into lesson delivery. Nevertheless, there exists a problem with the availability of chairs, and this sometimes affects the timely start of some lessons in the main school.

In the Special Education Unit, the teachers ably use the available resources including ICT with good effect as most students learning needs are met.

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	Special Education Unit
Human resources	Satisfactory	Satisfactory
Use of human resources	Satisfactory	Good
Material resources – quality and quantity	Satisfactory	Satisfactory
Use of material resources	Satisfactory	Good

7) Curriculum and Enhancement Programmes

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

Overall, provisions for the curriculum and enhancement programmes are satisfactory

Provisions for curriculum are satisfactory

The school's use of the curriculum is satisfactory. There is a Curriculum Implementation Team (CIT) in place and the modification of the curriculum is structured and done for each grade level. Curricula offerings such as CSEC, ROSE, E-Learning, and NCTVET, with varying degrees of modification, are used by the school. Career guidance is offered to the students across the grades for one session per week. The school operates an evening institute for internal as well as external students, with a few internal students accessing subjects privately and before they get to Grade 11. Both the lesson plans and lesson delivery indicate satisfactory curriculum coverage, as well as continuity and progression of curricular topics. In the lessons observed, many teachers were able to establish cross-curricular linkages, for example, a teacher in an integrated science lesson used musical rhythms and a ring game to help students remember the number of atoms in elements. Also, all students are exposed to a vocational area.

In the Special Education Unit, students are exposed to a modified version of the Revised Primary Curriculum (RPC). They are also integrated in the high school's programme where they are able to access subjects offered in resource and technology, and physical education. Also, a few students from the Unit are mainstreamed into the technical and vocational classes and in a few instances they are placed in regular English and mathematics lesson to sufficiently prepare them to sit external examinations

Enhancement programmes are satisfactory

The school's enhancement programmes are satisfactory. The school has several active clubs, these include: Cadets, 4H, Tourism, Environmental, Math, Inter-School Christian Fellowship (ISCF), Band, and School's Challenge Quiz. The students lead the clubs with the teachers giving supervision. The school also has an effective music programme as well as a good band, which performs at functions in and out of school. Some students also sit the Royal School of Music examinations and some have been known to further their studies at the Edna Manley College. Needless to say, the school has won many medals in the Jamaica Cultural Development Commission (JCDC) Festival of the Arts in music. The school actively participates in a number of sporting activities such as lawn tennis, netball, cricket and athletics. Even without a court on which to practice, the school ranks second in lawn tennis having lost their number one ranking to Campion College during the last school year. Most students are sent out on 'work experience' in their related vocational area. Also, Grade 11 students participate in mock interviews which help to prepare them for the world of work.

Students in the Special Education Unit also participate in activities such as mock interviews as soon as they demonstrate the required level of readiness. Similarly, all students in the Special Education Unit are invited to participate in any of the co-curricular offerings and many are affiliated with a club.

How well do the curriculum and any enhancement programmes meet the needs of the students?		
Grades	7-11	Special Education Unit
How well does the curriculum meet the needs of the students?	Satisfactory	Good
How well do the enhancement programmes meet the needs of the students?	Satisfactory	Good

8) Student Safety, Security, Health and Wellbeing

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

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

Provisions for safety and security are satisfactory

The school's provisions for safety and security are satisfactory. The school has a safety and security policy that guides its operations and the Dean of Discipline monitors all activities relating to the overall safety and security. However, though the policy stipulates that fire and earthquake drills should be conducted once per term, this has not been regularly followed as the most recent drills were completed over a year ago. There are two entrances to the school, one used by the morning shift and the other by the evening shift. This manages the flow of traffic and ensures that students enter and exit the school's compound in an organized and timely manner. The school is secured by a perimeter fence and the walls were recently raised in an attempt to further secure the premises. Nevertheless, there are a few breaches in the fence. There are also challenges along the hillside and waterfall where unauthorised access to the school can be had. Notwithstanding, the school is in the process of placing razor wires in these areas to ensure that the compound is further secured.

Sound security arrangements are in place. Three security guards monitor the gates and the school's compound throughout the day. Visitors to the compound, students and vehicular traffic are monitored at the main gate. Security cameras, strategically posted about the campus, also monitor the compound so that security personnel can readily respond to security concerns. The school has 17 fire extinguishers which are strategically placed around the school and designated persons are assigned to manage their use should the need arise. Sanitary facilities are suited to meet the needs of boys and girls and these are generally maintained in hygienic conditions. The areas where food is prepared and served are also well maintained and meet the Ministry of Health (MoH) standards. Similarly, all workers engaged in these areas have the requisite permits but some have expired. Cylinders of liquefied petroleum gas are safely stored and food storage is in keeping with recognized industry standards. Nevertheless, the mesh at the front of the canteen is torn.

Provisions for students' health and wellbeing are satisfactory

The school's provisions for health and wellbeing are satisfactory. A trained nurse and three Guidance Counsellors, supported by other members of staff, cater to the health and wellbeing of the students. The Guidance Counsellors and nurse work closely to encourage students to practice healthy lifestyles. The nurse also holds special health and wellness classes as per schedule and whenever teachers make request for same. The school's medical policy is widely known and in the case of a medical emergency, students are taken to the local hospital in St. Ann's Bay. In regards to discipline, students and teachers have good relationships and major disciplinary issues are managed by the Dean of Discipline and the Principal with a focus on remediation, instead of suspension or expulsion. As a result, most students are well-behaved and in over three years there was only one expulsion. While there are some concerns with the students' attendance and punctuality, there are strategies in place to address them such as targets for improvement set in the SIP. Parents and stakeholders such as community residents and vendors are well aware of the school's effort to improve attendance and punctuality. The school operates a canteen and two tuck shops, but there are workers in these areas whose food handler's permits have expired. There are over 700 students on PATH who receive meals three days per week. Additional provisions are made by the school to assist approximately 70 other needy students with books, meals, uniforms, transportation and other supplies so that they are able to access their education. The school operates a breakfast programme via a cost sharing scheme and this enables each student the opportunity to have a meal in the morning upon making a contribution.

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

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

1. The Board of Governance should:
 - a. continue to hold school leaders accountable for the quality of operations across each shift; and
 - b. create opportunities for the school management team to resolve longstanding issues which continue to cause some disquiet so that there is a greater focus on school improvement and learning.
2. The Principal and members of the school management team should:
 - a. focus on providing more capacity building opportunities for teachers to better equip them to teach English and mathematics and across the school;
 - b. ensure that there is continued systematic, and robust supervision of the curriculum modification process with greater emphasis placed on the CSEC syllabi so that more students access mathematics and English at CSEC and secure improved pass rates;
 - c. continue to work with the Special Education Unit to provide for the learning needs of the weaker students;
 - d. give greater attention to the analysis of assessment data and use the information to plan for the improved student outcomes, especially in external examinations;
 - e. ensure that transition between lessons are better managed so that contact time is not lost and that the shifts commence on time; and
 - f. ensure that the scheduled emergency drills are conducted and that the relevant section of the canteen is meshed.
3. All teachers should ensure that greater effort is made to differentiate lessons and provide activities that are aimed at improving learning outcomes for all students.

Further Action

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



Maureen Dwyer
Chief Inspector
National Education Inspectorate

List of Abbreviations and Acronyms

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

Appendices

Appendix 1 - Record of Inspection Activities

Appendix 2 - Inspection Indicators

Appendix 3 – National Test Data

Appendix 1 - Record of Inspection Activities

Evidence for this report was based on the following:

Total number of lessons or part lessons observed	110
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	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]	28	29	53

Number of scheduled interviews completed with members of staff, governing body and parents	10
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Number of scheduled interviews completed with students	2
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	Parents	Students	Teachers
Number of questionnaires returned and analysed			

Appendix 2 - Inspection Indicators

Inspection indicators serve a number of purposes:

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

Inspection Indicators

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

1.1 School-based leadership and management

Key strands

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

Short descriptions to illustrate the five-point scale:

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

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

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

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

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

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 standard	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 effect in most

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
		textbooks	resources to stimulate good learning	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 work, but 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 who could be

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	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 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

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

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)

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

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

5.2 Punctuality and Attendance

Key strands

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

Short descriptions to illustrate the five-point scale:

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

5.3 Students' civic understanding and spiritual awareness

Key strands

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

Short descriptions to illustrate the five-point scale:

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

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

5.4 Students' economic awareness and understanding

Key strands

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

Short descriptions to illustrate the five-point scale:

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

5.5. Environmental awareness and understanding

Key strands

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

Short descriptions to illustrate the five-point scale:

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

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

6.1. Human resources

Key strands

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

Short descriptions to illustrate the five-point scale:

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

6.2 Use of human resources

Key strands

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

Short descriptions to illustrate the five-point scale:

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

6.3 Material resources – Quality and Quantity

Key strands

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

Short descriptions to illustrate the five-point scale:

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

6.4 Use of material resources

Key strands

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

Short descriptions to illustrate the five-point scale:

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

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

7.1 Relevance

Key strands

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

Short descriptions to illustrate the five-point scale:

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

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

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

8.1 Safety and security

Key strands

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

Short descriptions to illustrate the five-point scale:

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

8.2 Health and wellbeing

Key strands

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

Short descriptions to illustrate the five-point scale:

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

Appendix 3 - National Test Data

Starting Point

Graph 1: Average GSAT scores (%) for students entering school (2007 -2009)

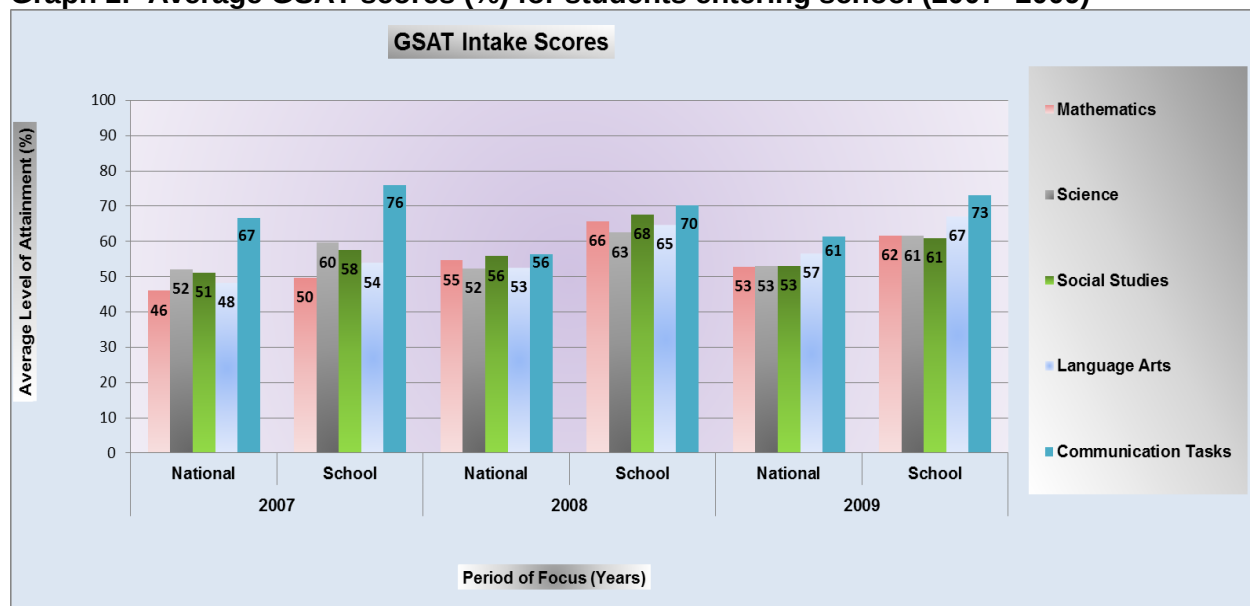


Table 1: Average GSAT scores (%) for students entering school (2007 -2009)

Ocho Rios High			
Assessment	Candidates Placed	2009 Averages	
GSAT Intake Scores	403	National	School
		55	65
Assessment	Candidates Placed	2008 Averages	
GSAT Intake Scores	400	National	School
		54	66
Assessment	Candidates Placed	2007 Averages	
GSAT Intake Scores	424	National	School
		53	59

The **overall** GSAT intake average for students entering Ocho Rios High in 2007 was 59 per cent, six percentage points above the national GSAT overall intake average (53 per cent). The school's average was also above the national average for each subject.

In **2008 (cohort 1)**, the school's overall intake average (66 per cent) increased by seven percentage points when compared with the previous year and was above the national overall intake average (54 per cent) by 12 percentage points. The school's average was also above the national average for each subject.

In 2009, the school's overall intake average (65 per cent) decreased by one percentage point when compared with the previous year but remained above the national overall intake average (55 per cent) by ten percentage points. The school's average was again above the national average for each subject.

Starting Point

Graph 2: Average GNAT scores (%) for students entering school - 2010

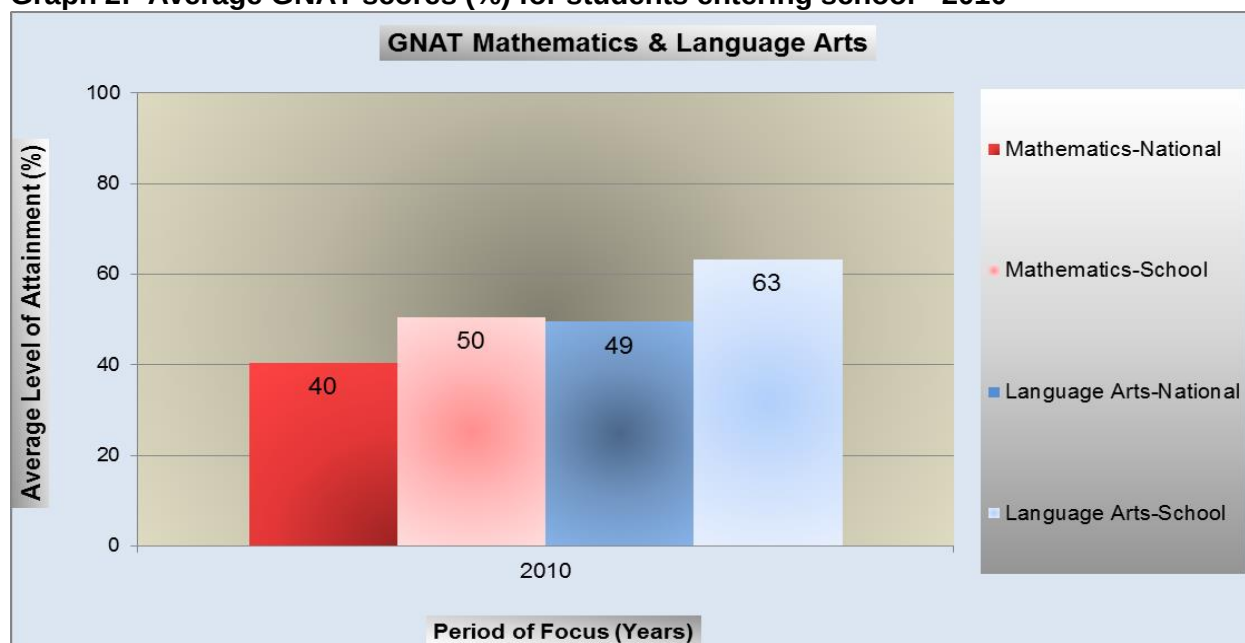


Table 2: Average GNAT scores (%) for students entering school - 2010

Ocho Rios High			
2010			
Assessment	Candidates Placed	National	School
GNAT Mathematics	123	40	50
Female	55	45	53
Male	68	38	49
GNAT Language Arts	123	49	63
Female	55	58	69
Male	68	45	59

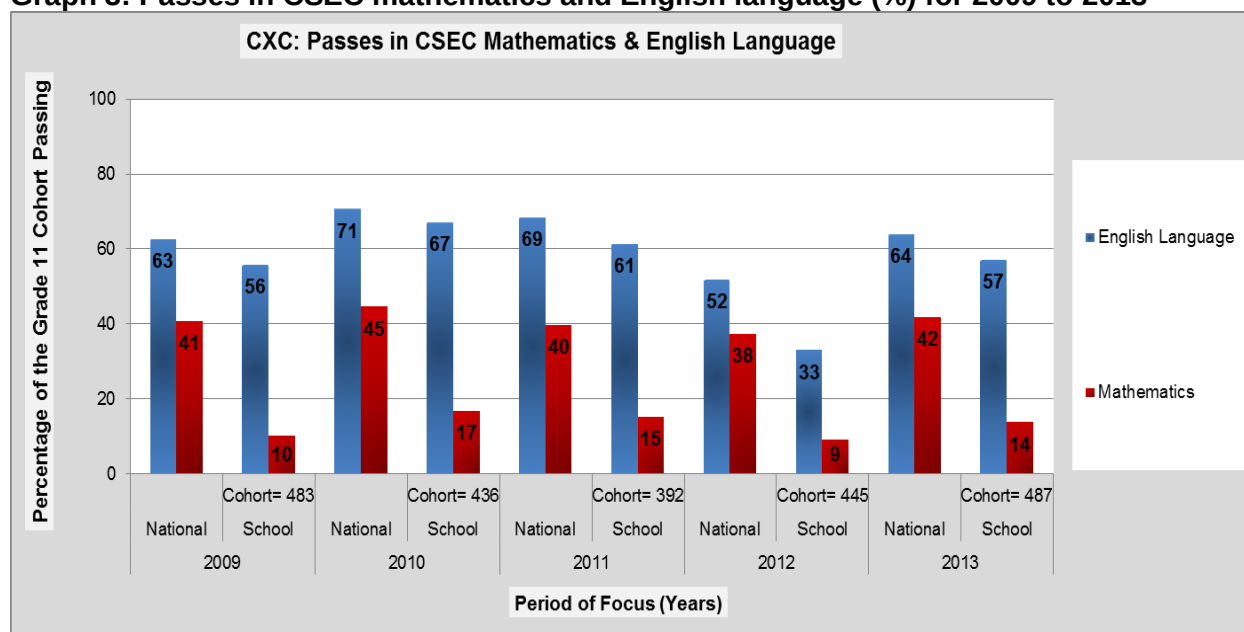
In 2010, **123 students** were placed at the school through GNAT (55 girls/68 boys).

The students' average in mathematics (50 per cent) was above the national average by ten percentage points. Their language arts average (63 per cent) was also above the national average, by 14 percentage points.

In mathematics, the girls averaged 53 per cent, four percentage points above the boys (49 per cent). In language arts, the girls averaged 69 per cent, ten percentage points above the boys (59 per cent).

ATTAINMENT

Graph 3: Passes in CSEC mathematics and English language (%) for 2009 to 2013



School passes for CSEC English language and mathematics are a percentage of the number of students sitting the examination.

Table 3: Students sitting & passing CSEC mathematics and English language (2009-2013)

Year	Total Cohort*	Students Sitting CSEC Mathematics		number passing CSEC mathematics		Students Sitting CSEC English		number passing CSEC English	
2009	483	403	(83%)	41	(10%)	340	(70%)	190	(56%)
2010	436	332	(76%)	56	(17%)	320	(73%)	215	(67%)
2011	392	366	(93%)	56	(15%)	342	(87%)	210	(61%)
2012	445	345	(78%)	32	(9%)	365	(82%)	121	(33%)
2013	487	410	(84%)	57	(14%)	379	(78%)	217	(57%)

*As at October 2013

CSEC Mathematics:

In **2009**, 483 students were in the cohort. Of this number, 403 students (83 per cent) sat the exam and 41 students (10 per cent) attained passes.

In **2010**, 332 out of 436 students, or 76 per cent of the cohort, sat mathematics. Of those 332 students, 56 (17 per cent) attained passes.

In **2011**, 366 students (93 per cent) out of 392 in the cohort sat the exam, and 56 students (15 per cent) attained passes.

In **2012**, of the 445 students in the cohort, 345 students (78 per cent) sat the exam and 32 students (9 per cent) attained passes.

In **2013 (cohort 1)**, 410 students (84 per cent of the cohort 487 students) sat the exam and 57 (14 per cent) attained passes.

The data revealed that there was a fluctuation in the participation rate over the five year review period. There was also a fluctuation in the students' pass rate between 2009 and 2013.

CSEC English language:

In **2009**, of the 483 students in the cohort, 340 students (70 per cent) sat the exam and 190 (56 per cent) attained passes.

In **2010**, 320 out of 436 students, or 73 per cent of the cohort, sat English language. Of those 320 students, 215 (67 per cent) attained passes.

In **2011**, 342 students (87 per cent of the cohort of 392) sat the exam, and 210 (61 per cent) attained passes.

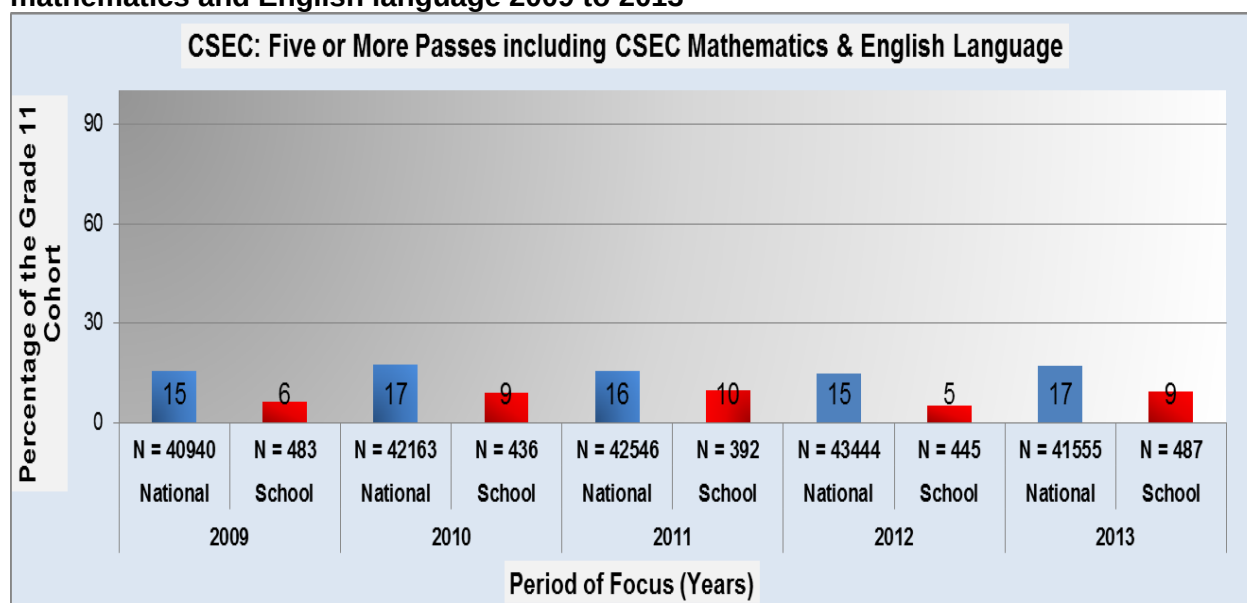
In **2012**, of the 445 students in the cohort, 365 students (82 per cent) sat the exam and 121 (33 per cent) attained passes.

In **2013 (cohort 1)**, of the 487 students in the cohort, 379 students (78 per cent) sat the exam and 217 (57 per cent) attained passes.

The data revealed that the participation rate fluctuated over the period. There was also a fluctuation in the students' pass rate between 2009 and 2013.

(See Graph 3, Graph 5b & Table 3)

Graph 4: Percentage of student attaining five or more CSEC passes including mathematics and English language 2009 to 2013



¹ The secondary school target set by The Ministry of Education is 54% of students sitting CSEC attaining five or more passes by 2016.

¹ The secondary school matriculation target set out by the Education Task Force in the [National Education Strategic Plan](#) (2011-2020) is to have **100 per cent** of the age cohort sitting CSEC exams in mathematics and

The school's matriculation rate for **students attaining passes in five or more subjects including English language and mathematics** was below the national matriculation rate for each year.

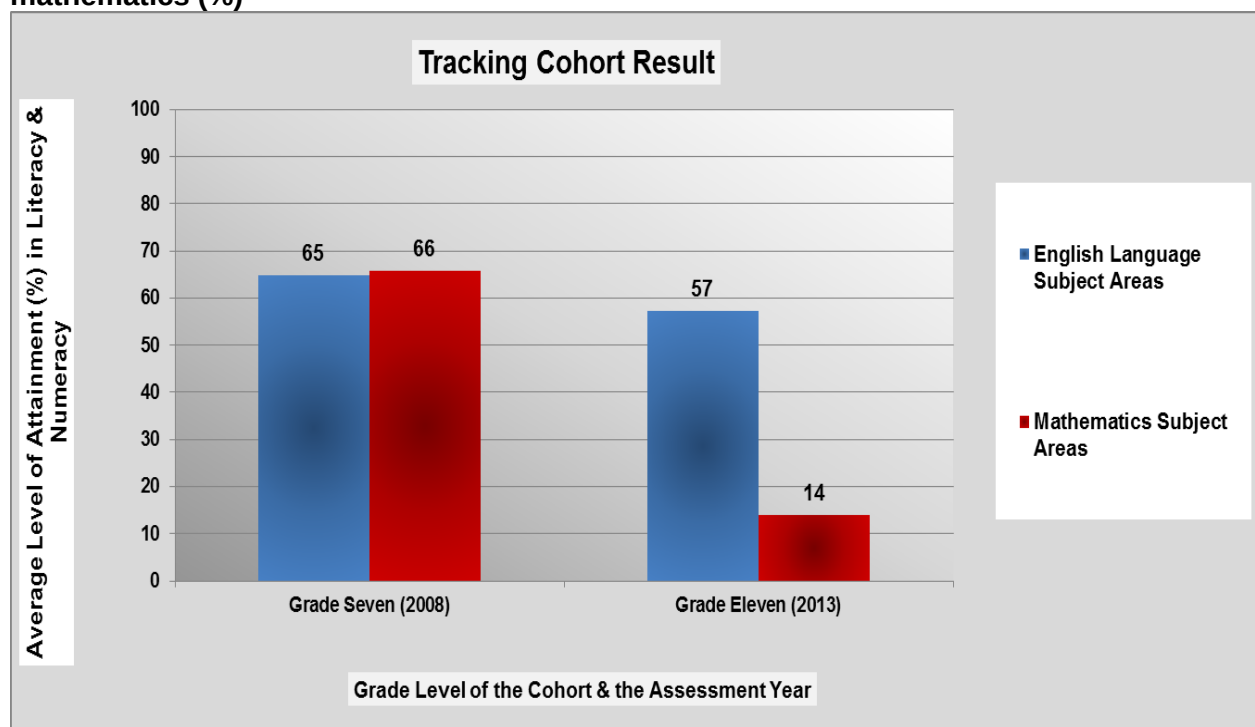
The school's matriculation rate was six per cent in 2009. It improved by three percentage points in 2010 (nine per cent) and again, by one percentage point in 2011 (ten per cent). There was a fifty per cent decline in 2012 (five per cent), but the rate increased in 2013 by four percentage points (**nine per cent**) where it was eight percentage points below the national rate (17 per cent). This was 45 percentage points below the national target.

Table 4: Percentage of student attaining five or more CSEC passes including mathematics and English language (2013)

Students attaining passes in 5+ CSEC or equivalent subjects	
National Education Performance Target (2016)	54 per cent
Schools Current (2013) attainment	9 per cent

PROGRESS:

Graph 5a: Tracking results for Cohort 1 (2008 to 2013) in English language and mathematics (%)

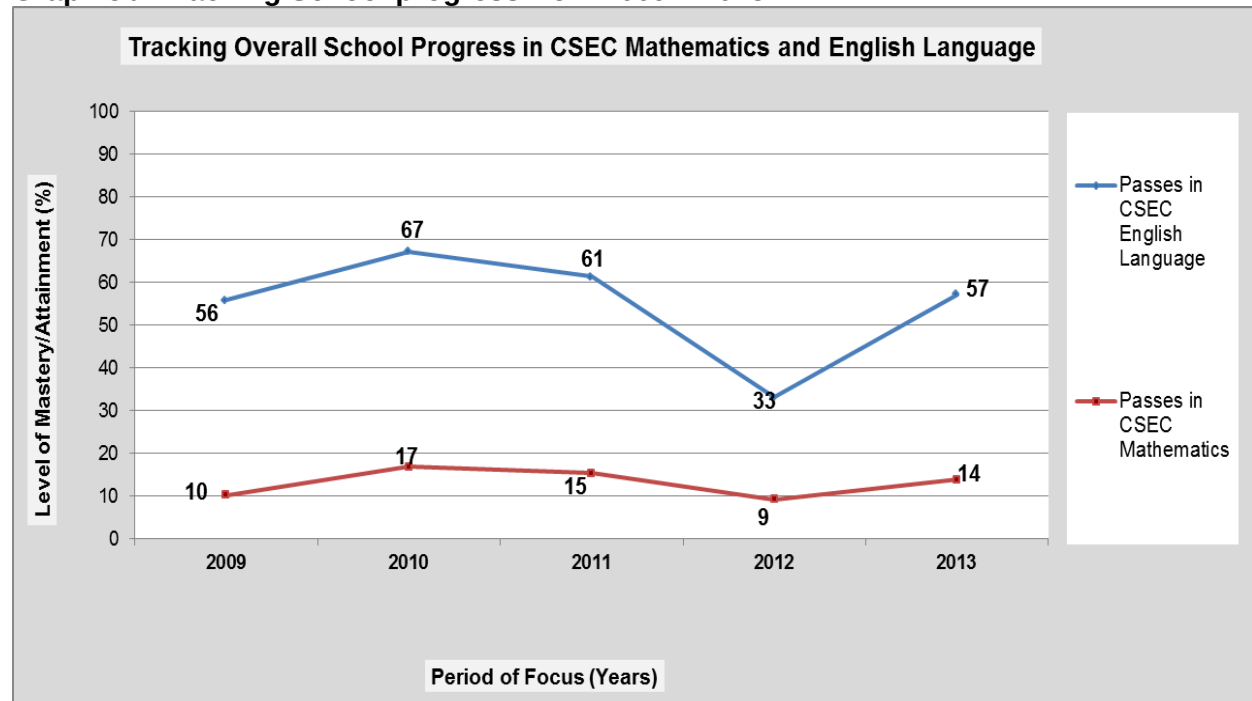


English language by 2016 as well as **54 per cent** or more of the successful students sitting CSEC attaining **five** or more equivalent passes by 2016.

²**Cohort 1** attained an average of 65 per cent in language arts and 66 per cent in mathematics in 2008 (GSAT intake). The difference in average scores was 1 percentage points.

In the CSEC exams (2013), their English language pass rate (57 per cent) was 43 percentage points above the mathematics pass rate (14 per cent).

Graph 5b: Tracking School progress from 2009 – 2013



The school's English language pass rate increased between 2009 and 2010 (11 percentage points) but decreased significantly between 2010 and 2012 (34 percentage points). It increased by 24 percentage points between 2012 and 2013 where it was one percentage point above the 2009 pass rate.

The mathematics pass rate increased between 2009 and 2010 (seven percentage points) but decreased slightly between 2010 and 2012 (eight percentage points). It increased by five percentage points between 2012 and 2013 where it was four percentage points above the 2009 pass rate.

The English language pass rate was above the mathematics pass rate throughout the period.

² Progress tracking is a proxy measure combined with cohort output (from entry point to exit point) and school output, in order to determine progress.

Definitions:

Cohort:	group sharing a particular event during a particular time period
Participation Rate:	number of candidates <u>sitting as a percentage of the total enrolment</u>
Percentage:	expression of a number as a fraction of 100
Percentage Point:	arithmetic difference between two percentages
Trend:	data series containing at least three (3) consecutive years of data

Sources

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