



ABERDEEN PRIMARY & JUNIOR 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 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:	Aberdeen Primary and Junior High
Locale:	Rural
Parish:	St. Elizabeth
Region:	5
Gender:	Co-educational
School Code:	11001
School Organization:	Whole-day
Size:	Class II
Attendance Rate:	73%
Capacity:	600
Enrolment:	270
No. of Teachers:	14
Pupil-Teacher Ratio:	21:1
Multi-grade:	No
Owned By:	Government
School Board:	Active

Socio-economic Context

The Aberdeen Primary and Junior High School is named after the district in which it is located. This district was named after the birth place of a Scottish plantation owner, Alexander Forbes of Aberdeen in Scotland. It is nestled in the hills of north-east St. Elizabeth and is surrounded by lush green vegetation which provides a superb atmosphere that is highly conducive to learning.

Most students are from upper Aberdeen, north of the school. From here students travel for up to five (5) miles to reach school. The next significant number of students comes from Williamsfield to the south of the school. The rest of the school population comes from Thornton, Crown Land, Benlomonds and Lower Quick Step. A small number of the Junior High students come from Siloah and its surrounding districts, including Coker and Barton. Students travel to school on taxis, private vehicles, minibuses, bicycles and on foot.

Most parents are either subsistence farmers or housewives and are of a low socio-economic status. As a predominantly farming area many students help their parents on the farm. During cane season some students stay away from school and many do not attend school every day of the week as their parents cannot afford to send them. Despite many parents' inability to provide much for their children, some endeavour to send their children to school with the assistance provided by the school's lunch and breakfast programmes or the government's Programme of Advancement Through Health and Education (PATH), which supports 166 students.

Executive Summary

Overall effectiveness of the school

The overall effectiveness of Aberdeen Primary and Junior High School is unsatisfactory

Leadership and management is unsatisfactory

Programmes undertaken are not efficiently monitored or structured. Lesson observations are carried out once per month with no evaluative comments to guide teachers for future planning. There is no documentation for some programmes including review or modification of the curriculum. However, the fully constituted Board plays both an advisory and supportive role as it develops good relations with all staff. Parental support is given by some committed parents, but they are mostly with children in the lower grades.

Teaching and learning is unsatisfactory

Students' interests are captured and provision to cater to their different abilities is more evident in the primary department. The main method of teaching especially in the upper school is 'chalk and talk'. There is no structured assessment programme in place to measure the level of performance in a continuous way. Students in the upper grades show very little interest in learning while students at the primary level are highly motivated to learn and display confidence.

Performance in English and mathematics is unsatisfactory

The overall trend observed throughout the period under review for English for all external examinations was unsatisfactory. The performance trends for numeracy at Grades 4 and mathematics in the Grade Six Achievement Test were always below the national averages; while at Grade 9 performance moved from being equal to the national average to below. Females out-performed males over the years in GSAT and Grade Nine Achievement Test (GNAT).

Progress in English and mathematics is unsatisfactory

As a school some progress is seen over the last two years, however many students are not performing at their best. Progress in lessons is reasonable for some students in Grades 1 to 6 but unsatisfactory for Grades 7 to 9. This is reflected in the improvements made at the Grades 4 and 6 levels in external examinations, but progression up to Grade 9 continues to be a struggle.

Overall, students' personal and social development is unsatisfactory

Most students, especially in the primary department, are well behaved as observed from their mannerly actions, however, some students in the secondary department display anti-social behaviours. Average attendance over the last three years is 73 per cent which is inadequate for secure curriculum coverage. Many students display some knowledge of national symbols, but had limited knowledge of current affairs such as the name of the Minister of Education. Economic and environmental awareness while adequate for local issues was lacking for many students as it relates to regional and global matters.

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

The quality and quantity of material resources are unsatisfactory including reading books and computers for students as well as furniture for staff. Teachers have some materials at their disposal but these are not well utilized. Nevertheless, the academic staff is suitably qualified and there are sufficient support staff in place to assist in the efficient management of the school. Teachers attend school regularly and many are punctual.

Curriculum and enhancement programmes are unsatisfactory

The school uses two curricula to support teaching. These are the Revised Primary Curriculum (Grades 1 to 6) and the Reform of Secondary Education (ROSE) curriculum (Grades 7 to 9). These can provide a holistic approach to learning but there is insufficient modification to ensure maximum learning for all students. There is greater progression and coverage in the curriculum used by the primary department. Teachers meet once per week for common planning time to review topics some of which are broken down to suit the ability of most students. There is no evidence to show that extra-curricular activities play a meaningful role in students' learning and personal development as most clubs are inactive. After-school classes are held but these are not doing well as not many students attend regularly.

Provisions for safety, security, health and wellbeing are satisfactory

While the school lacks formal policies in these areas, there are well known procedures for promoting health, safety and wellbeing. There is perimeter fencing and a gate that is controlled by security guards who issue entry and exit permits to visitors and students and provide security for the school. Sixty-one per cent of the students benefit from the Government's PATH Programme as well as the school's internal interventions.

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

- The school is relatively safe and secure
- Staff and student relationships are generally cordial
- Spacious and individualized classrooms provide sufficient space for teaching and learning activities

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 unsatisfactory

School-based leadership and management is unsatisfactory

There are good relations throughout the school community. And, the school's vision, which is prominently displayed at the front of the school, is shared with key stakeholders at various meetings. The key focus is on the holistic development of students. However, the strategies to achieve the vision are limited and lack sufficient structure to ensure success. For example, there is recognition of the need to enhance the development of boys but there is no structured programme in place to achieve this.

Instructional leadership is weak. Teachers are evaluated and most are judged satisfactory by the school; however, there are significant weaknesses in teaching methods and assessment practices. Lesson observations are carried out once per month, however, evaluative comments are not provided to guide teachers towards improving lesson delivery.

The leadership attempts to be collaborative by holding monthly staff meetings and establishing committees to support the operations of the school. However, this has not yielded the desired results as only the Guidance and Counselling or Safety and Security committees, have met since the start of this school year.

Self-evaluation and school improvement planning is unsatisfactory

While the school is able to identify some of its strengths and weaknesses, there is insufficient planning to ensure improvement in these areas. For example, the teaching of mathematics is a challenge but no structured programme is in place to remedy this situation. There is no documentation for some programmes including review or modification of curricula. Activities for self-evaluation include school tests, external examinations and diagnostic tests but this lacks sufficient organisation, detail and focus to yield the depth of information necessary to drive meaningful school improvement. Staff appraisal is done termly for weak and new teachers and once per year for others.

Governance is satisfactory

The fully constituted Board of Management plays both advisory and supportive roles which aid in maintaining good relationships among all stakeholders. The Board meets bi-monthly and is satisfied with the staff's performance. They are especially proud of the fact that they only had to deal with one disciplinary incident with a student during all of the last school year. The school leaders are expected to provide clear reports on school finances, student and staff performance. The Board is not satisfied with students' performance at the national level and held a meeting with the parents recently in an effort to get them more involved in their children's academic lives. It is concerned that the numeracy target is set too low to achieve the national target of 85 per cent by 2015.

Relationship with parents and local community is unsatisfactory

Some parents visit the school to enquire about their children's performance, but in general, more support is given from parents with children in lower school than in the upper grades. The Administration feels that far more input is needed from parents in the academic performance of students especially with homework if students' performance is to improve. Parents have concerns about the behaviour and attitudes of students especially as it relates to punctuality. Some parents make a special effort to support the school's activities. Regular Parent Teachers' Association (PTA) meetings are held with good relationship between the school and community which is seen as protective. Assistance to the school with safety and health issues comes from the Police, Fire and Health departments.

How effectively is the school led and managed by the Board, the principal and senior management team?	
Grades	1-9
School-based leadership and management	Unsatisfactory
Self-evaluation and improvement planning	Unsatisfactory
Governance	Satisfactory
Relations with parents and community	Unsatisfactory

2) Teaching Support for Learning

How effectively does the teaching support the students' learning?

Overall, teaching in support of learning is unsatisfactory

The teachers' knowledge of the subjects they teach is unsatisfactory

At the primary level most teachers are knowledgeable about the subjects they teach. At this level, the interests of many students' are captured and provision made as they work in groups according to ability. However, some teachers in the secondary department do not exhibit a good command of the English Language. Most of the students' communication is also limited to the use of the Jamaican Creole. Limited provision is made to facilitate differentiated learning at the secondary level as all students are taught as a homogenous group. There are more boys than girls in most classes yet there is no planned activity to stimulate learning among these boys. Continuous reflection on lesson delivery is weaker in the secondary department of the school and this is directly linked to the quality of instruction.

Teaching methods are unsatisfactory

There is an obvious difference in the preparation of lesson plans of most teachers between the primary and secondary departments of the school. While some teachers write detailed lesson plans, they generally do not cater for the different abilities of the students. Objectives

are sometimes general and procedures unclear, therefore some classes are disorganised and learning is limited. In the upper school, teacher-centred methods which fail to capture the students' interest; especially the boys are mostly used. Many lessons also indicate concepts that are not aligned to students' experience.

Throughout the school, time is poorly managed and timetables are not adhered to. In some lessons, this affects the completion of tasks and assessment activities. In some lessons; especially in the upper grades, there is no use of relevant teaching aids such as audio-visuals to enhance lessons. This was a marked difference to the primary department where teachers use a variety of resources to enhance learning and students relate to concepts as they transfer prior knowledge to enrich the teaching and learning process. Student-teacher interaction is often not well managed enough to ensure that it stimulates meaningful discussions. Questioning techniques used by most teachers are not sufficiently challenging and in most instances, the students tend to respond in chorus.

Students' assessment is unsatisfactory

Teachers are aware of the need to have assessment records as they all have mark books with students' test scores, but there is no real structure to guide how this information is used to measure the level of students' performance in a continuous way. At the class level, assessment is done but little provision is made for re-teaching concepts even for the benefit of slow learners or students who did not master concepts. Some students' workbooks have no written feedback from teachers even where there are errors. Where alternative means of assessment such as journals and portfolios exist, students are unable to outline their clear purpose. Some teachers are also unable to clearly highlight how these are used to assess progress. Whilst test records are present; there is no analysis of these records. Assessment activities are written in all the lesson plans and in most cases they are related to the lesson objectives but the information from this is not used to inform future planning.

Student learning is unsatisfactory

Students in the upper grades show very little interest in learning and are especially weak in mathematics. Most students in the primary department are highly motivated to learn and display confidence when completing given tasks. They are not afraid to pose questions and respond to questions. However, some teachers do not encourage students' initiative and exploration in problem-solving areas. Some students especially at the primary level are challenged to stretch themselves and proudly share their experiences with their classmates who listen attentively. There is evidence of transfer of previous knowledge to bring understanding to present reality.

How effectively does the teaching support the students' learning?		
Grades	1 – 6	7 – 9
Teachers' subject knowledge and how best to teach the subject	Unsatisfactory	Unsatisfactory
Teaching methods	Unsatisfactory	Unsatisfactory
Assessment	Unsatisfactory	Unsatisfactory
Students' learning	Satisfactory	Unsatisfactory

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

The school's performance has fluctuated in the Grade Four Literacy Test. In 2008, the school's average mastery of 62 per cent was below both the national and regional averages of 69 and 66 per cent respectively. In 2009, the average mastery fell to 55 per cent a reduction of seven per cent from the previous sitting. This was 12 percentage points below the national average. However, in 2010 the average mastery of 67 per cent was slightly above the national and regional averages. The Grade Four Literacy target set for each primary level school by the Ministry of Education (MoE) is 100 per cent mastery; this is to be achieved by 2015. Therefore, Aberdeen Primary and Junior High will need to increase its average by 8 per cent each year to meet the target.

The school's performance in The Grade Six Achievement Test (GSAT) language arts and communication task examinations has improved in recent years, but is yet to reach the required standards. Over the period of focus (2008 to 2011) the schools average scores in language arts have been consistently below the national averages. For most of the period the scores have been in the forties while the national averages have been 53, 57, 58 and 58 per cent respectively. In communication task there has also been improvement. In 2008, the average was 58 per cent; equal to the national average. In 2009, this fell to 50 per cent, but in 2010 the score was again 58 per cent. In 2011, there was dramatic improvement and the average was 75 per cent. This was above the national average of 67 per cent. For language arts, the gender achievement gap showed that girls outperformed boys. The gap was narrow in 2008, however, by 2011, the gap was much wider. For communication tasks, the gap widened towards the end of the period with girls again doing much better than the boys.

The school's average in language arts in the Grade Nine Achievement Test (GNAT) over the same period 2008 to 2010 was inadequate. In 2008, the school's 47 per cent was equal to the national average. However in 2009, the national average was above the school's 46 per cent by 6 percentage points. In 2010, the school's performance remained the same (46%)

and the national average was above this at 49 per cent. Similar to the Grade 6 level, girls outperformed the boys.

Students' performance in mathematics is unsatisfactory

The school's performance in the Grade Four Numeracy Test (GFNT) has been substandard. In 2009, the average mastery was 35 per cent; this was below the already low national average of 42 per cent. In 2010, this decreased to 30 per cent and was 8 percentage points below the national average. The Grade Four Numeracy target set by the Ministry of Education is 85 per cent by 2015. The school will have to increase its average by 14.2 per cent each year to achieve this target.

In all four years the school performed well below the national average in GSAT. In 2011 their average of 55 per cent was 11 percentage points below the national average. At the Grade Nine level the school's performance fluctuated. In 2008 the performance was on par with the national average (40%). In 2009 it fell below, and in 2010 their 41 per cent exceeded the national average of 40 per cent. The gender achievement gap indicated that for all grade levels the girls out-perform the boys. The gap was extremely narrow at the beginning of the period (2008) and gradually widened towards the end of the period (2010).

How well do the students perform in national and/or regional tests and assessments?		
Grades	1 – 6	7 – 9
How well do the students perform in National or regional tests and examinations in English?	Unsatisfactory	Unsatisfactory
How well do the students perform in National or regional tests and examinations in mathematics?	Unsatisfactory	Unsatisfactory

4) Students' Academic Progress

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

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

Students' progress in English is unsatisfactory

The 2005 cohort made little progress over the period when compared to the performance nationally. The average readiness for this cohort was 69 per cent; three percentage points above the national average. In 2009, the cohort's average in the Grade Four Literacy Test was 55 per cent while the national average was 67 per cent. Based on the average readiness at entry point in Grade 1, the cohort did not make expected progress. In 2011, the cohort's average in language arts in the GSAT was 57 per cent almost on par with the national average of 58 per cent.

The school made satisfactory progress in performance at the GFLT and even better progress in communication task in GSAT. Aberdeen achieved an average of 62 per cent in

the Grade Four Literacy Test in 2008 but made no progress in 2009 (55%). Progress was however made in 2010 (67%). Performance was stable in the GSAT language arts examination in 2008 and 2009; little progress in 2010 but significant progress in 2011 (57%). No overall progress was seen in performance in the GNAT exam. The school's performance was on par with the national average in the GNAT in 2008 (47%) and made no progress in 2009 and 2010 (46%) for both years. Progress during lessons is satisfactory for Grades 1 to 6 but unsatisfactory for Grades 7 to 9. In these upper grades, most students perform below average and some fail to attain appropriate levels during lessons.

Students' progress in mathematics is unsatisfactory

Many students of the 2005 cohort entered Grade 1 with averages that were well above the national score, the progress at Grades 4 and 6 was below acceptable standards. The overall average readiness for the 2005 Grade 1 cohort in the Grade One Readiness Inventory was 69 per cent, three percentage points above the national average. Number Letter Knowledge average was 70 per cent, thirteen percentage points above the national average. In 2009, the cohort average performance in the Grade Four Numeracy Test was 35 per cent, which was below the national (42%) and regional averages (40%); expected progress was not realized. In 2011, the cohort averaged 55 per cent in GSAT was seven percentage points below the national average.

The performance trends at Grades 4 and 6 were always below the national averages while at Grade 9 performance moved from par to below the national averages. Females outperformed males over the years in GSAT and GNAT. The school did not make any progress in the Grade Four Numeracy Test in 2009 (35%) and 2010 (30%). No progress was made in the GSAT during the period 2008 (44%) to 2009 (38%) but significant progress was made during the period 2010 (45%) to 2011 (55%). No progress was made in the GNAT during the period 2008 (40%) to 2009 (38%); some progress was however made in 2010 (41%); one percentage point above the national average.

Progress during class is unsatisfactory except at Grade 4 where some students transitioned from place value and addition of fractions to addition of mixed numbers successfully. Work given for the grade level is appropriate. Little meaningful progress is seen at Grades 7 to 9 where students are mostly slow learners and are insufficiently stretched to advance their reasoning abilities.

How much progress do the students make, in relation to their starting points?	
Grades	1-9
How much progress do the students make in relationship to their starting points in English?	Unsatisfactory
How much progress do the students make in relationship to their starting points in mathematics?	Unsatisfactory

5) Students' Personal and Social Development

How good is the students' personal and social development?

Overall students' personal and social development is unsatisfactory

The students' behaviour and attitudes are satisfactory

Most students are well behaved as observed from their mannerly actions and willingness to greet visitors with a polite "Good morning Miss or Sir." At the primary level, they display good relationships. Respect for one another and obedience to teachers are displayed, with a few exceptions from a few of the senior students who at times display unacceptable behaviours in and out of classes. In some instances a few upper school students openly disobey instructions from teachers, for example, some frequently refuse to leave water fountains immediately on hearing teachers' instructions to go inside.

Punctuality and attendance is unsatisfactory

Many lower school students are willing to learn as they are punctual for classes and participate in lessons when they do come to school. However, the average attendance over the last three years is 73 per cent which is below the Ministry of Education's minimum standard of 85 per cent. Some students are regularly late because of delays caused by chores at home. Students who come to school after the register closes in the mornings at 8:30 am are marked absent for the morning session, but this has not functioned as a deterrent for many of them.

The civic understanding and spiritual awareness of the students are satisfactory

Many students know the colours of the Jamaican flag and can accurately explain their meaning. Some students are able to name the national heroes and tell whose pictures are on coins and notes. Murals of the national heroes and symbols decorate the walls of the buildings to help promote patriotism. Some students are aware of the Jamaican festivals and annual celebrations. They believe that they are important, especially those which are associated with the end of slavery. Most students are able to talk about the costumes for Caribbean countries and can identify Calypso as the popular music of Trinidad and Tobago. However the National Anthem is sung only at Monday morning devotion and none of the students interviewed knew the name of the Minister of Education.

Students' economic awareness is unsatisfactory

Some students know that the money government spends comes from taxes collected. Many students want to work to get money to spend and save when they become adults. A small percentage of students know that working people should pay taxes so that the government will have more money to spend on schools and hospitals. However, some believe that only poor people pay taxes. In general their knowledge of local, regional and global economic activities and challenges were limited and even with probing, very few could participate in a conversation on basic economics.

The students' knowledge and understanding of their environment is unsatisfactory

Some students know that garbage trucks collect and dispose garbage to reduce the outbreaks of fire when people burn it at home. Many students know that proper disposal of garbage keeps away flies, roaches and rats which can cause people to get sick with

diseases such as leptospirosis or diarrhoea. Most students said one thing they would change about their school was the periodic flushing of toilets to flushing after each use. None of the students interviewed could talk about global environmental matters such as the sun's ultra-violet rays, global warming or their effect on people.

How good is the students' personal and social development?		
Grades	1 – 6	7 – 9
Students' behavior and attitudes	Satisfactory	Unsatisfactory
Punctuality and Attendance	Unsatisfactory	Unsatisfactory
Civic understanding and spiritual awareness	Satisfactory	Satisfactory
Economic awareness and understanding	Unsatisfactory	Unsatisfactory
Environmental awareness and understanding	Unsatisfactory	Unsatisfactory

6) Use of Human and Material Resources

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

Overall, the use of human and material resources is unsatisfactory

The quality of human resources is satisfactory

The academic staff holds qualifications ranging from a Teaching Diploma to Bachelor's Degree. There are twelve (12) teachers and based on the MoE guidelines the school is considered to be overstaffed by two teachers. There is adequate support staff in place in the form of the Guidance Counsellor, and National Youth service (NYS) worker, an Administrative Assistant and ancillary workers. Some teachers attend workshops; for example, the Inter-American Development Bank (IDB) Programme for Mathematics and Reading. When these are completed, teachers return and give feedback or provide training to the rest of the staff. However, not enough staff development is done internally and whatever is done is not documented.

The use of human resources is satisfactory

Most teachers are adequately deployed. However, there are some concerns about the effectiveness of a few teachers. An effort is made to support some teachers where it is required. For example, the Grade 5 teacher is supported by an NYS worker. Teachers' punctuality continues to pose a challenge for the administration although memos have been sent to some teachers.

The quality and quantity of material are unsatisfactory

The school has insufficient material resources to support maximum output from school activities. Most classrooms are print-rich and adequate textbooks and furniture are available for students. At Grade 4, however, there are inadequate reading books for the students. The

four computers in the school are assigned to the administrative staff, Principal and Guidance Counsellor and so the students have no exposure at school to Information Technology.

There are a few deficiencies in the physical infrastructure of the school, but there is sufficient space for classrooms and some specialised areas. There are three distinct buildings with spacious individualized classrooms. The staff room area houses the Vice-Principal's Office, the Guidance Department and sick bay. There is need for staff furniture as the current ones are old and in need of repair. Toilet facilities are adequate but need frequent cleaning to keep the odour down, especially since it is flushed only twice daily. A few stalls have missing doors, broken lids and tank covers. A small river runs at the front of the compound however, whenever the river is in spate, the overflow damages the perimeter fence at the front of the premise. Nevertheless the school grounds are well kept with a well paved driveway leading to the premise.

The use of material resources is unsatisfactory

Available teaching resources, such as the numerous charts, are not effectively used to support lessons. One classroom formerly used for Industrial Techniques is no longer utilized due to the scaling down of the Junior High Department. It must be noted that the tools are still intact, but simply stored unused. The school lacks an adequate playing field for Physical Education and sports. However, most classrooms are arranged to allow for easy monitoring of students' work.

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	1-9
Human resources	Satisfactory
Use of human resources	Satisfactory
Material resources – quality and quantity	Unsatisfactory
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 provisions and enhancement programmes are unsatisfactory

Provisions for curriculum are unsatisfactory

The school uses the Revised Primary Curriculum (Grades 1 to 6) and the Reform of Secondary Education (ROSE) Curriculum (Grades 7 to 9). However, neither curriculum is covered in its entirety. There is some progression in both curricula but it is more evident at Grades 1 to 3 than at Grades 7 to 9. Although the school has single grades, teachers meet once per week for common planning time. In those meetings, topics are reviewed and teachers determine the depth of the topics to be covered in light of the ability levels of students.

Enhancement programmes are satisfactory

Aesthetic subjects are not timetabled; therefore the school tries to incorporate these through the clubs and societies. A number of clubs are in place such as Good News, Scouts, Performing Arts and Mathematics; these have done well in the past and the school has been awarded several medals in competitions. Only a few students are aligned to these clubs. Clubs such as 4-H in which a few students compete and win medals over the years, have provided the school with some bragging rights. A few students have been awarded medals in the performing Arts, and at present, a grade six girl now represents Jamaica internationally in athletics. Through the "Math Problem of the Week" initiative students are selected to solve a problem at devotional exercises each Friday. However, extra-curricular activities do not play a meaningful role in some students' learning and personal development as they do not participate.

After school classes are held but these are not doing well as not many students attend regularly. The Homework Programme being stressed requires that students' books are marked and feedback given. There is no evidence to prove meaningful community links or that the community is being incorporated to any meaningful extent.

How well do the curriculum and any enhancement programmes meet the needs of the students?	
Grades	1-9
How well does the curriculum meet the needs of the students?	Unsatisfactory
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 satisfactory

Provisions for safety and security are satisfactory

There are no policies to guide safety and security matters but there are procedures to ensure that everyone is safe and secure. On campus, safety signs remind students to use the stairs cautiously and also to ensure that there are no collisions. At break and lunch periods, students are monitored by peer leaders and this reduces the risk of overly energetic play leading to injury. On excursions, teachers accompany students to ensure their safety and security. There is perimeter fencing and a gate that is controlled by security guards who issue entry and exit permits to visitors and students. They also provide security for the school at nights and on weekends. Fire and earthquake drills were conducted recently. Two fire extinguishers are present and can be found in the canteen and Home and Family room. While the cooks have been trained to use the equipment, some other staff members have not been similarly exposed. The gas cylinders are kept behind the canteen, safely away from the flames.

Provisions for students' health and wellbeing are satisfactory

There is no health policy to guide health and wellbeing issues, but there are clear, well known procedures which have been established to handle these issues. The doors and windows of the canteen are meshed to reduce entry of flies and garbage is safely stored for collection by the public garbage trucks. The toilets, some of which are in less than ideal condition, are flushed at least two times per day. The water supply comes from NWC mains which flow into storage tanks on the compound.

Sixty-one per cent of the students benefit from the government's Programme for Advancement Through Health and Education (PATH). Hot meals are also served through a breakfast programme for needy students funded by the school. The cooks with the exception of one, who said she would be visiting the clinic soon for renewal, have food handlers' permit. Most students show respect for teachers and the Guidance Counsellor offers individual and group counselling sessions to improve behaviour. In cases of injury requiring medical attention, the Guidance Counsellor or the Vice Principal takes students to the clinic and call their parents when long waits are required. Seventeen students have been suspended over the past three years because of indiscipline. Parents were called to the school to receive the notices followed by discussion of the issues which resulted in the suspensions. There have been no expulsions in recent years but there has been one drop out due to pregnancy.

How well does the school ensure everyone's safety, security, health and wellbeing?	
Grades	1-9
Provisions for safety and security	Satisfactory
Provision for health and wellbeing	Satisfactory

Recommendations

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

1. The Board should hold the Principal accountable for staff development activities that will improve student outcomes.
2. The Principal should take responsibility for personal professional development through the NCEL.
3. The Principal along with the Senior Management Team should ensure that structured intervention programmes for reading and mathematics are implemented to improve the students' performance in numeracy and literacy.
4. The Grade Supervisors should monitor lesson planning and delivery to ensure that there is adequate curriculum coverage.
5. The Principal should take the appropriate action to remedy the lateness of teachers and students which impacts on the prescribed contact time for lessons.

Further Action

The school has been asked to prepare an action plan indicating how it will address the recommendations of this report. The action plan will be sent to the National 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	31
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	English	Maths	Other
Number of lessons or part lessons observed [Primary]	9	5	6
Number of lessons or part lessons observed [Secondary, either grades 7 – 11 or 7 – 9 in an all-age school]	1	4	6

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

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. Student attendance is 69% or less	The poor behaviour of some students disrupts some lessons and causes difficulties. Students often do not obey rules and regulations. Student attendance is 70% - 79%	Behaviour and relationships are generally good. Rules are respected. The school is orderly and safe. Student attendance is 80% - 89%	Good behaviour and relationships prevail throughout the school. Most students exercise self-control. Student attendance is 90% - 95%	Almost all students are self-disciplined, respond very well to adults and resolve difficulties in mature ways. Student attendance is 96% or higher

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 health are non-existent or ignored. There are almost no safety, security and health checks. Many parts of the buildings and equipment are unsafe and/or unhygienic and poorly maintained	Policies for safety and health are poorly implemented. Safety, security and health checks are irregular and not rigorous. Some parts of the buildings or equipment are unsafe and/or unhygienic	Policies and procedures are implemented and accidents are rare. Requirements for maintaining the safety, security and health of students are met. Buildings and equipment are safe, secure, hygienic and maintained in sound repair	Regular and thorough checks are made and acted upon to ensure that a safe, secure and healthy environment is maintained. Buildings and equipment are hygienic and kept in a good state of repair	The school provides an exceptionally safe, secure and hygienic 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 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	The 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	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	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	Staff have very good relationships with all students. There are well developed systems for tracking students' personal welfare and for supporting individuals or groups. Staff consistently provide well-judged advice and guidance. Arrangements for the suspension and exclusion of students are exceptionally well-handled

Appendix 3 - National Test Data

Starting Point

Graph 1: Student Performance in Grade One Readiness Inventory for 2005 - 2006

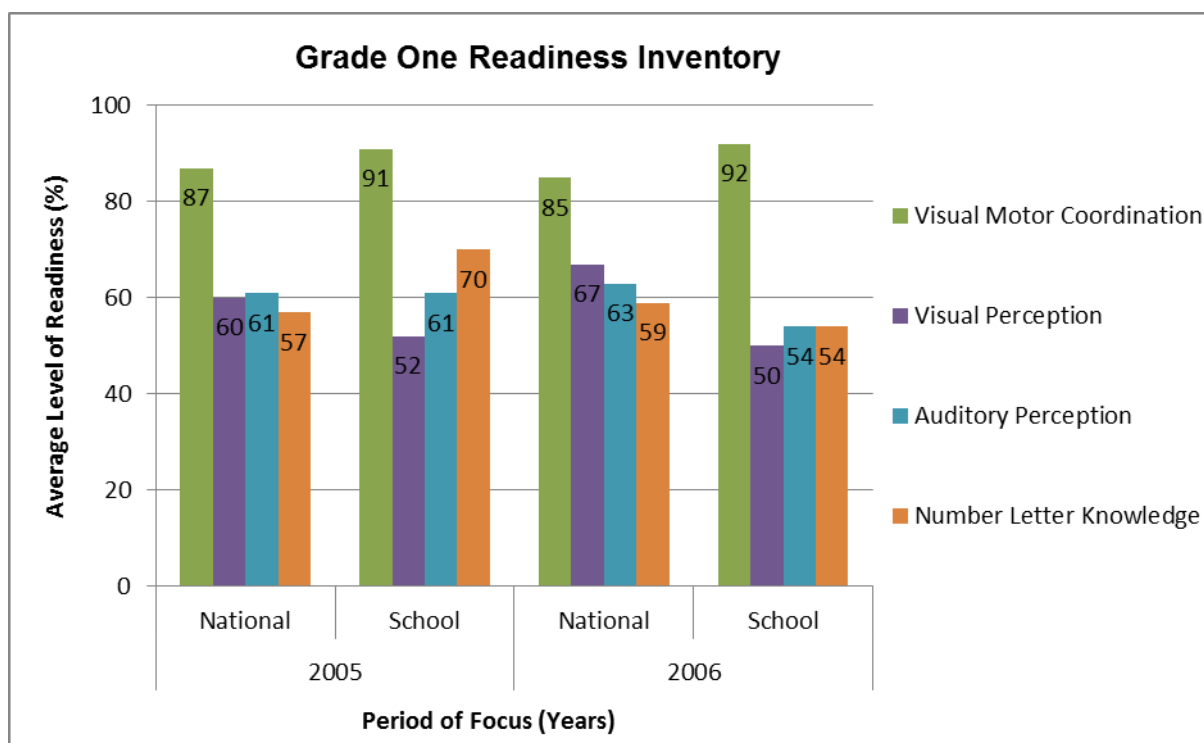


Table 1: Student Performance in Grade One Readiness Inventory for 2005 - 2006

Aberdeen Primary and Junior High					
2006					
Assessment	Candidates			2006 Averages	
Grade One Readiness	Enrolled	Registered	Sitting	National	School
	26	N/A	26	69	63
2005 (Cohort data)					
Assessment	Candidates			2005 Averages	
Grade One Readiness	Enrolled	Registered	Sitting	National	School
	35	N/A	23	66	69

The overall average for Aberdeen Primary and Junior High in **2005 (Cohort 1)** was 69%, which was three percentage points above the national average (66%). The participation rate for this exam was 66%. Visual Motor Coordination and Number Letter Knowledge were above the national average while Auditory Perception was on par, and Visual Perception was below the national average. In 2006, the school's averages (63%) declined by 6 percentage points and remained below the national average. Visual Motor Coordination was the only subject above the national average.

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

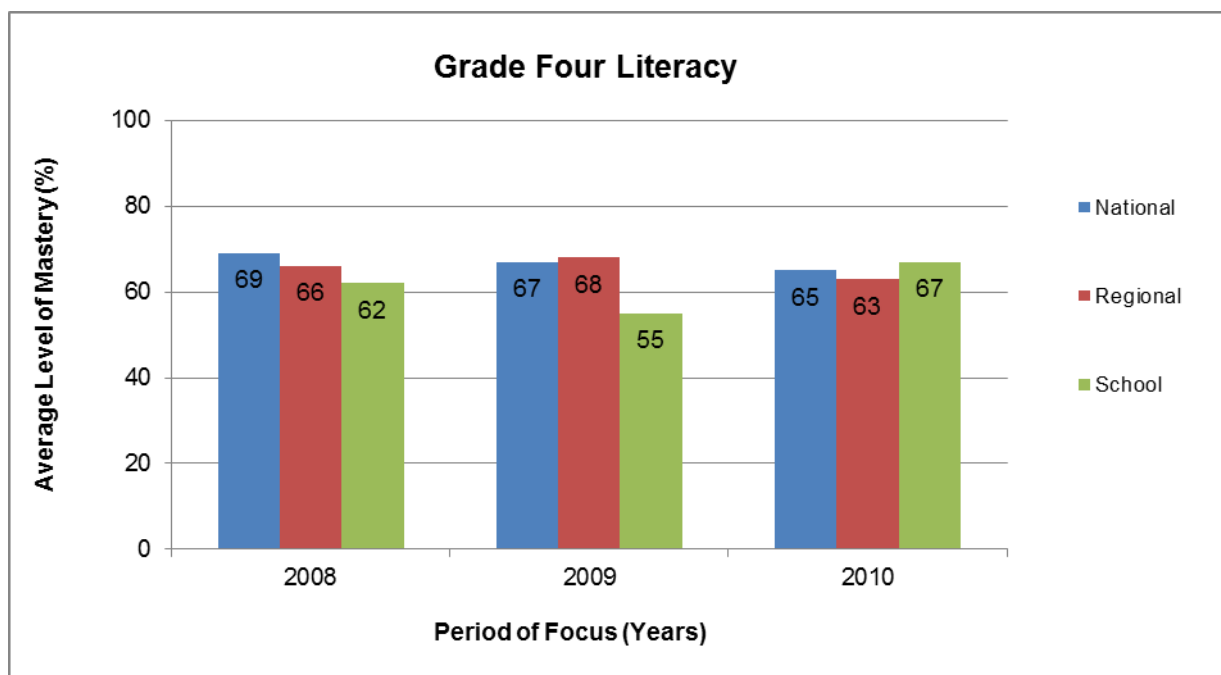


Table 2: Student Attainment in Grade Four Literacy 2008-2010

Aberdeen Primary and Junior High						
2010						
Assessment	Candidates			2010 Averages		
Grade Four Literacy	Enrolled	Registered	Sitting	National	Regional	School
	24	N/A	21	65	63	67
2009 (Cohort data)						
Assessment	Candidates			2009 Averages		
Grade Four Literacy	Enrolled	Registered	Sitting	National	Regional	School
	30	N/A	31	67	68	55
2008						
Assessment	Candidates			2008 Averages		
Grade Four Literacy	Enrolled	Registered	Sitting	National	Regional	School
	39	N/A	39	69	66	62

In **2008**, the school attained an overall average mastery of 62%, which was below both national and regional averages by 7 and 4 percentage points respectively. In **2009 (cohort 1)**, the school's average (55%) declined by 7 percentage points. This was 12 and 13 percentage points above both national and regional averages respectively. The participation rate for this exam was 97%. The school average (67%) increased in **2010**, by 12 percentage points. This was 2 and 4 percentage points above the national and regional averages respectively.

The Grade Four Literacy target set for each primary level school by the Ministry of Education is 100 per cent mastery, which is to be achieved by 2015. Therefore, Aberdeen Primary and Junior High will need to increase its average by 8% each year to meet the target.

ATTAINMENT

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

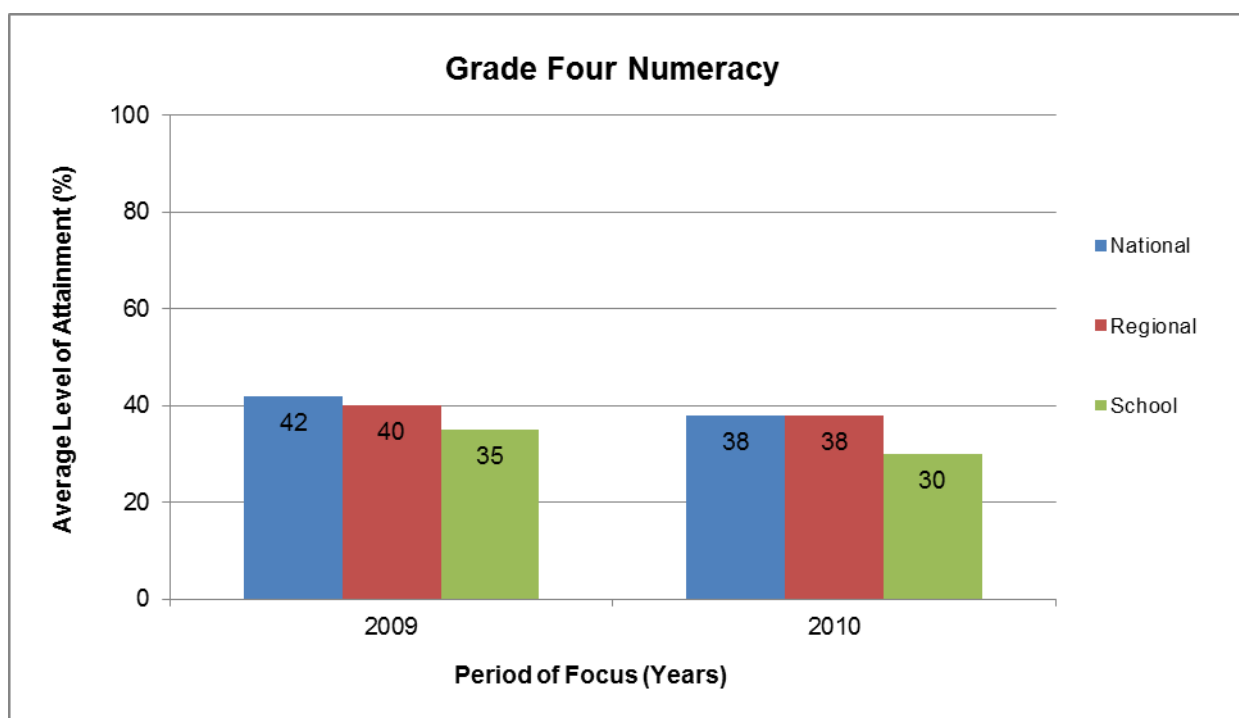


Table 3: Student Attainment in Grade Four Numeracy 2009 - 2010

Aberdeen Primary and Junior High						
2010						
Assessment	Candidates			2010 Averages		
Grade Four Numeracy	Enrolled	Registered	Sitting	National	Regional	School
	24	N/A	20	38	38	30
2009 (Cohort data)						
Assessment	Candidates			2009 Averages		
Grade Four Numeracy	Enrolled	Registered	Sitting	National	Regional	School
	30	N/A	31	42	40	35

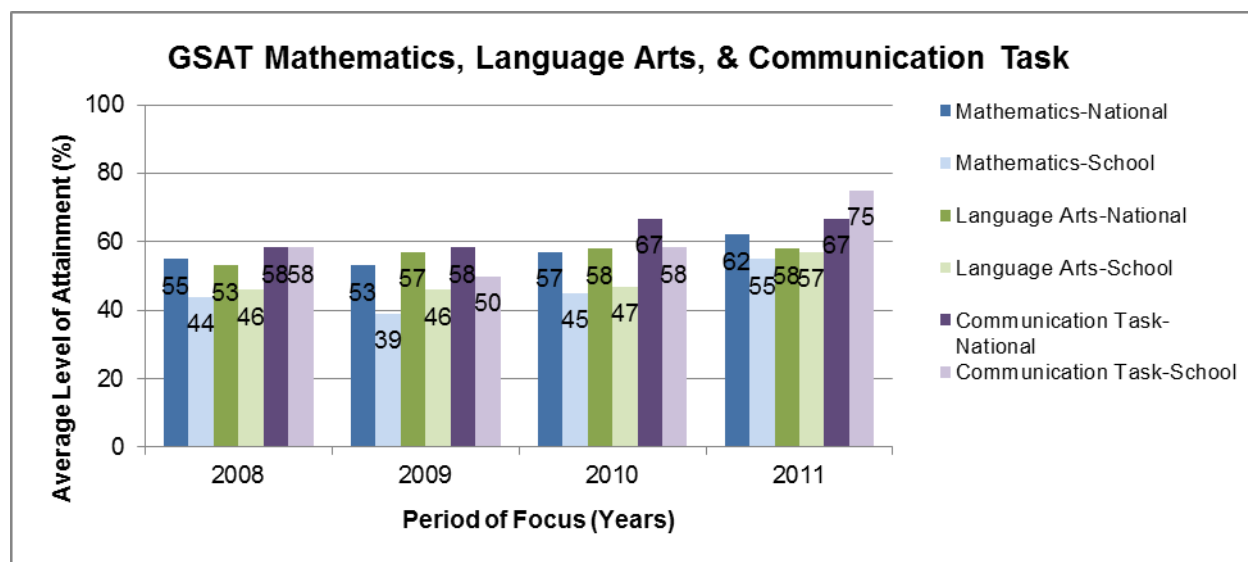
In 2009 (cohort 1), the school's average attainment (35%) was below national (42%) and regional (40%) averages by 7 and 5 percentage points respectively. The participation rate was 97%. In 2010, the average (30%) declined by five percentage points. It was 8 percentage points below both the national and regional averages (38%).

The Grade Four Numeracy target set for each primary level school by the Ministry of Education is 85% mastery, which is to be achieved by 2015. ¹Aberdeen Primary and Junior High will need to increase its average by 14.2% each year to meet the target.

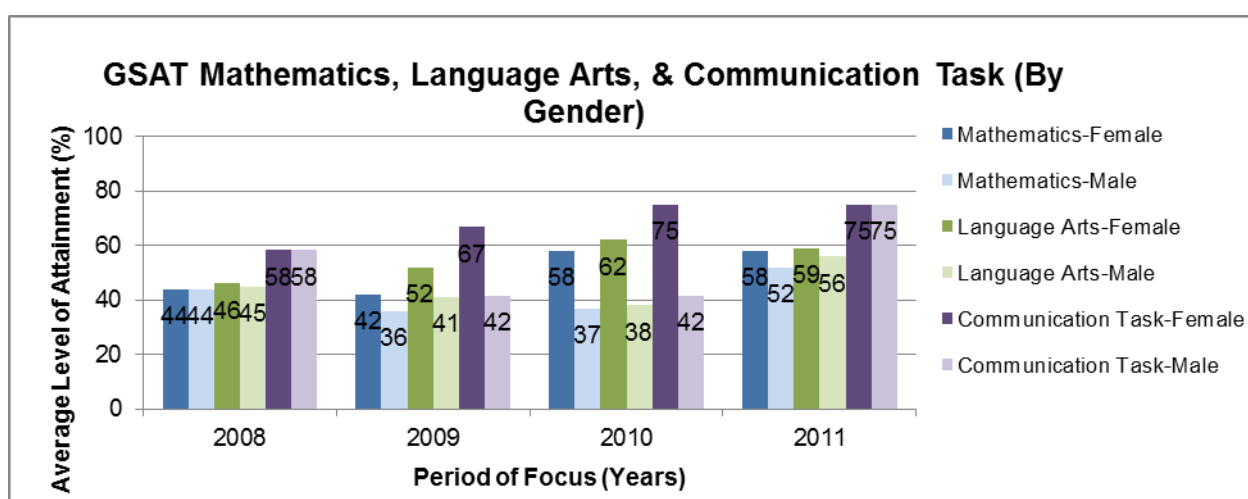
¹ Schools with a Grade Four enrolment under 10 students are required by the MOE to increase and maintain a 100% literacy average.

ATTAINMENT

Graph 4a: Grade Six Achievement Test 2008 – 2010



In 2008, the school performed below the national average in mathematics and language arts and was on par in communication tasks. From 2008 to 2010 the school made improvements but remained below the national averages with the exception of communication tasks that was above the national average in 2011. (See table in appendix)

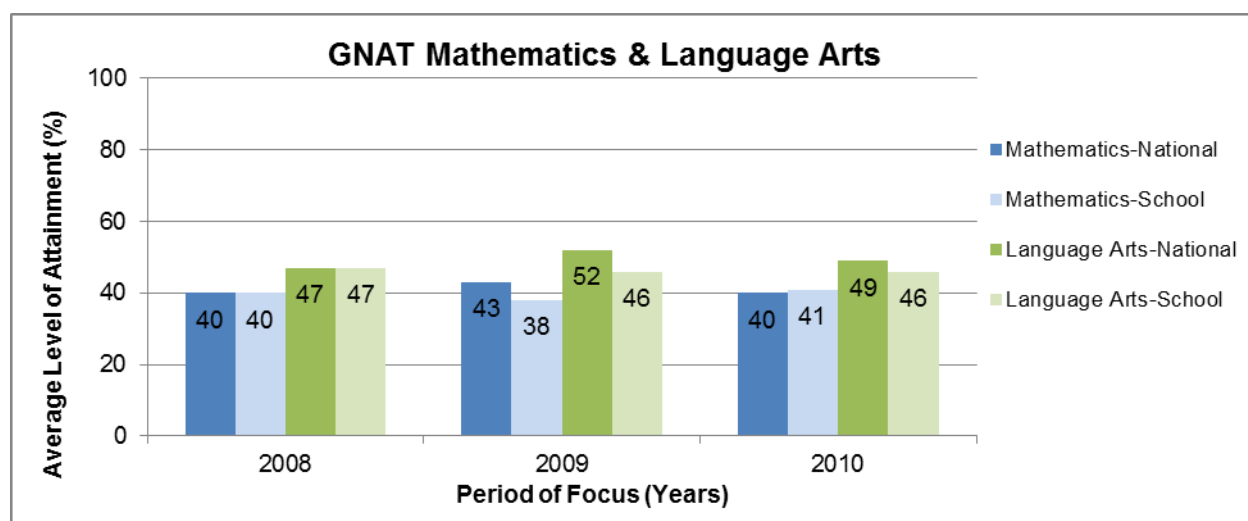


Graph 4b: Grade Six Achievement Test by Gender 2008 – 2010

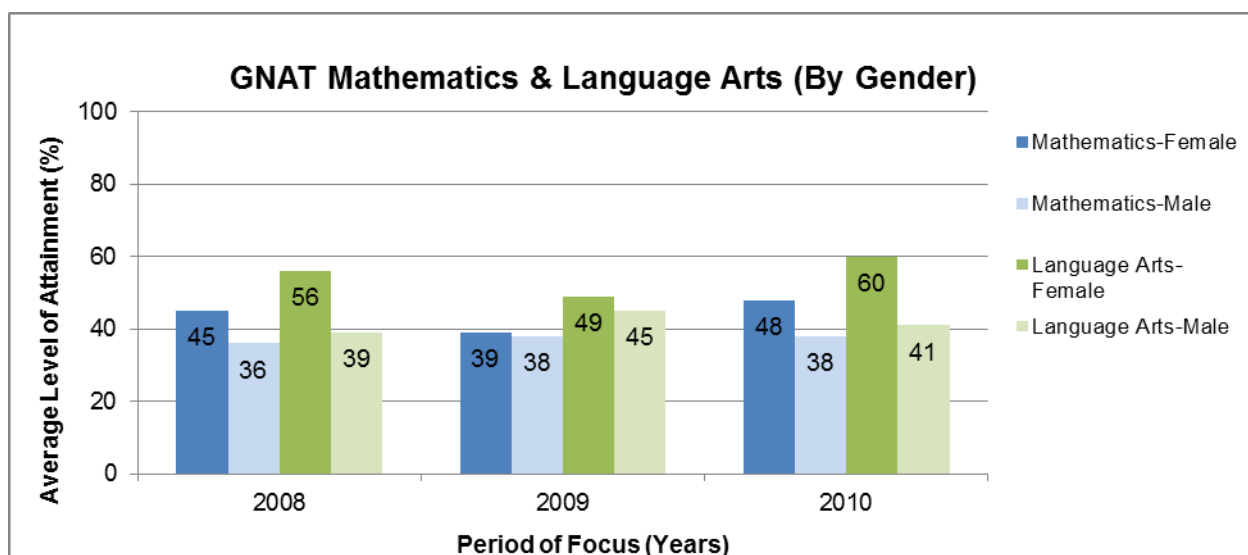
By Gender:

The gender gap looks at the percentage point difference between male and female students over the entire period (2008-2010). For mathematics the gap was extremely narrow at the beginning of the period and gradually widened towards the end of the period. For language arts the gap was narrow but also widened towards the end of the period. For communication tasks, the gap was slightly wide and widened further towards the end of the period. (See table in appendix).

Graph 5a: Grade Nine Achievement Test 2008 – 2010



The school's averages were on par with the national averages in 2008, below in 2009, and above the national averages in 2010. (See table in appendix).

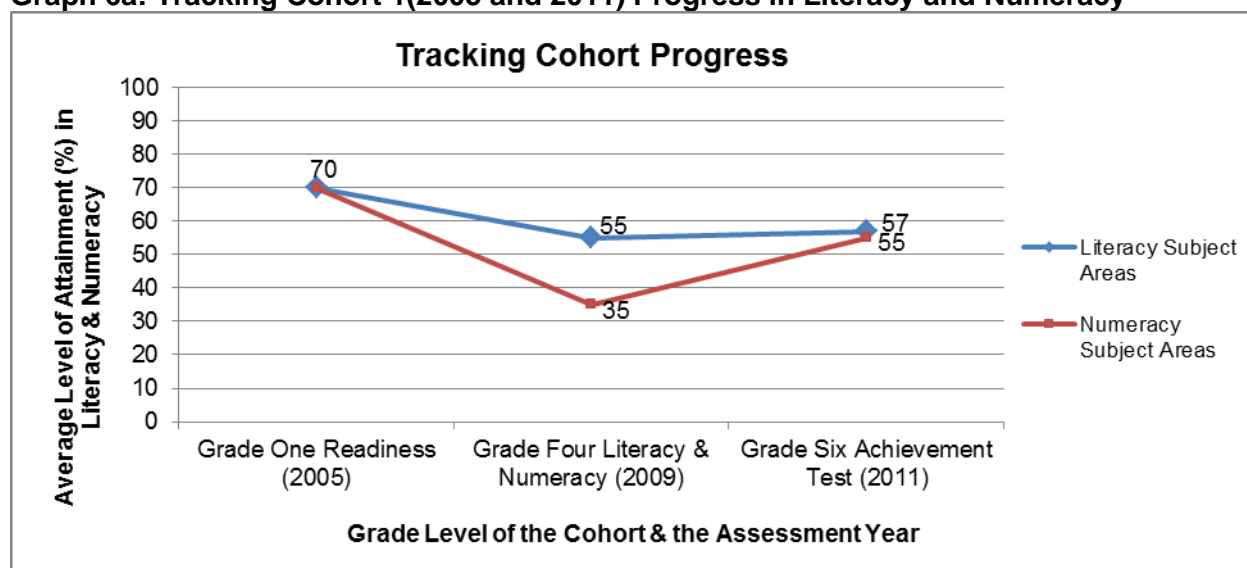


Graph 5b: Grade Nine Achievement Test by Gender 2008 – 2010

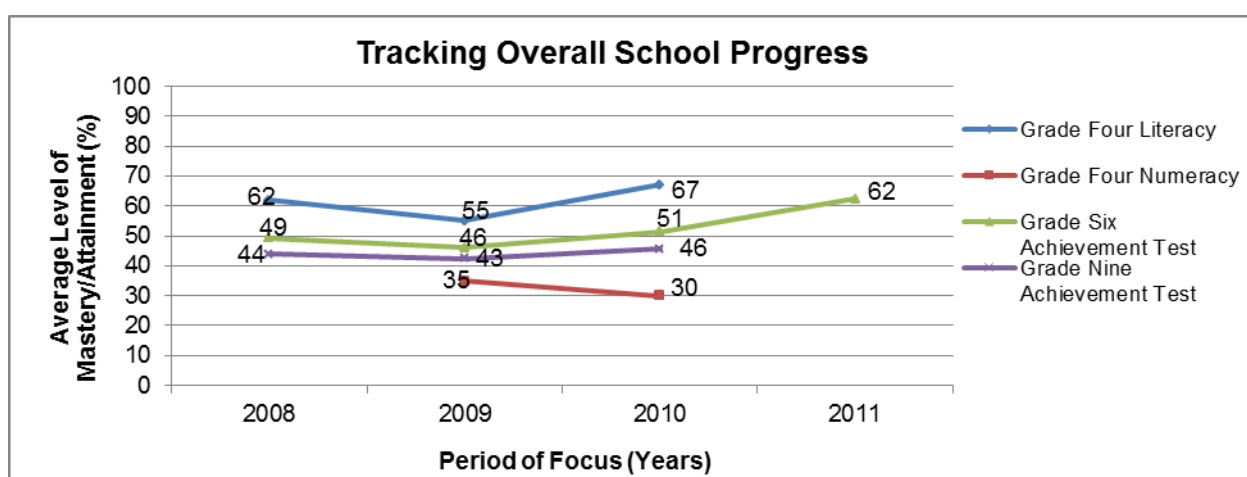
The gender gap looks at the percentage point difference between male and female students over the entire period (2008-2009). For mathematics, the gender achievement gap was relatively narrow throughout the period. For language arts the gap was relatively wide and widened further towards the end of the period. Female students outperformed male students for the period. (See table in appendix).

PROGRESS

Graph 6a: Tracking Cohort 1(2005 and 2011) Progress in Literacy and Numeracy



Cohort One (1) performance declined from Grade One (entry level) to Grade Four in literacy and numeracy between 2005 and 2009. Gradual improvements were made between 2009 and 2011 in numeracy while literacy remained relatively constant. This can be seen in the performance gap.



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

The school declined slightly in Grade Four Literacy between 2008 and 2009, and then improved from 2009 to 2010. There was also a slight decline in GSAT from 2008 to 2009 then an upward trend continued from 2009 to 2011. For GNAT there was slight progress over the period 2008 to 2010. Numeracy declined between 2009 and 2010.

Overall, some progress was made at the school level throughout the period.

Grade Six Achievement Test 2008 – 2011

Aberdeen Primary and Junior High					
2011					
Assessment	Candidates			2011 Averages	
	Enrolled	Registered	Sitting	National	School
GSAT Mathematics	N/A	20	19	62	55
Female	N/A	12	11	64	58
Male	N/A	8	8	59	52
GSAT Language Arts	N/A	20	19	58	57
Female	N/A	12	11	61	59
Male	N/A	8	8	54	56
GSAT Communication Task	N/A	20	19	67	75
Female	N/A	12	11	75	75
Male	N/A	8	8	67	75
2010					
Assessment	Candidates			2010 Averages	
	Enrolled	Registered	Sitting	National	School
GSAT Mathematics	N/A	37	37	57	45
Female	N/A	14	14	61	58
Male	N/A	23	23	53	37
GSAT Language Arts	N/A	37	37	58	47
Female	N/A	14	14	63	62
Male	N/A	23	23	53	38
GSAT Communication Task	N/A	37	37	67	58
Female	N/A	14	14	75	75
Male	N/A	23	23	58	42
2009					
Assessment	Candidates			2009 Averages	
	Enrolled	Registered	Sitting	National	School
GSAT Mathematics	N/A	38	37	53	39
Female	N/A	16	16	57	42
Male	N/A	22	21	49	36
GSAT Language Arts	N/A	38	37	57	46
Female	N/A	16	16	62	52
Male	N/A	22	21	51	41
GSAT Communication Task	N/A	38	37	58	50
Female	N/A	16	16	67	67
Male	N/A	22	21	58	42
2008					
Assessment	Candidates			2008 Averages	
	Enrolled	Registered	Sitting	National	School
GSAT Mathematics	42	42	42	55	44
Female	N/A	18	18	59	44
Male	N/A	24	24	50	44
GSAT Language Arts	42	42	42	53	46
Female	N/A	18	18	58	46
Male	N/A	24	24	48	45
GSAT Communication Task	42	42	42	58	58
Female	N/A	18	18	67	58
Male	N/A	24	24	50	58

Grade Nine Achievement Test 2008-2010

Aberdeen Primary and Junior High					
2010					
Assessment	Candidates			2010 Averages	
	Enrolled	Registered	Sitting	National	School
GNAT Mathematics	N/A	90	77	40	41
Female	N/A	24	20	45	48
Male	N/A	66	57	38	38
GNAT Language Arts	N/A	90	77	49	46
Female	N/A	24	20	58	60
Male	N/A	66	57	45	41
2009					
Assessment	Candidates			2009 Averages	
GNAT Mathematics	78	68	67	43	38
Female	N/A	19	19	48	39
Male	N/A	49	48	40	38
GNAT Language Arts	78	68	67	52	46
Female	N/A	19	19	60	49
Male	N/A	49	48	46	45
2008					
Assessment	Candidates			2008 Averages	
GNAT Mathematics	N/A	51	45	40	40
Female	N/A	23	22	44	45
Male	N/A	28	23	37	36
GNAT Language Arts	N/A	51	45	47	47
Female	N/A	23	22	53	56
Male	N/A	28	23	43	39

Sources

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