



# **SOUTHBOROUGH PRIMARY SCHOOL**

## **INSPECTION REPORT**

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**Principal: Mr Carlyle Thompson**  
**Board Chair: Mrs Gloria Davis-Simpson**

National Education Inspectorate  
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**FINAL**

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## Introduction

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

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

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

## Key Questions

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

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

## The Five-point Scale

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

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

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

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

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

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

## Consistency in terminology

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

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

# Profile

## School's Demographics

<b>School Code:</b>	14131
<b>Parish:</b>	St. Catherine
<b>Region:</b>	6
<b>Locale:</b>	Urban
<b>Day Structure</b>	Whole Day
<b>Population Composition:</b>	Co-educational
<b>Size:</b>	Class V
<b>Capacity:</b>	955
<b>Enrolment:</b>	1269
<b>Attendance Rate:</b>	93%
<b>No. of Active Teachers:</b>	36
<b>Pupil-Teacher Ratio:</b>	35:1
<b>Multi-Grade:</b>	No
<b>Owned By:</b>	Government

## Socio-economic Context

Southborough Primary School is located on the border of neighbouring residential communities of Independence City and Cumberland in Portmore, St Catherine. It was established in 1989 with eight teachers and students in Grades 1 to 3 only. The school was originally slated to be built in the community of Southboro on lands the government had. However, when the project was to be started the land on which it was to be built no longer belonged to the government as Telecommunications of Jamaica, which was once owned by the government was divested and was now a privately-owned company. The then government had already secured funding through the IDB, a multi-lateral agency to build the school; hence land was secured in Independence City to build the school. The staff, parents and students demonstrate great pride in the school and the fact that over the past decade the school has moved from obscurity to a school of choice in Portmore.

Most parents work as professionals in the public and private sector, tradesmen and casual labourers. Others are self-employed as vendors while some are unemployed. There are 98 students on the Programme of Advancement Through Health and Education (PATH).

# Executive Summary

## Overall effectiveness of the school

**The overall effectiveness of Southborough Primary School is exceptionally high**

**Overall, leadership and management is exceptionally high**

The school is led and managed by a team of individuals with instructional outcomes as their priority. Through frequent and rigorous self-evaluation processes, plans for improvement have been on target and have resulted in improved outcomes over time. The Board is very supportive and holds the leadership of the school to account for outcomes and management of the school's resources. Well-established links are in place for support from the wider school community and the parents are supportive of the school's programmes.

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

Almost all teachers effectively deliver the subjects they teach to enable students to understand and apply the concepts taught. They generally plan well, effectively manage the time allotted, and utilize the available resources to strengthen learning. Procedures for assessing students' learning are good. Almost all students display positive attitudes during lessons and are able to apply skills and knowledge to new situations.

**Overall, students' performance in English and mathematics is good**

The schools' performance in national examinations for English and mathematics met or exceeded expectations in all years of the 2013 to 2015 period. There are slight differences in performance when comparing genders, however, the boys outperform the girls only in mathematics.

**Overall, students' progress in English and mathematics is exceptionally high**

Students make good progress over time in English and mathematics examinations. Overall, students enter the school performing above the national average and maintain this level of performance throughout their time at the school. In lessons, almost all students make excellent progress and demonstrate a sound understanding of the concepts taught.

**Overall, students' personal and social development is good**

Almost all students are well-behaved, are punctual, and regular attendees to school. Most are aware of Jamaica's culture and economic progress. They demonstrate appropriate levels of spiritual understanding and are quite familiar with environmental issues and solutions.

**Overall, the use of human and material resources is exceptionally high**

The teaching staff is dedicated to meeting the learning needs of all students, and the support staff is efficient and effective. Material resources are generally of high quality and are creatively used to maximize students' outcomes.

**Overall, provisions for the curriculum and enhancement programmes are exceptionally high**

The school provides a rich, wide and well-balanced curriculum programme. Sufficient coverage of the curriculum is provided while affording students opportunities to engage in subject offerings such as library, physical education and the aesthetics at the requisite grades. Enhancements such as pull-out reading programme, Drop Everything and Read (DEAR) and Stop and Write (SAW), provides enrichment for the school's offerings. The school also makes deliberate attempts to enhance learning through field trips, clubs, and sporting activities.

**Overall, the provisions for student safety, security, health and wellbeing are exceptionally high**

Parents express confidence in the safety and security provisions of the school, due to the well-developed and carefully implemented policies that are in place to ensure that all students, staff and visitors are safe and secure. Provisions for health and wellbeing are exceptionally high.

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

- The shared vision for excellence by all stakeholders
- The excellent relationship between the Board, management team, staff, parents, and students
- Strong leadership and management team which has teaching and learning at its core
- Effective use of available resources
- High performance in national examinations
- Effective self-evaluation systems
- Wide and balanced curriculum and extra-curricular offerings
- A safe and secure learning environment

**How effective is the school overall?**

The overall effectiveness of the school is **exceptionally high**

# Findings of School Inspection

## 1) School Leadership and Management

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

**Overall, leadership and management is exceptionally high**

**School-based leadership and management is exceptionally high**

Leadership at the school is very inclusive and collaborative. The Principal is a visible team player who models the desired behaviour he desires to see in his staff and students. For example, in speaking highly of him, some parents note that it is humbling to see the Principal reaching down to pick up a piece of paper that may be out of place, and disposing of it properly. The vision of “*collectively striving for excellence...*” resounds within the walls of the school. Staff members are cohesive and committed to the school’s growth and development. Some parents share that some of the teachers enrol their own children to the school, and this is a testimony of their commitment and support to the vision. Teaching and learning are at the centre of the school’s focus; consequently, systems for strengthening accountability have been put in place and there is a monthly *meeting of the minds* dubbed ‘Community of Learners’. In these sessions, all teachers meet with the Principal and participate in a review and development session. Roles and functions are clearly defined within the school and policies are in place to guide proceedings. A mentorship policy for example, ensures that new teachers are nurtured into performing at their utmost. The school has a comprehensive system of documentation that provides easy access to required documents. The school has also been making steady strides in documenting its successes through electronic media on its website, and through printed media via its annual yearbook.

**Self-evaluation and school improvement planning is exceptionally high**

Self-evaluation is consistently done and is multi-faceted. There is a school-wide process that is undertaken every three years, where a total SWOT analysis is done of the school and its systems. This process is carried out over a period of days until a final document is developed. Each summer, an analysis of the school’s academic and social programme and performance is undertaken. These analyses are undertaken with reviews of termly assessments and yearly assessments conducted at the individual class and grade levels. Monthly meetings are held at the grade level and are used for the analysis of performance. At the varying levels, these evaluations are then used to set goals and targets for improvement and guide the placement of students as well as teachers. For example, there is a class of students in each grade who are not performing at the desired level and are assigned to teachers trained in special education. The school’s culture surrounds development and sustaining excellence, and as such, their improvement plans echo these themes. There is consistency across all levels of planning; at the school-wide level, principal’s level and individual teacher’s level for improvements in literacy and numeracy. From their evaluation of students’ performance, for example, they have noted the weaknesses in students’ communication task, and as a result, have implemented set minutes each day for students to devote to writing. Targets and plans put in place are monitored through monthly meetings held; and, the school’s annual review and planning incorporate the views of different stakeholders.



## **Governance is exceptionally high**

The Board of the school is very supportive and plays an active role in all school events. Meetings are held twice per term, but even more frequently when the need arises. Outside of regular meetings, members of the school board make regular visits to the school and are in frequent communication with the Principal. The Board is fully aware of its role and functions in the school as agents of the Minister of Education and plays its role in holding the leadership of the school accountable for standards, students' outcomes and spending. Members of the Board, for example, are involved in recruitment and selection of teachers; they review students' as well as teachers' performance annually and scrutinize the management of the school's finances so as to ensure compliance with requisite guidelines. The Board has intimate knowledge of the various operations of the school; is well aware of the school's performance; and, supports the implementation of policies in order to raise standards and strengthen students' progress.

## **Relationship with parents and the local community is exceptionally high**

The school receives strong support from the parents and local community towards developing students' learning. Communication links with the parents are very well established. In addition to general Parent Teacher Association (PTA) meetings that are well-attended, there are grade and class PTAs, class WhatsApp groups, PTA group email, among other media that are used to facilitate communication. Members of the parent body in these meetings are generally kept abreast of the school's targets as well as the achievement of those targets and are provided with opportunities to share their suggestions. They express their support for the leadership of the school and the duty of care demonstrated by the teachers; they speak proudly of the school being their school of choice. Almost all parents play an active role in their children's education; many attend workshops planned to help parents sharpen their skills in literacy and numeracy so as to better assist their children. There is a thrust to have fathers, in particular, being more involved; a Father's PTA session was successfully held recently with over 80 fathers in attendance. Parents often supervise classes in the absence of a teacher; assist with workdays; and, sustain the school's beautification programme. Community organizations have partnered with the school on projects, and its members support the school's fundraising ventures. The school is part of the First Global Bank's *Pitch Perfect* programme aimed at strengthening learning through music and received a total repainting job through paint and labour provided by the bank, with support from parents, as part of a Labour Day project.

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

## **2) Teaching Support for Learning**

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

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

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

Almost all teachers demonstrate a good knowledge of their subject areas as shown in their accuracy of content, explanations given to clarify misconceptions and the confident, energetic way they impart knowledge to students. Almost all demonstrate an understanding of how their students learn best. They simplify concepts and make the content and subject meaningful and interesting to students through various activities. Encouraging collaboration among students, providing content in a variety of methods such as jingles, songs, charts and word cards to stimulate interest and participation, as well as applying lessons to students' everyday experience are some of the ways teachers deliver their content. For example, in a Grade 6 mathematics lesson on statistics, students in groups went outside and participated in actual data collection that was then transferred to a frequency table, then a bar graph. Most teachers evaluate most of their lessons mainly by commenting on students' learning while few reflect on the quality of their teaching, and what will be done to bring about improvements.

**Teaching methods are good**

Almost all teachers consistently plan lessons with objectives aligned with culminating activities, teaching points, and notes. Many teachers use the 5E format and differentiated instructions to enhance the learning experience. Almost all manage time well; pacing activities which engage and encourage the participation of almost all students, including the boys. Many enrichment activities are used to motivate students in a meaningful way. The more effective ones include demonstrations on the whiteboard, group work, questioning, jingles and role play. These methods help to concretize ideas and principles and keep students engaged and focused. For instance, in a Grade 3 mathematics lesson, students worked in groups to create their own geometric designs to illustrate line segments and polygons. In a Grade 4 mathematics lesson on measurement, the teacher made the lesson relevant to students' experiences while involving them in the process of measuring the height of their peers. During lessons, there is good dialogue between teachers and students and most teachers are adept at asking probing questions to challenge students' thinking and explanations. And, most students are comfortable asking and responding to questions. In almost all lessons, teachers used a variety of materials for enhancement, including the whiteboard to record important points, word cards, charts, and worksheets. For instance, discarded plastic bottles, peas and rice were effectively used to teach the concept of capacity. A few teachers make use of Information Communication Technology (ICT) particularly to introduce their lessons. In most lessons, teachers make a good effort to motivate their students by praising them throughout the lesson or facilitating their participation. The creativity demonstrated by teachers in introducing their lessons aided the comfort level of the students to participate. A Grade 6 religious education lesson had the teacher singing "Dip Dem Bedward" and acting as a revivalist which excited the students and engendered effective participation.

**Students' assessment is good**

Assessment is integral to all lessons as teachers ask questions continuously, as well as give homework, and seatwork. For instance, in a Grade 2 lesson on care and safety of self, the teacher constantly questions the students at various intervals to probe and extend the

students' understanding and views of what is being taught. In all classes observed, teachers frequently gave oral and written feedback to students by responding to queries, correcting workbooks, reinforcing concepts, and clarifying issues. These practices help to measure students' attainment and understanding and allow teachers to determine how to proceed with lessons. There is a school-wide assessment policy in place which guides teachers' practice. All teachers observed, develop neat mark books with students' test scores such as class tests and quizzes so as to evaluate and track students' performance. Good use is made of assessment information by teachers to inform teaching and learning. In a Grade 6 mathematics class for example, when students were having challenges placing information on the bar graph the teacher used the whiteboard to demonstrate to students how to select the better options for the x-axis and y-axis. On a wider scale, common planning time sessions are used on occasions to discuss areas of weaknesses and efforts are made to correct these areas in teaching. On an even wider scale, upon recognizing the weaknesses students have in writing expressions, the school included *Stop and Write* sessions each day for all classes in the school.

### Students' learning is good

In almost all lessons, students are eager to participate in class activities. For example, students in a Grade 1 mathematics lesson eagerly participated in an addition game where they jumped like a bunny and landed on the correct sum. Similarly, in a Grade 4 mathematics lesson, all students were equipped with the requisite tools, textbooks and rulers, ready to engage in learning. Most students are developing skills of predicting outcomes, research, interpretation and application. In one Grade 6 mathematics lesson, for example, students did a survey on the number of students in each Grade 6 class and presented the information on bar graphs; in a Grade 3 language arts lesson, students used dictionaries to define some 'br' words; and in a Grade 5 mathematics lesson, students used their hand span to estimate the perimeter of objects in the room, then compared the result to an actual measurement. Further, most students are given opportunities to apply concepts to real-life situations. For example, in Grade 6 religious education many students could share experiences of their own baptism and in Grade 4 resource and technology, students reused plastic bottles to create pieces of art such as pencil holders and toys. Students work collaboratively to share materials and ideas, as well as to solve problems. In Grade 1 integrated studies, students worked as a team to demonstrate the correct way to cross the road. Many students demonstrate a high level of critical thinking and problem-solving skills, for example, most students in a Grade 2 lesson, in their groups were able to make predictions about measurement and compare the actual measurement with the predicted message.

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

### 3) Students' Academic Performance

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

**Overall, students' performance in national tests is good**

#### **Students' performance in English is good**

The schools' performance in the Grade Four Literacy Test (GFLT), as well as the Grade Six Achievement Test (GSAT) language arts and communication tasks, met or exceeded expectations in all years of the 2013 to 2015 period.

The GFLT mastery remained above the national mastery between 2013 and 2015 with surpluses of 24, 24 and 15 percentage points respectively. The participation rate did not fall below 95 per cent for the period. The school performed above the national averages in both GSAT language arts and communication tasks for the 2013 to 2015 review period.

An examination of the performance by gender revealed that there are slight differences between the performance of boys and girls. The girls outperformed the boys in communication tasks throughout the period but the boys were ahead in language arts in 2014 by one percentage point. There were nine fewer students sitting the GSAT language arts and communication tasks in 2015 compared to the 207 who sat in 2013.

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

The schools' performance in the General Achievement in Numeracy (GAIN) and GSAT mathematics met or exceeded expectations throughout the 2013 to 2015 period.

The school's performance in the GAIN was above the national mastery each year with surpluses of 30, 34 and 31 percentage points respectively. The participation rate did not fall below 97 per cent for the period. The school's GSAT mathematics average in 2015 was only one percentage point less than that of 2013. Notwithstanding, the school remained above the national averages over the period by up to 11 percentage points in 2015.

While there is hardly any difference between the performances of the different genders, the boys performed above the girls in all years except 2013 when girls were ahead by seven percentage points. There were nine fewer students sitting the GSAT language arts and communication tasks in 2015 compared to the 207 who sat in 2013.

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

## 4) Students' Academic Progress

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

**Overall, students' progress in relation to their starting points is exceptionally high**

#### **Students' progress in English is exceptionally high**

One hundred and eighty-four (184) students entered Southborough Primary in 2009. An average of 80 per cent of the students in the Cohort was found to be proficient in the literacy components (oral language, reading, writing and drawing) of the 2009 Grade One Individual Learning Profile (GOILP). By 2013, 98 per cent of the students in the cohort attained mastery in the GFLT. In 2015, when the students from the cohort sat the GSAT language arts they attained an average score of 77 per cent.

Over time, the school has been making progress in its performance in national examinations. The GFLT mastery improved overall between 2013 and 2015 by two percentage points from 98 to 100 per cent. The GSAT language arts and communication tasks averages increased for the period by seven and nine percentage points respectively.

Most students make excellent progress in English lessons across the grades. Almost all Grade 1 students are able to write simple sentences identifying naming words (nouns), action words (verbs) as well as descriptive words (adjectives); for example, "John sits on the dirty floor". Almost all students in Grade 2 are able to use their own words to accurately define adjectives and describe objects in the classroom using adjectives. Most Grade 3 students use their dictionary skills well to assist them in making a list of 'br' words; from which almost all students are able to work in groups to make sentences. Almost all Grade 4 students are interpreting and using context clues to help them arrive at the antonym or synonym for words underlined in a sentence. For example, Phil was not cautious, he was seen. Almost all Grade 6 students have developed skills in descriptive writings (essay writing). Most of them are able to identify different types of adverbs, classify them and explain each.

#### **Students' progress in mathematics is exceptionally high**

Eighty-nine (89) per cent of students in the 2009 cohort were proficient in the number concepts component of the GOILP. In 2013, 86 per cent of the students attained mastery in the GAIN. In 2015, the average score in GSAT mathematics was 67 per cent.

The school's performance in the GAIN improved overall between 2013 and 2015 by six percentage points from 86 per cent, the lowest for the period to a peak of 92 per cent. The performance in GSAT mathematics decreased slightly for the same period.

Most students make good progress in mathematics lessons across the grades. In Grade 1, - almost all students are able to interpret and calculate simple mathematical worded problems; they are able to use counters or fudge sticks to demonstrate how to find the sum in a worded problem. Most are also able to add numbers to get a sum, for instance,  $5+1=6$ ;  $7+0=7$ ;  $6+6=12$ . Most students in Grade 2 are able to compare sizes of containers in terms of larger or smaller and are able to measure and record the measurement for different objects. For example, they estimated correctly that one cup of rice would fill one container while two cups of rice to fill the bottle. Most students in Grade 3 are able to differentiate between the line and line segment; are able to identify different polygons; and, use line segments to create different polygons. In Grade 5, almost all students are able to use

appropriate measuring instruments while working in groups to measure different objects in the classroom and find the perimeter. Almost all students in Grade 6 are able to collect data, place data on a frequency table, and transfer data from the frequency table to the bar graph. They are also able to explain why different steps are undertaken.

<b>How much progress do the students make, in relation to their starting points?</b>	
Grades	<b>1-6</b>
How much progress do the students make in relation to their starting points in English?	<b>Exceptionally high</b>
How much progress do the students make in relation to their starting points in mathematics?	<b>Exceptionally high</b>

## **5) Students’ Personal and Social Development**

### **How good is the students’ personal and social development?**

**Overall students’ personal and social development is good**

**The students’ behaviour and attitudes are exceptionally high**

Almost all students behave exceptionally well in lessons and around the compound. They are polite and respectful to their Principal, teachers and support staff. They walk in a queue to enter the school building and they remain seated in the classrooms when eating their lunch. In lessons, most participate willingly in class activities, respond positively to their teachers’ instructions and encourage their peers. Almost all students are well prepared for learning and have their pencils, books and other learning equipment ready. For example, in a Grade 6 mathematics lesson, all the students had their graph papers for the lesson activity. At the break, students play vigorously while demonstrating good sportsmanship; but are surprisingly transformed back to their astute demeanour by the sound of the second bell, ending the break.

**Punctuality and attendance is good**

At 93 per cent average attendance for the past three years, almost all students attend school regularly. Punctuality to school is even better; and, unpunctuality to classes are almost non-existent. The transition from one lesson to the next is organised and conducted in a seamless manner. Very little time is lost as students remain in their respective classrooms and they respond promptly to the bell which signals the end of the break and lunch periods.

**The civic understanding and spiritual awareness of the students are good**

Most students are aware of and understand Jamaica’s heritage and culture. All students love Jamaica and are able to identify aspects of the Jamaican culture that they like including the food, beaches, hospitable people, and dances such as the May Pole. They are able to name the National Heroes and state that they fought for the people. They are also able to name National Symbols including the Coat of Arms. In addition, most are able to name famous Jamaicans such as Bob Marley, Usain Bolt and Louise Bennett-Coverly. Most students are aware of their civic responsibilities as they were observed sweeping and emptying garbage bins during lunchtime. Many commit to exercising their rights and leading by example as part of their civic responsibilities. They also believe that as citizens they should contribute to



Jamaica's development. One student identified Christmas as her favourite celebration for the year since it provides the opportunity for her to give back to the less fortunate in society. Students are given the opportunity to assume leadership roles such as prefects, monitors, peer counsellors and Principal's ambassadors who have special responsibilities that contribute to the smooth operation of the school. All students participate in class devotions reverently; some conduct devotions in groups while the others participate. Most students attend church on a regular basis to worship the Lord and learn about Jesus and Bible scriptures.

### **Students' economic awareness and understanding is good**

Most students demonstrate a sound awareness of Jamaica's economic situation. They are able to state that the government makes money through the exportation of goods and collection of taxes such as General Consumption Tax (GCT) and Property Tax. They also state that the government uses the money it earns to support its citizens; for example provide for the less fortunate, improve infrastructure, and pay salaries. Some upper school students are able to name industries in Jamaica such as tourism, farming, mining and fishing. Also, many students state that they would assist in providing food and clothing for the poor. Almost all students state their desired career choice; many for example, said they want to become nurse, lawyer, journalist, marine biologist and a professional footballer. In so doing, they will be able to, among other things, care for sick persons, protect the environment, and to reduce crime and violence.

### **Students' environmental awareness and understanding is good**

Most students are able to discuss local environmental issues. They state that improper garbage disposal in Jamaica is a major environmental concern and certain diseases result from abuse of the environment. They are also able to identify health issues that arise from environmental breaches. The classrooms, corridors, stairs and compound are kept clean. Furthermore, many students were observed tidying up classrooms and disposing of garbage in the drums during the lunch break. Almost all students take care of the school compound; they do not litter and they willingly participate in clean-up activities. Also, many students encourage their peers not to litter. Some students are able to state actions they would perform to prevent some manmade disasters; for instance, reducing flooding through cleaning the gutters and limit deforestation by replanting trees.

<b>How good is the students' personal and social development?</b>	
Grades	<b>1-6</b>
Students' behaviour and attitudes	<b>Exceptionally high</b>
Punctuality and attendance	<b>Good</b>
Civic understanding and spiritual awareness	<b>Good</b>
Economic awareness and understanding	<b>Good</b>
Environmental awareness and understanding	<b>Good</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 exceptionally high**

**The quality of human resources is exceptionally high**

The school is staffed with qualified and knowledgeable teachers who are dedicated to meeting the learning needs of all students and are achieving good results. All teachers possess a qualification in education; six of the 37 teachers have only a teachers' diploma. Thirty-two of the 37 active teachers are suitably trained either in primary, special or early childhood education. Members of staff are currently pursuing masters and bachelor's degree programmes. The members of the support staff include one secretary, one groundsman, two security guards, four watchmen, three cleaners, and one cook with four assistants. Together, they effectively strengthen the work of the school. Teachers' professional development is offered every term along with monthly sessions of reflection and development provided through the Community of Learners. Over the past two years, members of the support staff have been also receiving regular development and training sessions such as in customer service and professionalism in the workplace.

**Use of human resources is exceptionally high**

Teachers are effectively deployed based on their qualifications and their proficiency in teaching specific levels of students so as to maximize students' outcomes. Reading specialists work in pull-out intervention programmes to build the literacy skills of students who have reading difficulties. Teachers with training in special and early childhood education are assigned to the lower school and Grade 4. Teachers attend school regularly and are generally present at school by 7:45, which is 15 minutes before school begins as stipulated by the Board. They are also punctual for lessons, as almost all lessons begin on time. The support staff has been effectively deployed and supervised to ensure the proper maintenance of the facility.

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

The school premises are well kept with flowering plants and shrubs which enhance the landscape. The classrooms available are adequate and spacious with seating and storage furniture for both students and teachers. The resource room has 13 functional computers and a variety of reading books and software to develop the literacy skills of struggling readers. There is a school library that provides books for students at the various grade levels, and wi-fi access is available across the campus. All classrooms are print-rich with a wide variety of creative learning materials in good condition. Additionally, the freshly painted walls provide a welcoming environment for learning. Notwithstanding, the school's playfield, along with ICT resources are limited; consequently, teachers resort to using their own in lessons, and the school is soliciting assistance to improve on the playfield.

**The use of material resources is exceptionally high**

The school buildings and grounds are effectively and efficiently used to facilitate learning. The walls are well utilized to display character building and curriculum-related materials and are even used for lessons as well. For example, one class of Grade 2 students in looking at career paths made a tour to the wall which displayed different careers. In other lessons, almost all teachers make very good use of the available resources to strengthen their



practice. For example, they use manipulatives, their own laptops and cellular phones, available projectors, textbooks, worksheets and whiteboards to strengthen learning activities. The reading resource rooms and library are used for lessons. The building is often used for community-related meetings and its quadrangle and well-set stage has been ideally used for various concerts and functions.

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	Exceptionally high
Use of human resources	Exceptionally high
Material resources – quality and quantity	Good
Use of material resources	Exceptionally high

## 7) Curriculum and Enhancement Programmes

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

**Overall, provisions for the curriculum and enhancement programmes are exceptionally high**

**Provisions for curriculum are exceptionally high**

The school has an organized system in place that oversees the monitoring of the curriculum. The Revised Primary Curriculum (RPC) is utilized in Grades 2, 3, 5 and 6, while the National Standards Curriculum (NSC) is used in Grades 1 and 4. The school has a Curriculum Implementation Team (CIT) that meets regularly throughout the year to ensure the efficient delivery of the curriculum. The curriculum is further reviewed and adapted to meet the needs of the varied learners particularly through weekly common planning time that involves the cooperative input of all teachers in planning specific lessons for the week. There are detailed reports of the agenda for each meeting that includes a report of weaknesses and strengths in lessons taught and strategies to improve on lessons. Best practices are demonstrated and the sharing of information is of paramount importance in these meetings. All grades are taught physical education (PE) and Health and Family Life Education (HFLE), and in Grades 4 to 6, the aesthetics support the core subjects. There are Literacy pull-outs for Grades 1-4 led by the two Literacy specialist teachers who have timetabled interventions in the literacy centre for students at the various reading levels. Drop Everything and Read (DEAR) as well as Stop and Write (SAW) sessions are interventions scheduled immediately after lunch each day. There are adequate displays of students' work, models and charts reflective of curriculum content that has been covered since the start of September. For example, in one Grade 4 class, there was a creative display of students' work on the use of recycling materials such as papers and plastic bottles to create flowers that were created in resource and technology sessions. The activities integrated into almost all lessons are relevant and provide students with the opportunity to practise skills in authentic situations as well as make cross-curricular links between subjects. For example, in Grade 3, students were able to write

and present news reports on hurricane Matthew; and in Grade 4, art was integrated in a mathematics lesson as students collected pictures of units of measurements to create a collage.

### **Enhancement programmes are exceptionally high**

There is a good assortment of academic, sports, cultural and environmental programmes available to all students. There are 35 clubs and all students and teachers are assigned to at least one club. Clubs are timetabled on a Thursday from 2:30 p.m. to 3:30 p.m., and many of the clubs are curriculum-related, thus providing extension and reinforcement for students. Some of the clubs include 4H, Bible, math, Spanish, builders, future leaders, sign language, drama, cheerleading, quiz, debate, recorder, chess, optimist, reading, youth empowerment, needlecraft and spelling. There is a standardized *Extra-Curricular Activities Report Form* that captures pertinent information such as a teacher in charge, club leaders' name and roles, objectives of the club and activities for each term. Records are kept of the students in each club and registers of attendances are kept. There is a section in the library displaying photo albums of various school events held over the years. There are also award plaques, certificates and newspaper clippings of times the school was featured in Children's Own, Gleaner and The Jamaica Observer. The school also participates in Jamaica Cultural Development Commission (JCDC) festival, Mathematics Olympiad, and Primary Champs. Students are given opportunities to go on field trips and excursions are slated on the school's calendar for each grade. One field trip recently provided the opportunity for over 130 Grade 4 students to visit the Old House of Assembly in Spanish Town which houses the St. Catherine Parish Council, as part of their social studies curriculum on governance. Other activities include 'in house' netball and football competitions, sports Day, Jamaica Day and Math Fair. The school continues to maintain good community links, for example, they participated in the Portmore Health Care Complex Black History Month Concert in 2016. Notably, there are opportunities to incorporate parents in the delivery of the curriculum; parents are offered curriculum-based workshops to aid them in helping their children. These workshops are scheduled on the school's calendar of events.

<b>How well do the curriculum and any enhancement programmes meet the needs of the students?</b>	
Grades	<b>1-6</b>
How well does the curriculum meet the needs of the students?	<b>Exceptionally high</b>
How well do the enhancement programmes meet the needs of the students?	<b>Exceptionally high</b>

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

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

**Overall, the provisions for student safety, security, health and wellbeing are exceptionally high**

#### **Provisions for safety and security are exceptionally high**

The school has the safety and security of its stakeholders as a priority and has established a policy and implemented practices to ensure that this is maintained. The school has two security guards who are responsible for enforcing some of the policies of the school. One security guard, for instance, stationed at the entrance is responsible for monitoring the gate, documenting visitors to the school, and ensuring that students and visitors are appropriately dressed. The second security guard mans the inner gate and escorts visitors to the relevant staff as necessary. There are appointed times for parents to enter the compound; outside of these scheduled times, they have to register with the security and be brought directly to the secretary. Security cameras add to the safety features of the school and allow for close monitoring of the school grounds and the immediate environs. There is proper signage all around with emergency exit and assembly points in case of emergency. Danger signs for poison, harmful, flammable, serve as reminders to all personnel while encouraging safety at all times. There is a perimeter fence which encloses the entire school making it difficult for intruders to access the school premises. Within the perimeter fence, the quadrangular design of the school buildings, along with the manned point of entry provides an extra layer of security. Parents express confidence in the level of safety and security provided for their children. Security and school's personnel ensure the proper monitoring of the school plant and students at all times.

#### **Provisions for health and wellbeing are exceptionally high**

The Guidance Counsellor spearheads a programme of healthy lifestyles for all stakeholders by having classes to promote this type of living and also making presentations to parents on what they should prepare for their children's snacks. Garbage receptacles are strategically placed to allow students easy access for disposal of waste. There are also clean bathrooms with running water, and a well-kept kitchen and tuck shop area. Good rapport exists between teachers and students as observed in lessons and so most students are comfortable asking and answering questions and engaging in dialogue with teachers. The students call the ancillary workers 'Auntie' and the workers know them by names. Medical issues are reported to teachers and, in severe cases, the Guidance Counsellor takes students' to the doctor's office. The Principal's Ambassador Programme targets students with behaviour challenges and these students are given responsibilities around the compound. This programme has gained success as students' behaviours have transformed as a result of this intervention. There are in house staff development activities for teachers and also one for parents focusing on alternate forms of discipline. There are 98 students on the PATH who benefit from a subsidised meal daily.

How well does the school ensure everyone's safety, security, health and wellbeing?	
Grades	<b>1-6</b>
Provisions for safety and security	<b>Exceptionally high</b>
Provision for health and wellbeing	<b>Exceptionally high</b>

## Recommendations from the Previous Inspection

On March 29, 2012, the following recommendations were made:

1. The School Management Team (SMT) should continue to promote excellence by:
  - a. More rigorously monitoring of lesson planning to ensure that all elements including content and daily activities are outlined in each plan
  - b. Ensuring that all teachers develop a culture of more efficient evaluation and comprehensive reflection of teaching episodes in order to provide adequate information to inform planning for subsequent lessons
  - c. Continue training in the delivery of mathematics in order to improve content knowledge.
2. The Principal should further boost the monitoring of students during the non-teaching time such as during break and lunch.

## Recommendations

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

1. The Board of Governors and Senior Management Team (SMT) should continue to maintain excellent standards and further improve the provisions for quality teaching by making more ICT available for teachers to use in lessons.
2. Teachers should further strengthen the quality of their teaching by:
  - a. broadening their reflective practice and include in their lesson evaluations reflection on the lesson based on the objectives that were outlined, the teacher and his or her delivery as well as the students and their response to the lesson.
  - b. incorporating more differentiation in lessons so as to facilitate to a greater extent, learning for all students.

## Further Action

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



Maureen Dwyer  
Chief Inspector  
National Education Inspectorate

## List of Abbreviations and Acronyms

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

## Appendices

Appendix 1 - Record of Inspection Activities

Appendix 2 - Inspection Indicators

Appendix 3 – National Test Data

Appendix 4 – Stakeholders Satisfaction Survey



## Appendix 1 - Record of Inspection Activities

Evidence for this report was based on the following:

Total number of lessons or part lessons observed	38
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	English	Maths	Other
Number of lessons or part lessons observed <b>[Primary]</b>	12	12	14
Number of lessons or part lessons observed <b>[Secondary, either grades 7 – 11 or 7 – 9 in an all-age school]</b>			

Number of scheduled interviews completed with members of staff, governing body and parents	12
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Number of scheduled interviews completed with students	02
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	Parents	Students	Teachers
Number of questionnaires returned and analysed	-	147	20

## Appendix 2 - Inspection Indicators

Inspection indicators serve a number of purposes:

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

## Inspection Indicators

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

#### 1.1 School-based leadership and management

##### Key strands

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

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
<p><b>Senior leaders lack drive and do not enjoy the respect of significant numbers of staff and students</b></p> <p>The school has no coherent set of aims. Few members of the school's community know what they are or are working deliberately towards their achievement</p> <p><b>Senior leaders exert little influence over the quality of teaching and learning. They might be complacent about the standards the students achieve</b></p> <p>There is generally low morale among the staff and students</p> <p><b>The school is poorly managed; its day to day operation is liable to frequent disruption</b></p>	<p><b>Senior leaders are not always visible around the school and do not exert sufficient authority over staff or students</b></p> <p>The school lacks direction. Its aims are unclear and there is little sense of common purpose among the staff</p> <p><b>Senior leaders devote too much time and effort to administrative tasks and focus insufficiently on the quality of teaching and learning</b></p> <p>It is apparent that some members of the staff lack commitment to their work with students</p> <p><b>Although it might operate smoothly most of the time, many of the school's management systems are inefficient</b></p>	<p><b>Senior leaders are visible around the school and have clear authority over staff and students</b></p> <p>The school has stated aims, but it might but lacks strategies for the attainment of goals</p> <p><b>Senior leaders make the achievement of high standards the focus of their work</b></p> <p>Most members of staff have confidence in, and respond well to, the leadership of the school and are committed to their work with students</p> <p><b>The school operates efficiently day to day</b></p>	<p><b>Senior leaders lead by example and exert a strong, positive influence on staff and students</b></p> <p>They provide a clear sense of direction for the school and communicate effectively a common purpose</p> <p><b>Senior leaders focus strongly on maintaining and improving student outcomes</b></p> <p>Effective staff teams share responsibility and are accountable for ensuring high quality outcomes for students</p> <p><b>The school's systems and processes are well thought-out and highly efficient</b></p>	<p><b>Senior leaders are respected by staff and students as highly effective and skilled professionals</b></p> <p>They articulate a compelling vision of the school's ambitions for the future and how they will be achieved</p> <p><b>Senior leaders exert a decisive influence in consistently promoting teaching and learning of high quality</b></p> <p>Individuals and teams at all levels are deliberately empowered to innovate and take responsibility</p> <p><b>The school is managed with flair and imagination in the interests of maximising opportunities for all students</b></p>

## 1.2 Self-evaluation and improvement planning

### Key strands

- Rigour and accuracy of the school's routine self-evaluation process
- The extent to which the views of parents, students and others are taken into account
- The identification of appropriate priorities for improvement
- The quality of plans for improvement
- The extent to which plans are monitored and result in genuine improvement

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
<p><b>Senior leaders do not have a realistic view of the school's strengths and weaknesses because key areas of its work are not evaluated effectively</b></p> <p>Little or no feedback is sought from parents, students and other groups</p> <p><b>Planning for improvement is not based on well-judged priorities</b></p> <p>Plans are vague, often propose too many unrealistic and unachievable priorities</p> <p><b>There is no evidence of improvement plans leading to raised standards or better teaching</b></p>	<p><b>Self-evaluation is informal and inadequately developed. It pays insufficient attention to monitoring the standard of students' work and the quality of the teaching</b></p> <p>There is little systematic attempt to gather the views of parents and students of the work of the school</p> <p><b>The school's improvement plans do not focus sufficiently on raising the quality of teaching and learning</b></p> <p>Planning for improvement is unrealistic and responsibilities are unclear</p> <p><b>Plans often remain unimplemented and there is little evidence of their leading to real improvement</b></p>	<p><b>The school has processes for monitoring the standard of students' work and the quality of teaching</b></p> <p>Steps are taken to find out what parents, students and others feel about the quality of the education the school provides</p> <p><b>The school's priorities for improvement are based on a sound analysis of its performance</b></p> <p>The school prepares an improvement plan on the basis of a range of suitable evidence</p> <p><b>There is some evidence that recent plans have brought about intended improvements</b></p>	<p><b>Senior leaders know the school well as a result of the regular and rigorous evaluation of student performance and the quality of teaching</b></p> <p>The views of parents, students and other groups are systematically sought and analysed</p> <p><b>Senior leaders use the outcomes of self-evaluation reliably to identify and manage key priorities for improvement</b></p> <p>Improvement plans are realistic, ambitious and achievable</p> <p><b>They usually result in prompt and effective action to make necessary improvements</b></p>	<p><b>Systematic and rigorous evaluation is embedded in the school's practice at all levels, generating valid and reliable information</b></p> <p>Parents, students and others help to identify the school's strengths, weaknesses and its key priorities for improvement</p> <p><b>The school identifies a manageable number of key priorities for improvement</b></p> <p>The strategies adopted in the improvement plan are fit for purpose and implemented thoroughly and intelligently. Their impact is evaluated carefully and they are often adjusted in consequence</p> <p><b>Improvement plans result in genuine improvement</b></p>

## 1.3 Governance

### Key strands

- The quality of the Board's contribution to the leadership and management of the school
- The extent to which the Board holds the school's professional leaders to account for key aspects of its performance
- Board's knowledge and understanding of the school

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
<p><b>The Board makes no effective contribution to the leadership and management of the school. It provides very little practical support to the school's professional leaders. Its members have very little accurate appreciation of the school's strengths and weaknesses</b></p> <p>The Board has little understanding of how it could hold the school's professional leaders accountable for its performance and spending</p>	<p><b>The Board exerts little influence on the work of the school. It does little to support the efficient and effective management of the school</b></p> <p>Some members might understand some of the school's strengths and weaknesses, but the Board does not hold the school's leadership accountable for its performance and spending</p>	<p><b>The Board undertakes strategic oversight of the overall direction of the school. It carries out all its legal responsibilities. The Board provides consistent support to the school's professional leaders</b></p> <p>It receives from the Principal regular accounts of the quality of the school's work and of the impact of spending decisions</p>	<p><b>The Board exerts a significant strategic influence in leading the school's development. It influences the work of the school by challenging as well as supporting its professional leaders</b></p> <p>The Board has a good grasp of the school's strengths and weaknesses. It has a clear commitment to raising standards and improving the quality of the education it provides</p>	<p><b>The Board makes a considerable contribution to the leadership of the school. It is fully involved in strategic planning and in formulating policy. The Board knows the school well. It promotes change and improvement and plays a key role in links with the community</b></p> <p>It works highly successfully in support of the school's professional leaders, while holding them firmly to account for the school's performance</p>

## 1.4 Relations with parents and the local community

### Key strands

- The quality of the school's communication with, and reporting to, parents
- Parents' involvement with their children's education and the work of the school
- The school's links with organisations and agencies in its local community

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
<p><b>There is inadequate communication with parents. Arrangements for reporting on students' progress are poor, and parents are not sure how well their children are doing at school</b></p> <p>Parents are not encouraged to play their part as active partners in their children's education. Parents are unwelcome at the school and their views are seldom sought</p> <p><b>There are few, if any, productive links with organisations and agencies in the local community</b></p>	<p><b>Communication with parents is insufficiently frequent and of poor quality, giving little information about children's progress and wellbeing</b></p> <p>Parents' views are rarely sought and too often disregarded. Some parents are actively involved in the school but many have insufficient understanding of how they can contribute effectively to their children's education</p> <p><b>The school makes insufficient use of the resources offered in its local community and by outside agencies</b></p>	<p><b>The school uses established and reliable means to communicate with parents. The school informs parents regularly on matters relating to their children</b></p> <p>Many parents attend school consultation events. Parents are welcome at the school and their concerns dealt with effectively. Parents are invited and helped to contribute to their children's education. Parents' views are sought on the quality of the school's work</p> <p><b>There are some productive links with the local community and outside agencies, which produce additional resources and enrich the curriculum</b></p>	<p><b>There is well established communication between home and school. The school provides frequent reports of students' progress and parents are welcome to speak to the teachers</b></p> <p>Parents are regarded as partners in their children's education and their views are valued and responded to. Many parents are involved in school activities.</p> <p><b>The school has built a range of productive links with the local community and agencies, which enhance important aspects of the school's provision</b></p>	<p><b>The school uses highly effective methods to communicate with parents. Parents receive regular and frequent reports of their children's academic and personal progress and how they could be improved</b></p> <p>They participate in the life of the school and are actively encouraged to be partners in their children's education in a variety of ways</p> <p>Parents are regularly consulted about the work of the school and views are influential</p> <p><b>The school enjoys highly productive links with external partners, which enhance and enrich students' educational opportunities</b></p>

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

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

#### Key strands

- Teachers' knowledge of their subjects
- Teachers' knowledge of how to teach their subjects
- Teachers' reflection on how they teach and how well students learn

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
<p><b>Many teachers have insufficient knowledge of the subjects they teach and how to teach them</b></p> <p>As a result, the progress that many students make and the standards they reach are seriously limited</p> <p><b>Teachers very rarely reflect critically on the quality of their practice and its impact on the students' learning</b></p>	<p><b>Some teachers have insufficient knowledge of the subjects they teach, which results in inaccurate teaching and incomplete coverage of the curriculum</b></p> <p>Some teachers lack the understanding needed to promote successful learning in their subjects</p> <p><b>Few teachers engage in deliberate and productive reflection on the quality of their practice</b></p>	<p><b>With very few exceptions, the teachers have a secure understanding of the subjects they teach</b></p> <p>They use their understanding to make clear explanations and knowledgeable responses to students' questions</p> <p><b>Most teachers reflect on the effectiveness of instruction, how well their students are learning and adjust their teaching as a result</b></p>	<p><b>All teachers have a thorough understanding of the subjects they teach</b></p> <p>In lessons, most teachers are able to help students overcome difficulties by offering different examples to illustrate points and different ways of tackling problems</p> <p><b>Most teachers regularly assess the impact of their teaching and adjust their approaches and methods accordingly</b></p>	<p><b>Teaching throughout the school is characterised by comprehensive understanding of subjects and the contributions they make to the curriculum as a whole</b></p> <p>Most teachers are adept at extending their students' capacity in their subjects</p> <p><b>Rigorous reflection and the search for more effective practice is the norm among teachers of all subjects</b></p>



## 2.2 Teaching methods

### Key strands

- Quality and effectiveness of lesson planning
- Management of time
- Range of appropriate teaching strategies
- Quality of interaction between teachers and students
- Use of learning resources

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
<p><b>Many lessons are poorly planned or not planned at all</b> Many lessons are poorly organised and much time is wasted</p> <p><b>Many lessons are monotonous, relying mainly on talk by the teacher. There is very little attempt to cater for the needs of individuals and different groups of students</b> Many teachers spend a high proportion of their time disciplining students</p> <p><b>Very few learning resources are used, other than standard textbooks</b></p>	<p><b>Many lessons are planned without reference to clear learning objectives</b> Some lessons are poorly organised and some students waste time</p> <p><b>The methods employed in some lessons are poorly matched to the needs of different groups of students</b> Many teachers employ only a narrow range of methods, resulting in dull teaching, which fails to motivate many students</p> <p><b>Many teachers use only a limited variety of learning resources and students are denied opportunities to make better progress as a result</b></p>	<p><b>Most lessons are effectively planned with clear purposes</b> Most lessons start promptly in a stimulating way and are rounded off effectively. They are organised efficiently so that tasks are not unnecessarily drawn out</p> <p><b>Most teachers use a range of teaching styles for different purposes, which motivate students of all abilities and promote sound gains in knowledge, understanding and skills</b> Most lessons are well-ordered and achieve their objectives. In many lessons teachers pose problems and encourage discussion</p> <p><b>Most teachers make adequate use of resources in addition to standard</b></p>	<p><b>Most lessons are planned according to clear learning objectives, which the students understand</b> Productive use is made of all the time available</p> <p><b>Most teachers recognise that different groups and individuals have different learning needs and they adapt their methods and resources accordingly</b> Most lessons are based on clear, confident instruction and comprise worthwhile activities that enable students of all abilities to make good progress. Students in many lessons are challenged to think critically, justify their views and develop reasoning</p> <p><b>Most teachers are adept at using a variety of</b></p>	<p><b>Nearly all lessons are planned according to clear learning objectives, which are successfully communicated to students of all abilities, so that they gain a real sense of achievement</b> Nearly all lessons contain a balance of activities with the use, where appropriate, of whole class, individual and group work</p> <p><b>Teachers' expectations are consistently high, and challenging for students of all abilities</b> Most teachers are able to inspire students to want to find out more. Their questions are often designed for particular students</p> <p><b>A wide range of learning resources is used to optimum effect in most</b></p>



Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
		<b>textbooks</b>	<b>resources to stimulate good learning</b>	<b>lessons</b>

## 2.3 Assessment

### Key strands

- Assessment as part of teaching and learning during lessons
- Assessment practices and record keeping
- Use of assessment information by teachers to inform teaching and learning
- Quality of feedback by teachers, in lessons and in written work, to help students identify and make improvements

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
<p><b>Few teachers undertake assessment regularly as an element in their teaching. Assessment is mainly restricted to formal tests. As a result, many teachers have only sketchy knowledge of their students' strengths and weaknesses</b></p> <p>Record keeping is poor and the school undertakes little analysis of test and examination results</p> <p><b>Most teachers make little or no use of assessment information to adjust their teaching</b></p> <p>Most teachers give little or no constructive</p>	<p><b>Assessment in many lessons is irregular and inconsistent. As a result many teachers do not have sufficient detailed knowledge of their students' progress</b></p> <p>Although the school might keep records of the results of tests and examinations, they are not used effectively to monitor the progress of individual students</p> <p><b>Students rarely evaluate their own and other's work. Few teachers use assessment information deliberately to assist their lesson planning so that weaknesses are tackled and</b></p>	<p><b>Most teachers regularly check their students' progress in lessons. As a result, most have some knowledge of individual students' strengths and weaknesses</b></p> <p>The school keeps records of assessment and undertakes some analysis of test results to identify patterns of attainment</p> <p><b>Many teachers use assessment information effectively when planning lessons and involve students in the assessment of their own and others' work</b></p> <p>Most teachers provide students with regular oral and written feedback on their</p>	<p><b>Most teachers employ consistent and effective classroom assessment practices to develop thorough knowledge of their students' performance</b></p> <p>Record keeping is thorough and organised well throughout the school. It tracks the progress of individual students against what is expected of them</p> <p><b>Most teachers use assessment information to understand what students need to do to improve and adjust their teaching in response. Many involve students in the assessment of their own and others' work</b></p>	<p><b>Almost all teachers routinely assess what students know, understand and can do in relation to their capabilities</b></p> <p>All teachers have access to assessment data that compares students' actual attainment with what has been predicted. They use it to evaluate the effectiveness of the curriculum and their teaching</p> <p><b>Students routinely use objective criteria to evaluate their own and each other's work</b></p> <p><b>Most teachers adjust their teaching to support students who need help and extend those challenged who</b></p>

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
feedback to students and seldom mark their students' written work	<b>students of all abilities are catered for</b> Teachers might regularly give oral feedback in lessons, but their marking is mostly cursory	work, but their marking might offer little specific commentary about how it could be improved	Most teachers give helpful oral feedback to students during lessons. Their marking helps students to understand how well they have done and what they need to do to improve their work	<b>could be further</b> Almost all teachers use oral and written feedback to give individual students useful insights into how well they have done and what they need to do next

## 2.4 Student learning

### Key strands

- Attitudes and motivation to learn
- Inquiry and research skills
- Application of learning to new situations and real life
- Collaboration between students
- Higher order and critical thinking

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
<b>A substantial proportion of students in many lessons are not engaged and are unable to explain what they are doing</b> Students rarely work without constant teacher direction and lack interest in learning. Many students are unable to find things out for themselves because they lack the necessary skills <b>Students seldom make connections between what they study in</b>	<b>A significant number of students in many lessons lack motivation and are easily distracted. They have only a general awareness of how well they are doing</b> In these lessons students typically undertake tasks that do not require much thought. Students only occasionally take the initiative or find out things for themselves and choose and use resources independently <b>Many students</b>	<b>Most students use their time well in lessons They can explain what they have learned and have an adequate understanding of their strengths and weaknesses and how to improve</b> They do what teachers ask of them, but might often be passive listeners. The majority of students work well without close supervision, but others might lack motivation or might be easily distracted <b>Most students</b>	<b>Most students are keen to learn Most are aware of their strengths and weaknesses and take steps to improve</b> Most students are able to take responsibility for selecting resources, using them independently and deciding what to do next. Most students can discover information to solve problems for themselves, using ICT when appropriate <b>Most can make clear connections</b>	<b>Almost all students are highly motivated and eager participants, fully engaged in learning and well aware of the progress they are making They routinely reflect on what and how they are learning</b> They are independent learners, able to organise and undertake work for themselves when required <b>The questions they ask show that they are making</b>

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
<p><b>different subjects. They rarely relate what they have learnt to their own lives outside school</b></p> <p>Many students are unable to work successfully with others in groups with a common purpose</p> <p><b>Higher order and critical thinking play little part in students' experience of school</b></p>	<p><b>are able to apply what they have learnt only when they are required to repeat a familiar procedure. They need a high level of support when asked to apply knowledge in new situations</b></p> <p>Many students, lack the skills they need to sustain co-operation with others to produce good work. Some do not understand the importance of listening to each other and taking turns</p> <p><b>Students rarely exhibit the capacity to think critically</b></p>	<p><b>can connect new and previous learning in simple ways and can relate what they learn about in school to real life situations</b></p> <p>Most students can work successfully in a group</p> <p><b>Higher order and critical thinking are sometimes features of learning in homework and in many lessons</b></p>	<p><b>between what they have learnt at different times and in different contexts. They can effectively communicate what they have learnt to others.</b></p> <p>Most students regularly collaborate productively with others in groups of different sizes, working for a variety of purposes</p> <p><b>Higher order and critical thinking are developed in many lessons</b></p>	<p><b>connections between new learning and what they already know. They apply skills, knowledge and understanding confidently and accurately in new contexts, tackling real life problems</b></p> <p>All students work successfully with others as a matter of routine to produce presentations and rehearse arguments</p> <p><b>Students think critically, justify their views and develop reasoning. They frame their own questions, seek answers and reach their own conclusions</b></p>

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

#### Key strands

- Performance in national and/or regional assessments
- Performance against the targets set for the sector and the school
- Performance of different groups
- Performance trends over time

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
<p><b>The performance of most students is very low in comparison with the national average</b></p> <p>The performance of most students is very low in comparison with national and local targets</p> <p><b>There are great disparities in the performance of different groups of students</b></p> <p>The trend in student performance over the last three years shows serious decline</p>	<p><b>The performance of many students is low in comparison with the national average</b></p> <p>The performance of most students is low in comparison with national and local targets</p> <p><b>There are significant differences between the performance of some different groups of students</b></p> <p>There has been a significant decline in student performance over the last three years</p>	<p><b>The students' performance is generally in line with the national average</b></p> <p>The performance of most students is generally in line with national and local targets</p> <p><b>The differences in performance between different groups of students are in line with those found in similar schools</b></p> <p>The trend in student performance over the last three years is broadly in line with that in similar schools</p>	<p><b>The performance of many students is high in relation to the national average</b></p> <p>The performance of most students is high in comparison with national and local targets</p> <p><b>There are no significant differences between the good performance of different groups of students</b></p> <p>There has been a significant improvement in student performance over the last three years</p>	<p><b>The performance of most students is very high in relation to the national average</b></p> <p>The performance of most students is very high in comparison with national and local targets</p> <p><b>The performance of different groups of students is consistently high</b></p> <p>The trend in student performance over the last three years shows a very great degree of improvement (or the maintenance of exceptionally high standards)</p>

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

##### Key strands

- Progress against starting points
- Progress during lessons
- Appropriateness of levels achieved
- Progress of different groups of students

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
<p>Most students are under-achieving and make almost no progress in relation to their starting points</p> <p><b>There are great disparities in the progress made by different groups of students</b></p> <p>There are great disparities in the progress students make in different targeted subjects</p>	<p>Many students are under-achieving and progress is unsatisfactory in relation to their starting points</p> <p><b>There are significant differences in the progress made by some different groups of students</b></p> <p>There are significant differences in the progress students make in different targeted subjects</p>	<p>Most students make satisfactory progress in relation to their starting points</p> <p><b>The differences in the progress made by different groups of students are in line with those found in similar schools</b></p> <p>The differences in the progress students make in different targeted subjects are in line with those found in similar schools</p>	<p>The progress of most students is good in relation to their starting points</p> <p><b>There are no significant differences in the good progress made by different groups of students</b></p> <p>There are no significant differences in the good progress students make in different targeted subjects</p>	<p>Almost all students achieve very well and make excellent progress and in relation to their starting points</p> <p><b>The progress made by different groups of students is consistent and exceptionally good</b></p> <p>The progress students make in different targeted subjects is consistent and exceptionally good</p>

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

### 5.1 Students' behaviour and attitudes

#### Key strands

- Observed behaviour and attitudes in lessons and around the school compound
- Students' relationships with other students and all school staff
- Self-organisation and commitment to learning

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
<p><b>Most students show little self-discipline. They disobey school rules and disrupt many lessons, leading to much lost learning time.</b></p> <p>Relationships are generally poor. There are widespread problems involving bullying or other forms of hurtful behaviour</p> <p><b>Most students are disorganised and not committed to learning</b></p>	<p><b>The poor behaviour of some students disrupts some lessons and causes difficulties, leading to lost learning time. Students often do not obey rules and regulations</b></p> <p>Many students show little respect for teachers or for one another</p> <p><b>Many students are disorganised and not committed to learning</b></p>	<p><b>Behaviour and attitudes are generally good. Rules are respected. The school is orderly and safe</b></p> <p>Student-staff relationships are based upon mutual respect. The students co-operate well with others</p> <p><b>Students are organised and most are committed to learn</b></p>	<p><b>Good behaviour and attitudes prevail throughout the school.</b></p> <p>Staff-student relationships are positive and supportive. They lead in turn to good relationships among students.</p> <p><b>Most students are well organised and keen to learn, resulting in a positive learning environment</b></p>	<p><b>Almost all students are self-disciplined</b></p> <p>Their social relationships show genuine concern for and tolerance of others. They respond very well to adults and resolve difficulties in mature ways</p> <p><b>Most students are very well organised and take responsibility</b></p>

## 5.2 Punctuality and Attendance

### Key strands

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

Short descriptions to illustrate the five-point scale:

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



### 5.3 Students' civic understanding and spiritual awareness

#### Key strands

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

Short descriptions to illustrate the five-point scale:

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



## 5.4 Students' economic awareness and understanding

### Key strands

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

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
<p><b>Most students have little or no knowledge of the nature of Jamaica's economic development or of the importance of continued economic progress</b></p> <p>Most students have little or no understanding of economic issues and do not recognise the contribution they could make to economic progress</p>	<p><b>Many students are unaware of the importance of Jamaica's continued economic progress</b></p> <p>Many are unaware of, or unconcerned with, their potential to contribute to the country's future economic success</p>	<p><b>Many students have a basic knowledge of Jamaica's economic development. They understand the key factors that influence economic progress in the Caribbean region</b></p> <p>Most students are positive about the contributions they can make towards economic success</p>	<p><b>Most students know how Jamaica and the Caribbean region have developed economically. They understand clearly the importance of Jamaica's continued economic progress</b></p> <p>Most students are aware of the contributions they can make to continuing economic prosperity</p>	<p><b>Almost all students demonstrate detailed knowledge and understanding of the economic circumstances of Jamaica and the Caribbean region and its place in the world economy</b></p> <p>They are well equipped and willing to contribute to continuing economic success</p>

## 5.5. Environmental awareness and understanding

### Key strands

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

Short descriptions to illustrate the five-point scale:

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

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

6.1. Human resources

**Key strands**

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

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
<p><b>The school is inadequately staffed to deliver its curriculum effectively. The quality of the education the students receive is seriously reduced in consequence. Some staff are inappropriately qualified</b></p> <p>The school accepts little or no responsibility for the professional development of the staff</p>	<p><b>The school lacks teaching and support staff with the knowledge and expertise required to deliver the curriculum in full. Some staff are inappropriately qualified</b></p> <p>Opportunities for staff training are infrequent and unsystematic</p>	<p><b>The school retains and deploys sufficient qualified teaching and support staff to deliver the curriculum and achieve at least satisfactory standards</b></p> <p>The school enables most members of staff to take part in appropriate training activities to help develop their knowledge and skills</p>	<p><b>The school has the well qualified teaching and support staff it needs to deliver the curriculum and enable students to achieve good standards</b></p> <p>The school provides a programme of training for staff at all levels, based on an accurate appreciation of professional learning needs</p>	<p><b>The school has a full complement of well qualified teaching and support staff, enabling it to achieve the best standards possible for students</b></p> <p>The school provides a wide range of training opportunities for all members of staff, resulting from careful evaluation of teaching quality and designed to meet individual and group needs</p>

## 6.2 Use of human resources

### Key strands

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

Short descriptions to illustrate the five-point scale:

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

### 6.3 Material resources – Quality and Quantity

#### Key strands

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

Short descriptions to illustrate the five-point scale:

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

## 6.4 Use of material resources

### Key strands

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

Short descriptions to illustrate the five-point scale:

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

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

### 7.1 Relevance

#### Key strands

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

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
<p><b>The curriculum fails to cater adequately for the educational needs of particular groups of students. There is no systematic review and almost no adaptation</b></p> <p>The range of subjects offered is too narrow or inappropriate for many students, who are poorly motivated in consequence</p> <p><b>There is little or no continuity in learning from year to year in many subjects</b></p> <p>The curriculum is not based on any clear overall rationale</p>	<p><b>The curriculum is reviewed occasionally but adaptations are mainly superficial</b></p> <p>The curriculum offers too narrow or inappropriate a range of subjects for some students, and there is little genuine choice of what to study and significant gaps in content</p> <p><b>There is discontinuity in some subjects from year to year and between sections of the school</b></p> <p>Subjects are mostly taught in isolation from one another</p>	<p><b>The curriculum is reviewed from time to time and adapted to meet the needs of students</b></p> <p>It is soundly planned to be adequately broad and balanced: there are few significant gaps in content or limitations on choice for any students</p> <p><b>The syllabuses in most subjects are planned to enable students to make progress within and across years</b></p> <p>Links between subjects are evident in a limited range of contexts</p>	<p><b>The curriculum is reviewed regularly according to a clear rationale and adapted to ensure that it caters well for all students</b></p> <p>It is broad, balanced and challenging for students of all abilities, with some choice in learning for almost all students</p> <p><b>Transitions between sections of the school ensure that most students are well prepared for the next stage of their education</b></p> <p>Links are frequently planned between subjects, so that what the students learn in one context is deliberately applied in others</p>	<p><b>The curriculum is reviewed regularly according to a systematic self-evaluation process and adapted imaginatively to ensure that no student's needs are overlooked</b></p> <p>Each of its various elements has breadth and balance. It includes creative, physical and practical experiences for all students, with evident choice</p> <p><b>All subjects are planned and taught to ensure progression in learning for all students</b></p> <p>Cross-curricular themes are deliberately planned to ensure that knowledge and skills are developed in meaningful and interesting contexts</p>

## 7.2 Enhancement Programmes

### Key strands

- Relevance to all students
- Uptake of programmes
- Links with the local environment and community

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
<p><b>There are few enhancement activities and they are poorly planned</b></p> <p>Some are poorly organised and attended by few students</p> <p><b>Very little use is made of resources or opportunities beyond the school</b></p>	<p><b>The school offers a few enhancement programmes and activities</b></p> <p>Some are well attended, although they do not involve a high proportion of students</p> <p><b>There are few opportunities to learn beyond the classroom</b></p>	<p><b>The curriculum is enriched by a limited range of enhancement programmes</b></p> <p>Many are well organised and well attended</p> <p><b>There are a few opportunities for students to learn within the local environment and community</b></p>	<p><b>The curriculum is appreciably enriched by a good range of enhancement programmes</b></p> <p>They are well organised and well attended</p> <p><b>There are regular opportunities for students to learn within the local environment and community</b></p>	<p><b>The curriculum is substantially enriched by a wide range of enhancement programmes</b></p> <p>They are well organised, well attended and cater for the interests of most students</p> <p><b>Regular planned opportunities exist for students to learn within the local environment and community or beyond</b></p>



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

### 8.1 Safety and security

#### Key strands

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

Short descriptions to illustrate the five-point scale:

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

## 8.2 Health and wellbeing

### Key strands

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

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
<p><b>Most staff have poor relationships with most students</b> Guidance and counselling arrangements are poor and the school is ineffective in responding to students' needs</p> <p><b>Punctuality and attendance poor and not acted on</b> Arrangements for the suspension and exclusion of students are poorly handled</p> <p><b>There is little or no attempt to track the wellbeing of individual students</b></p>	<p><b>The staff relationships are limited and staff are slow to diagnose and respond to students' needs</b> Guidance and counselling arrangements are weak or are not applied consistently</p> <p><b>Limited attention is paid to attendance and punctuality, which need improving</b> Arrangements for the suspension and exclusion of students are unsatisfactory</p> <p><b>The school keeps only informal track of the wellbeing of individual students</b></p>	<p><b>Staff know students well. They show them respect and respond promptly to their personal needs</b> Students know they can trust and confide in staff</p> <p><b>Suitable arrangements exist to promote punctuality and attendance</b> Arrangements for the suspension and exclusion of students are satisfactory.</p> <p><b>The school keeps records of significant incidents that affect the wellbeing of individual students</b></p>	<p><b>Relationships are good and students' personal wellbeing is a high priority for staff</b> Students receive effective and supportive guidance in preparation for the next stage of their education</p> <p><b>Procedures to address punctuality and attendance are good</b> Arrangements for the suspension and exclusion of students are well-handled</p> <p><b>There are systems for tracking students' personal welfare and for supporting individuals and groups</b></p>	<p><b>Staff have very good relationships with all students.</b> Staff consistently provide well-judged advice and guidance</p> <p><b>Procedures to address punctuality and attendance are very good</b> Arrangements for the suspension and exclusion of students are exceptionally well-handled.</p> <p><b>There are well developed systems for tracking students' personal welfare and for supporting individuals or groups</b></p>

## Appendix 3 - National Test Data

### STUDENTS' ATTAINMENT

Graph 1: Student Attainment in Grade Four Literacy 2010-2015

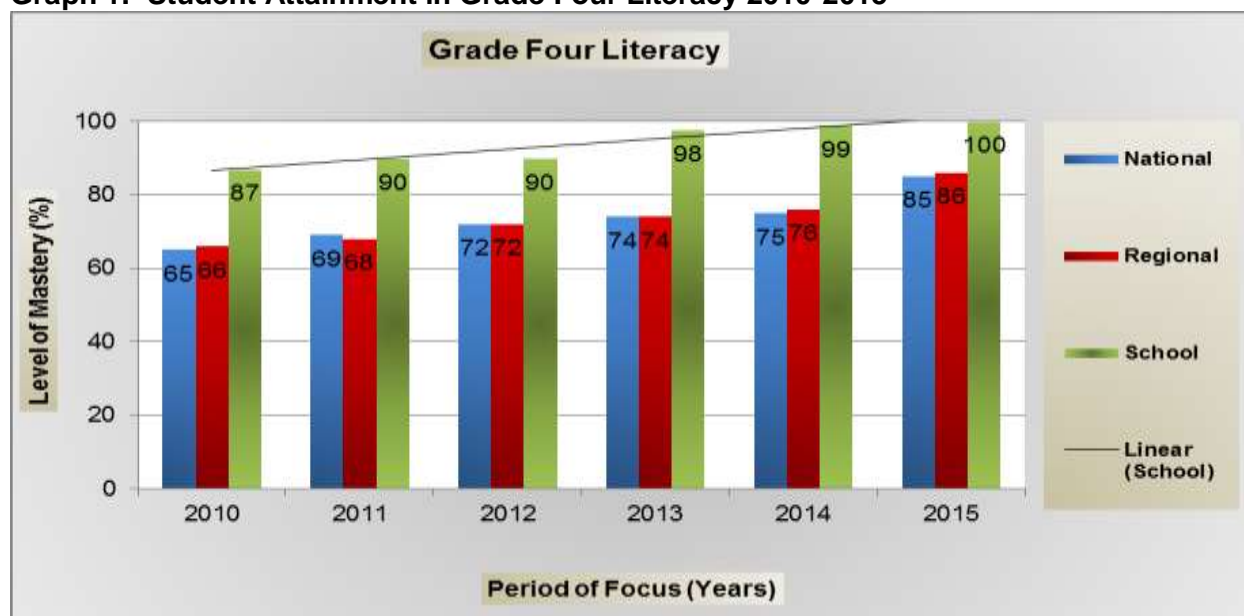


Table 1: Student Attainment in Grade Four Literacy 2010-2015

Southborough Primary					
Grade Four Literacy					
Assessment Year	Candidates		Percentage Mastery		
	Grade Four Cohort*	Sitting	National	Regional	School
2015	209	205	85	86	100
2014	187	177	75	76	99
2013 (Cohort)	205	204	74	74	98
2012	197	196	72	72	90
2011	209	206	69	68	90
2010	200	190	65	66	87

\* as at Census Day on October 12, 2015

The school's Grade Four Literacy mastery increased overall for the 2010/2015 period. It improved by 13 percentage points between 2010 and 2015, moving up from 87 per cent (165 out of 190 students) to 100 per cent (205 students) in 2015. The school performed above the national mastery in all five years with surpluses of 22, 21, 18, 24, 24 and 15 percentage points in each year respectively. The participation rate did not fall below 95 per cent for the period.

**The Grade Four Literacy target set by the Ministry of Education is 100 per cent of the educable cohort (85 per cent of the grade four enrolment).**

## STUDENTS' ATTAINMENT

Graph 2: Students' General Achievement in Numeracy 2010-2015

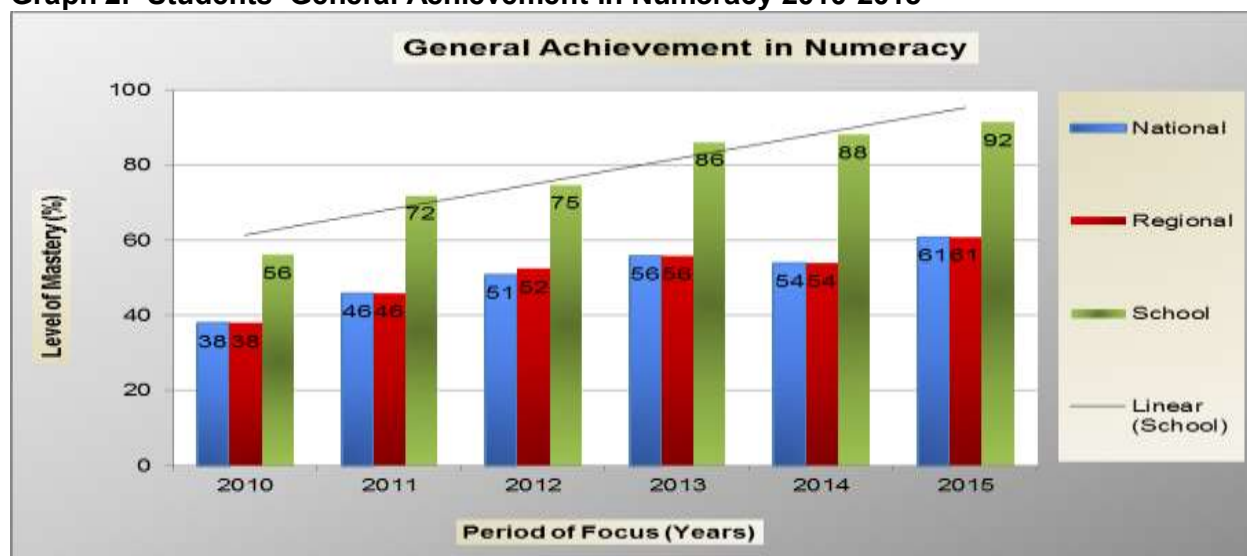


Table 2: Students' General Achievement in Numeracy 2010-2015

Southborough Primary					
General Achievement in Numeracy					
Assessment Year	Candidates		Percentage Mastery		
	Grade Four Cohort*	Sitting	National	Regional	School
2015	209	205	61	61	92
2014	187	181	54	54	88
2013 (Cohort)	205	204	56	56	86
2012	197	196	51	52	75
2011	209	204	46	46	72
2010	200	190	38	38	56

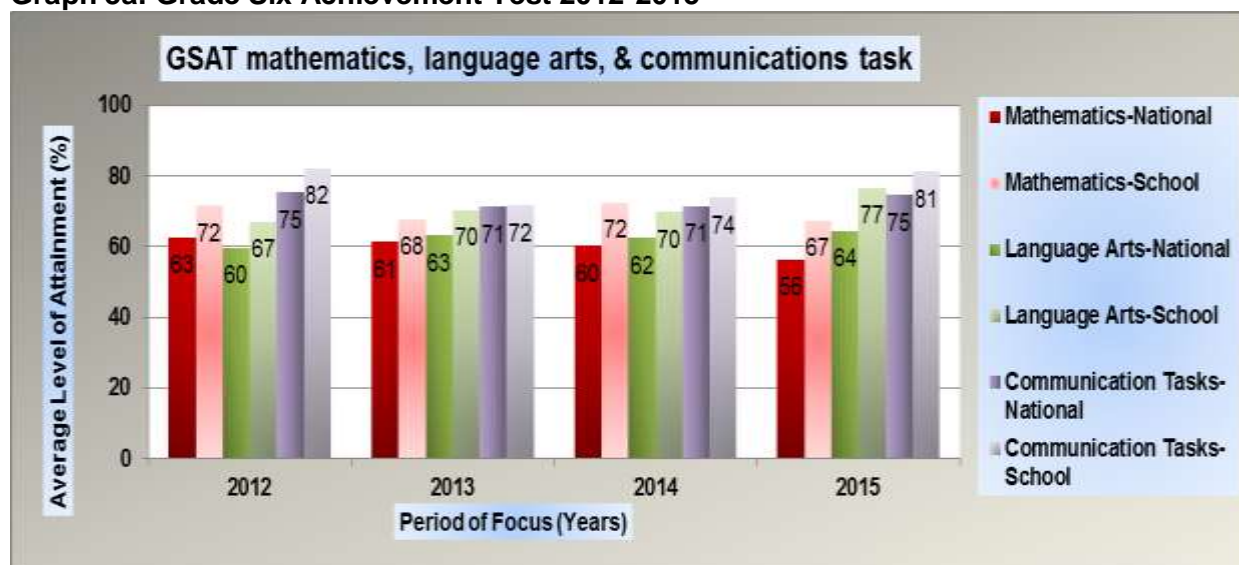
\* as at Census Day on October 12, 2015

There was an overall increase in the school's mastery over the 2010/2015 period. It rose by 36 percentage points from the lowest mastery, 56 per cent (106 of 190 students), in 2010 to peak at 92 per cent (189 out of 205 students) in 2015. The school performed above the national mastery in all five years with surpluses of 18, 26, 24, 30, 34 and 31 percentage points in each year respectively. The participation rate was lowest in 2010 (95 per cent).

**The Grade Four Numeracy target set for each primary level school by the Ministry of Education is 85 per cent mastery, which is to be achieved by 2018.**

## STUDENTS' ATTAINMENT

Graph 3a: Grade Six Achievement Test 2012-2015



This graph illustrates the average performance of the students at Southborough Primary in three of the five components of the GSAT over the last 4 years (2012-2015) compared with national averages.

### School's performance against the national average

The school's averages in all three subjects were above the national averages throughout the period.

### School's performance by subjects

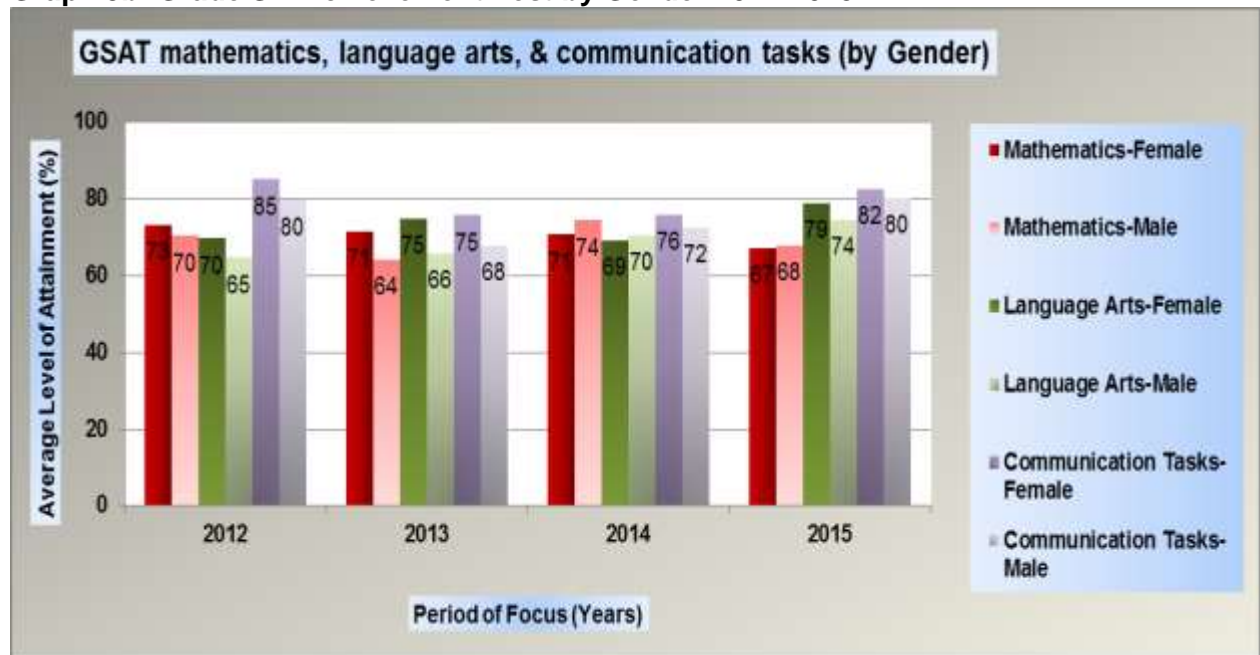
The mathematics average decreased overall by five percentage points, moving from 72 per cent in 2012 to 67 per cent in 2015, the lowest point.

The language arts average increased by ten percentage points overall, moving from 67 per cent in 2012 to 77 per cent in 2015, the highest for the period.

For communication tasks, the average decreased slightly by one percentage point from 82 per cent in 2012 to 81 per cent in 2015. The lowest average for the period was 72 per cent in 2013.

## STUDENTS' ATTAINMENT

Graph 3b: Grade Six Achievement Test by Gender 2012-2015



This graph illustrates the average performance of the students in Southborough Primary in three of the five components of the GSAT over the last 4 years (2012-2015) by gender.

The gender gap looks at the percentage point difference between boys and girls over the entire period (2012-2015).

Data shows that the girls performed above the boys with the exception of mathematics in 2014 and 2015 and language arts in 2014 when the boys were slightly ahead. The performance gaps were generally narrow throughout the period.

**Table 3: Grade Six Achievement Test 2012-2015**

<b>Southborough Primary</b>			
<b>2015 (Cohort data)</b>			
<b>Assessment</b>	<b>Candidates</b>	<b>2014 Averages</b>	
	Sitting	National	School
<b>GSAT Mathematics</b>	198	<b>56</b>	<b>67</b>
Female	100	<b>58</b>	<b>67</b>
Male	98	<b>54</b>	<b>68</b>
	Sitting	National	School
<b>GSAT Language Arts</b>	198	<b>64</b>	<b>77</b>
Female	100	<b>68</b>	<b>79</b>
Male	98	<b>61</b>	<b>74</b>
	Sitting	National	School
<b>GSAT Communication Task</b>	198	<b>75</b>	<b>81</b>
Female	100	<b>77</b>	<b>82</b>
Male	98	<b>72</b>	<b>80</b>
<b>2014</b>			
<b>Assessment</b>	<b>Candidates</b>	<b>2014 Averages</b>	
	Sitting	National	School
<b>GSAT Mathematics</b>	193	<b>60</b>	<b>72</b>
Female	90	<b>62</b>	<b>71</b>
Male	103	<b>58</b>	<b>74</b>
	Sitting	National	School
<b>GSAT Language Arts</b>	193	<b>62</b>	<b>70</b>
Female	90	<b>66</b>	<b>69</b>
Male	103	<b>59</b>	<b>70</b>
	Sitting	National	School
<b>GSAT Communication Task</b>	193	<b>71</b>	<b>74</b>
Female	90	<b>74</b>	<b>76</b>
Male	103	<b>68</b>	<b>72</b>
<b>2013</b>			
<b>Assessment</b>	<b>Candidates</b>	<b>2013 Averages</b>	
	Sitting	National	School
<b>GSAT Mathematics</b>	207	<b>61</b>	<b>68</b>
Female	106	<b>64</b>	<b>71</b>
Male	101	<b>59</b>	<b>64</b>
	Sitting	National	School
<b>GSAT Language Arts</b>	207	<b>63</b>	<b>70</b>
Female	106	<b>67</b>	<b>75</b>
Male	101	<b>59</b>	<b>66</b>
	Sitting	National	School
<b>GSAT Communication Task</b>	207	<b>71</b>	<b>72</b>
Female	106	<b>75</b>	<b>75</b>
Male	101	<b>67</b>	<b>68</b>



2012			
Assessment	Candidates	2012 Averages	
	Sitting	National	School
GSAT Mathematics	183	63	72
	Female	90	73
	Male	93	70
GSAT Language Arts	183	60	67
	Female	90	70
	Male	93	65
GSAT Communication Task	183	75	82
	Female	90	85
	Male	93	80

## STUDENTS' PROGRESS

### Students' Starting Point

Graph 4: Grade One Individual Learning Profile-2009

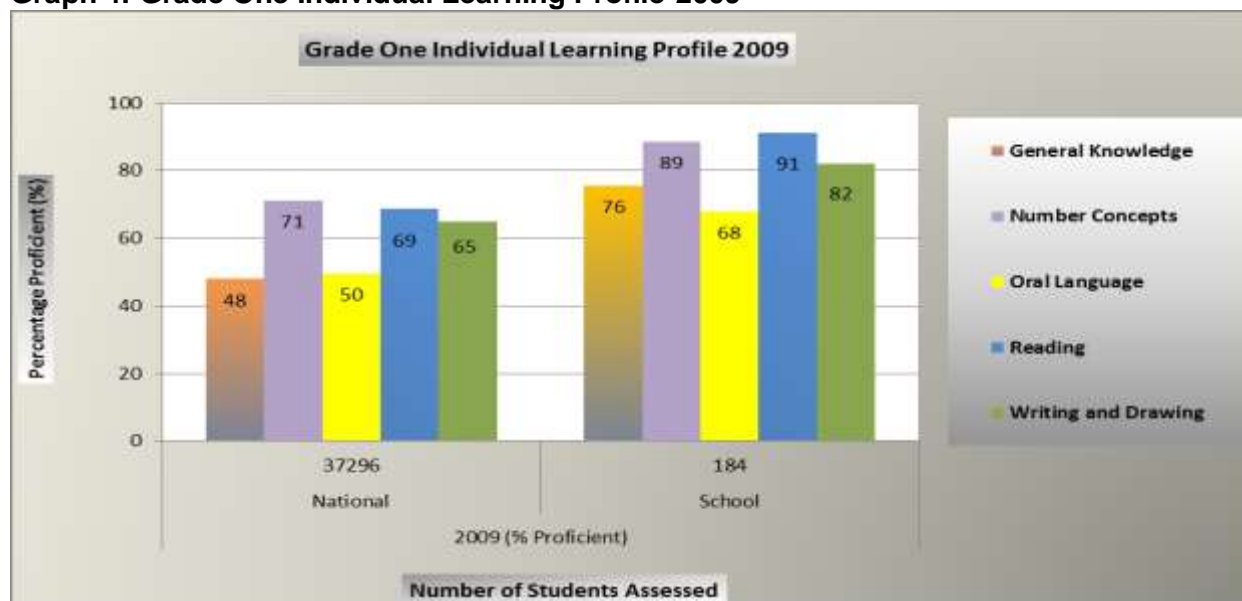


Table 4: Grade One Individual Learning Profile-2009

Grade One Individual Learning Profile		Number of Students Assessed	Percentage of students proficient in each sub-test				
			General Knowledge	Number Concepts	Oral Language	Reading	Writing and Drawing
2009 (Cohort)	National	37296	48	71	50	69	65
	School	184	76	89	68	91	82

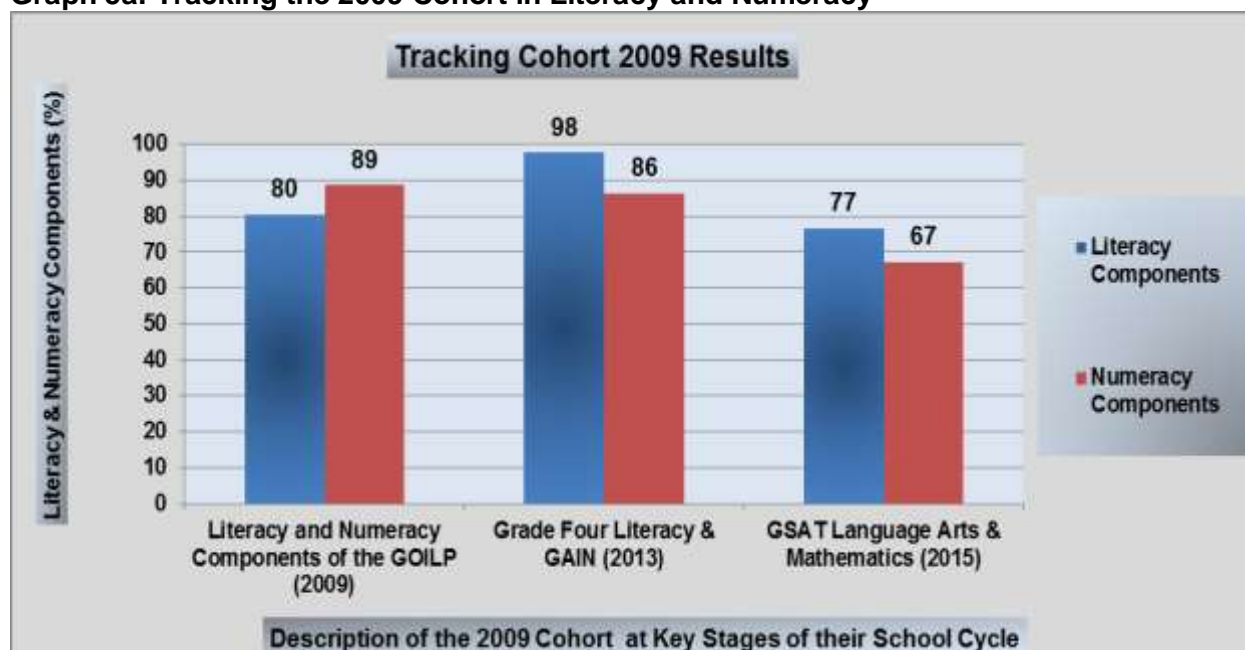
One hundred and eighty four students entered Southborough Primary in 2009. The proficiency levels of these new entrants were all above the national proficiency levels.

Data revealed that the highest proficiency level was in reading (167 out of the 184 students) while the lowest proficiency level was recorded in general knowledge (140 students).



## STUDENTS' PROGRESS

Graph 5a: Tracking the 2009 Cohort in Literacy and Numeracy



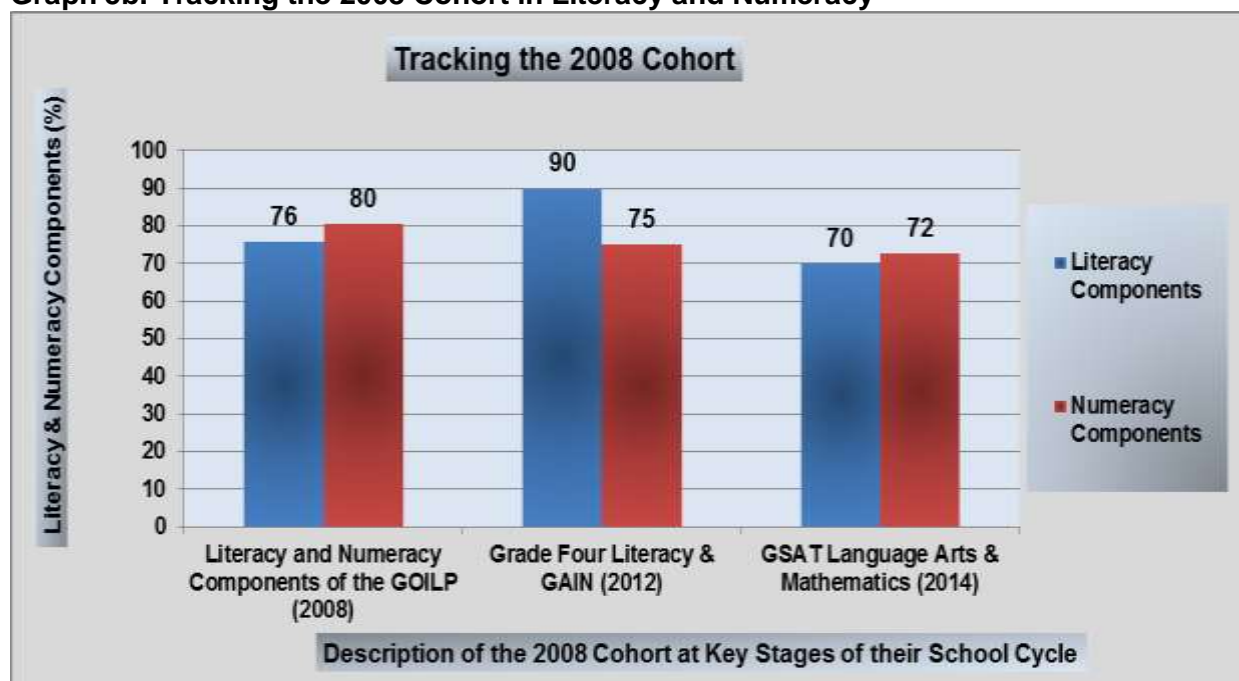
This graph tracks the performance of the **2009 Cohort** of students entering Southborough Primary. It shows their **proficiency levels** in the 2009 GOILP (*literacy and numeracy components*), their GFLT and GAIN **mastery levels** in 2013, and their GSAT language arts and mathematics **averages** for 2015.

An average of 80 per cent of the students in the **2009 Cohort** was found to be proficient in the literacy components (oral language, reading, writing and drawing) of the 2009 GOILP. In 2013, 98 per cent of the students attained mastery in the GFLT. In 2015 the average score in GSAT language arts was 77 per cent.

Eighty-nine per cent of students in the **2009 Cohort** were proficient in the number concepts component of the 2009 GOILP. In 2013, 86 per cent of the students attained mastery in the GAIN. In 2015 the average score in GSAT mathematics was 67 per cent.

## STUDENTS' PROGRESS

Graph 5b: Tracking the 2008 Cohort in Literacy and Numeracy



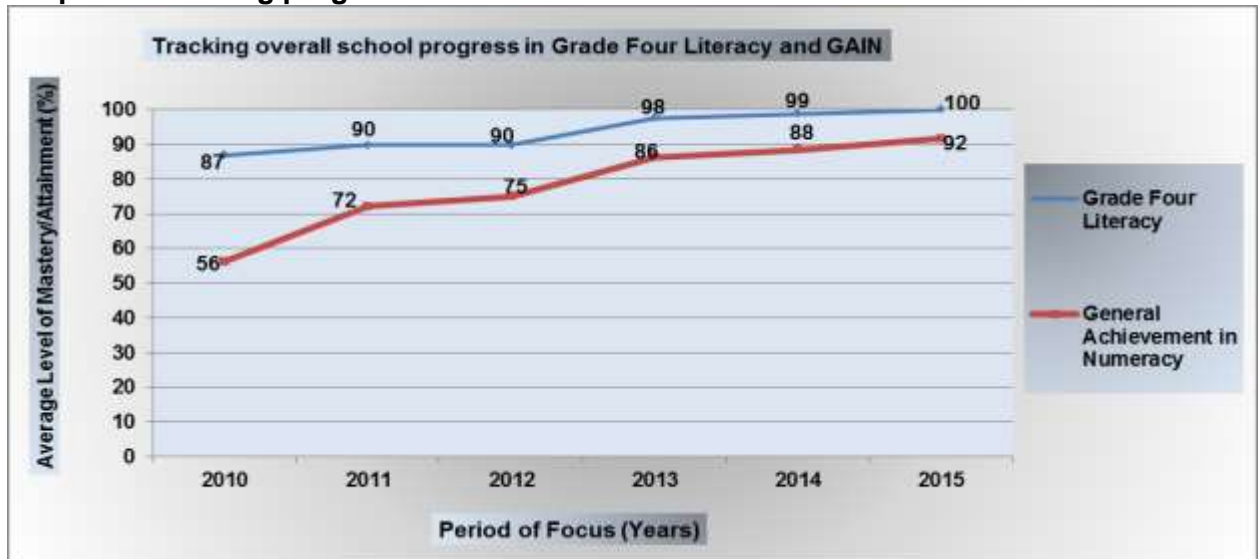
This graph tracks the performance of the **2008 Cohort** of students entering Southborough Primary. It shows their **proficiency levels** in the 2008 GOILP (*literacy and numeracy components*), their GFLT and GAIN **mastery levels** in 2012, and their GSAT language arts and mathematics **averages** for 2014.

Seventy-six per cent of the students in the **2008 Cohort** were found to be proficient in the literacy components (oral language, reading, writing and drawing) of the 2009 GOILP. In 2012, 90 per cent of the students attained mastery in the GFLT. In 2014 the average score in GSAT language arts was 70 per cent.

Eighty per cent of students in the **2008 Cohort** were proficient in the number concepts component of the 2008 GOILP. In 2012, 75 per cent of the students attained mastery in the GAIN. In 2014 the average score in GSAT mathematics was 72 per cent.

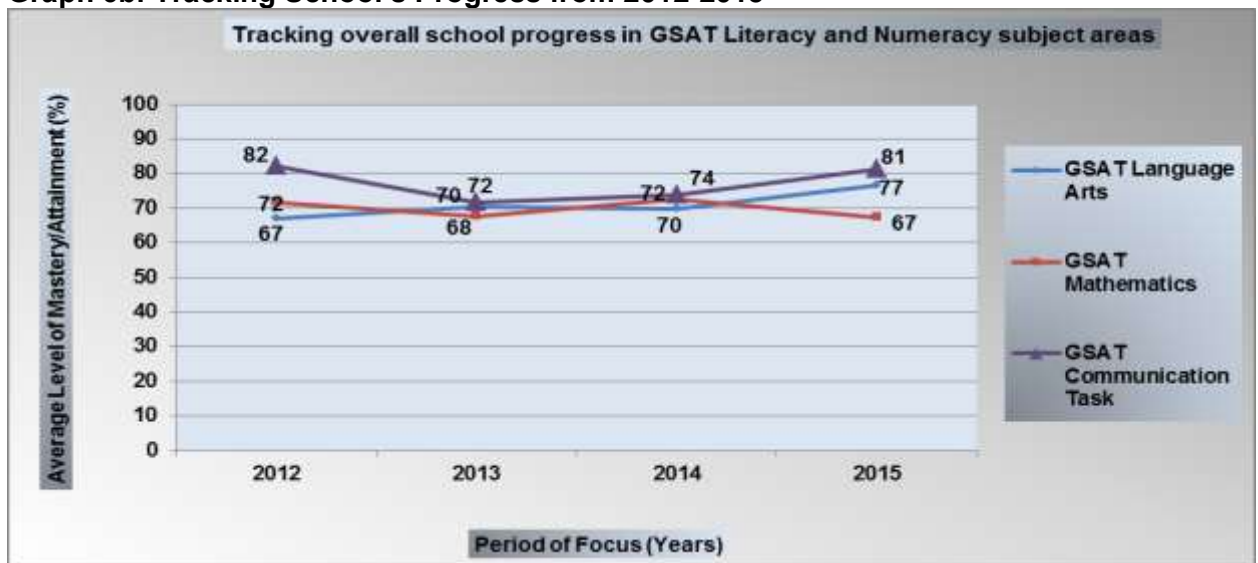
## STUDENTS' PROGRESS

Graph 6a: Tracking progress of the School over time 2010-2015



The school's Grade Four Literacy mastery and the GAIN mastery both increased overall over the 2010 to 2015 period. The GAIN remained below the GFLT mastery throughout the period.

Graph 6b: Tracking School's Progress from 2012-2015



The school's mathematics and communication tasks averages declined overall over the 2012/15 period while the language arts average increased overall. All three averages were close in 2013 and 2014. However, the mathematics and language arts averages remained below communication tasks throughout the period.

## Appendix 4 – Stakeholders Satisfaction Survey



### National Education Inspectorate (NEI) Survey Responses from **Primary Level Students**

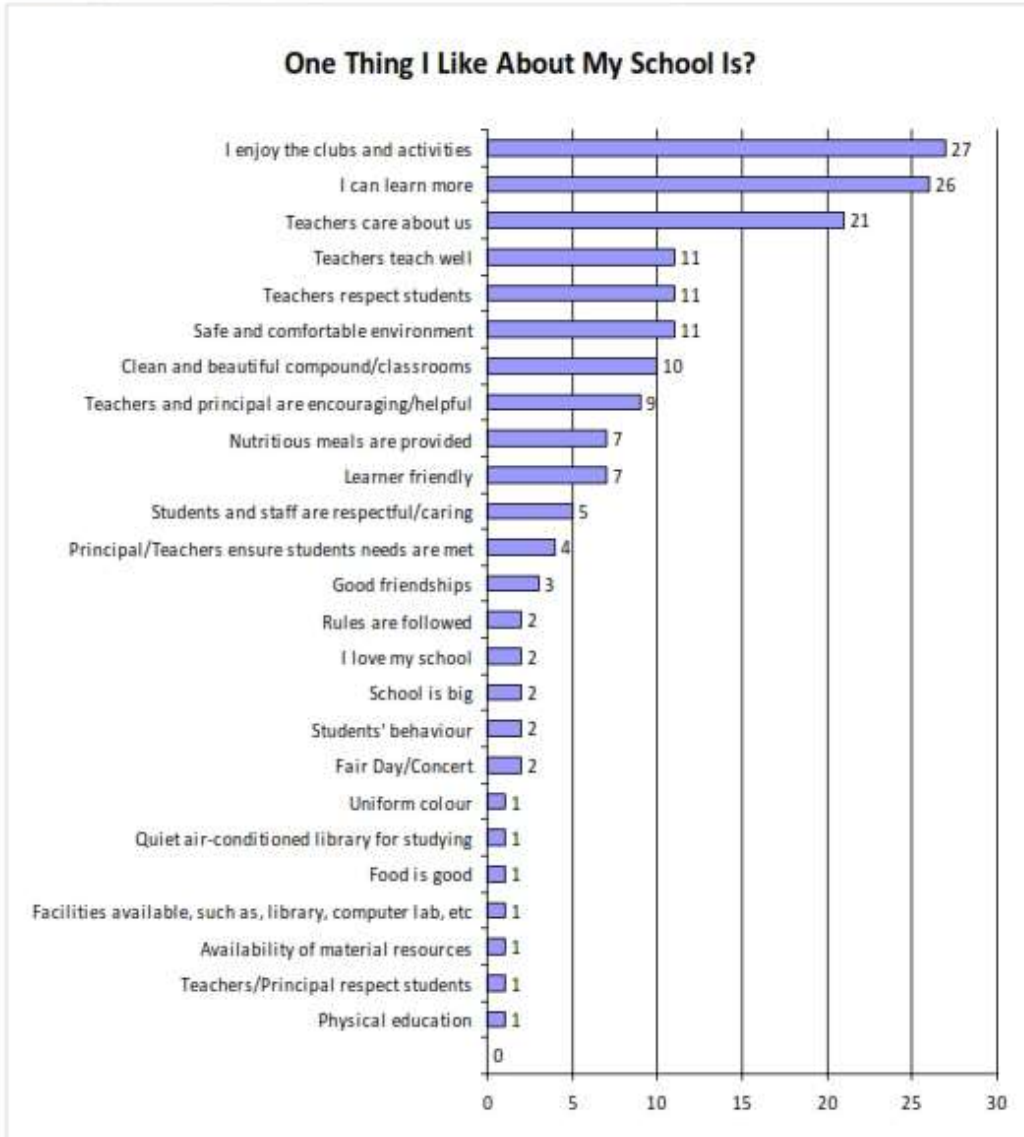
A total of **147** primary level students from **Southborough Primary** responded to the Primary Students Questionnaire administered by the National Education Inspectorate. A summary of the responses is provided below:

School Environment	Percent Responses*		
	Yes	Sometimes	No
1. I feel safe at school	79.6%	19.0%	1.4%
2. My belongings are safe and secure at my school	41.5%	47.6%	10.9%
3. My classroom is comfortable	79.6%	19.0%	1.4%
4. It is easy for physically disabled children to move around on the premises	49.0%	21.8%	29.3%
<b>School Support Services</b>			
5. I get opportunities to use a computer at my school	8.8%	10.2%	79.6%
6. The canteen/tuck shop at my school provides nutritious meals	38.8%	45.6%	12.9%
7. I am able to find a club/sport that I am interested in and can join	91.8%	5.4%	2.0%
8. There are many books in the school library	98.6%	0.7%	
<b>School Culture</b>			
9. My principal and teachers treat me with respect	89.8%	10.2%	
10. Other students treat me with respect	95.2%	4.1%	0.7%
<b>Learning and Teaching</b>			
11. When I make mistakes my teacher helps me to correct them	91.8%	5.4%	2.0%
12. I can ask questions in class if I don't understand something	95.2%	4.1%	0.7%
13. My teacher always marks my homework	55.8%	40.8%	2.0%
14. I learn in all my lessons	98.6%	1.4%	

\* Percentages do not include non-response



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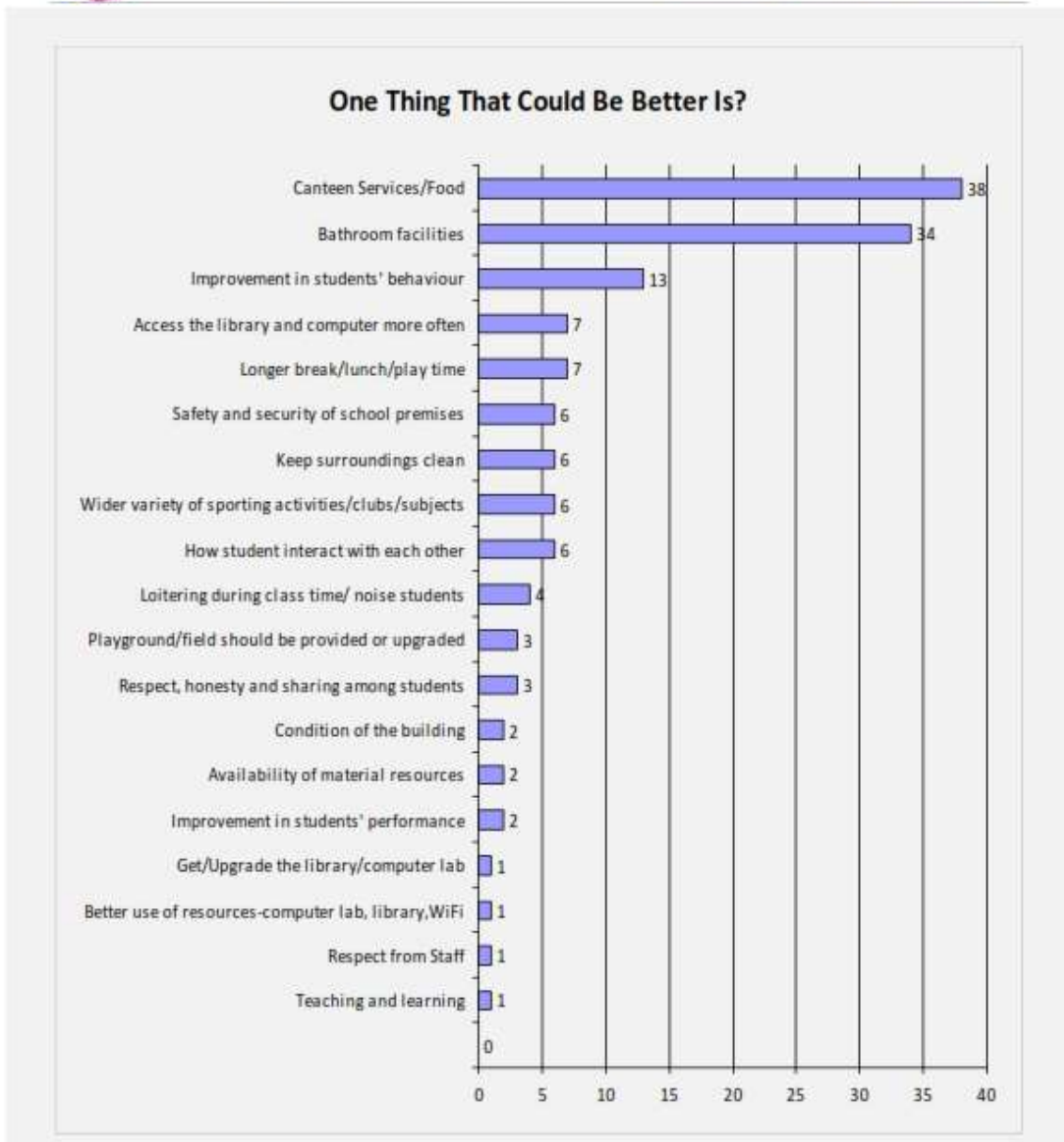


14131



## National Education Inspectorate (NEI)

### Coded Qualitative Responses from Primary Level Students



14131





## National Education Inspectorate (NEI) Survey Responses from **Teachers**

A total of **20** teachers from **Southborough Primary** responded to the Teachers Questionnaire administered by the National Education Inspectorate.  
A summary of the responses is provided below:

School Environment	Percent Responses*	
	Agree	Disagree
2. I am valued as a teacher	90.0%	0.0%
12. I would recommend this school as a good place to work	95.0%	0.0%
16. This school is a safe place in which to work	100.0%	0.0%
<b>School Support Services</b>		
1. The school's leadership team does a good job of communicating organizational policies	95.0%	0.0%
13. There are frequent opportunities for teachers in this school to collaborate and learn together	100.0%	0.0%
14. There are opportunities for teachers in this school to access professional development	95.0%	0.0%
<b>School Culture</b>		
3. Problems and conflicts are dealt with in a fair and constructive manner	95.0%	0.0%
4. At this school, expectations are high that students will do well academically	95.0%	0.0%
5. At this school, expectations are high that students will do well socially.	100.0%	0.0%
11. The school is making progress towards its goals	100.0%	0.0%
15. I am responsible for my students' outputs	100.0%	0.0%
<b>Learning and Teaching</b>		
6. I am confident working with students who are physically challenged	75.0%	20.0%
7. I am confident working with students who are mentally challenged	70.0%	25.0%
8. I am confident working with students who are behaviourally challenged	95.0%	0.0%
9. I am confident working with low-achieving students	100.0%	0.0%
10. I am confident working with gifted students	100.0%	0.0%

\* Percentages do not include non-response

## **Definitions:**

**Cohort:** A specific group of students who are expected to move through the education system during a particular time span. For example, the 2009 cohort entering grade one are expected to complete grade six in 2015.

**Percentage:** The expression of a fraction into 100 equal parts. It is calculated by multiplying the fraction by 100. For example  $\frac{2}{5}$  expressed as a percentage equals  $(\frac{2}{5}) \times 100 = 40$  per cent.

**Percentage Point:** The unit for the arithmetic difference between two percentages. For example, 20 per cent is lower than 45 per cent by 25 percentage points.

**Trend:** The pattern observed or general tendency of a series of data points over time. There must be at least three (3) consecutive years of data before a trend can be established.

## **List of Acronyms:**

GAIN -	General Achievement in Numeracy
GFLT -	Grade Four Literacy Test
GNAT -	Grade Nine Achievement Test
GOILP-	Grade One Individual Learning Profile
GSAT -	Grade Six Achievement Test
MoEYI -	Ministry of Education, Youth and Information



## Sources

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3. Grade Six Achievement Test (2012-2015). Student Assessment Unit, Ministry of Education, Youth and Information
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