

# **AENON TOWN ALL AGE SCHOOL**

## **INSPECTION REPORT**

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**Principal: Mr. Otis Harrison**  
**Board Chair: Mr. Donald Fagan**

National Education Inspectorate  
Inspection Date: February 7-8, 2012

Report Issued: October 30, 2012

**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

<b>Locale:</b>	Rural
<b>Parish:</b>	Clarendon
<b>School Code:</b>	13001
<b>Gender:</b>	Co-educational
<b>School Organization:</b>	Whole Day
<b>Size:</b>	Class II
<b>Attendance Rate:</b>	85%
<b>Capacity:</b>	500
<b>Enrolment:</b>	312
<b>No. of Teachers:</b>	16
<b>Pupil-Teacher Ratio:</b>	23:1
<b>Owned by:</b>	Government

## Socio-economic Context

Aenon Town All Age School is located in the community of Aenon Town, Clarendon. The school was established in 1891 as an elementary school in the building that was St. Matthews Anglican Church's manse. In later years, it was relocated to the St. Matthews Anglican Church building. In the early 1950s, a parcel of land was donated by a benefactor to the government of Jamaica for the building of the new school. In 1955, the school building was constructed and the school transferred to its present location. Since then, the plant has been expanded with the assistance of The Jamaica Social Investment Fund (JSIF), Sports Development Foundation (SDF) and the school's Parent Teacher Association (PTA).

Most of the students are from a low socio-economic background and this manifests in the high levels of illiteracy with which the school must contend. Nonetheless, the students are active participants in a range of activities including cultural, science, and reading competitions.

# Executive Summary

## Overall effectiveness of the school

**The overall effectiveness of Aenon Town All Age School is unsatisfactory**

### Leadership and management is unsatisfactory

The Principal has a vision for the school but supervision lacks rigour and is inconsistent. Middle management is weak. Plans for school improvement are not well developed and there is no policy or practice of school self-evaluation. The Board is actively involved in school operations and there is support from parents and the community.

### Teaching and learning is unsatisfactory

Some teachers demonstrate that they know their content but most fail to demonstrate how best to teach it. The teaching methods employed by the teachers lack creativity and are ineffective in engaging the students. Assessment is however not well developed. Some students use their time well in lessons and can explain what they have learned.

### Performance in national tests is unsatisfactory

The school's performance in the Grade Four Literacy Test (GFLT) and GNAT language arts was below the national average for 2008 to 2010 while its performance in Grade Six Achievement Test (GSAT) language arts and communication task was either in line with or above the national average. The Grade Four Numeracy Test (GFNT) results for 2009 to 2011 and GSAT mathematics for 2008 to 2011 indicate an improvement in the school's performance. However, the school's performance in GNAT mathematics was below the national average for the 2008 to 2010 period.

### Progress in English and mathematics is unsatisfactory

Progress is being made in English lessons at Grades 5 to 9 while only some students are making adequate progress in mathematics. The progress made by students over time is marginal.

### Overall, students' personal and social development is unsatisfactory

Some students do not demonstrate positive values and attitudes in lessons or on the compound. Students are given leadership roles through the various clubs operating at the school. Most students have a fair understanding of Jamaica's economic progress and importance, regionally and globally. The littering of the premises, the poor usage of the facilities and general damage to personal and school properties show that students fail to practice cleanliness and good hygiene.

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

There is sufficient teaching staff but insufficient support staff. Most of the teachers are secondary trained with only five teachers trained in primary education and one in early childhood. Some teachers are assigned subject areas for which they have no training. Material resources in the school are inadequate and the appropriateness and quality of the school premises are unsatisfactory. Some teachers do not utilize the available resources in the lessons and the available space is underutilized.

### **Curriculum and enhancement programmes are satisfactory**

The school uses the Revised Primary Curriculum (RPC) and the Reform of Secondary Education (ROSE) curriculum to guide instruction in the school. Modifications are made to the mathematics curricula at Grades 8 and 9. Additionally, the school is involved in the Jamaica Cultural Development Commission (JCDC) competitions and the school's programmes benefits from the support of the local community.

### **Provisions for safety, security, health and wellbeing are satisfactory**

There are clear policies and procedures in place for the safety and security of all concerned. Additionally, the school has adequate provisions for students' health and wellbeing.

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

- Provisions for students wellbeing
- Enthusiastic students who are eager to learn
- Good support of the parents, the community and agencies

How effective is the school overall?
The overall effectiveness of the school is <b>unsatisfactory</b>

# 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 who has led the school for the last three years is seen as a proactive administrator. He relates well with the Board and most staff members. There is a vision for the school's development; however, it is not thoroughly shared with all stakeholders to encourage ownership of its implementation. Marginal improvement in students' performance in national tests has taken place but instructional leadership is inadequate. Consequently, teaching and learning is not rigorous enough to produce the quality of improvement needed.

Systems are in place to monitor lesson plans and there is an expected format; however, some teachers do not submit the plans as is required. Additionally supervisor's feedback to most lesson plans indicates that they are seen, but without any useful commentary. In some instances, lesson planning does not demonstrate an appreciation for the match between realistic objectives and appropriately sequenced learning activities. Further, the systems of accountability are not rigorously applied and there is very little to indicate that the teachers are held accountable for improving their performance. Record-keeping is also a challenge. One indicator of this is the Admission Register 2011 to 2012 where only names and dates of birth have been entered.

**Self-evaluation and school improvement planning is unsatisfactory**

A system of school self-evaluation is not clear or well-developed. Some key stakeholders are unaware of how the process works. Others are aware of some of the strengths and weaknesses that exist in the areas of literacy and numeracy. Plans for school improvement are not adequately shared and is considered to be the duty of the Principal and Senior Teacher. Consequently, there is no effective monitoring and evaluation of plans that are implemented. A School Improvement Plan for 2010 to 2014 is still in its draft stage. Nonetheless, each teacher has an action plan. Test results are also shared with teachers who are asked to target weak areas; but, this process is not rigorously monitored to ensure that weaknesses are addressed.

**Governance is satisfactory**

Members of the Board visit the school regularly, sometimes every week. The Board gains its knowledge and understanding of the school through reports from the Principal at Board meetings, observations by Board members, and informal conversations with the Principal. The Board holds the school to account for standards, outcomes and spending.

**Relationship with parents and local community is good**

The school communicates with parents by telephone, letters, reports and word of mouth. Parents are advised of their children's progress two times per year when academic reports are



distributed. They are also informed through the schools' open door policy where parents feel comfortable to walk in and talk to their children's teachers. The school makes a deliberate effort to develop parental involvement in their children's learning and the life of the school by engaging parents in fund raising activities, music, speech and drama club which is headed by a parent, and the Parent Empowerment Programme. In the recent past, the school empowered parents through skills development such as sewing. Parents feel welcome at school, volunteer to make charts, do fundraising and devotions. The Parent Teacher Association (PTA) has an enthusiastic president who is committed to the improvement of the school. In addition, a local church also assists with devotions and a past student supports the welfare programme by donating cash monthly to assist with the provision of meals and resources for students.

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	Good

## 2) Teaching Support for Learning

### How effectively does the teaching support the students' learning?

**Overall, teaching in support of learning is unsatisfactory**

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

Many teachers have a secure understanding of the subjects they teach. Some are confident and able to consistently deliver accurate information to students. Some teachers also ably engage students in the lesson. For example, the some used life experiences to teach subject content and engaged students in lessons. In some lessons, however, some teachers failed to demonstrate how best to teach the subject. Some lessons are not stimulating and many students are not meaningfully engaged in learning. In a few lessons, teachers demonstrate insecure knowledge of content. This was evident in instances of misspelling being passed on to students in a Grade 5 English lesson. Additionally, insecure subject knowledge limited the teacher's ability to effectively develop concepts in a Grade 4 English lesson.

**The teaching methods are unsatisfactory**

The teaching methods employed by the teachers lack creativity and are ineffective in engaging the students. There is inconsistency in lesson planning and evaluation of lessons taught. Time is inefficiently managed; as a consequence, the teaching of some lessons is not completed and students have unfinished work in their notebooks. Choice of resources for the enhancement of lessons is limited. Resources such as textbooks and visual materials are commonly used but are usually not appropriately used to maximize students' learning. Most of the teaching strategies used by teachers across the grades insufficiently challenge and cater to the needs of most students. Most of the lessons observed were teacher-centred.

### **Students' assessment is unsatisfactory**

Assessment is not well developed. Many teachers do not have sufficient knowledge of students' strengths and weaknesses. Assessment as a part of teaching and learning mainly involves chorus responses and activities that do not challenge many students. Assessment feedback for the most part is without evaluative comments to help students identify and make improvement. Nonetheless, there are some teachers who are aware of the strengths and weaknesses of their students. Some also take the time to incorporate the more academically-challenged students into the assessment process. Many teachers also circulate the room as students do seat work and mark their books as they work.

### **Student learning is unsatisfactory**

Many students use the time allotted for seat work well. Some can explain what they have learned and can work constructively with others when required. For example, the Grade 6 language arts students worked collaboratively and applied learning to real life situations particularly in expressing their problem solving skills in writing a letter to a friend in Siberia. Many students were eager to participate in classes and attempted work given during the lessons. However, many students are unable to follow the teacher's instructions. For instance, in Grade 2 mathematics, some students were frustrated in a lesson on telling the time. In Grade 4 mathematics, only a few students were able to find the area of a room.

How effectively does the teaching support the students' learning?	
Grades	1-9
Teachers' subject knowledge and how best to teach the subject	<b>Unsatisfactory</b>
Teaching methods	<b>Unsatisfactory</b>
Assessment	<b>Unsatisfactory</b>
Students' learning	<b>Unsatisfactory</b>

## **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**

Grade Four Literacy results indicate that the school's averages fluctuated over the period but trended upwards. In 2008, the school attained an overall average mastery of 68 per cent. This was one and two percentage points below both national (69 per cent) and regional (70 per cent) averages. In 2009, the school's average (55 per cent) declined by 13 percentage points. This was 12 and 11 percentage points below both national (67 per cent) and regional (66 per cent) averages. The participation rate for this exam was 86 per cent. In 2010, the school's average (43

per cent) improved by 17 percentage points. This was seven and six percentage points below the national (65 per cent) and regional (66 per cent) averages correspondingly. 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, Aenon Town All Age will need to increase its average by seven per cent each year to meet the target.

The school's performance in Grade Six Achievement Test (GSAT) language arts was above or in line with the national average for most of the 2008 to 2011 period. In 2008, the school's average was 46 per cent. This increased to 60 per cent in 2009 and 61 per cent in 2010, remaining above the national average by 3 percentage points each year. Though the average decreased in 2011, it remained in line with the national average. Performance in communication task was also above or in line with the national average for the 2008 to 2011 period. From 2009 to 2011, the school's average was well above the national average.

The school's performance in GNAT language arts fluctuated over the 2008 to 2010 period and remained below the national average. In 2008, the school's average of 43 per cent was 4 percentage points below the national average. By 2009, it increased to 45 per cent but fell in 2010 to 44 per cent. In these two years, the school's average was at least 5 percentage points below the national average.

### **Students' performance in mathematics is unsatisfactory**

The Grade Four Numeracy Test (GFNT) results indicated that the school's averages slightly improved from 2009 to 2011. In 2009, the school's average mastery (35%) was below the national (42%) and regional (40%) averages by seven and five percentage points correspondingly. The participation rate for this exam was 86 per cent. In 2010, the school's average (36%) improved slightly in line with the regional and national average (38%). However, in 2011, the school's average increased to 48 per cent, in line with the national average (46%). The school will need to increase their average by 18.7 per cent to meet the 85 per cent numeracy target set by the Ministry of Education to be achieved by 2015.

Results for GSAT mathematics improved over the period 2008 to 2011. For 2008, the school's average (53 per cent) was slightly below the national average (55 per cent). For 2009 to 2011, the school's averages were above the national averages with between two and three percentage points. Results for mathematics improved over the period 2008 to 2011.

The school's performance in GNAT mathematics fluctuated over the 2008 to 2010 period but remained below the national average. In 2008, it was 36 per cent. By 2009, it increased to 39 per cent but fell to 37 per cent in 2010. For each of the three years, the school average was at least three percentage points below the national average.

How well do the students perform in national and/or regional tests and assessments?			
Grades	4	6	9
How well do the students perform in national or regional tests and examinations in English?	Unsatisfactory	Satisfactory	Unsatisfactory
How well do the students perform in national or regional tests and examinations in mathematics?	Satisfactory	Satisfactory	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**

Most students make marginal progress in relation to their starting points and over time. The 2005 cohort of 52 students was above national average readiness when they entered Grade 1. However, by Grade 4 many did not make expected progress when they sat the Grade Four Literacy Test; just over a half of the 55 candidates were certified literate. Two years later at Grade 6, the cohort, which had been reduced to 32 students, attained a 57 per cent average score in GSAT language arts and 75 per cent in communication task. The students' performance in GSAT language arts was in line with the national average while their performance in communication task was above the national average.

More progress is evident in lessons at Grades 5 to 9, representing 45 per cent of the school population, than at Grades 1 to 4 (48% of the school population). (Note: the ASTEP class accounts for 7 per cent of the population.) In the lessons where students are making greater progress, the teacher's subject knowledge is secure, there are stimulating grade-appropriate learning activities, the teacher uses assessment to improve students' learning, and students are provided with opportunities to work collaboratively and independently. In lessons where there is little or no progress in students' learning, there is poor development of lessons and most students are not engaged in stimulating learning activities.

#### **Students' progress in mathematics is unsatisfactory**

Students who entered the school in 2005 in Grade 1 were performing 3 percentage points (60%) above the national average readiness (57%) in number letter knowledge. They did not make the expected level of progress to Grade 4; only 35 per cent of the students were able to master the GFNT. These students however, made steady progress to Grade 6. In the 2011 GSAT, their performance reflected overall improvement, attaining an average in line with the national average.

Some students make adequate progress during lessons across the grades. In these lessons where students are making progress, the teacher's knowledge of mathematical concepts is secure, there are stimulating grade-appropriate learning activities, and students are provided with opportunities to apply concepts to real life situations. There is however a concern at Grade 2 where students are not making sufficient progress in lessons. In those lessons, there is poor sequencing of activities; poor selection of activities; and little or no opportunities for students to apply concepts to real life.

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?	<b>Unsatisfactory</b>
How much progress do the students make in relationship to their starting points in mathematics?	<b>Unsatisfactory</b>

## **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 behave well around the compound and during lessons. Most obey the school rules and are appropriately dressed for school. However there are some who disregard the school rules and disrupt classes. During the lunch break the noise level is extremely high as students tend to shout a lot.

##### **Punctuality and attendance is satisfactory**

Most students attend school regularly and on time. Girls attend more regularly than boys. Students in Grades 1 to 6 attend more regularly and are more punctual than those in Grades 7 to 9.

##### **The civic understanding and spiritual awareness of the students are satisfactory**

Murals of national symbols, mission statement, national pledge and anthem adorn the walls of the school, serving as reinforcement for students' civic understanding and national responsibility. Spiritual awareness is fostered daily, and students recite the National Pledge and sing the National Anthem. Students are given leadership roles through the various clubs operating at the school. Most students appreciate reggae and calypso music and celebrate all national holidays.

##### **Students' economic awareness is satisfactory**

Most students have a fair understanding of Jamaica's economic progress and importance, regionally and globally. Some upper school students see Usain Bolt and Chris Gayle as role models, to earn "plenty money" to help their parents and the country with taxes. Students spend wisely at the tuck shop, with vendors and at local shops. Some upper school students have bank accounts and are thrifty.

##### **The students' knowledge and understanding of their environment is unsatisfactory**

The littering of the premises, the poor usage of the facilities and general damage to personal and school properties show that students fail to practice cleanliness and good hygiene. There is an environmental club that functions occasionally but ineffectively. Almost all students regard the burning of waste as a good thing. Environmental issues are taught in social studies to all students but very little is internalized and transferred into their immediate environment. Few transfer or relate those issues to real life or daily experiences.

How good is the students' personal and social development?	
Grades	1-9
Students' behavior and attitudes	<b>Satisfactory</b>
Punctuality and attendance	<b>Satisfactory</b>
Civic understanding and spiritual awareness	<b>Satisfactory</b>
Economic awareness and understanding	<b>Satisfactory</b>
Environmental awareness and understanding	<b>Unsatisfactory</b>

## 6) Use of Human and Material Resources

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

**Overall, the use of human and material resources is unsatisfactory**

**The quality of human resources is unsatisfactory**

The teaching staff is adequate but the support staff is insufficient. Most of the teachers are secondary trained with only five teachers trained in primary education and one in early childhood. Most of the teachers have a first degree although there are five teachers with teaching diplomas and one with a teaching certificate. However, the 16 percent of the staff without a degree are pursuing their first degree. The support staff to care for the facilities is inadequate; there is only one female janitor. There are two cooks and five watchmen.

**The use of the human resources is unsatisfactory**

The deployment of the teaching staff is unsatisfactory. Most of the teachers are secondary trained. For example, the one lower grade teacher is secondary trained and has a degree in home economics. In the middle school, one teacher is also secondary trained and has a challenge effectively engaging the children in the teaching and learning process. Teachers are also assigned subject areas to teach in which they have no training. This is especially noticeable in the upper school. Some teachers are frequently late for school. The teaching staff has participated in professional development seminars including those conducted by members of the Ministry of Education.

**The quality and quantity of material is unsatisfactory**

The appropriateness and quality of the school premises is unsatisfactory. For example, there are some classrooms with old and tattered charts while there are others that are bare and lacking in environmental stimulation. There are a few classrooms with large holes in the concrete flooring as well as unlocked storage space with old broken pieces of wood and furniture. Some classrooms, such as the Grades 1 to 3, are separated only by chalkboards. Nonetheless, a few classrooms are spacious, well-ventilated, adequately furnished and resourced to foster learning.



The bathrooms lack piped water and sometimes there is insufficient water in the containers to wash hands. The urinals are without sheltered coverings and lack privacy. The perimeter fence has holes in the side. The school does not have its own playfield and uses the community playfield, which is in poor condition. The library is being re-established as the previous one in the container is closed because of holes in the entrance floor that have made it unsafe. There are 12 working computers in the information technology laboratory.

### **The use of material resources is unsatisfactory**

The use of the school premises is unsatisfactory. For example, the Grades 1 to 3 classrooms are crammed while there are available rooms that are underutilized. Sewing machines and cutting tables are underutilized as well as working computers that are locked away and not being used in the teaching and learning process. During the inspection period, only one teacher used a CD player in the teaching and learning process, the computer laboratory was not used. Other available resources, such as the tape recorder and television, are not regularly used to engage or aid students' learning.

<b>How effectively does the school use the human and material resources at its disposal to help the students achieve as well as they can?</b>	
<b>Grades</b>	<b>1-9</b>
Human resources	<b>Unsatisfactory</b>
Use of human resources	<b>Unsatisfactory</b>
Material resources – quality and quantity	<b>Unsatisfactory</b>
Use of material resources	<b>Unsatisfactory</b>

## **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 satisfactory**

#### **Provisions for curriculum are satisfactory**

The school uses the Revised Primary Curriculum (RPC) to guide the delivery of the lessons from Grades 1-6 and the Reform of Secondary Education (ROSE) curriculum for instruction in Grades 7 to 9. There are modifications to mathematics curricula at Grades 8 and 9. A review of the curriculum is done occasionally. Common planning takes place weekly within grade level in lower school and at subject level across grades in upper school. However, very few lesson plans reflect a consistent engagement with strategies which have proved to maximize students' learning. Only the most able students are challenged in most lessons; the needs of low achievers, which are in the majority, are not effectively catered for.

### **Enhancement programmes are satisfactory**

The school has a developed regime of extra lessons which are held after school and on Saturdays. Cultural development is high and students have been excelling in the Jamaica Cultural Development Commission (JCDC) Parish and Regional competitions. They have achieved certificates, medals, trophies and awards. Cross-curricular links such as health and family life education (HFLE) and extra-curricular activities are properly structured with two trained facilitators. However, teachers do not write lesson plans for HFLE. The school is benefiting from the support of the local community. Contributions of a hard court by the Sports Development Foundation (SDF), a classroom block from the Jamaica Social Investment Fund (JSIF), an incomplete Library from the Past Students' Association (PSA) and from the Parents' Empowerment Group are some of the many donations from community links. The Parents' Empowerment Group not only facilitates parents learning dressmaking and fashion design, but they are taught other life coping skills by the Guidance Counsellor. The Music, Speech and Drama Club is led by a community member. They meet once a week after school and students are given the opportunity to participate at all levels.

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?	Satisfactory
How well do the enhancement programmes meet the needs of the students?	Satisfactory

## **8) Student Safety, Security, Health and Wellbeing**

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

**Overall student safety, security, health and wellbeing is satisfactory**

#### **Provisions for safety and security are satisfactory**

Students and parents feel safe as there are watchmen to protect the compound against intruders. There is a written safety and security policy in place and all stakeholders have been sensitized about it. The school compound is enclosed by a chain link fence on three sides. There are holes at points in the fence that are a potential access point for intruders.

#### **Provisions for students' health and wellbeing are satisfactory**

In the absence of a school nurse, the Guidance Counsellor has the responsibility of handling most health and behavioural issues. All stakeholders are aware of how to manage critical health issues. Parents have voiced their concerns about the state of the urinal and toilets. Staff relationships with students are satisfactory but some students prefer the guidance counsellor to treat their behavioural problems for fear of being flogged by teachers. In many classes, it is observed that enough support is not given to the less able students. Regular tracking of students' wellbeing is done mainly by the Guidance Counsellor who also has a wellbeing/welfare programme in operation. The welfare programme is supported by past students and the counsellor's "Parents' Empowerment Group."



Some classrooms are poorly ventilated and students become restless or sleepy especially in the afternoon sessions. The students' pit toilets and urinals are poorly maintained and of poor quality. Also, the public water supply is irregular. Students litter the grounds during break and lunch and the one janitor is unable to cope with the regular cleaning of the toilets, urinals, classrooms and grounds. The National Solid Waste Management Authority (NSWMA) collects waste once per week but the school also burns some of its garbage.

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 Principal should
  - a. Ensure that senior managers are trained as instructional leaders so that they can ably guide the teachers in lesson planning and delivery
  - b. Ensure that curriculum review is more rigorously pursued so that the necessary modifications can be done to enhance the learning of most students across the grades
2. The SMT should:
  - a. Pursue staff development initiatives to ensure that teachers plan lessons to engage and challenge most students, especially the boys
  - b. Improve the quality of teaching by developing an understanding by all teachers of a wider range of teaching and assessment strategies
  - c. Ensure that teachers engage in on-going assessment of students' progress and feed information into lesson planning to address needs of all students
  - d. Ensure greater use of available resources and technology in enriching students' learning
3. The Principal and Board should revisit the deployment of teachers appropriately placing them to improve teaching and learning.

## Further Action

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



Maureen Dwyer  
Chief Inspector of Education  
National Educational Inspectorate

## List of Abbreviations and Acronyms

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

## Appendices

Appendix 1 - Record of Inspection Activities

Appendix 2 - Inspection Indicators

Appendix 3 – National Test Data

## Appendix 1 - Record of Inspection Activities

Evidence for this report was based on the following:

Total number of lessons or part lessons observed	29
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	English	Maths	Other
Number of lessons or part lessons observed [Primary]	9	7	4
Number of lessons or part lessons observed [Secondary, either grades 7 – 11 or 7 – 9 in an all-age school]	6	1	2

Number of scheduled interviews completed with members of staff, governing body and parents	11
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Number of scheduled interviews completed with students	
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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 <b>Unsatisfactory</b>	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	<b>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.</b>	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 <b>Unsatisfactory</b>	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	<b>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</b>	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 <b>Satisfactory</b>	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.	<b>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.</b>	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	<b>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</b>	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
- Teachers reflect on their teaching

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	<b>Level 2 Unsatisfactory</b>	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	<b>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</b>	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	<b>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</b>	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	<b>Level 2 Unsatisfactory</b>	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	<b>Assessment is not well developed. Teachers do not have sufficient detailed knowledge of students' progress and achievements</b>	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	<b>Level 2 Unsatisfactory</b>	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	<b>Many students find it difficult to work without supervision and too much of the teachers' time is spent managing students' behaviour</b>	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	<b>Level 2 Unsatisfactory</b>	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	<b>The performance of many students is low in comparison with those in similar schools</b>	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	<b>Level 2</b> <b>Unsatisfactory</b>	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
Most students are under-achieving and make almost no progress	<b>Many students are under-achieving and progress is unsatisfactory</b>	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	<b>Level 3</b> <b>Satisfactory</b>	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.	<b>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.</b>	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 <b>Satisfactory</b>	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%.	<b>Many students attend school and classes regularly and are punctual as well. Attendance overall is 80 - 89%.</b>	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 <b>Satisfactory</b>	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.	<b>Many students are developing an understanding of national identity, and an appreciation of local traditions and culture together with spiritual understanding</b>	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 <b>Satisfactory</b>	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.	<b>Many students understand the importance of Jamaica's continued economic progress and that they will have a role in contributing to it.</b>	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 <b>Unsatisfactory</b>	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	<b>Many students have little awareness of national or global environmental issues and make little effort to take care of their immediate environment</b>	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	<b>Level 2 Unsatisfactory</b>	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	<b>The school lacks, or fails to deploy, teaching and support staff with the knowledge and expertise required to deliver the curriculum in full</b>	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 <b>Unsatisfactory</b>	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	<b>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.</b>	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 <b>Unsatisfactory</b>	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
Premises and resources are significantly below expected quality and quantity	<b>There are significant deficiencies in premises and/or resources</b>	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 <b>Unsatisfactory</b>	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
The staff make poor use of the available premises and/or resources	<b>Deficiencies in premises and/or resources restrict some aspects of the students' academic achievement and personal development</b>	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 <b>Satisfactory</b>	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	<b>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</b>	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 <b>Satisfactory</b>	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.	<b>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.</b>	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 <b>Satisfactory</b>	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.	<b>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</b>	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 <b>Satisfactory</b>	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.	<b>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.</b>	Students' personal wellbeing is a high priority for staff. There are systems for tracking students' personal welfare and for supporting individuals and groups. Arrangements for the suspension and exclusion of students are well-handled. Buildings are hygienic and good provisions in place to satisfy students' nutritional needs and other health concerns	Staff has very good relationships with all students. There are well developed systems for tracking students' personal welfare and for supporting individuals or groups. Staff consistently provides well-judged advice and guidance. Arrangements for the suspension and exclusion of students are exceptionally well-handled. Buildings are hygienic and a health policy provision in place to satisfy nutritional needs and other health needs



## Appendix 3 - National Test Data

### Starting Point

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

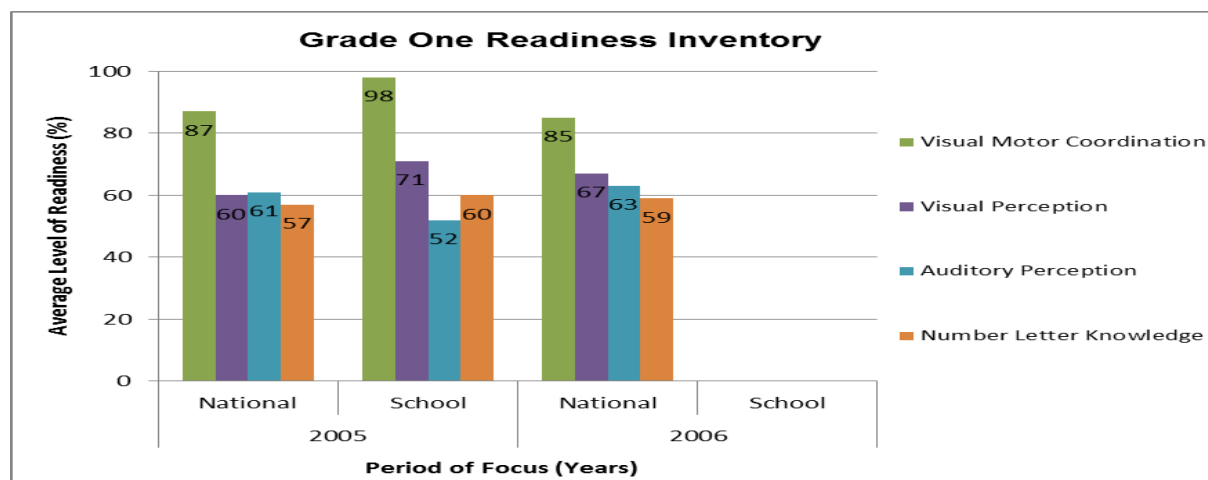


Table 1: Student Performance in Grade One Readiness Inventory (2005 – 2006)

Aenon Town All Age					
2006					
Assessment	Candidates			2006 Averages	
Grade One Readiness	Enrolled	Registered	Sitting	National	School
	42	N/A	0	69	N/A
2005 (Cohort data)					
Assessment	Candidates			2005 Averages	
Grade One Readiness	Enrolled	Registered	Sitting	National	School
	55	N/A	52	66	70

The overall average for Aenon Town All Age in 2005 (**Cohort 1**) was 70 per cent, which was four percentage points above the national average (66 per cent). The participation rate for this exam was 95 per cent. The students' averages were above the national averages except for *Auditory Perception* which was nine percentage points below the national average (61 per cent).

## ATTAINMENT

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

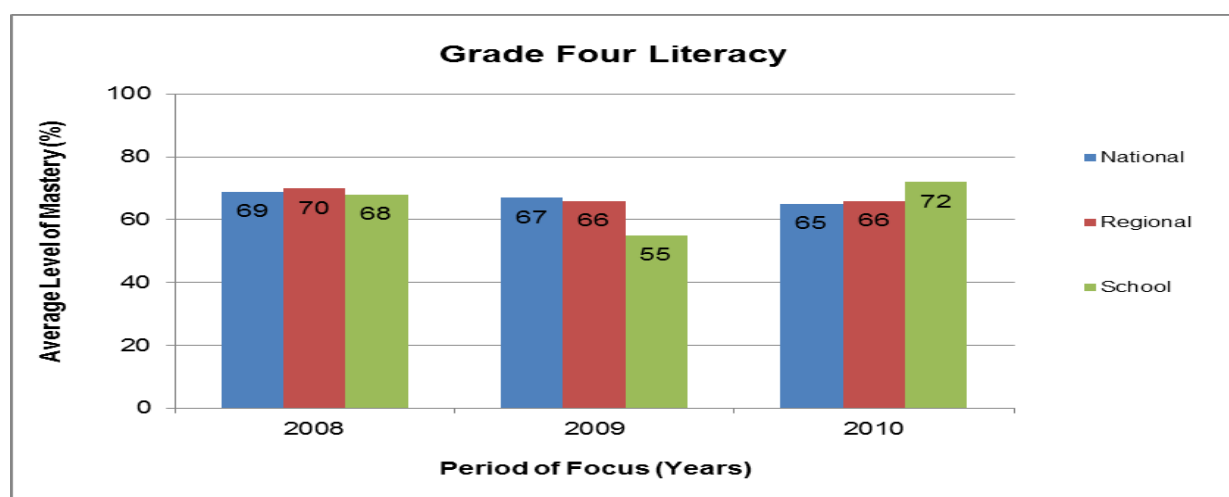


Table 2: Student Attainment in Grade Four Literacy 2008-2010

Aenon Town All Age						
2010						
Assessment	Candidates			2010 Averages		
Grade Four Literacy	Enrolled	Registered	Sitting	National	Regional	School
	38	N/A	36	65	66	72
2009 (Cohort data)						
Assessment	Candidates			2009 Averages		
Grade Four Literacy	Enrolled	Registered	Sitting	National	Regional	School
	64	N/A	55	67	66	55
2008						
Assessment	Candidates			2008 Averages		
Grade Four Literacy	Enrolled	Registered	Sitting	National	Regional	School
	41	N/A	41	69	70	68

Grade Four Literacy results indicated that the school's averages fluctuated over the period.

In 2008, the school attained an overall average mastery of 68 per cent. This was one and two percentage points below both national (69 per cent) and regional (70 per cent) averages. **In 2009 (cohort 1)**, the school's average (55 per cent) declined by 13 percentage points. This was 12 and 11 percentage points below both national (67 per cent) and regional (66 per cent) averages. The participation rate for this exam was 86 per cent. In 2010, the school's average (72 per cent) improved by 17 percentage points. This was seven and six percentage points below the national (65 per cent) and regional (66 per cent) averages correspondingly.

**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, Aenon Town All Age will need to increase its average by seven per cent each year to meet the target.

## ATTAINMENT

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

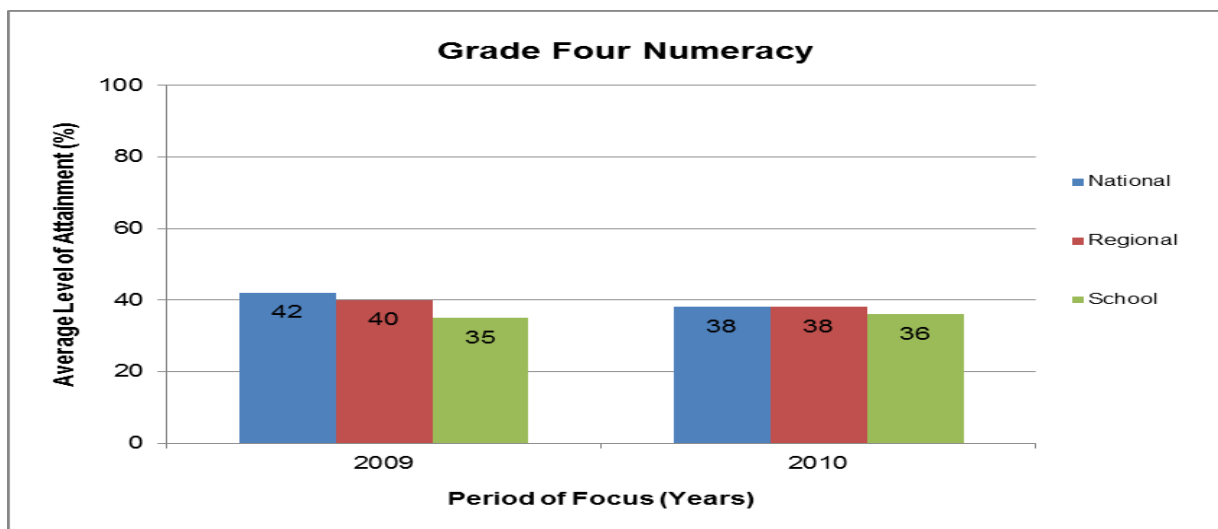


Table 3: Student Attainment in Grade Four Numeracy 2009-2010

Aenon Town All Age						
2010						
Assessment	Candidates			2010 Averages		
Grade Four Numeracy	Enrolled	Registered	Sitting	National	Regional	School
	38	N/A	36	38	38	36
2009 (Cohort data)						
Assessment	Candidates			2009 Averages		
Grade Four Numeracy	Enrolled	Registered	Sitting	National	Regional	School
	64	N/A	55	42	40	35

The Grade Four Numeracy Test results indicated that the school's averages slightly improved over the period (2009 to 2010).

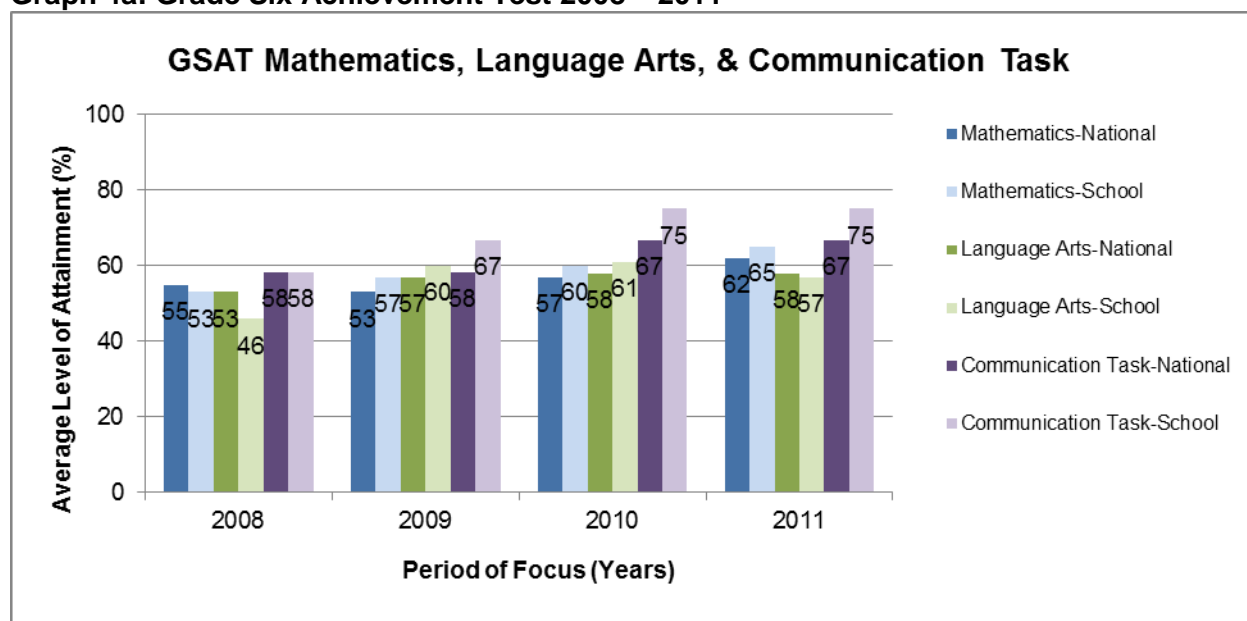
<sup>1</sup>In 2009 (cohort 1), the school's average mastery (35 per cent) was significantly below the national (42 per cent) and regional (40 per cent) averages by seven and five percentage points respectively. The participation rate for this exam was 86 per cent. In 2010, the school's average (36 per cent) improved slightly by one percentage point. However, it remained below national and regional averages (38 per cent) by seven 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, Aenon Town All Age will need to increase its average by 18.7 per cent each year to meet the target.

<sup>1</sup> No Grade Four Numeracy Examination data exist prior to 2009.

## ATTAINMENT

**Graph 4a: Grade Six Achievement Test 2008 – 2011**

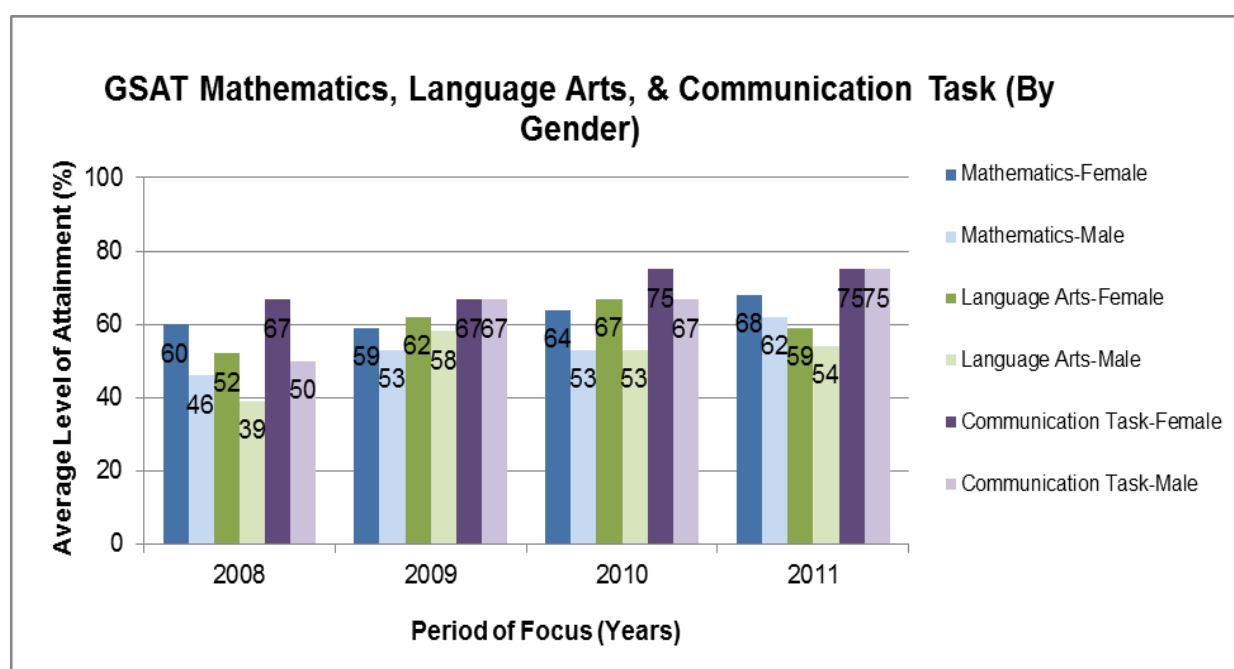


Results for mathematics improved over the period 2008 to 2011. For 2008, the school's average (53 per cent) was slightly below the national average (55 per cent). For 2009 to 2011, the school's averages were above the national averages between two and three percentage points.

Language arts results indicated that the school's averages improved from 2008 to 2010 and declined by four percentage points in 2011.

Communication tasks result was on par with the national average for 2008. From 2009 to 2011, the school's averages were above the national averages. (See table in appendix)

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

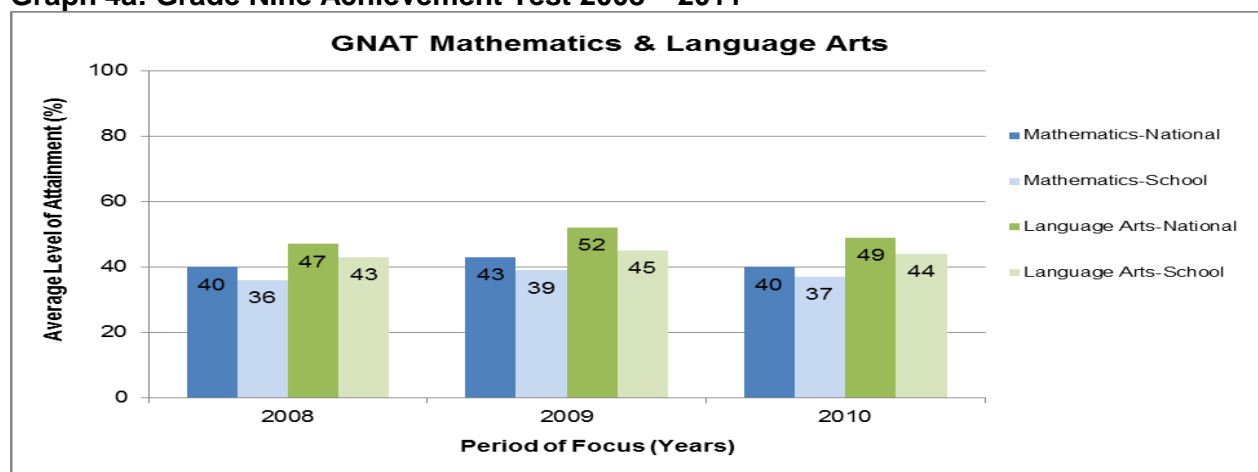


### By Gender:

The gender gap looks at the percentage point difference between male and female students over the entire period (2008-2011). For mathematics and language arts the gender achievement gaps were relatively narrow and narrowed further towards the end of the period. Communication tasks gender achievement gap was relatively narrow and closed towards the end of the period. Female students outperformed male students in mathematics and language arts. Throughout the period

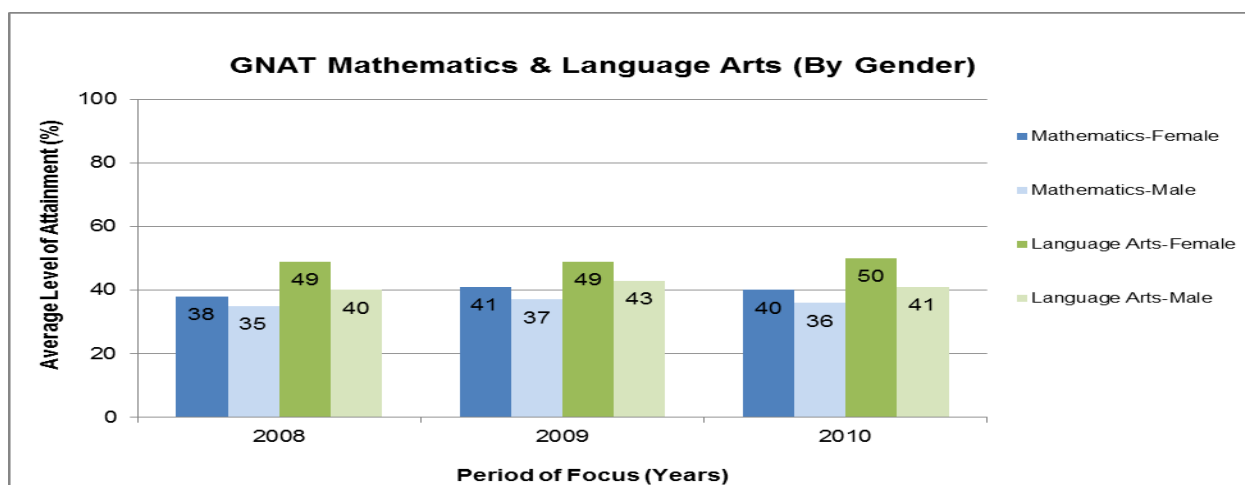
## ATTAINMENT

**Graph 4a: Grade Nine Achievement Test 2008 – 2011**



The school performed below the national average in mathematics and language arts for the period 2008 to 2011.

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

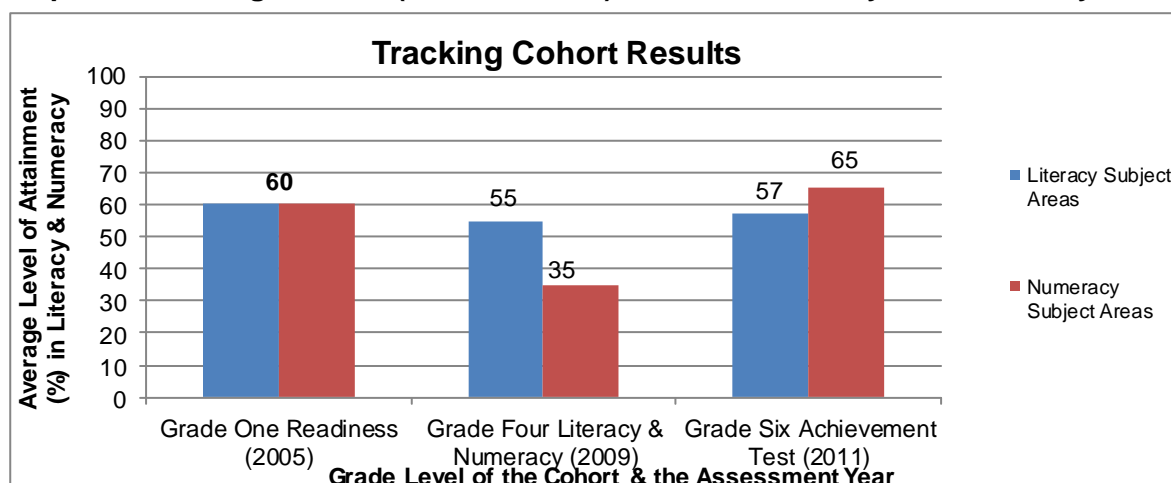


**By Gender:**

The gender gap looks at the percentage point difference between male and female students over the entire period (2008-2010). For mathematics the gender achievement gap was narrow throughout the period. The male and female students remained constant over the period. Language arts gender achievement gap was relatively narrow throughout the period.

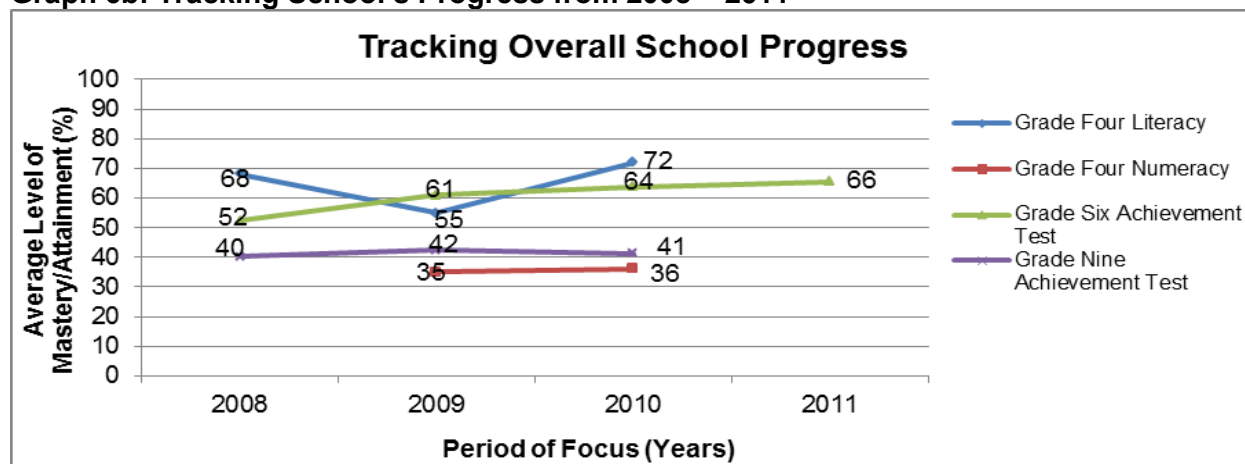
## PROGRESS

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



**Cohort 1** had an average of 60 per cent in the numeracy and literacy subject areas of the Grade One Readiness Inventory Test (2005). When **Cohort 1** sat the Grade Four Numeracy and Literacy exams in 2009 the students performed far better in literacy when compared with numeracy. In GSAT (2011), the students' average was higher in mathematics when compared with language arts.

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



The school's performance declined in Grade Four Literacy between 2008 and 2009. Improvements were made from 2009 to 2010. The Grade Four Numeracy results slightly improved between 2009 and 2010. GSAT slightly progressed between 2008 and 2011. GNAT results slightly improved over the period (2008 to 2010).

Overall, the school progressed over the period.

# Grade Six Achievement Test 2008 - 2011

Aenon Town All Age					
2011					
<u>Assessment</u>	Candidates			<u>2011 Averages</u>	
	Enrolled	Registered	Sitting	National	School
GSAT Mathematics	N/A	46	40	62	65
Female	N/A	25	21	64	68
Male	N/A	21	19	59	62
GSAT Language Arts	Enrolled	Registered	Sitting	National	School
	N/A	46	40	58	57
Female	N/A	25	21	61	59
Male	N/A	21	19	54	54
GSAT Communication Task	Enrolled	Registered	Sitting	National	School
	N/A	46	40	67	75
Female	N/A	25	21	75	75
Male	N/A	21	19	67	75
2010					
<u>Assessment</u>	Candidates			<u>2010 Averages</u>	
	Enrolled	Registered	Sitting	National	School
GSAT Mathematics	N/A	41	40	57	60
Female	N/A	24	24	61	64
Male	N/A	17	16	53	53
GSAT Language Arts	Enrolled	Registered	Sitting	National	School
	N/A	41	40	58	61
Female	N/A	24	24	63	67
Male	N/A	17	16	53	53
GSAT Communication Task	Enrolled	Registered	Sitting	National	School
	N/A	41	40	67	75
Female	N/A	24	24	75	75
Male	N/A	17	16	58	67
2009					
<u>Assessment</u>	Candidates			<u>2009 Averages</u>	
	Enrolled	Registered	Sitting	National	School
GSAT Mathematics	58	43	38	53	57
Female	N/A	25	23	57	59
Male	N/A	18	15	49	53
GSAT Language Arts	Enrolled	Registered	Sitting	National	School
	58	43	38	57	60
Female	N/A	25	23	62	62
Male	N/A	18	15	51	58
GSAT Communication Task	Enrolled	Registered	Sitting	National	School
	58	43	38	58	67
Female	N/A	25	23	67	67
Male	N/A	18	15	58	67



<b>2008</b>					
<b>Assessment</b>	<b>Candidates</b>			<b>2008 Averages</b>	
	Enrolled	Registered	Sitting	National	School
GSAT Mathematics	<b>N/A</b>	<b>48</b>	<b>44</b>	<b>55</b>	<b>53</b>
Female	N/A	23	23	59	60
Male	N/A	25	21	50	46
GSAT Language Arts	Enrolled	Registered	Sitting	National	School
	<b>N/A</b>	<b>48</b>	<b>44</b>	<b>53</b>	<b>46</b>
Female	N/A	23	23	58	52
Male	N/A	25	21	48	39
GSAT Communication Task	Enrolled	Registered	Sitting	National	School
	<b>N/A</b>	<b>48</b>	<b>44</b>	<b>58</b>	<b>58</b>
Female	N/A	23	23	67	67
Male	N/A	25	21	50	50

### Grade Nine Achievement Test 2008-2011

<b>Aenon Town All Age</b>					
<b>2010</b>					
<b>Assessment</b>	<b>Candidates</b>			<b>2010 Averages</b>	
	Enrolled	Registered	Sitting	National	School
GNAT Mathematics	<b>N/A</b>	<b>51</b>	<b>44</b>	<b>40</b>	<b>37</b>
Female	N/A	21	17	45	40
Male	N/A	30	27	38	36
GNAT Language Arts	Enrolled	Registered	Sitting	National	School
	<b>N/A</b>	<b>51</b>	<b>44</b>	<b>49</b>	<b>44</b>
Female	N/A	21	17	58	50
Male	N/A	30	27	45	41
<b>2009</b>					
<b>Assessment</b>	<b>Candidates</b>			<b>2009 Averages</b>	
	Enrolled	Registered	Sitting	National	School
GNAT Mathematics	<b>47</b>	<b>46</b>	<b>41</b>	<b>43</b>	<b>39</b>
Female	N/A	19	17	48	41
Male	N/A	27	24	40	37
GNAT Language Arts	Enrolled	Registered	Sitting	National	School
	<b>47</b>	<b>46</b>	<b>41</b>	<b>52</b>	<b>45</b>
Female	N/A	19	17	60	49
Male	N/A	27	24	46	43
<b>2008</b>					
<b>Assessment</b>	<b>Candidates</b>			<b>2008 Averages</b>	
	Enrolled	Registered	Sitting	National	School
GNAT Mathematics	<b>N/A</b>	<b>36</b>	<b>34</b>	<b>40</b>	<b>36</b>
Female	N/A	14	13	44	38
Male	N/A	22	21	37	35
GNAT Language Arts	Enrolled	Registered	Sitting	National	School
	<b>N/A</b>	<b>36</b>	<b>34</b>	<b>47</b>	<b>43</b>
Female	N/A	14	13	53	49
Male	N/A	22	21	43	40

## **Sources**

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