CHRISTIANA MORAVIAN PRIMARY & INFANT SCHOOL

INSPECTION REPORT

Principal: Mr. Paul Baker
Board Chair: Rev. Wayne Reid

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.

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:	Christiana Moravian Primary and Infant
Locale:	Urban
Parish:	Manchester
Region:	5
Gender:	Co-educational
School Code:	12012
School Organization:	Whole Day
Size:	Class V
Attendance Rate:	89%
Capacity:	900
Enrolment:	1192
No. of Teachers:	48
Pupil-Teacher Ratio:	26:1
Owned By:	Moravian Church
School Board:	Active

Socio-economic Context

Christiana Moravian Primary & Infant School is situated on the northern border of the town of Christiana in the political constituency of North Eastern, Manchester. It is an agro-commercial community with the municipal market being the centre of the town's commercial activities. A large number of students are from the surrounding districts while others travel from as far as the parish of St. Ann to attend school. Many of the parents of students are 'higglers' or vendors who sell in the Christiana Market or travel to other markets to ply their wares. Some do their vending at the school gate. There are others who are unemployed and do not have the money to send their children to school properly attired and regularly. Approximately one-third of the students' population is on the PATH Programme.

Christiana Moravian Primary and Infant School started as a mission work by the Moravians led by the late Rev. Jacob Zorn in 1925. The main thrust of the school is the holistic development of the students with an emphasis on literacy.

The motto of the school is "*Enter to Learn, Leave Literate*".

Executive Summary

Overall effectiveness of the school

The overall effectiveness of Christiana Moravian Primary School is unsatisfactory

Leadership and management is unsatisfactory

School-based leadership and management are unsatisfactory. Staff in leadership positions is insufficiently rigorous with the staff in carrying out their daily activities. Self-evaluation and school improvement planning are unsatisfactory. Although leaders gather data on the school's performance and are knowledgeable about aspects of the school, students and staff performance and the work of the school are not monitored effectively and appropriate actions taken to address weaknesses. Governance is satisfactory. Members are knowledgeable about the overall development of the school Relationships with parents and local community are satisfactory and communication links between parents and the school is well established. There is community support.

Teaching and learning is unsatisfactory

Some teachers' knowledge of the subjects they teach is unsatisfactory. Some teachers do not display knowledge of how best to teach and reflection on their teaching is irregular. Teaching methods are unsatisfactory. Though plans are often detailed, some teachers take little account of what students already know and time management is poor. Students' assessment is unsatisfactory overall. In some cases, assessment tasks are sometimes unrelated and little differentiation is shown. Student learning is satisfactory. Most students display positive work attitudes and are highly motivated to learn.

Performance in English and mathematics is satisfactory

Students' performance is usually above or on par with the averages in national tests. However, average performance in most cases is declining at an alarming rate. This is especially obvious in the performance on the Grade Four Literacy Test. Females tend to outperform the males.

Progress in English and mathematics is unsatisfactory

Progress overtime is inconsistent. While, in some classes, students make very little progress in English and mathematics, in others, they do well.

Overall, students' personal and social development is satisfactory

The students' behaviour and attitudes are satisfactory. Most are friendly, polite and courteous to teachers and visitors. They are responsive to teachers and other members of staff. Punctuality and attendance are satisfactory. Students' average attendance is 89 per cent and an average of 70 per cent of the students is punctual at all times. The civic understanding, spiritual awareness, economic awareness and many students' knowledge and understanding of their environment are satisfactory.

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

The school retains and deploys sufficient, staff. Many teachers are deployed based on their expertise. Most attend school regularly and are punctual for school and classes. The quality and quantity of material resources are unsatisfactory, but the teachers and students make satisfactory use of them. In lessons many teachers use the available teaching resources effectively. For example, most classrooms have a number of handmade manipulative and most teachers use improvised materials in the teaching and learning process.

Curriculum and enhancement programmes are unsatisfactory

Provisions for the curriculum are unsatisfactory. Curriculum coverage is not always secure and there are some gaps in some content, while additional support for students is minimal. Enhancement programmes however are satisfactory. The school has a number of clubs and enhancement programmes which cater to the social needs of most students.

Provisions for safety, security, health and wellbeing are unsatisfactory

Provisions for safety and security are unsatisfactory. Safety and security checks are irregular and not rigorously done. However, provisions for students' health and wellbeing are satisfactory. The members of staff know students well and care for them by assisting with the serving of lunches, and by taking care of those who hurt themselves or who are ill.

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

- The Board is aware of the strengths and weaknesses of the school and works along with the school to set targets to improve standards;
- Good community awareness and involvement;
- Good support of some parents in the school especially the fathers; the Fathers' Club is active and is working hard to improve the quality of life for teachers and students while they are in school.

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, the school is unsatisfactorily led and managed

School-based leadership and management is unsatisfactory

The Principal is a democratic leader who has an open door policy. He has the respect of the majority of staff members, and along with the Vice Principal maintains a visible presence on the school compound. They are frequently seen moving around the compound and interacting with teachers and students to get the school settled and ensure order. However, middle managers are insufficiently rigorous with the staff in carrying out their daily activities; for example, all teachers in the primary department make their own timetables instead of following the master timetable. According to records some teachers are tardy in the submission of lesson plans, yet there is nothing to indicate that the matter is being addressed.

There are obvious weaknesses in the communication of the school's vision. It is not communicated effectively to all stakeholders, the vision statement is not displayed anywhere on the compound and many stakeholders including teachers are not aware of it. The document management system is also inefficient; in some instances, students' cumulative records do not even identify their grades.

Self-evaluation and school improvement planning is unsatisfactory

There is a School Improvement Plan (SIP) in place and some stakeholders are knowledgeable about aspects of the school. Self-evaluation is not done formally, but stakeholders meet to discuss action plans. Staff appraisal is done once per year and senior staff do class visits and give feedback to individual teachers. However, the work of the school including the performance of staff and students is not monitored effectively and appropriate actions taken. Very few teacher appraisal documents were presented and the ones seen are not appropriately completed; they lack some information. Records to indicate the monitoring and evaluation of the SIP are also missing.

Governance is satisfactory

The Board meets at least once per term. It performs both an advisory and strategic role. Members are knowledgeable about the overall development of the school and their greatest concern is for literacy and numeracy improvement, so they set targets. For example, members look at examination results and try to find reasons for students' performance. They do their own analysis of challenges being faced, listen, give advice and put things in place to address concerns. Last year's literacy was 57 per cent and so the target to improve this by 10 per cent was set. The Board also tries to facilitate the development of the school in the construction of a new building, the wall that was recently damaged and the painting of the school plant. The Board Chair is actively involved with the "School Challenge Team" and individual members assist when they are needed. The Chairman believes that the teachers

should be held more to account for their performance and that of the school. The Principal gives reports at meetings.

Relationship with parents and local community is satisfactory

Communication between parents and the school is well established. This is done through circulars; telephone calls, church announcements, word of mouth and PTA meetings and progress reports are given twice per year. The P.T.A. is active and holds regular meetings once per term. Grade P.T.A. meetings are also held. There is a Fathers' Club, which is also active in the school's life. An annual parenting forum is facilitated by the Guidance Department. Many parents are supportive and assist students at home. At times they come in and read to students or even offer assistance to teachers in lessons.

The school supports the community by participating in community events at churches, schools, and other institutions. Community members have access to the buildings for meetings; they support the school with donations for projects undertaken and attendance at school functions. The private sector also makes contributions. LIME offers internet service. However, there is the need for more parental support.

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

2) Teaching Support for Learning

How effectively does the teaching support the students' learning?

Overall, teaching in support of learning is unsatisfactory

The teachers' knowledge of the subjects they teach is unsatisfactory

There are some teachers in the upper grades who are seemingly unsure of their topics and at times do not deliver with confidence. Lesson evaluations are not regularly done, and when written do not address students who did not achieve objectives. Some teachers at both upper and lower levels of the school do not demonstrate effectively that know how best students learn. They do not put enough thought into their lesson to demonstrate how best to teach their students. However, some teachers are confident and impart accurate information. In the best lessons, teachers use examples that grasp students' interest.

Teaching methods are unsatisfactory

Teaching methods were too inconsistent. Where methods are satisfactory, teachers plan their lessons well and use time effectively. In unsatisfactory lessons, many teachers also write detailed plans, but they take little account of what students already know. In many

lessons, there is good teacher student interaction and the student participation level is high. In a few cases, effort is made to motivate boys who need to increase their mastery of the subjects. Most teachers make effective use of the available resources to boost their lessons and motivate students to participate.

In many classes though, time is poorly managed; for example, up to fifteen minutes is used by some teachers to collect lunch money and mark class registers while students are not engaged. Also in some classes, so much time is spent developing one idea that teachers are unable to complete planned lessons. Little differentiation is used to cater to students' varying needs.

Students' assessment is unsatisfactory

Assessment practices are inconsistent across the school. While some teachers display good assessment practices, assessment tasks done by some teachers are sometimes unrelated with little differentiation shown. Some teachers' marks books have insufficient scores recorded, making it impossible to track the students' progress over time. In best the lessons, the students are given the opportunity to demonstrate what they have learnt and the tasks are suitable for the students' level. In these classes the students' self-assessment skills are well developed. In some classes though, this is not so, and students are unable to correct their errors. The quality of feedback from some teachers is satisfactory in classes where books are marked and evaluative comments are made.

Student learning is satisfactory

Most students display positive work attitudes and a willingness to learn. In many lessons students are seen participating eagerly in class discussions and can recall information from previous lessons. When placed in groups most students work well together and give assistance to their peers where necessary. Some teachers however, do not capitalize on this willingness and use it to push the students to higher levels. In some classes, research skills are developed through presentation of research papers and the use of textbooks and dictionaries. Many students are given the opportunity to develop problem-solving skills in mathematics and also in language arts lessons while building sentences. There are however a few classes in which most students do not participate willingly and are disruptive.

How effectively does the teaching support the students´ learning?	
Grades	**1-6**
Teachers´ subject knowledge and how best to teach the subject	**Unsatisfactory**
Teaching methods	**Unsatisfactory**
Assessment	**Unsatisfactory**
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 satisfactory in national tests

Students' performance in English is satisfactory

Performance in the Grade Four Literacy Test was above the national average mastery in 2008 and 2009. In 2008, the school attained an overall average of 93 per cent mastery. This was 24 and 27 percentage points respectively above the national and regional averages. The average mastery declined drastically over the next two years. In 2010, the average mastery declined to 65 per cent; putting it on par with the national average. The GSAT results in English fluctuated over the period 2008 to 2011, but were still equal to or above national averages. In 2011 however, students' performance in English improved slightly. Throughout the period female students perform above the males.

Students' performance in mathematics is satisfactory

In 2009, Grade Four Numeracy Test average mastery was 53 per cent while the national's was 42 per cent. This performance declined to 40 per cent in 2010, but was still above the national average. To attain the MoE's target of 85 per cent mastery in four years, the school has to increase its average by 10.2 per cent each year.

GSAT scores for the same period show performance in mathematics at 57, 52 and 59 per cent respectively, while national averages were 55, 53 and 57 per cent. Performance fluctuated during the period, but was mostly above the national average. Attainment by the girls was above the boys with differences ranging from 17 to 11 percentage points

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

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 satisfactory

Most students enter the primary school well below the average national readiness for Grade 1. In 2005, the Grade 1 inventory revealed that only 47 per cent of the intake was at readiness level in letter knowledge. In 2009, 79 per cent of this cohort attained mastery in the Grade Four Literacy. The students performed above expected level.

However, the school mostly declined in performance in National tests during the period 2008 to 2010. Students' assessment records show that over time the girls perform better than the boys. In one Grade 5 class, marks reveal that for every 16 girls who average above 60 per cent there is only one boy with comparable marks.

During lessons some students make satisfactory progress. In the lower school, students are able to use subject verb agreement, identify action words and read grade level materials. In the upper school many demonstrate sufficient understanding of parts of speech and construct grammatically sound sentences both orally and verbally. Some students' notebooks however, reveal that they do not complete assigned tasks. In Grade 1, some students have difficulty grasping the concept of verbs as taught in the lesson and some in Grade 6 are weak in comprehension. Some students in one lower Grade are performing below their grade level.

Students' progress in mathematics is unsatisfactory

The 2005 Grade 1 cohort progressed steadily from Grade 1 to 4 in numeracy. On entry only 47 per cent of this intake was ready in number knowledge, but in 2009, 53 per cent of the group mastered the Grade Four Numeracy. They had made expected growth. There was however, a decline in the school's performance in numeracy in 2010. Observation of records shows students' performance in some classes going down from a high of 70 per cent to a low of 14.

In lessons, some students in Grades 1 to 3 are able to tell and write the time on clock faces and identify the hour and the minute hand. In the upper grades, some students are able to identify types of angles in triangles and they calculate missing angles and work accurately with fractions and metric measurements. However, in the lower school, there are some students who have difficulty understanding the concept of time to the hour while some in the upper school struggle to identify the denominator of a fraction.

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?	**Unsatisfactory**

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

Most students are friendly, polite and courteous to teachers and visitors. Many are responsive to teachers and other members of staff and respond positively to prefects who are placed at strategic points in the school to assist in maintaining order. Most students display good student teacher relationship. Staff and students enjoy a mutually respectful relationship, and the academic achievements of outstanding students are celebrated. There are however, small pockets of misbehaviour and disrespectfulness and a few students who cannot work without supervision due to their behaviour. At times a few students with special needs are disruptive and some students are seen outside too frequently, during class time

Punctuality and attendance is satisfactory

Many students arrive early for school. An average of 70 per cent of the students is punctual at all times, with a daily attendance of 89 per cent. While in school, attendance to lessons is good as students ensure they are in class for their lessons. However, some students arrive after the bell; up to one hour late, and even so, some stop to buy from vendors, paying no attention to the fact that they are late.

The civic understanding and spiritual awareness of the students are satisfactory

Most students are knowledgeable about the national heroes, national symbols and celebrations and they identify with national and regional activities. They can talk about the local heroes and say why they see them as heroes. Many also know about their local and regional culture such as Reggae originating in Jamaica and Calypso in Trinidad. They speak about local foods, dances, languages and athletic icons.

Student's spiritual awareness is good as is evidenced by their participation in the devotional exercise and the reverence that they show. Most students are affiliated with the Christian religion and say they attend church and believe in prayer and spiritual development. They believe that they can help the sick and needy through their religion. However, a few students do not understand their civic responsibilities.

Students' economic awareness is good

The school seeks to develop the students' economic awareness by speaking on global issues at general assembly and inviting resource persons to make presentations. Issues in economics are also dealt with in some social studies lessons. In the lower school students practice thrift; they save at home and at the bank and are conversant with spending wisely. Students understand Jamaica's economic progress and the problems associated with the high cost of living coupled with unemployment. They speak of the country's export market and their potential contribution to the development of the economy. Nevertheless, some lower grade students are not able to speak of the country's economic development.

The students' knowledge and understanding of their environment is satisfactory

Many students are aware of environmental issues that affect Jamaica and other Caribbean Islands such as volcanoes, earthquakes and hurricanes. They are aware of the hazards of deforestation and the results of replanting trees. They talk about pollution recycling of waste materials and they demonstrate sufficiently that they know how to care for the environment However; some students do not take responsibility for the care of their school environment, and some drop garbage wherever they stand to eat at break and lunch time.

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	**Good**
Environmental awareness and understanding	**Satisfactory**

6) Use of Human and Material Resources

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

Overall, the use of human and material resources is unsatisfactory

The quality of human resources is satisfactory

The school retains sufficient qualified teachers and support staff to deliver the curriculum. All teachers have the basic training required to teach at the primary level with most having a first degree. Staff members are supported and offered training on a regular basis, sometimes by the Ministry of Education and other resource teachers in the schools. The support staff consists of a groundsman, three janitors and three cooks.

The use of human resources is satisfactory

Many teachers are deployed based on their expertise. Most attend school regularly and are punctual for both school and classes. The support staff provides adequate maintenance of the compound and assistance to ensure effective teaching and learning. Workshops for teachers are held at the school, and the Board Chairman often visits to speak on professionalism and communication. However, a few teachers are late for school regularly; one is constantly late and many times does not give reasons for lateness in the sign-in register.

The quality and quantity of material is unsatisfactory

There are significant deficiencies in the premises and teaching resources. The premises is overly inadequate for the schools population, classrooms are overcrowded and poorly ventilated. Some classrooms are make-shift rooms and not conducive for students' learning; tarpaulins are used to shade the sun and to keep out rain. The school yard is rugged and with very little space to facilitate students at play.

Entrance to classrooms is limited; there is one entrance, which also serves as an exit for more than one class. The rooms are also small; teachers and students are barely able to move around in the classrooms. This hampers the use of certain teaching strategies such as grouping.   The resources for teaching and learning are not always adequate. For example, textbooks, whiteboard markers and charts are not always available. The number of computers working cannot meet the demands of students and teachers. Nevertheless, some classrooms are print rich and have many teacher made models, charts and manipulative to enhance learning.

The use of material resources is satisfactory

The students and teachers make good use of the school premises. All available spaces are utilized. The community also uses the premises to conduct meetings and have fundraising activities. The premises and resources are maintained and organized to satisfactorily support teaching and learning. For example, although some classroom spaces are very small, teachers display teaching aids, students' work and create learning corners. In lessons, many teachers use the available teaching resources such as manipulative and improvise where necessary to improve lesson delivery.

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

7) Curriculum and Enhancement Programmes

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

Overall, provisions for the curriculum are unsatisfactory

Provisions for curriculum are unsatisfactory

The school adapts the MoE's Revised Primary Curriculum, but there are some weaknesses in its implementation. There are some gaps in the content of some subjects and additional support for students is minimal. Discontinuity in curriculum coverage is also noted in most grades as some teachers have developed the habit of re-teaching lessons. This hampers the learning of the gifted students and sufficient curriculum coverage. However, there are inclusions of subjects such as Spanish, where all grades are exposed to the subject once per week. This helps the students to be able to express themselves in a different language. Teachers are also encouraged to discuss topical issues with students on a daily basis and students are exposed to career talk by members of the community and past students.

Enhancement programmes are satisfactory

The school has a number of clubs and enhancement programmes that caters to the needs of most students. The 4-H Club, Scouts and Brownies are the most active clubs in the school. There is also the Quiz and the Good News Bible club. The students also enter the JCDC festival on an annual basis showcasing their various talents.

The enhancement programme include morning and evening classes, Fathers club, "New You and rising Stars" and the award system, where students are mentored and their social graces are being developed. The awards system caters to all students, in academics and deportment. Students are given badges for outstanding performance in subject areas and also for displaying exemplary behaviour on a weekly basis. Currently the school seeks to develop a multipurpose court for games, pave the school yard and build a library. Agencies such as Digicel Foundation, Jamaica Social Investment Fund (JSIF) have been approached for funding. Lime presently offers internet service.

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?	**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 unsatisfactory

Provisions for safety and security are unsatisfactory

Policies for safety are in place, but are poorly implemented. For example, in the policy document, the school gate must be closed from 7:30 a.m. to 3:30 p.m. daily, but this is not done; it is opened up to 9:00 a.m. in the mornings. Safety and security checks are irregular and not rigorously done. The school has not conducted a fire or earthquake drill for the past two years.

Some parts of the buildings are unsafe as they are in dire need of repairs; of particular concern is the roof of the canteen. One Grade 5 classroom is a make shift room and is not conducive for teaching and learning. Tarpaulins are used to shade the sun and to keep out rain. In the canteen, dangerous irons are left on the ledges within easy reach of students, and on the playground large stones protrude out of the ground. Students pay little regard to the "Danger" signs posted in unsafe areas during break and lunch time and are not adequately supervised during play. However, the school has perimeter fencing and a security person is in place. Police from the nearby station visit the school on a regular basis.

Provisions for students' health and wellbeing are satisfactory

Relationship between staff and students is good. Members of staff know students well and care for them by assisting with the serving in the canteen and by taking care of those who hurt themselves or who fall ill. The Principal or a Guidance Counsellor takes students who are seriously hurt to the nearby hospital and their parents/guardians are informed. Guidance Counsellors and teachers track students' attendance and Counsellors visit students who are absent without reason.

The school has a breakfast programme and over 400 students are registered on PATH. Needy students are also given lunches and clothes which are bought through various fundraisers, such as Jamaica Day, which the school organizes. The staff shows the students respect and responds promptly to their personal needs. Students know they can trust and confide in the staff. No student is suspended. However, a health certificate is not displayed at the school and the canteen serves as a storage area for old books. Dirty bathrooms and a broken waste water pipe are health concerns.

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

Recommendations

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

1. Staff in leadership positions must work rigorously together to effectively monitor the performance of staff and students and take appropriate actions to ensure that:

   a. The academic staff works together in carrying out their daily activities effectively to improve standard. These include following the Master Timetable, submitting lesson plans on time and effectively manage time in lessons;

   b. All stakeholders, including parents and students are aware of the vision of the school and should share in the achievement of goals and objectives of the school; and

   c. All documents and records are up-to-date. These include staff files with appraisal documents, SIP monitoring or evaluation documents and cumulative mark records.

2. School leaders must improve instructional leadership to:

   a. Ensure that all teachers are teaching in their areas of competence;

   b. Further improve the quality of teaching and professional development in the use of stimulating strategies to assist the students with special needs and in the different learning abilities;

   c. Have regular planning and reviews of curriculum to appropriately assess the weaknesses in mathematics and English in order to meet the needs of all students and facilitate improvement.

3. The Principal should:

   a. With the assistance of parents and staff, address late coming of some students, especially in the senior Grades;

   b. Assist the teachers in obtaining the necessary resources/learning aids to improve the quality of teaching and learning experiences and the improvement of standards;

   c. Ensure that the safety policy is properly implemented and safety drills are done regularly; and

   d. Remove dangerous irons left on the ledges within easy reach of students in the canteen and ensure that students are monitored during break periods, especially in the areas marked "danger zones".

4. The Ministry of Education along with the Board needs to address the concerns about the deficiencies in the premises ensuring that the premises are adequate and in good state of repair for the population.

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

Evidence for this report was based on the following:

Total number of lessons or part lessons observed	93

	English	Maths	Other
Number of lessons or part lessons observed [Primary]	41	31	21
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	10

Number of scheduled interviews completed with students	2

	Parents	Students	Teachers
Number of questionnaires returned and analysed	66	262	30

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 Students' 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;
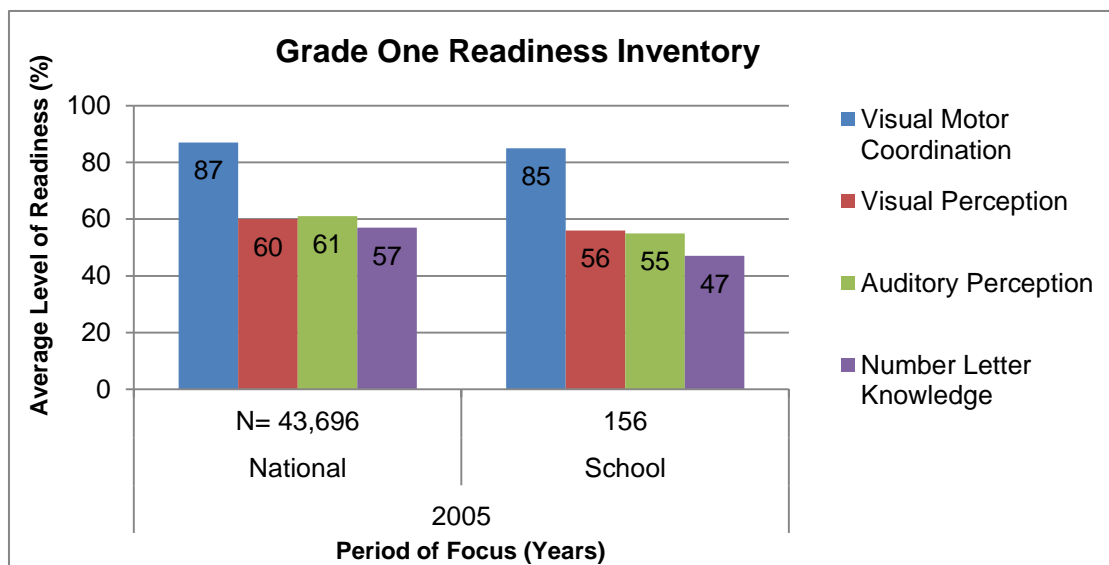- Number of school drop-outs.

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 for 2005**

Grade One Readiness Inventory

Legend:
- Visual Motor Coordination
- Visual Perception
- Auditory Perception
- Number Letter Knowledge

National (N= 43,696): 87, 60, 61, 57
School (156): 85, 56, 55, 47

Y-axis: Average Level of Readiness (%)
X-axis: Period of Focus (Years) — 2005

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

Christiana Moravian Primary & Infant	2005 (Cohort data)				
Assessment	Candidates			2005 Averages	
Grade One Readiness	Enrolled	Registered	Sitting	National	School
	157	N/A	156	66	61

The overall average for Christiana Moravian Primary and Infant in **2005 (Cohort 1)** was 61%, which was five percentage points below the national average (66%). Student averages fell below the national averages for each subject area.

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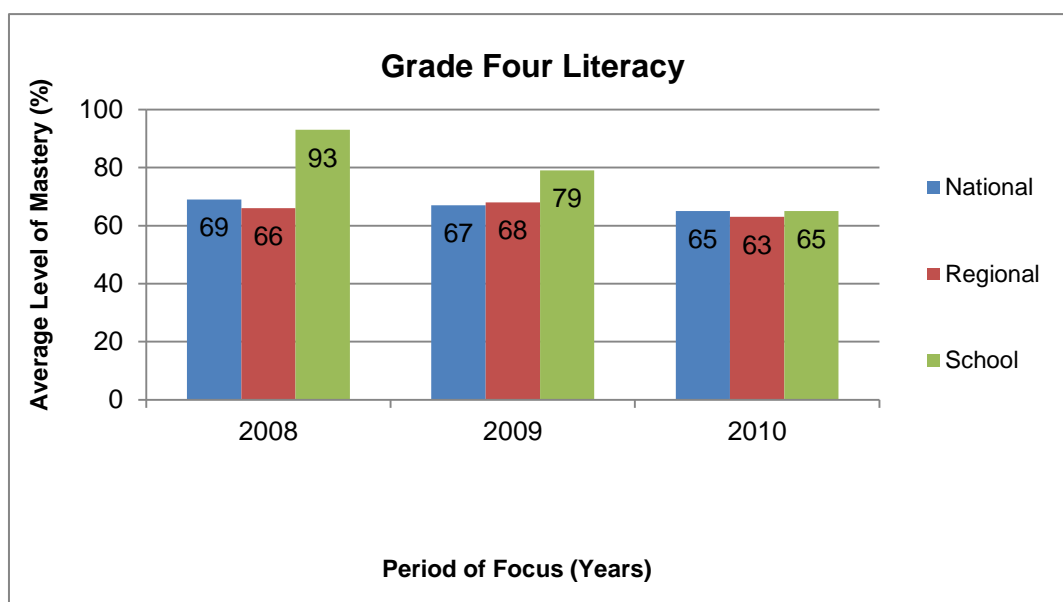
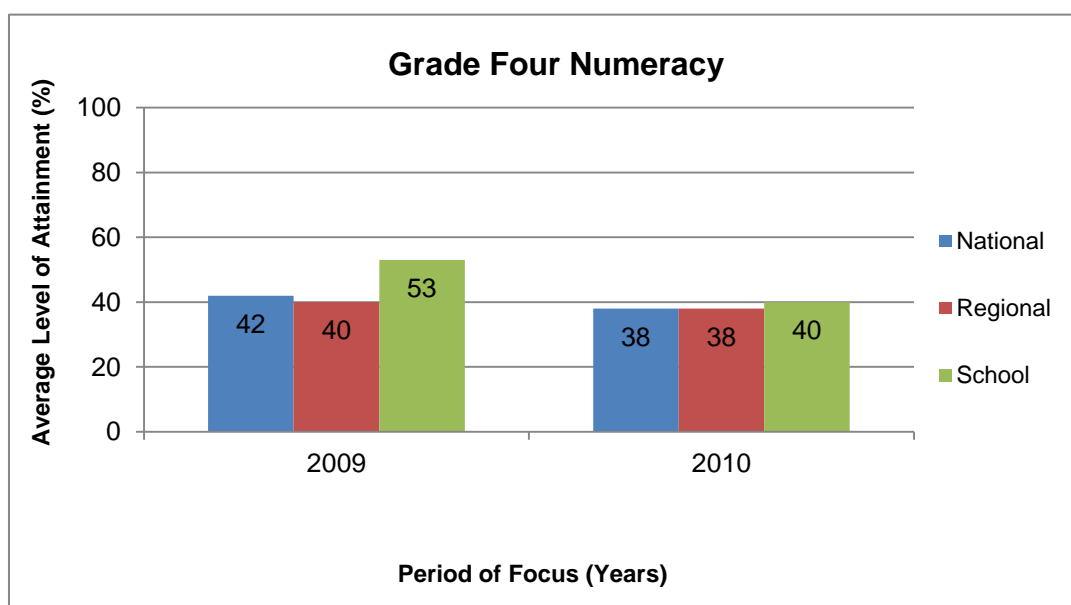**Table 2: Student Attainment in Grade Four Literacy 2008-2010**

Christiana Moravian Primary & Infant						
2010						
Assessment	Candidates			2010 Averages		
Grade Four Literacy	Enrolled	Registered	Sitting	National	Regional	School
	163	N/A	150	65	63	65
2009 (Cohort data)						
Assessment	Candidates			2009 Averages		
Grade Four Literacy	Enrolled	Registered	Sitting	National	Regional	School
	145	N/A	142	67	68	79
2008						
Assessment	Candidates			2008 Averages		
Grade Four Literacy	Enrolled	Registered	Sitting	National	Regional	School
	173	N/A	148	69	66	93

In 2008, the school attained an overall average of 93% mastery, which was 24 and 27 percentage points correspondingly above national (69%) and regional (66%) averages. **In 2009 (cohort 1),** the school's average (79%) declined by 14 percentage points. However, it remained above the national and regional averages by 12 and 11 percentage points. The participation rate for this exam was 98%. The average (65%) declined further in 2010 by 14 percentage points. It was on par with the national average and two percentage points above the regional average.

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, Christiana Moravian Primary and Infant will need to increase their average by 9% each year to meet the target.

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

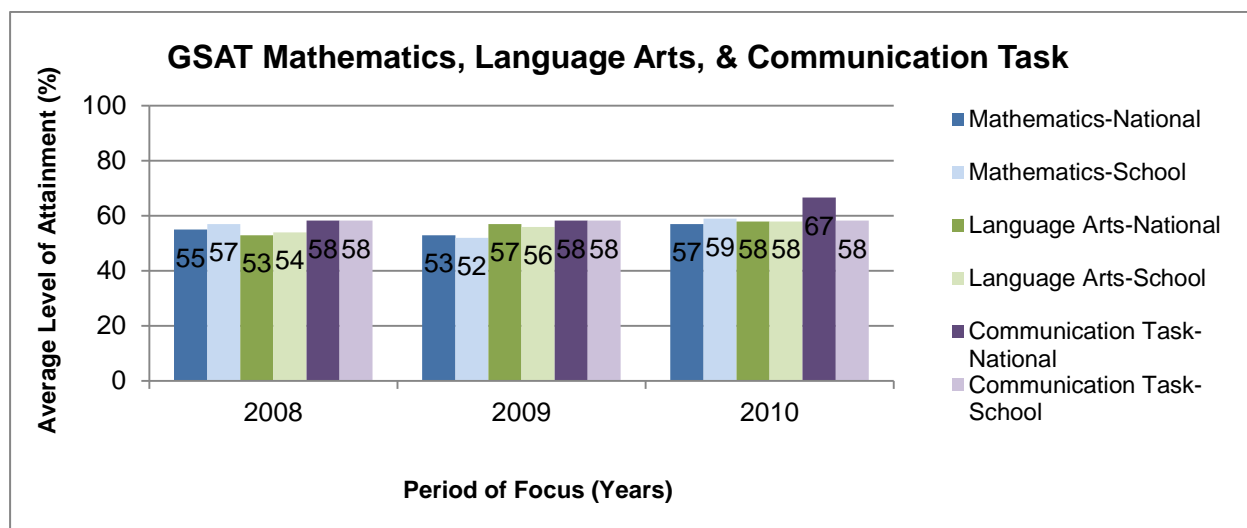**Table 3: Student Attainment in Grade Four Numeracy 2009-2010**

Christiana Moravian Primary & Infant						
2010						
Assessment	Candidates			2010 Averages		
Grade Four Numeracy	Enrolled	Registered	Sitting	National	Regional	School
	163	N/A	150	38	38	40
2009 (Cohort data)						
Assessment	Candidates			2009 Averages		
Grade Four Numeracy	Enrolled	Registered	Sitting	National	Regional	School
	145	N/A	142	42	40	53

In 2009 (cohort 1), the school's average attainment (53%) was higher than the national (42%) and regional averages (40%). The participation rate for this exam was 98% of the enrolled cohort. In 2010, the school's average declined by 13 percentage points. However, the school was ahead of both national and regional average by two percentage points.

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. Therefore, Christiana Moravian Primary and Infant will need to increase their average by 16.3% each year to meet the target.
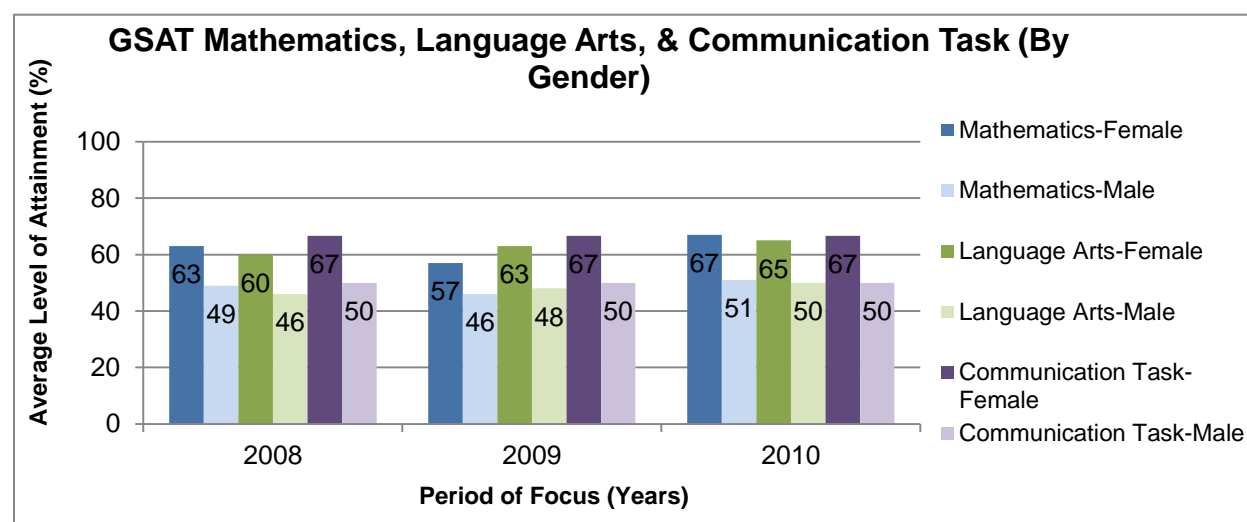
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Graph 4a: Grade Six Achievement Test 2008 – 2010

GSAT Mathematics, Language Arts, & Communication Task

Legend:
- Mathematics-National
- Mathematics-School
- Language Arts-National
- Language Arts-School
- Communication Task-National
- Communication Task-School

Y-axis: Average Level of Attainment (%)
X-axis: Period of Focus (Years)

Values:
- 2008: 55, 57, 53, 54, 58, 58
- 2009: 53, 52, 57, 56, 58, 58
- 2010: 57, 59, 58, 58, 67, 58

In 2008, the school performed above the national average in mathematics and language arts but was on par with the national average for communication tasks. In 2009, mathematics and language arts were slightly below the national average, and communication tasks was once again on par. In 2010, while the school was ahead of national average in mathematics, they fell behind in communication tasks. Language arts was on par. (See table in appendix)

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

GSAT Mathematics, Language Arts, & Communication Task (By Gender)

Legend:
- Mathematics-Female
- Mathematics-Male
- Language Arts-Female
- Language Arts-Male
- Communication Task-Female
- Communication Task-Male

Y-axis: Average Level of Attainment (%)
X-axis: Period of Focus (Years)

Values:
- 2008: 63, 49, 60, 46, 67, 50
- 2009: 57, 46, 63, 48, 67, 50
- 2010: 67, 51, 65, 50, 67, 50

By Gender:

The gender gap looks at the percentage point difference between male and female students over the entire period (2008-2010). The gender gap was relatively wide throughout the period. Female students outperformed male students in each subject. (See table in appendix).
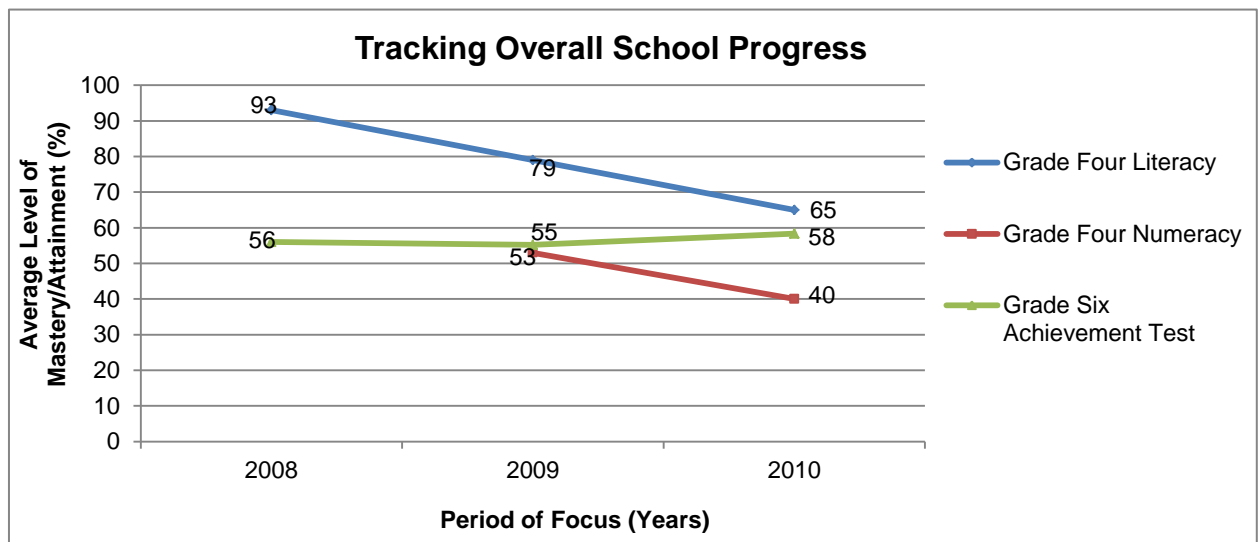
PROGRESS

Graph 6a: Tracking Cohort 1(2005 and 2009) Progress in Literacy and Numeracy
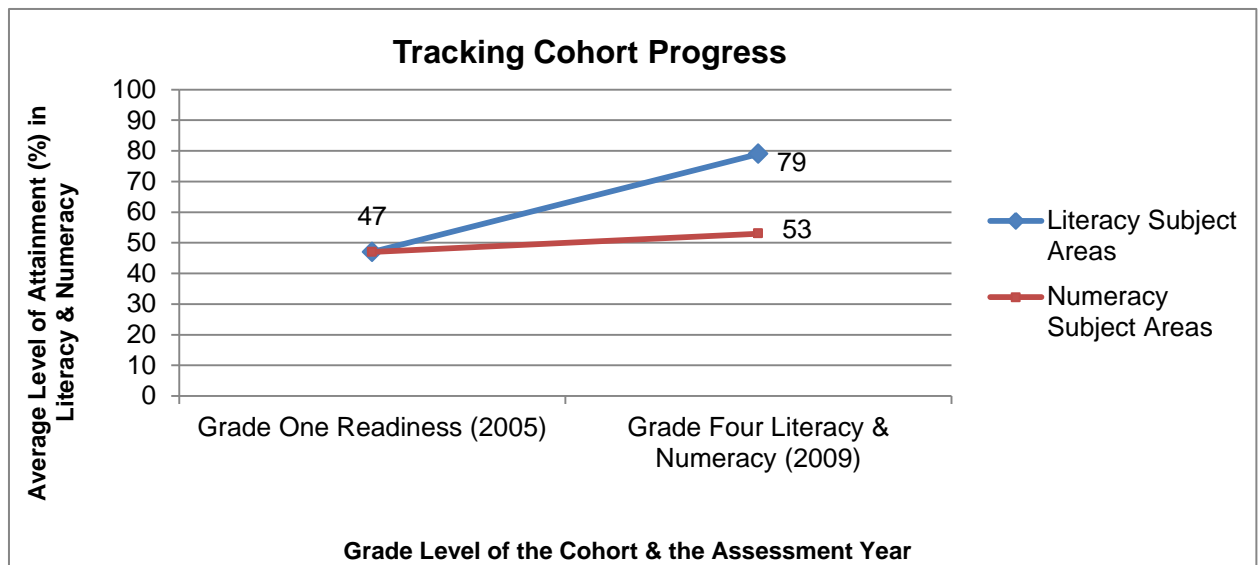
Cohort One (1) progressed steadily from Grade One (entry level) to Grade Four in both literacy and numeracy. However, literacy increased at a sharper rate. This can be seen in the performance gap.

Graph 6b: Tracking School's Progress from 2008 – 2010

The school declined steadily in Grade Four Literacy between 2008 and 2010. Grade Four Numeracy also declined between 2009 and 2010. GSAT progressed very slightly throughout the period (2008-2010). Overall no progress was made at the school level throughout the period.

Grade Six Achievement Test 2008-2010

Christiana Moravian Primary & Infant				
2010				
Assessment	Candidates		**2010 Averages**	
GSAT Mathematics	Enrolled	Registered	Sitting	National	School
	184	**177**	**175**	**57**	**59**
Female	N/A	88	87	61	67
Male	N/A	89	88	53	51
GSAT Language Arts					
	184	**177**	**175**	**58**	**58**
Female	N/A	88	87	63	65
Male	N/A	89	88	53	50
GSAT Communication Task					
	184	**177**	**175**	**67**	**58**
Female	N/A	88	87	75	67
Male	N/A	89	88	58	50
2009					
Assessment	Candidates			**2009 Averages**	
GSAT Mathematics					
	189	**177**	**172**	**53**	**52**
Female	N/A	87	84	57	57
Male	N/A	90	88	49	46
GSAT Language Arts					
	189	**177**	**172**	**57**	**56**
Female	N/A	87	84	62	63
Male	N/A	90	88	51	48
GSAT Communication Task					
	189	**177**	**172**	**58**	**58**
Female	N/A	87	84	67	67
Male	N/A	90	88	58	50
2008					
Assessment	Candidates			**2008 Averages**	
GSAT Mathematics					
	177	**169**	**162**	**55**	**57**
Female	N/A	97	94	59	63
Male	N/A	72	68	50	49
GSAT Language Arts					
	177	**169**	**162**	**53**	**54**
Female	N/A	97	94	58	60
Male	N/A	72	68	48	46
GSAT Communication Task					
	177	**169**	**162**	**58**	**58**
Female	N/A	97	94	67	67
Male	N/A	72	68	50	50

Sources

1. Grade One Learning Profile (2004-2005). Student Assessment Unit, Ministry of Education

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