

ADELPHI PRIMARY SCHOOL

INSPECTION REPORT

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Board Chair: Mr. David Cooke

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 quality of performance or provision
- Level 4** – Good: the expected level for every school. Achieving this level in all aspects of its performance and provision should be a realistic goal for every school
- Level 3** – Satisfactory: the minimum level of acceptability required. All key aspects of performance and provision in every school should reach or exceed this level
- Level 2** – Unsatisfactory: quality not yet at the level acceptable for schools. Schools are expected to take urgent measures to improve the quality of any aspect of their performance or provision that is judged at this level. Action on the inspectors' recommendations for improvement is mandatory
- Level 1** – Needs Immediate Support: quality is very low. Schools are expected to take immediate action to improve the quality of any aspect of their performance or provision that is judged at this level. Action on the inspectors' recommendations for improvement is mandatory. These schools are also at risk of direct interventions for improvement by the HME.

Consistency in terminology

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

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

Profile

School's Demographics

| | |
|-----------------------------|-----------------|
| School Name: | Adelphi Primary |
| Locale: | Rural |
| Parish: | St. James |
| Region: | 4 |
| Gender: | Co-educational |
| School Code: | 08001 |
| School Organization: | Whole Day |
| Size: | Class 1 |
| Attendance Rate: | 75% |
| Capacity: | 180 |
| Enrolment: | 125 |
| No. of Teachers: | 5 |
| Pupil-Teacher Ratio: | 25:1 |
| Owned by: | Anglican Church |

Socio-economic Context

The Adelphi Primary School was founded by the Anglican Church about 1880 and is closely associated to the Christ Church Marley Anglican Church which is in close proximity to the school. The school in its inception served the entire community and its neighbouring communities. Adelphi is a small rural community in East Central St. James. In addition to Adelphi, students come from Content, Blytheston, Marley Land, Paisley, Moore Park, Windsor Lodge, Lima and even Dumphries, over six kilometres away. Parents do not have much scope for employment in Adelphi. Some do shop keeping or farming. Others go out of the community to work. There are 51 students who are beneficiaries of the Programme of Advancement Through Health and Education and others receive assistance as needed.

Executive Summary

Overall effectiveness of the school

The overall effectiveness of Adelphi Primary School is satisfactory

Leadership and management is satisfactory

The Principal is still in the first year of her tenure. Most stakeholders give her credit for the improvement they have noted since her appointment. Parents are supportive of the school's programmes but do not adequately participate in their children's learning. Relationships between the teachers and the Principal are fragile. The School Board is active and involved.

Teaching and learning is satisfactory

Most teachers have a secure understanding of the subjects they teach and ensure that the curriculum is covered. Most teachers have action plans and lesson plans with attainable and measurable objectives. Provision is made for formative and summative assessment and the tracking of student progress. Most students have a positive attitude to learning.

Performance in English and mathematics is unsatisfactory

In 2011 the target to increase attainment in literacy by 13 percentage points was exceeded by one percentage point. Averages for Grade Six Achievement Test (GSAT) language arts improved steadily over the period 2008 to 2011. GSAT communication tasks improved particularly among the boys, to exceed the national average by eight percentage points in 2011. Although there was decline in numeracy levels between 2009 and 2010, GSAT mathematics averages improved over the period 2008 to 2010 and more so in 2011.

Progress in English and mathematics is satisfactory

Students did not make significant progress in literacy attainment over the years 2009 to 2011. However progress is being made over time and in lessons and at appropriate levels in both English and mathematics. Grade Four Numeracy levels were above the national average in 2009 and this was maintained in GSAT mathematics in 2011.

Overall, students' personal and social development is satisfactory

Many students display satisfactory behaviour and attitudes though a few are disruptive and disrespectful. Most attend school regularly and on time. For the most part, they have an understanding of their national identity and civic responsibility. Older students, in particular, are economically aware, and they know about environmental issues.

The school's use of its human and material resources is satisfactory

The school has sufficient suitably qualified and well-deployed staff, but a multi-grade situation at Grades 1 and 2 poses challenges for the teacher and the students. Most teachers attend regularly and are punctual. Adequate resources are available for teaching and learning, but ICT facilities are not well used. The large school compound is not adequately utilized or maintained to support the students' development.

Curriculum and enhancement programmes are satisfactory

Teachers' lesson plans are in keeping with the Ministry's curriculum and modification is done to meet the needs of the students. However no formal common planning is done. There are some enhancement programmes in place.

Provisions for safety, security, health and wellbeing are unsatisfactory

Although there is not adequate provision for safety and security, the school caters for the health and wellbeing of students.

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

- Well qualified staff
- Active Board and PTA
- Principal knows staff and students well
- Spacious, well-ventilated and print-rich classrooms

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

Findings of School Inspection

1) School Leadership and Management

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

Overall, the school is satisfactorily led and managed

School-based leadership and management is satisfactory

The Principal's vision is to see the school achieve the standards set by the Ministry of Education, and be a place where students get the education they need and become socially adaptable individuals. Most relationships in the school are satisfactory and there is a strong focus on instructional leadership. The Principal monitors teachers, checks on lesson plans and provides useful feedback in teachers' lesson plan records. Most teachers welcome the feedback and incorporate the suggestions into the planning of their lessons. Good documentation practices are also observed in the school. Most records are up-to-date and are in keeping with the Ministry of Education's regulations.

Self-evaluation and school improvement planning is satisfactory

The Principal assumes responsibility for the revision and implementation of the School Improvement Plan for 2011 to 2014. In an effort to improve literacy and numeracy rates, records of the ratings taken at the end of each term are analyzed at staff meetings, and plans made according to what the data shows. Attempts to improve parental involvement and support are to be made through activities such as Open Day in May and workshops for parents in November. Staff appraisal takes place formally once per year but there is no follow-up and files are incomplete. Most do not record strengths, areas for improvement nor improvement goals.

Governance is satisfactory

The School Board is active and meetings are held as scheduled once per term. The vision of the Board Chairman is to see progress in terms of higher grades and an increase in the school's student population. The Board encourages the school and parents to provide incentives for high achievement. The Principal has easy access to the Board, and teachers know Board members. The Board Chairman lives in the community and understands what is happening at the school. He attends Parent Teacher Association (PTA) meetings occasionally and encourages parents to motivate their children to do well.

Relationship with parents and local community is satisfactory

The school communicates with parents through monthly PTA meetings, phone calls, printed notes and notes in students' books. Reports are sent home twice yearly. Parents are invited to come in and assist with reading and early work, but not many are involved in their children's learning and in the life of the school. Some parents contribute and help with activities on special event days such as Jamaica Day and Sports Day. They are also involved in fund raising activities; parents were involved in the *rally of the classes* held to raise funds for painting the school. They also help with the painting of the school. The community is also well represented on the school Board. Also, some community members help the school with hardware supplies and with cutting the grass on one section of the compound. The Police Youth Club has assisted with cutting trees.

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

2) Teaching Support for Learning

How effectively does the teaching support the students' learning?

Overall, teaching in support of learning is satisfactory

The teachers' knowledge of the subjects they teach is satisfactory

Most teachers have a secure understanding of the subjects they teach and ensure that the curriculum is covered. A few, however, either lack sufficient knowledge of the subject or fail to prepare thoroughly; this results in ineffective and inaccurate teaching. For example, Kazakhstan and Mongolia are accepted as examples of towns in Siberia. Despite these shortcomings, almost all teachers, before starting a lesson, write the topic and objective(s) on the chalkboard so students will know what to expect. They also review the previous lessons ensuring that students understand.

Teaching methods are satisfactory

Almost all teachers have action plans and lesson plans with attainable and measurable objectives which they share with the students. Most lessons are completed within the scheduled time, however, a few teachers sometimes use the time to complete previous class activities or spend too much time on minor aspects of a lesson or on matters with little or no relevance to the topic being taught. Flash cards, role play and songs help to reinforce concepts. Teachers use the many charts, posters and mobiles in conjunction with textbooks and resources made from discarded materials, to enhance the lessons. Some teachers use

questioning to stimulate students to use their prior knowledge to answer and make inferences. In one class a question about Jamaican customs generates a lively discussion where the students have as much input as the teacher. However, most teachers often use the lecture method.

Students' assessment is satisfactory

All teachers assess their students. The most common forms used are written exercises, tests and oral questioning. At times chorus answers limit the teacher's ability to pinpoint accurately who needs help. All assessment plans are in place indicating the use of formative and summative tests. Current mark books and cumulative records facilitate the tracking of students' progress. In a Grade 4 language arts class, the teacher sets review questions on the board and walks around monitoring the students' work, and providing opportunity for the students to assess themselves when they do skits critiqued by the rest of the class. Almost all teachers walk around their class and check on students' work.

Student learning is satisfactory

Most students have a positive attitude to learning although a few sometimes disrupt the class with chatting and walking about. They are motivated to learn especially when they are congratulated or given incentives such as stars for work well done. They work well together practising collaborative techniques especially when grouped. Grade 3 students plan and execute skits showing the benefits of co-operation. Some Grade 2 students help each other draw clock faces and share resources to improve learning. Grades 1 and 2 students are able to show half past the hour on a clock without the help of anyone. Some are developing inquiry and research skills like those in Grade 1 who work in pairs to discover the time taken to cover a particular distance.

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

3) Students' Academic Performance

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

Overall, students' performance is unsatisfactory in national tests

Students' performance in English is unsatisfactory

In 2009, the school's average of 55 per cent on the Grade Four Literacy Test declined by 29 percentage points from the 2008 average which was 15 percentage points above both national and regional averages. In 2010, there was a further marginal decline to 54 per cent. However in 2011, there was significant improvement of 14 percentage points over 2010, thus meeting the target of an increase of 13 percentage points each year. Though GSAT averages remained below the national average over the period 2008 to 2011 there was steady improvement, with a difference of only two percentage points in 2011. There was also steady improvement in GSAT communication tasks, particularly among the boys, until in 2011 the school's average of 75 per cent was eight percentage points above the national average of 67 per cent.

Students' performance in mathematics is unsatisfactory

The Grade Four Numeracy results indicate that the school's averages declined from 45 per cent in 2009 to 27 per cent in 2010, 11 percentage points below national and regional averages. No results were available for 2011. To meet the numeracy target set by the Ministry of Education the school will need to increase its average by 25.9 per cent each year. GSAT averages improved over the period 2008 to 2010 though remaining below national averages. However in 2011 the average of 63 per cent was one percentage point above the national average of 62 per cent. Girls outperformed boys in GSAT, 2008, 2009 and 2011 by 12, 19, and 17 percentage points respectively. However in 2010, the boys outperformed the girls by 11 percentage points.

| How well do the students perform in national and/or regional tests and assessments? | |
|---|-----------------------|
| Grades | 1 - 6 |
| How well do the students perform in National or regional tests and examinations in English? | Unsatisfactory |
| How well do the students perform in National or regional tests and examinations in mathematics? | Unsatisfactory |

4) Students' Academic Progress

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

Overall, students make satisfactory progress in relation to their starting points

Students' progress in English is satisfactory

Most students in the school make steady progress and achieve appropriate levels in English, over time. Records indicate that the school's averages in external assessments increase yearly. School progress over time is evidenced by the fact that at Grade 1 students write lines of capital and common letters, but by Grade 2 they write these letters in words and sentences; for example, "Today is Thursday." Grade 4 students spell correctly the words they learnt the previous day, while Grade 6 students make inferences from stories. Progress is made in lessons at all grades. Grade 5 students design a semantic map in one lesson and in the next lesson they use it to write a story. In Grade 6 most students are able to construct short stories similar to Anancy stories. Grade 1 students identify adjectives such as long, sweet and beautiful and use them in sentences while Grade 5 students use adjectives such as scrumptious, delicious and palatable.

Students' progress in mathematics is satisfactory

Most students make progress in mathematics lessons and many achieve at the appropriate level. In Grades 1 and 2, students make shapes of triangles and circles with cord, match sticks and glue. Grade 3 students can correctly identify the basic properties of the pentagon, octagon and hexagon. Almost all Grade 1 and 2 students can independently show half past the hour on the clock. They also know the difference between analogue and digital forms of telling the time. At Grade 4, most students understand the concept of lines of symmetry and know the difference between congruent and similar shapes. Grade 5 students are able to define units of time such as hours, months, decades and centuries.

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

5) Students' Personal and Social Development

How good is the students' personal and social development?

Overall students' personal and social development is satisfactory

The students' behaviour and attitudes are satisfactory

Many students display appropriate behaviour and attitudes in classes and around the compound. Most students show commitment to learning. Some Grade 2 students who completed their mathematics early, were seen at the reading corner finding and reading books. Grades 4 to 6 students say they love to get home-work because they get more practice in the subjects. Only a few students are disruptive, unruly and disrespectful to teachers.

Punctuality and attendance is satisfactory

Most students attend school regularly and on time. The school profile indicates that average attendance is improving at 86 per cent over the period September 2011 to February 2012. If this is sustained the school will record an improvement in attendance of 15 per cent. All students are usually punctual for classes, but some return late after lunch from the near-by restaurant.

The civic understanding and spiritual awareness of the students are satisfactory

Most students have a solid understanding of their national identity and civic responsibility. They are proud to be Jamaicans. They know how to show respect for the National Pledge and National Anthem, but some do not stand appropriately when they sing the anthem at devotions. Students name national heroes like Marcus Garvey, George William Gordon and Sam Sharpe and mention Louise Bennett as being famous for her poetry. They know about paying taxes and voting as civic responsibilities. Some students talk with appreciation about traditional and contemporary dance and local foods. They claim to be followers of the Christian faith and say they go to church to know more about God. The school makes provision for devotional exercises to be held at the Anglican Church on Mondays and in class groups Tuesdays to Fridays. Those interviewed know very little about other religions.

Students' economic awareness is satisfactory

Although students from Grades 1 to 3 know little about industries and how they contribute to Jamaica's economy, these students as well as those in Grades 4 to 6 know that citizens have to pay taxes and that the funds from taxes are used to pay for social services. Most of the students interviewed can identify products such as bauxite, tourism, sugar cane, rum, and music which all provide foreign exchange for Jamaica. While some students have limited knowledge, many are aware of their potential contribution to Jamaica and that they can become professionals like scientists, doctors, flight-attendants, pastors, teachers and Prime Minister, and work to contribute to the economy.

The students' knowledge and understanding of their environment is satisfactory

Most students are aware of national and global environmental issues. They know about earthquakes, storms, hurricanes, tsunamis, and tornados. They name Haiti and Port Royal which experienced terrible earthquakes. Most students show concern for the environment. Some say we should keep the classrooms, roads and our country clean, and we must

practice proper garbage disposal to prevent diseases. Students also say we should avoid cutting down trees indiscriminately as they enhance rainfall; cutting down the trees also leads to deforestation which causes soil erosion which can lead to mass destruction and death as happened in Haiti. Despite all they know, a few pay scant respect for taking care of their immediate environment; for example, two boys simply sharpened their pencils and threw the cuttings on the floor.

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

6) Use of Human and Material Resources

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

Overall, the use of human and material resources is satisfactory

The quality and quantity of human resources is good

There are five teachers, in addition to the Principal, with first degrees in Primary Education. One teacher has a diploma in primary education. Teachers are supported and allowed to attend professional development seminars.

The use of human resources is satisfactory

Except for one teacher responsible for Grades 1 and 2, all are assigned to a class. Although the Principal sometimes assists with Grade 2 the multi-grade teaching at Grades 1 and 2 in two separate class-rooms impedes teaching and learning. Most teachers are punctual at school, but the sign-in register shows that two teachers are consistently late. There is one part-time janitor who does a good job of cleaning the bathrooms and classrooms twice daily.

The quality and quantity of material resources are satisfactory

The school compound is large and most classrooms are spacious. There are adequate quality resources for teaching and learning. There is a computer with printer in the staffroom. Teachers can also access the computer in the Principal's office. A tape recorder is also available for use. Classrooms are print-rich and each classroom has a reading corner. Some students, especially in Grades 4 to 6 do not have age-appropriate furniture. Desks and

chairs for teachers are also lacking. The school compound is not fenced to heighten safety and security for staff and students. Toilet facilities are in a state of disrepair.

The use of material resources is unsatisfactory

The school compound is large and spacious but it is not fully utilized to support the students' academic and social development. For example, the large area of available land is not used to support physical education, sports and agriculture. There is also no canteen operating at the school; consequently, many students go onto the main road to purchase their lunches and this constitutes a safety risk. Adequate resources are available for teaching including ICT equipment, but these are not effectively used to enhance students' learning.

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

7) Curriculum and Enhancement Programmes

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

Overall, curriculum and enhancement programmes are satisfactory

Provisions for curriculum are satisfactory

Teachers' lesson plans are in keeping with the Ministry of Education's Revised Primary Curriculum. Modification is done to meet the needs of the students. Continuous assessment records and data on literacy and numeracy are collected and analysed; the results of which are used in planning strategies for improvement. The Literacy Hour to improve language arts is the direct result of this. No formal common planning is done, but this, the Principal advised, will be remedied as it will be timetabled for Thursdays at 2 pm. The progression and coverage of the curriculum is greatly dependent on the pace of the students. Some teachers do not adhere to the times on the timetable and this negatively impacts on curriculum delivery.

Enhancement programmes are satisfactory

As a result of analyses of data collected from teachers, the Principal has initiated an early work programme to help the students. Reading assistance for Grade 5 students by a community volunteer is inconsistent. Each student is encouraged to be a member of one of the four clubs: Environment, 4H, Visual Arts and Mathematics, which meet on Fridays. They have successfully participated in National Disaster, Bible Quiz, 4H and the Jamaica Cultural Development Commission Festival of Arts competitions. Girls and Boys Day are organized annually to help with the students' personal development. The school celebrates Jamaica Day, Open Day and Sports Day each year. On these occasions the local community is an integral part of the celebrations. The playing field is used for football by members of the community and they help to cut the grass. A rally of the classes raised funds to buy paint which some parents used to paint the school. Overseas friends of the school donated school supplies including books, pencils, crayons and cartridge paper.

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

8) Student Safety, Security, Health and Wellbeing

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

Overall student safety, security, health and wellbeing is unsatisfactory

Provisions for safety and security are unsatisfactory

There are no written policies on safety and security. And, some of the physical aspects of the school breach the Safety and Security guidelines as set out by the Ministry of Education. For example, the compound is unfenced, open to the public who use it as a thoroughfare, compromising the safety of staff and students. It is difficult to navigate the school compound as the area rocky. Further, the lack of physical security at the school, results in some students wandering onto the roadways putting themselves at risk. The Board has asked the police to patrol the area more often to help to keep the students off the road and make others feel safe.

Provisions for students' health and wellbeing are satisfactory

There are clear procedures for handling the health care needs of students. Basic First Aid needs of students is handled by the teachers. The more serious cases are referred to the clinic or the hospital and parents of the students are notified. Respectful relationships thrive throughout the school, both in and out of the classroom. Issues of behaviour management are dealt with adequately by the teachers. Some students are counselled and others are given 'time-out'. There are no recorded suspensions, expulsions or drop-outs.

Provisions for the wellbeing of the students are satisfactory as the PATH is complemented by the school's feeding programmes to support the students' nutritional needs. There are 51 students on the PATH and they are provided with a cooked lunch three days per week. On the other days, students get nutri-bun and milk. Although there is no canteen, the school makes arrangements with a nearby restaurant to cater for the students' lunches. Additional support is received from the Mothers' Union of the nearby Anglican Church.

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

Recommendations

We recommend that the school takes the following actions to make further improvement:

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

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 Educational 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 of Education
National Educational Inspectorate

List of Abbreviations and Acronyms

| | |
|-------|---|
| 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 | 29 |
|--|----|

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

| | |
|--|---|
| Number of scheduled interviews completed with members of staff, governing body and parents | 7 |
|--|---|

| | |
|--|---|
| Number of scheduled interviews completed with students | 2 |
|--|---|

| | 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 features:

- Leadership qualities
- Vision, direction and guidance
- Culture and ethos
- Instructional leadership
- Impact on standards and progress
- Development of relationships with staff
- Accountability
- School information and document management system

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's leadership lacks drive and authority. There is widespread lack of confidence in the leadership among the staff. The leadership holds the staff accountable for their performance in a very limited way. Most students are under-achieving and make very little progress | Staff in leadership positions are insufficiently rigorous in focussing on improvement. The leadership holds the staff accountable in a limited way for their performance. Many students in one or more age groups do not make enough progress in their work and personal development. | The school has a strong sense of direction, which focuses on improving students' achievements and wellbeing. The staff share a common purpose. The leadership consistently holds the staff accountable for their performance. Most students make satisfactory progress and all groups are supported well | Leadership is firm and decisive. The staff work well together, with clear lines of responsibility. The staff respond positively to initiatives. Staff accountability systems are rigorously applied. The needs of most students are well catered for and most students make good progress | Leadership is dynamic and often inspirational. A clear vision for the future directs and guides staff and students. The leadership holds the staff highly accountable for their performance. The school is successful with all groups of students, including those who do not respond well to school or have difficulties with learning |

1.2 Self-evaluation and improvement planning

Key features:

- Process and activities for school self-evaluation
- Monitoring and analysis of the school's performance, including views of parents and students
- Process for staff appraisal and development
- Process for school improvement planning, implementation and monitoring

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 |
|--|--|--|--|---|
| Self-evaluation is poorly developed. There is almost no monitoring or evaluation of the school's provision and performance, including teaching and learning. As a result, the school has no clear agenda for improvement | Self-evaluation is inadequately developed, so managers do not have a realistic view of the school's strengths and weaknesses, including teaching and learning. Planning for improvement is not based on realistic priorities | The school's priorities are based on sound analysis of its performance. The work of the school is monitored effectively, including the performance of staff and students, and appropriate actions are taken | Through effective self-evaluation, which takes into account the views of parents, managers know their school well. They use the outcomes of self-evaluation to plan and take action promptly to make necessary improvements. Staff appraisal procedures are effective. | Systematic and rigorous self-evaluation is embedded in the school's practice at all levels. Staff appraisal is rigorous and staff development is well-planned and highly effective. Strategic thinking is clear. Ambitious improvement planning results in the achievement of identified goals. |

1.3 Governance

Key features:

- Strategic and advisory role of the Board
- Operational support for the management of the school
- Accountability

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 has almost no influence on the work of the school. It does almost nothing to support the efficient and effective management of the school. The Board holds the school leadership accountable for its performance in a very limited way. | The Board has little influence on the work of the school. It does little to support the efficient and effective management of the school. The Board holds the school leadership accountable in a limited way for its performance. | The Board meets all its responsibilities . It gives clear support and advice to the school leadership. The Board consistently holds the school leadership accountable for their performance. | The Board has a positive influence on the work of the school. It plays a significant strategic and advisory role in leading the school's development. . The school leadership is rigorously held to account for its performance. | The Board makes a significant contribution to the leadership of the school and its successes. It works most effectively in support of the school's educational leaders. The Board holds the school leadership highly accountable for its performance. |

1.4 Relations with parents and the local community

Key features:

- Communications with parents
- Parents' involvement in their children's learning and the life of the school
- Links with the local community and agencies

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 |
|---|---|---|--|--|
| Communications with parents are infrequent and of poor quality. Many parents know too little about the work their children are doing to be able to help them effectively. The school has very little to do with its local community. Opportunities are missed to enrich the curriculum through the use of community resources | The school gives parents insufficient information about their children's progress and wellbeing. Community involvement is limited and the school does not actively seek relationships with outside agencies to support the wellbeing and progress of students | Parents receive regular, detailed reports about their children's progress. There are regular opportunities to talk to teachers and some parents are actively involved in school life. The school works with outside agencies to enhance the wellbeing and progress of students | Methods for communicating between home and school are well established. Many parents are involved in school activities. The school has productive links with the local community and uses them to enrich the curriculum and strengthen teaching and learning | The school has a strong educational partnership with parents, who are actively involved in many aspects of school life and play an important role in decision-making. The school capitalises on the expertise and resources in the community to improve its performance and benefit students |

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

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

Key features:

- Teachers' knowledge of their subjects
- Teachers' knowledge of how best to teach their subjects
- Teachers' understanding of how students learn best in their subjects
- Teacher reflect on their teaching

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 and the curriculum they teach. This seriously limits the progress that many students make and the standards they reach | Some teachers have insufficient knowledge of the subjects and the curriculum and of how to teach effectively. This results in ineffective and inaccurate teaching and incomplete curriculum coverage | Most teachers have a secure understanding of the subjects they teach. There is evidence that teachers reflect on the impact of their practice. Curriculum coverage is secure | All teachers have good subject knowledge and reflect regularly on the impact of their teaching. Coverage of curriculum is complete. | Teaching of a consistently high quality stems from the teachers' expert knowledge of their subjects and how to teach them. They reflect regularly and rigorously on the impact of their teaching |

2.2 Teaching methods

Key features:

- Quality and effectiveness of lesson planning
- Management of time
- Effective use of resources – textbooks, audio and visual materials, resource persons and ICT
- Quality of teacher and student interactions including questions and dialogue
- Teaching strategies which challenge and cater to the needs of all 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 |
|---|---|--|---|--|
| The teaching methods in many lessons are poorly matched to the needs of the students. Activities are often only loosely related to the achievement of learning objectives. Lessons are frequently dull and unchallenging for the students | Although their planning may be detailed, the methods the teachers use often take little account of what the students already know. The work they set frequently lacks challenge and lesson objectives are often unclear | Teachers plan their lessons well and teaching methods are effective. They manage time well and make the work interesting, with realistic levels of challenge. They make sure the students have the resources they need to complete tasks successfully | Lessons are well planned with teaching methods that are effective in securing intended outcomes. The needs of individual students are well catered for. Teachers challenge and extend the students' thinking, which helps them to make good progress and achieve high standards | The teaching methods are effective. Lessons are often imaginative and consistently stimulate and challenge the students to achieve as well as they can. Activities are chosen to match the needs of the students, to secure intended outcomes and to achieve excellent standards |

2.3 Assessment

Key features:

- Assessment as part of teaching and learning
- Assessment practices including policies, implementation and record keeping
- Student self-assessment
- Use of assessment information by teachers and students to inform teaching and learning
- Quality of feedback by teachers, in lessons and in written work, to help students identify and make improvements
- Teachers' knowledge of students' strengths and weaknesses

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 little, if any, systematic internal assessment of students' work. Teachers have very little detailed knowledge of students' progress and achievements | Assessment is not well developed. Teachers do not have sufficient detailed knowledge of students' progress and achievements | Assessment is used to track the achievements of students, to indicate what they have learned and to help them understand what they need to do next. | Consistent and effective assessment practices are in place for monitoring students' progress. Most staff use them to focus sharply on what students need to do to improve. Students are sometimes involved in evaluating their own work | A thorough programme of assessment and review, including students' evaluation of their work, is used consistently throughout the school. Teachers are highly effective in helping students to identify and make improvements in their work |

2.4 Student learning

Key features:

- Attitudes and motivation to learn
- Interactions and collaboration between students
- Application of learning to new situations and real life
- Inquiry and research skills
- Problem-solving skills

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 motivation to learn. They require constant supervision to stay on task | Many students find it difficult to work without supervision and too much of the teachers' time is spent managing students' behaviour | Most students use their time well in lessons. They can explain clearly what they have learned. They can work constructively with others when required | Most students are keen to learn. Many can apply what they have learned to new situations and show initiative in solving problems. They are able to work well, both independently and as part of a team | Almost all students are highly motivated to learn. Almost all students understand how current learning relates to previous work. They can apply what they have learned to new situations. They frame their own questions and solve problems independently of the teachers, working well together in teams |

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

Key features:

- Performance in national and/or regional assessments
- Performance in comparison to similar schools

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 those in similar schools | The performance of many students is low in comparison with those in similar schools | The students' performance is generally in line with those in similar schools | The performance of many students is good in relation to those in similar schools | The performance of most students is very high in relation to those in similar schools |

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

Key features:

- Progress against starting points
- Progress over time
- Progress during lessons
- Appropriateness of levels achieved

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 | Many students are under-achieving and progress is unsatisfactory | The achievement of most students is adequate and they make satisfactory progress | The progress of most students is good. Most students achieve well compared with their earlier attainment | Almost all students make excellent progress and achieve very well in relation to their earlier attainment |

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

5.1 Students' behaviour and attitudes

Key features:

- Observed behaviour and attitudes in lessons and around the school compound
- Students' relationships with students and all school staff
- Social graces

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. Many students display poor mannerism especially to adults and their peers. | The poor behaviour of some students disrupts some lessons and causes difficulties. Students often do not obey rules and regulations. Many students display poor mannerism especially to their peers. | Behaviour and relationships are generally good. Rules are respected. The school is orderly and safe. Many students are well mannered and display this to their peers and adults. | Good behaviour and relationships prevail throughout the school. Most students exercise self-control. Most students display mastery of the social graces all around. | Almost all students are self-disciplined, respond very well to adults and resolve difficulties in mature ways. Almost all students display excellent mastery of the social graces all around. |

5.2 Punctuality and Attendance

Key features:

- Punctuality to school lessons
- Attendance to 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 |
|--|---|--|--|---|
| Most students attend school and classes poorly and are unpunctual as well. Attendance overall is 69% and less. | Many students attend school and classes irregularly and are unpunctual as well. Attendance overall is 70 - 79%. | Many students attend school and classes regularly and are punctual as well. Attendance overall is 80 - 89%. | Most students attend school and classes regularly and are punctual as well. Attendance overall is 90 – 95 %. | Almost all students attend school and classes regularly and are punctual as well. Attendance overall is 96% and higher. |

5.3 Students' civic understanding and spiritual awareness

Key features:

- Understanding of national identity and civic responsibility
- Spiritual understanding and awareness
- Appreciation of local and regional traditions and culture

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/or spiritual awareness and little appreciation of local traditions and culture | Many students lack understanding of national identity and/or spiritual awareness. Many students lack appreciation of local traditions and culture. | Many students are developing an understanding of national identity, and an appreciation of local traditions and culture together with spiritual understanding | Most students understand the concept of national identity. They understand and appreciate local traditions and culture. They have a good spiritual understanding | Almost all students understand and appreciate the defining characteristics of Jamaican society, and the region's traditions and culture. They have a high level of spiritual understanding |

5.4 Students' economic awareness and understanding

Key features:

- 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 are unaware of the importance of Jamaica's continued economic progress and of their potential to contribute to it. Most students have little or no understanding and awareness of economic issues. | Many students are unaware of the importance of Jamaica's continued economic progress and of their potential to contribute to it. | Many students understand the importance of Jamaica's continued economic progress and that they will have a role in contributing to it. | Most students understand the importance of Jamaica's continued economic progress and know that they can contribute to it. | Almost all students understand the importance of securing Jamaica's economic progress and are well equipped and willing to contribute to it. |

5.5. Environmental awareness and understanding

Key features:

- Knowledge and understanding of national and global environmental issues
- Concern and care for the 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 national or global environmental issues and they show little concern for their immediate environment | Many students have little awareness of national or global environmental issues and make little effort to take care of their immediate environment | Many students are aware of national and global environmental issues and they take care of their immediate environment | Most students know that national and world resources need to be protected and used responsibly and they take care of their immediate environment | Almost all students understand the importance of securing a sustainable environment. They take care of their immediate environment and some are involved in related co-curricular activities |

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 features:

- Sufficiency of suitably qualified and knowledgeable teaching and support staff
- Effective deployment of 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 |
|---|--|--|--|---|
| The school is inadequately staffed to deliver its curriculum effectively. The quality of the education the students receive is seriously reduced in consequence | The school lacks, or fails to deploy, teaching and support staff with the knowledge and expertise required to deliver the curriculum in full | The school retains and deploys sufficient qualified staff to deliver the curriculum and achieve satisfactory standards | The school has the well qualified teaching and support staff it needs to deliver the curriculum and enable the students to achieve good standards | The school has a full complement of well qualified staff and deploys them to achieve the best standards possible for students |

6.2 Use of human resources

Key features

- Effective deployment of staff
- Attendance and punctuality to class and school
- Professional development

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 |
|---|---|--|---|--|
| Members of the academic staff are inefficiently deployed to enable the school to achieve satisfactory standards for students. Most teachers attend classes and school irregularly and are regularly late. Most teachers seldom engage in professional development opportunities | Many members of the academic staff are inefficiently deployed to enable the school to achieve satisfactory standards for students. Some teachers attend classes and school irregularly and are regularly late. Many teachers seldom engage in professional development opportunities. | Many members of the academic staff are efficiently deployed to enable the school to achieve satisfactory standards for students. Staff attendance to classes and school is regular and punctuality rate is fair. Teachers are adequately engaged in professional development opportunities. | Most members of the academic staff are efficiently deployed to enable the school to achieve good possible standards for students. Staff attendance and punctuality to school and classes are good. Teachers regularly engage in professional development opportunities. | Members of the academic staff are efficiently deployed to enable the school to achieve the best standards possible for students. Staff attendance and punctuality to school and classes are good. Teachers often engage in professional development opportunities. |

6.3 Material resources – Quality and Quantity

Key features:

- 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 |
|--|---|--|--|--|
| Premises and resources are significantly below expected quality and quantity | There are significant deficiencies in premises and/or resources | Premises and resources are sufficient in quality and quantity | Premises and resources are of good quality and sufficiency | Premises and resources are plentiful and of high quality |

6.4 Use of material resources

Key features:

- Effective use of school premises
- Effective organisation and use of available 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 staff make poor use of the available premises and/or resources | Deficiencies in premises and/or resources restrict some aspects of the students' academic achievement and personal development | Premises and resources are maintained and organised to satisfactorily support teaching and learning | Premises and resources are well maintained, and well organised. Staff and students have easy access to resources and make good use of them | The school is creative in its use of premises and resources and makes exceptionally good use of the available resources to achieve high standards |

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

7.1 Relevance

Key features:

- Adaptation and modification of curriculum
- Review and planning
- Continuity progression and coverage
- Relevance to all 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 |
|---|--|--|---|--|
| There is almost no adaptation or modification of the curriculum or curriculum guides. Most teachers do not adapt or enrich the curriculum to meet the students' needs | There is discontinuity in the modified or adapted curriculum in some subjects from year to year. There are significant gaps in content. Additional support for students is minimal | The curriculum is modified or adapted and regularly reviewed to make learning worthwhile. There are few significant gaps in content. Some additional support is provided for students who need it | The curriculum is well balanced, and reviewed and updated regularly to maintain its relevance to all students. There are no significant gaps in content. Additional support is provided for most students who need it | There is imaginative modification and/or adaptation of curriculum. The curriculum is broad, balanced and regularly evaluated to ensure that it meets changing needs and maintains the students' interest. There is extensive additional support for all students who need it |

7.2 Enhancement Programmes

Key features:

- Cross-curricular links and extra-curricular activities
- 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 |
|--|--|---|--|--|
| Links between subject areas is basically lacking and do not allow students to make connections. Opportunities for students to participate in extra-curricular activities are limited and little effort made to integrate the community in the development of the curriculum. | Attempts to create links between the subject areas are inadequate to make meaningful connections. Some opportunities exist for extra-curricular activities and there is some community impact on the curriculum. | Links between the many subject areas are adequate and many students are able to make connection between subjects. Many Students have opportunities to participate in a variety of extra-curricular activities and the community is used to enhance the curriculum. | Links between the most subject areas are adequate and most students are able to make connection between subjects. Most students have opportunities to participate in a variety of extra-curricular activities and the community is used to enhance the delivery of the curriculum. | Links between the subject areas are adequate and students are able to make connection between subjects. Students have opportunities to participate in a variety of extra-curricular activities and the community is well used to enhance the delivery of the curriculum. |

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

8.1 Safety and security

Key features:

- Policies and procedures to ensure the safety and security of all members of the school community
- 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 are poorly implemented. Safety and security checks are irregular and not rigorous. Some parts of the buildings or equipment are unsafe. | Policies and procedures are implemented and accidents are rare. Requirements for maintaining the safety and security of students are met. Buildings and equipment are safe and securely maintained in sound repair | Regular and thorough checks are made and acted upon to ensure that a safe and secure environment is maintained. Buildings and equipment are kept in a good state of repair | The school provides an exceptionally safe and secure environment for students and staff. Buildings and equipment are regularly maintained in excellent condition |

8.2 Health and wellbeing

Key features:

- Policies governing health
- Staff relationship with students
- Staff management of behavioural issues
- Staff support of , and advice to students
- Guidance and counselling arrangements
- Tracking of students' wellbeing
- Management of student attendance and punctuality
- Arrangements for suspension and exclusion of students – number of students out of school due to suspension and exclusion
- Number of school drop-outs

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 members of staff have poor relationships with most students. Guidance and Counselling arrangements are poor and the school is ineffective in responding to students' needs. Arrangements for the suspension and exclusion of students are poorly handled. Many parts of the buildings are unhygienic and students' nutritional needs are not addressed. | Most members of staff are slow to diagnose and respond to students' needs. Guidance and Counselling arrangements are weak or are not applied consistently. Arrangements for the suspension and exclusion of students are unsatisfactory. Some parts of the buildings are unhygienic and provisions for students' nutritional needs are inadequate. | Most members of staff know students well. They show them respect and respond promptly to their personal needs. Students know they can trust and confide in staff. Arrangements for the suspension and exclusion of students are satisfactory. Most buildings are hygienic and provisions in place to satisfy nutritional needs. | Students' personal wellbeing is a high priority for staff. There are systems for tracking students' personal welfare and for supporting individuals and groups. Arrangements for the suspension and exclusion of students are well-handled. Buildings are hygienic and good provisions in place to satisfy students' nutritional needs and other health concerns | Staff has very good relationships with all students. There are well developed systems for tracking students' personal welfare and for supporting individuals or groups. Staff consistently provides well-judged advice and guidance. Arrangements for the suspension and exclusion of students are exceptionally well-handled. Buildings are hygienic and a health policy provision in place to satisfy nutritional needs and other health needs |

Appendix 3 - National Test Data

Starting Point

Graph 1: Student Performance in Grade One Readiness Inventory (2005 – 2006)

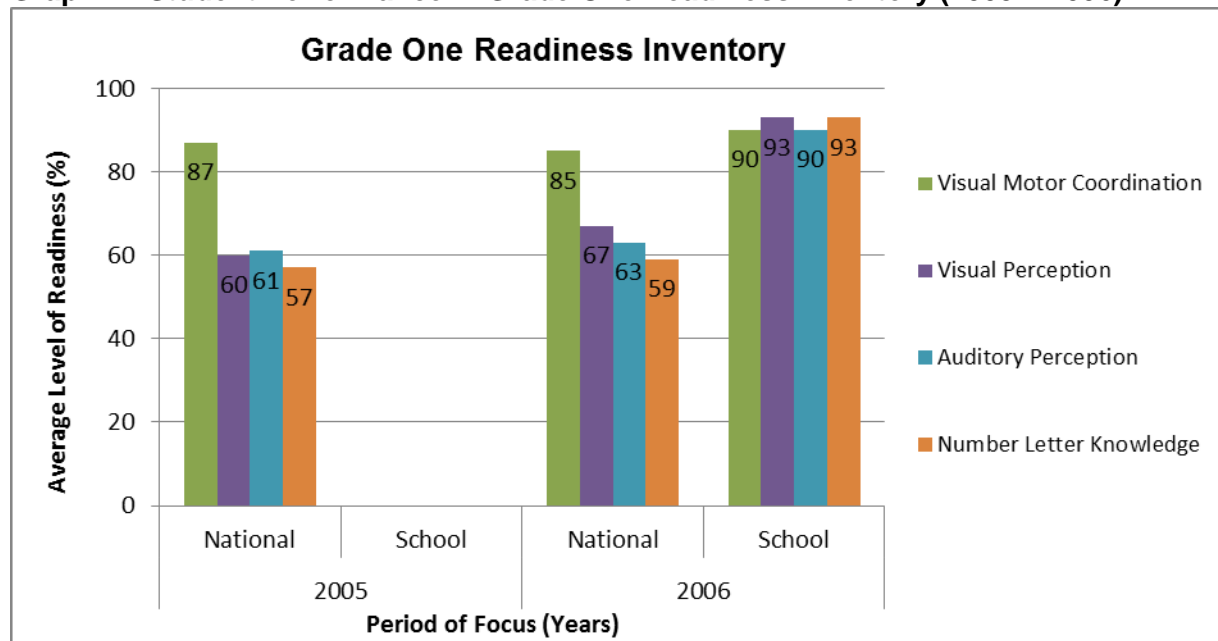


Table 1: Student Performance in Grade One Readiness Inventory (2005 – 2006)

| Adelphi Primary | | | | |
|---------------------|------------|---------|---------------|--------|
| 2006 | | | | |
| Assessment | Candidates | | 2006 Averages | |
| Grade One Readiness | Enrolled | Sitting | National | School |
| | 31 | 29 | 69 | 92 |
| 2005 (Cohort data) | | | | |
| Assessment | Candidates | | 2005 Averages | |
| Grade One Readiness | Enrolled | Sitting | National | School |
| | 31 | 0 | 66 | |

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Graph 2: Student Attainment in Grade Four Literacy 2008-2010

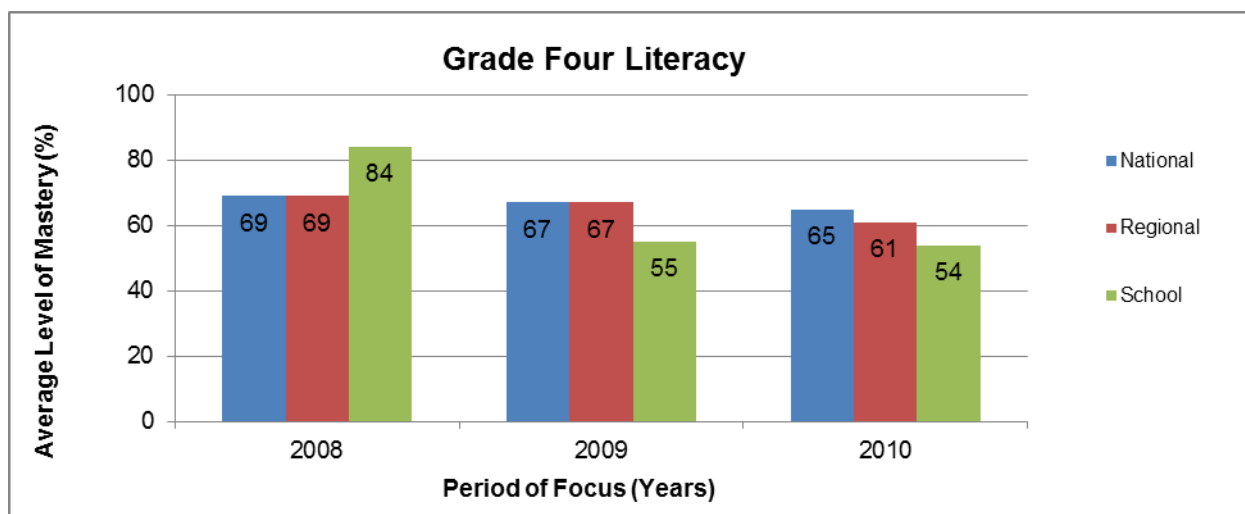


Table 2: Student Attainment in Grade Four Literacy 2008 - 2010

| Adelphi Primary | | | | | |
|---------------------|------------|---------|---------------|----------|--------|
| 2010 | | | | | |
| Assessment | Candidates | | 2010 Averages | | |
| Grade Four Literacy | Enrolled | Sitting | National | Regional | School |
| | 25 | 26 | 65 | 61 | 54 |
| 2009 (Cohort data) | | | | | |
| Assessment | Candidates | | 2009 Averages | | |
| Grade Four Literacy | Enrolled | Sitting | National | Regional | School |
| | 26 | 20 | 67 | 67 | 55 |
| 2008 | | | | | |
| Assessment | Candidates | | 2008 Averages | | |
| Grade Four Literacy | Enrolled | Sitting | National | Regional | School |
| | 20 | 19 | 69 | 69 | 84 |

ATTAINMENT

Graph 3: Student Attainment in Grade Four Numeracy 2009 - 2010

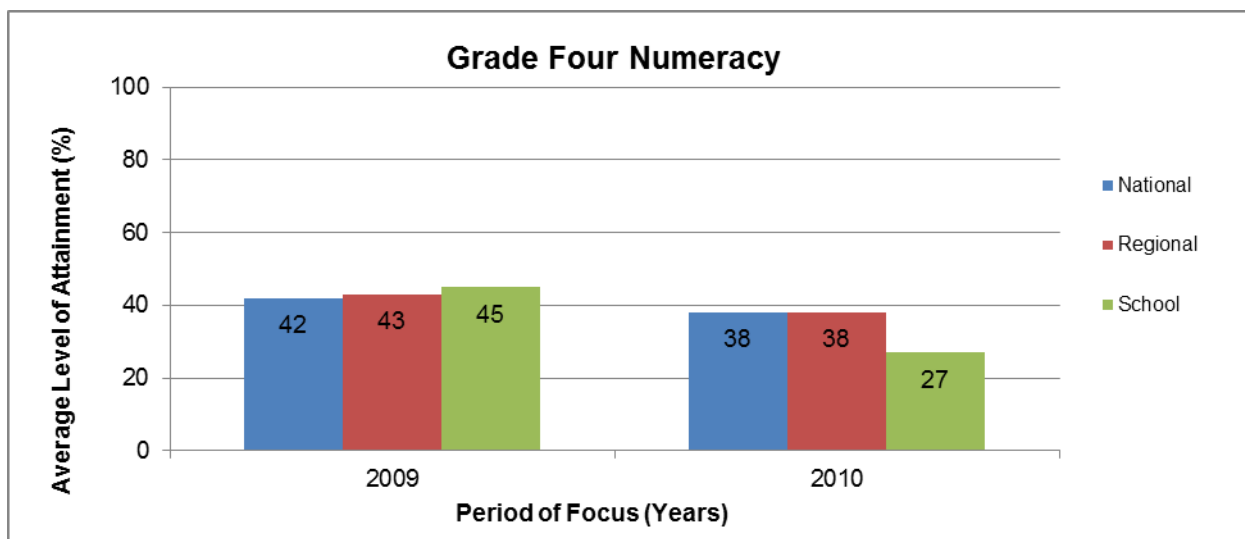
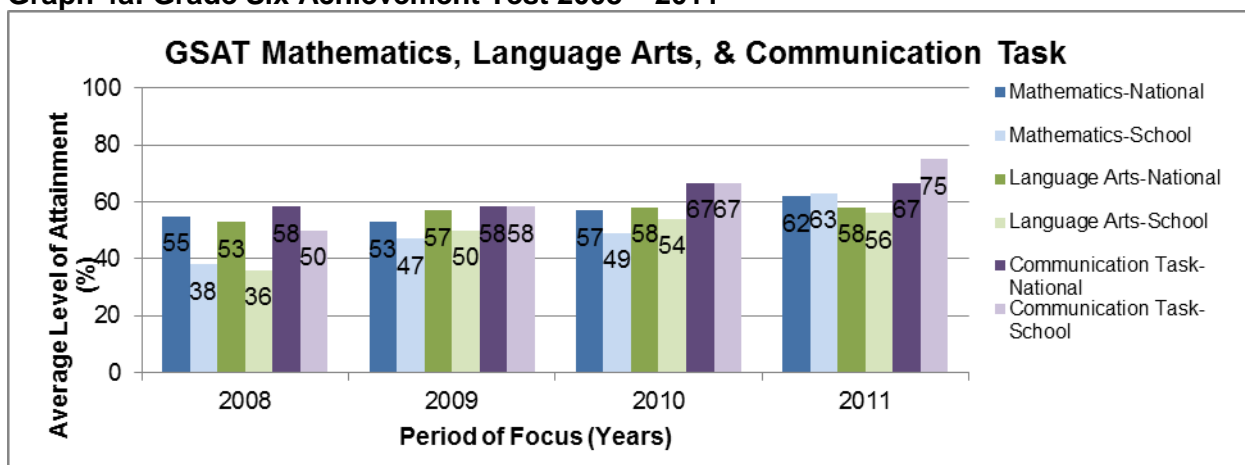


Table 3: Student Attainment in Grade Four Numeracy 2009 – 2010

| Adelphi Primary | | | | | |
|---------------------|------------|---------|---------------|----------|--------|
| 2010 | | | | | |
| Assessment | Candidates | | 2010 Averages | | |
| Grade Four Numeracy | Enrolled | Sitting | National | Regional | School |
| | 25 | 26 | 38 | 38 | 27 |
| 2009 (Cohort data) | | | | | |
| Assessment | Candidates | | 2009 Averages | | |
| Grade Four Numeracy | Enrolled | Sitting | National | Regional | School |
| | 26 | 20 | 42 | 43 | 45 |

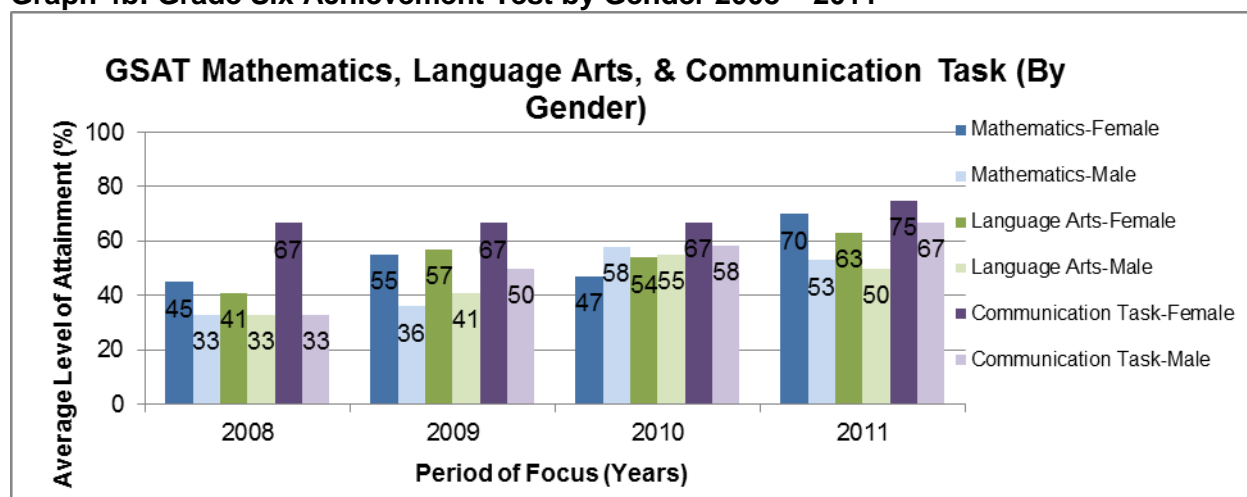
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Graph 4a: Grade Six Achievement Test 2008 – 2011



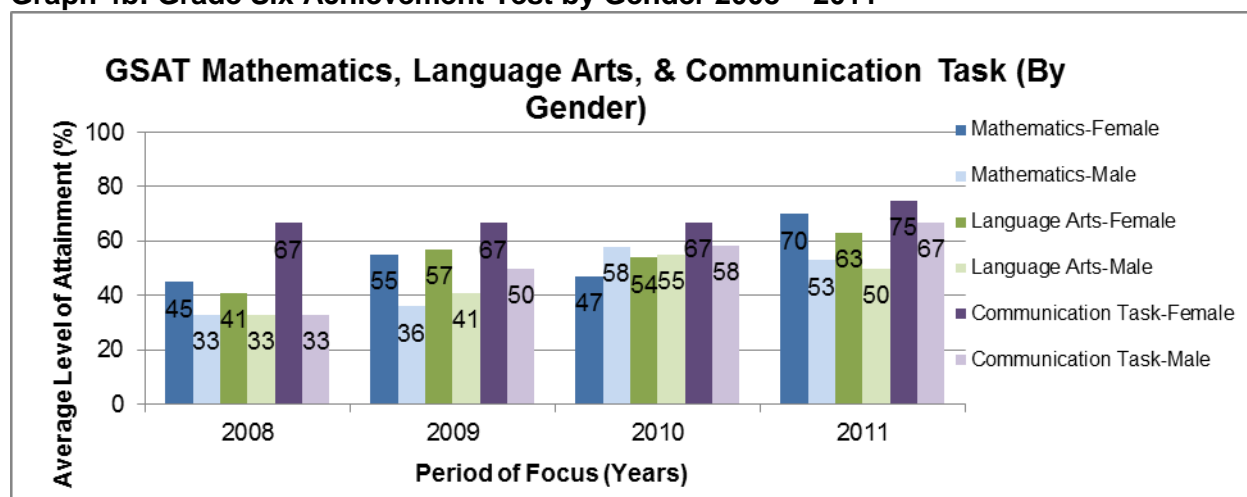
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Graph 4b: Grade Six Achievement Test by Gender 2008 – 2011



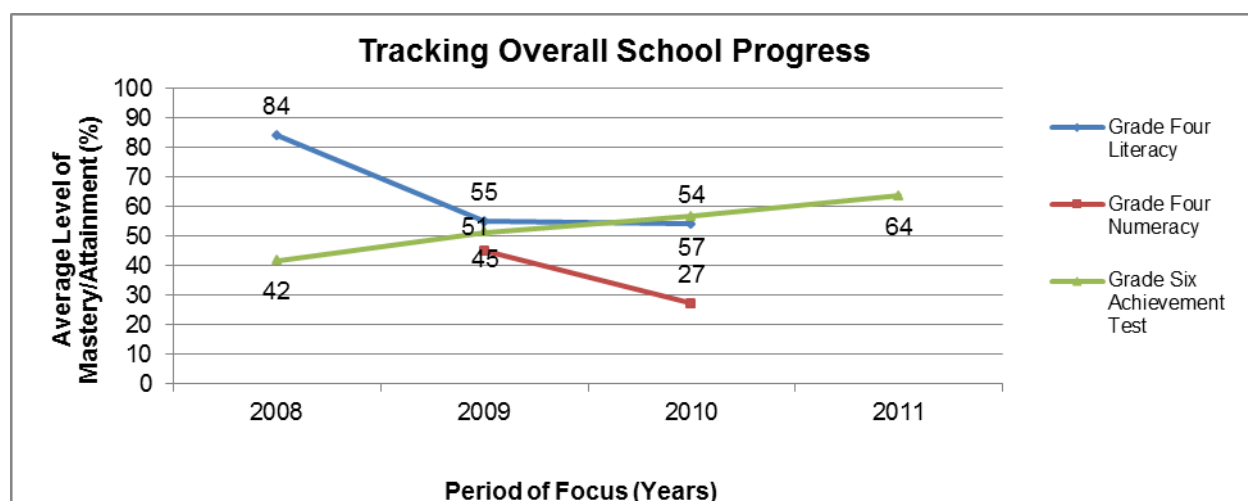
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Graph 4b: Grade Six Achievement Test by Gender 2008 – 2011



Cohort One (1) progressed in both literacy and numeracy from 2005 (Grade One) to 2011 (GSAT). This can be seen in the performance gap.

Graph 6b: Tracking School's Progress from 2008 – 2011



Grade Six Achievement Test 2008 – 2011

| Adelphi Primary | | | | | |
|-------------------------|------------|------------|-----------|----------------------|-----------|
| 2011 | | | | | |
| <u>Assessment</u> | Candidates | | | <u>2011 Averages</u> | |
| | Enrolled | Registered | Sitting | National | School |
| GSAT Mathematics | N/A | 19 | 17 | 62 | 63 |
| Female | N/A | 12 | 10 | 64 | 70 |
| Male | N/A | 7 | 7 | 59 | 53 |
| GSAT Language Arts | Enrolled | Registered | Sitting | National | School |
| | N/A | 19 | 17 | 58 | 56 |
| Female | N/A | 12 | 10 | 61 | 63 |
| Male | N/A | 7 | 7 | 54 | 50 |
| GSAT Communication Task | Enrolled | Registered | Sitting | National | School |
| | N/A | 19 | 17 | 67 | 75 |
| Female | N/A | 12 | 10 | 75 | 75 |
| Male | N/A | 7 | 7 | 67 | 67 |
| 2010 | | | | | |
| <u>Assessment</u> | Candidates | | | <u>2010 Averages</u> | |
| | Enrolled | Registered | Sitting | National | School |
| GSAT Mathematics | | 15 | 14 | 57 | 49 |
| Female | N/A | 11 | 11 | 61 | 47 |
| Male | N/A | 4 | 3 | 53 | 58 |
| GSAT Language Arts | Enrolled | Registered | Sitting | National | School |
| | | 15 | 14 | 58 | 54 |
| Female | N/A | 11 | 11 | 63 | 54 |
| Male | N/A | 4 | 3 | 53 | 55 |
| GSAT Communication Task | Enrolled | Registered | Sitting | National | School |
| | | 15 | 14 | 67 | 67 |
| Female | N/A | 11 | 11 | 75 | 67 |
| Male | N/A | 4 | 3 | 58 | 58 |
| 2009 | | | | | |
| <u>Assessment</u> | Candidates | | | <u>2009 Averages</u> | |
| | Enrolled | Registered | Sitting | National | School |
| GSAT Mathematics | N/A | 23 | 23 | 53 | 47 |
| Female | N/A | 13 | 13 | 57 | 55 |
| Male | N/A | 10 | 10 | 49 | 36 |
| GSAT Language Arts | Enrolled | Registered | Sitting | National | School |
| | N/A | 23 | 23 | 57 | 50 |
| Female | N/A | 13 | 13 | 62 | 57 |
| Male | N/A | 10 | 10 | 51 | 41 |
| GSAT Communication Task | Enrolled | Registered | Sitting | National | School |
| | N/A | 23 | 23 | 58 | 58 |
| Female | N/A | 13 | 13 | 67 | 67 |
| Male | N/A | 10 | 10 | 58 | 50 |

| 2008 | | | | | |
|--------------------------|-------------------|------------|-----------|-----------------------------|-----------|
| <u>Assessment</u> | Candidates | | | <u>2008 Averages</u> | |
| | Enrolled | Registered | Sitting | National | School |
| GSAT Mathematics | | 19 | 19 | 55 | 38 |
| Female | N/A | 8 | 9 | 59 | 45 |
| Male | N/A | 11 | 11 | 50 | 33 |
| GSAT Language Arts | Enrolled | Registered | Sitting | National | School |
| | | 19 | 19 | 53 | 36 |
| Female | N/A | 8 | 9 | 58 | 41 |
| Male | N/A | 11 | 11 | 48 | 33 |
| GSAT Communication Task | Enrolled | Registered | Sitting | National | School |
| | | 19 | 19 | 58 | 50 |
| Female | N/A | 8 | 9 | 67 | 67 |
| Male | N/A | 11 | 11 | 50 | 33 |

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