



# ALBERT TOWN HIGH SCHOOL

## INSPECTION REPORT

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Principal: Mr. Dwayne Edwards  
Board Chair: Mr. Hugh Dixon

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 Demographics

<b>School Code:</b>	07034
<b>School Name:</b>	Albert Town High
<b>Parish:</b>	Trelawny
<b>Region:</b>	3. Brown's Town
<b>Locale:</b>	Urban
<b>Day Structure:</b>	Shift
<b>Population Composition:</b>	Co-educational
<b>Size:</b>	Class III
<b>Capacity:</b>	800
<b>Enrolment:</b>	963
<b>Attendance Rate:</b>	80%
<b>Number of Active Teachers:</b>	52
<b>Pupil-Teacher Ratio:</b>	19:1
<b>Owned By:</b>	Government

## Socio-economic Context

The Albert Town High School is situated in the remote rural community of Albert Town in South Trelawny. The community lies on the border of the world famous Cockpit Country. It is approximately 30 kilometres north of Christiana and about 50 kilometres south of the parish capital, Falmouth. As with other remote rural communities, the residents are mostly involved in subsistence farming. There are no industries or large businesses in the area and those who are self-employed are very old. Most qualified young people migrate to places such as Kingston, Montego-Bay, Ocho Rios and overseas in search of employment opportunities. The main economic activity within Albert Town and its environs is yam cultivation from which the "Trelawny Yam Festival" has emerged as a major activity, which is held on Easter Monday for several years running. Most of the parents and guardians of the students provide students with the basic school supplies, to assist them in the learning process. However, it is important to note that 540 students out of a population of 963 are on Programme of Advancement Through Health and Education (PATH).

# Executive Summary

## Overall effectiveness of the school

### **The overall effectiveness of Albert Town High School is satisfactory**

#### **Overall, leadership and management is satisfactory**

The Senior Management Team (SMT), particularly the Principal, is very effective, hardworking and visible on the compound. The school is guided by a clear vision with appropriate emphasis placed on teaching and learning, and good management practices. The School's Self-Evaluation (SSE) is conducted to identify the important priority areas and changes to drive improvement are adequately documented in a School Improvement Plan (SIP). The Board of Management, particularly the Chairman, monitors the operations of the school and provides strategic leadership as the school improves its relationship with stakeholders.

#### **Overall, teaching in support of learning is satisfactory**

While the content knowledge of most teachers is secure and many utilize a variety of strategies in lessons, limited reflective evaluation is seen. Students' progress is continuously assessed, and the data used to guide planning and the delivery of lessons. While limited higher order skills are demonstrated, most students are keen to learn.

#### **Overall, students' performance in English and mathematics is unsatisfactory**

The students' performance was below the national average in Caribbean Secondary Education Certificate (CSEC) English language and mathematics during the three year period 2012 to 2014.

#### **Overall, students' progress in English and mathematics is satisfactory**

Students' performance shows marginal progress in English over the period 2009 to 2014. Progress in mathematics is also incremental as there was an overall improvement in the CSEC between 2012 and 2014. Most students make adequate progress in English while progress in mathematics lessons is marginal.

#### **Overall, students' personal and social development is satisfactory**

Many students are well behaved and display positive attitudes in lessons and around the school compound. And, many attend school regularly but some are persistently late for school due to challenges faced with the public transportation system. Most demonstrate an adequate awareness of national, cultural, spiritual, environmental and economic issues.

#### **Overall, the use of human and material resources is satisfactory**

The school has sufficiently well qualified staff that is effectively deployed to fulfil the pedagogical needs of the curriculum. Adequate resources are available to satisfy the needs of stakeholders but very little use is made of available materials to enhance teaching and learning.

### **Overall, provisions for the curriculum and enhancement programmes are satisfactory**

The curriculum is modified during regularly convened common planning sessions to meet the varying ability levels of students. The school also enhances the cultural, spiritual, and social development of students through a variety of clubs and societies.

### **Overall, the provisions for student safety, security, health and wellbeing are satisfactory**

Policies, plans and procedures exist to secure and monitor school property as well as persons within its confines. Adequate provisions are made to ensure the health and wellbeing of students.

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

- A systematic and strategic approach to the management of the school;
- The effective system for the supervision of most areas of the school's operations;
- The use of data to drive school improvement planning;
- The well-maintained buildings and grounds, which contribute to a welcoming atmosphere conducive to learning.
- A comprehensive programme of curriculum adaptation and enhancements

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

# Findings of School Inspection

## 1) School Leadership and Management

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

**Overall, leadership and management is satisfactory**

**School-based leadership and management is good**

The Principal is hardworking and visible on the compound as he monitors the activities of staff and students. Also, the Senior Management Team (SMT) is well organized and is supported by a cadre of cooperative middle managers that collaboratively ensure harmonious relationships among staff. The vision of the school is widely communicated and embraced, and the energy of most is directed at making the school, one of choice in the parish. Success in teaching and learning is a vehicle to achieve this; hence lesson planning and delivery are constantly monitored although limited feedback is provided to guide improvement of practice. Marks books and teachers' action plans are also reviewed periodically and Class of the Month and Honour Roll systems are established to celebrate achievements. The teachers demonstrate commitment to achieving school goals by undertaking additional duties while executing theirs effectively. Effective management of the school is another strategy to realize the vision and as such a variety of systems, including a functional School Management System (SMS) is in place to ensure proper management and use of records. However, the use of available information to drive decision making is inadequate.

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

The School's Self-Evaluation (SSE) is conducted to identify priority areas such as improvement in mathematics and English, building of additional classrooms, and general infrastructural improvements. Included in the process are parents and students whose views are accommodated during meetings with key school officials. The Board and Principal drive the implementation of the plans for improvement, which are documented in the Self Improvement Plan (SIP). There is some success in implementation, including the major repair of the buildings, beautification of grounds, and transformation of the school's support systems. Additionally, most exam results are routinely analysed, and feedback utilized to guide interventions such as special programmes for weaker students and extra classes for Caribbean Secondary Education Certificate (CSEC) students. The major infrastructural developments have, however, been delayed due to financial constraints.

**Governance is satisfactory**

The Board of Management monitors the operations of the school and provides strategic leadership. While the Board is not fully constituted, it has organized itself into the personnel and finance sub-committees with an infrastructure sub-committee being initiated. The Chairman and other members visit regularly to perform critical operational tasks including signing cheques and reviewing job descriptions. These complement the usual duties of attending devotions and functions including graduations. Board meetings are conducted once per quarter where reports from the Principal and Bursar among others are taken and critically analysed to inform decision-making. The Board holds the staff accountable through



emphasis on transparency and close monitoring of the school's operations. The consistent monitoring of job descriptions is the vehicle through which this is executed, beginning with the Principal and guided by the personnel sub-committee. The Board also makes significant contributions to staff appraisals and efforts to improve teaching and learning. This enhances awareness of school matters. Many Board members are also from the community with extended tenure and so are familiar with their duties. They meet with staff at least once annually to maintain lines of communication and to keep abreast of issues that may arise during the school year.

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

The limited relationship that existed in the past between the school and its stakeholders is being improved with much benefits accruing. Effective communication is maintained with parents through telephone calls, text messages and letters. Parents also collect students' reports twice annually and conduct regular visits to make enquires on their children's progress and performance. Most parents are accommodated during their visits and genuine efforts are made to address their concerns. Further, the calendar of events that is distributed at the beginning of the year provides useful information. Some parents attend Parent Teachers Association (PTA) meetings especially at the beginning of the school year, and provide support for their children including, materials, equipment and moral support. The PTA also provides adequate support to the school by visiting regularly, and participating in workdays and special events. However, the level of parental involvement needs to be improved as some students do not receive the necessary support for their academic pursuits and as a result fail to develop positive attitudes towards learning. The school is the beneficiary of reasonable support from other individuals and businesses such as the supermarkets and bakeries, the Peoples Cooperative (PC) bank, National Commercial Bank (NCB) and Brandram Henderson (BH) Paints, which has supplied the school with all the paint for repainting the buildings. Financial support is also provided by the Trelawny Cooperative Credit Union which assists students with exam fees and the Past Students who contribute to students' welfare. Continued improvement is expected in this area.

<b>How effectively is the school led and managed by the Board, the principal and senior management team?</b>	
Grades	<b>7 - 11</b>
School-based leadership and management	<b>Good</b>
Self-evaluation and improvement planning	<b>Satisfactory</b>
Governance	<b>Satisfactory</b>
Relations with parents and community	<b>Good</b>

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

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

#### **Overall, teaching in support of learning is satisfactory**

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

Most teachers demonstrate secure knowledge of the content, and are committed to imparting correct concepts as they ask questions, clarify misunderstandings, and guide assigned activities to ensure students' learning. Most integrate a variety of activities including demonstrations, discussions, songs, and group activities to capture interest, and relate to different categories of learners. Most of them review lessons and reinforce previous concepts while some bypass this process and move on to other stages of the lesson. Furthermore, written evaluations indicate limited reflection on practice.

#### **Teaching methods are satisfactory**

Most lessons are effectively planned and many appropriately delivered to realize incremental progress in subject areas. Most teachers have written and structured plans with appropriate objectives, activities, and summative assessments to guide learning. However, some lessons, particularly in the lower school, do not start on time as students move slowly across the compound in returning from lunch. This limits the contact time for curriculum coverage. Most teachers use a range of stimulating strategies to introduce, develop and culminate lessons. For instance, in language arts lessons in Grades 8 and 10, students act out scenarios and dramatize concepts from a passage. In some instances however, teachers confine themselves to questions, and chalk and talk with no differentiated approaches to appeal to different abilities. Many lessons are interactive as students describe characters, and present points of view thus creating dialogue reflective of a warm and engaging atmosphere. In most classes, a variety of resources such as, worksheets, Information and Communication Technology (ICT) and other lab equipment are effectively integrated to enhance students' engagement and participation. Most teachers use creative means such as praise, stickers and applause to motivate students and build their self-confidence.

#### **Students' assessment is satisfactory**

Almost all teachers continuously evaluate students' progress through oral questioning, discussion, students' work on the board, and seatwork. In so doing, they are able to gauge students' learning, provide feedback, clarify misconceptions, and reteach concepts when the need arises. Through the SMS, assessment data is retrieved and analysed to inform the planning and delivery of lessons. Further, the assessment policy guides procedures for diagnostic, formative, and summative assessments across grades to standardize the practice and ensure uniformity. Many teachers, particularly in the upper school provide feedback and support students in their attempts to self-correct. In some instances, smiley faces and ticks are used as a form of feedback; written comments are often lacking in many workbooks to help students identify errors and make the necessary corrections.

#### **Student learning is satisfactory**

Most students, especially in the upper school, are motivated to learn and demonstrate positive attitudes by eagerly participating in lessons. Some students in the lower school, however, are less prepared and tend to be more disruptive. In most lessons, the absence of textbooks and dictionaries limits the potential for student to engage in activities that are geared towards the development of their research and inquiry skills and hampers their ability

to become independent thinkers. Many students, however, demonstrate understanding by applying concepts and skills to new and real life situations. For instance, in a Grade 11 agriculture lesson, most students are able to define a seedbed and prepare one for sowing seeds. Some teachers facilitate collaboration and as such students display a positive orientation toward group activities. In some lessons, students' expressions reflect critical thinking skills as they interpret analyze and draw conclusions. For instance, in a Grade 11 technical drawing lesson, students examined bolts and explained how they are used in mechanical engineering.

How effectively does the teaching support the students' learning?	
Grades	7-11
Teachers' subject knowledge and how best to teach the subject	<b>Satisfactory</b>
Teaching methods	<b>Satisfactory</b>
Assessment	<b>Satisfactory</b>
Students' learning	<b>Satisfactory</b>

### 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 unsatisfactory**

**Students' performance in English is unsatisfactory**

The Caribbean Secondary Examination Certificate (CSEC) results showed that the performance in English improved from 25 per cent in 2012 to 50 per cent in 2014. The school's pass rate for English language was below the national pass rate throughout the 2012 to 2014 period. In 2013, 55 per cent of the Cohort sat English and 37 per cent attained passes. The participation rate for the period was relatively constant ranging between 55 and 57 per cent, which was below the 2016 national target of 100 per cent.

**Students' performance in mathematics is unsatisfactory**

The school's pass rate in the CSEC mathematics examination was below the national pass rates from 2012 to 2014 but the performance in mathematics improved over the period. In 2012, 50 per cent of the Cohort sat the examination and only nine per cent attained passes. In 2013, 51 per cent of the Cohort of 242 students sat the examination and only ten per cent attained passes. Additionally, 52 per cent of the 199 students in the Grade 11 cohort sat CSEC mathematics in 2014 and, of the number of students sitting the pass rate was 29 per cent. Overall, there was a slight increase in the participation rate from 50 per cent in 2012 to 52 per cent in 2014. This participation rate was below the 2016 national target of 100 per cent. The school's matriculation rate for students attaining passes in five or more subjects

including English and mathematics was below the national matriculation rate for all the years under review. The school's matriculation rate increased from four per cent in 2012 to 11 per cent in 2014. This was 43 percentage points below the 2016 national target of 54 per cent.

How well do the students perform in national and/or regional tests and assessments?	
Grades	7 - 11
How well do the students perform in National or regional tests and examinations in English?	Unsatisfactory
How well do the students perform in National or regional tests and examinations in mathematics?	Unsatisfactory

#### 4) Students' Academic Progress

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

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

##### Students' progress in English is satisfactory

Students' performance at Albert Town High School showed marginal progress in English over the period 2009 to 2014. The school's performance in CSEC also improved overall from 39 per cent in 2010 to 50 per cent in 2014.

The 225 students who entered Grade 7 through the GSAT in 2009 attained an average of 48 per cent in language arts. Five years later in 2014, of the same cohort, 110 sat CSEC English language and 50 per cent (55 students) passed. Therefore there was only a marginal increase from starting point.

Some progress has been observed in lessons. In Grade 7 language arts, most students are able to identify the main theme after reading a passage, discuss events and predict consequences. In Grade 8, many students can write short stories identifying the plots, characters and settings; and in Grade 9 many students can read a story and debate emerging ideas. However, the girls are performing at a higher level than the boys across all grades and the upper school generally performs at a higher rate than the lower school.

##### Students' progress in mathematics is satisfactory

Incremental progress was made by the 2009 cohort in mathematics. The 225 students who were placed through the GSAT in 2009 entered with an average of 45 per cent in mathematics. Five years later in 2014, of the 104 students, in the same cohort, the pass rate was 29 per cent. This represents a reduction from the starting point.

The schools' performance however showed overall improvement in CSEC from 13 per cent in 2012 to 29 per cent in 2014.

A review of the tracking of the performance of the students from their starting points indicates that progress in math lessons is marginal. In Grade 7, many students are able to use the protractor to construct an obtuse angle, and many in Grade 8 are able to multiply a fraction by a whole number. In Grade 9, many students are able to calculate the surface area of a cylinder, however most students in Grade 10 are unable to calculate the volume of

cuboids without the support of the teacher. Progress overall is slow as most students are operating below the required functional level of numeracy, and are thus unable to manage the curriculum although intervention plans are in place.

<b>How much progress do the students make, in relation to their starting points?</b>	
Grades	<b>7 - 11</b>
How much progress do the students make in relationship to their starting points in English?	<b>Satisfactory</b>
How much progress do the students make in relationship to their starting points in mathematics?	<b>Satisfactory</b>

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

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

**Overall students' personal and social development is satisfactory**

**The students' behaviour and attitudes are satisfactory**

Most students are well behaved and display a positive attitude in lessons and around the school compound. During break periods they have good rapport with their fellow students and behave orderly at the tuck shop and canteen. The students are also attentive in lessons, courteous, polite, obedient, and are helpful to their peers, members of staff and visitors. These behaviours were more evident among the upper school students. Most instances of disrespect, noise, and unsettled behaviours are displayed by lower school students.

**Punctuality and attendance is unsatisfactory**

Many students attend school regularly; however the attendance rate falls below the minimum target set by the MoEY&I. While this is so, some students are persistently arriving late for school due to challenges faced with the public transportation system. There is poor transitioning between lessons, especially after devotion and break periods, and this is compounded by the fact that the bell is not audible in certain areas of the school. Poor transitions and persistent lateness contribute to a reduction in valuable contact time for teaching and learning.

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

Most students are cognisant of their nationality and are socially aware. They identify with almost all aspects of the Jamaican culture and traditions. Most speak about the musical heritage, herbs, sporting icons, foods, national symbols, dress, and festivals. Most students, particularly in the upper school, are also knowledgeable of some regional cultures and traditions such as steel band and calypso music, Crop Over festivals, and Independence Day Celebrations. Most students are aware of their rights to vote, free speech, and education. They sing the National Anthem twice weekly, repeat the Pledge, and raise the flag on Mondays. Most are proud of their school and willingly adhere to the rules. Student leaders such as prefects, class monitors, and members of the students' council demonstrate an understanding of their roles as young leaders, and they also assist in leading devotions,

organising special events, and serving in the tuck shop and canteen. Most go to church and participate in worship, sing on the choir, play instruments and attend Sabbath and Sunday Schools.

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

Many students are aware of national economic issues. They express the view that the Jamaican economy is poor, struggling, and in need of further development. There are not enough jobs, opportunities or factories to sustain the economy hence the dependence on other countries in the region, and the world for products such as oil and motor vehicles. Many students are aware that the country exports pimento, coffee, bananas, yams, bauxite and sugar. Some are able to indicate that exports must exceed the value of imports in order for the economy to grow. Many are aware of the decline of the Jamaican dollar against the United States currency, and explain that the Canadian and the United Kingdom currencies can have a negative impact on the economy. Many students are focused on being effective contributors to Jamaica as they are determined to complete their education and find jobs in science, hospitality, education, business, medicine, farming, and other professions in their efforts to advance the country. Some students are unable to express an understanding of regional and local economic issues.

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

Most students have an excellent grasp of a range of environmental issues. They are informed about air and water pollution; emissions from factories; disposal of sewage in the water supply; the causes and effects of global warming; the breakout of the Ebola disease in Africa and its impending threat to the world; and the threat of Chikungunya and Zika Viruses in Jamaica and the region. The school is clean and litter free as many bins are available to ensure garbage is effectively disposed of. Ornamentals and green areas add to the aesthetics of the environment. Across grade levels, students compete against each other to keep their classrooms and the environments of their blocks clean. Most students understand their roles in maintaining the cleanliness of the environment in their respective communities. They are aware of, among other things, their responsibilities to keep drains clean, and their homes free of mosquitoes that cause diseases.

<b>How good is the students' personal and social development?</b>	
<b>Grades</b>	<b>7 - 11</b>
Students' behaviour and attitudes	<b>Satisfactory</b>
Punctuality and attendance	<b>Unsatisfactory</b>
Civic understanding and spiritual awareness	<b>Good</b>
Economic awareness and understanding	<b>Satisfactory</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 satisfactory**

**The quality of human resources is good**

All teachers are qualified and meet the Ministry of Education Youth and Information's (MoEY&I's) certification requirements. There are 59 teachers inclusive of a Principal, two Vice Principals, two Guidance Counsellors and one Dean of Discipline. Twenty-two teachers have teaching diplomas, thirty-one have Bachelor's degrees, four inclusive of the principal have a Master's degree, and one has a teacher's certificate and one an Associate degree. The sufficiency of the teaching staff is affirmed by the pupil/teacher ratio of 1:18, which is well above the mandatory 1:25. The number of support staff is consistent with the size of the establishment, and they adequately contribute to the overall operation of the school. Continuous training is provided for staff through internal staff development seminars and MoEY&I workshops. Training sessions focus on team building and staff empowerment, Reading in the Content Area, and Project Based approach. There is also a programme to mentor new teachers and also build capacity for support staff in the areas of school planning, data management and gate supervision.

**The use of human resources is satisfactory**

Most teachers are deployed according to their experience and expertise in order to maximize their impact on student learning. Teachers generally attend school regularly and most arrive on time for lessons. Most support staff are appropriately assigned and are available to execute their designated duties such as cleaning school facilities, providing hot meals, and monitoring visitors as they enter and exit the school compound.

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

The school has a welcoming atmosphere, and the grounds are well kept with flowering plants and paved roadway enhancing the ambience and general aesthetics. Garden seats and tables are available in the holding area, murals are painted on walls, and the buildings are well labelled. There is also a spacious dining area for students to socialize during the lunch break. However, the terrain is hilly, water drains are largely uncovered, and the playfield is small and not adequately maintained. There are sufficient resources for teaching and learning including a range of ICT, appropriate furniture for teachers and students, an adequately stocked library, and photocopying machines. However, there is shortage of specialist facilities and limited texts for students' use.

**The use of material resources is unsatisfactory**

The school premises are used by the members of the community for sports, political meetings and as an Office of Disaster Preparedness and Emergency Management (ODPEM) shelter. Some sections of the school compound are used for farming crops such as yam, banana and plantains. The canteen and library play important roles in the administration of the school. In many lessons, there was very limited use of the available resources to enhance student participation and learning.

How effectively does the school use the human and material resources at its disposal to help the students achieve as well as they can?	
Grades	7 - 11
Human resources	Good
Use of human resources	Satisfactory
Material resources – quality and quantity	Satisfactory
Use of material resources	Unsatisfactory

## 7) Curriculum and Enhancement Programmes

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

**Overall, provisions for the curriculum and enhancement programmes are satisfactory**

#### Provisions for curriculum are satisfactory

The City and Guilds curriculum is used for the less able students; the Reform of Secondary Education (ROSE) curriculum for the lower grades; and CSEC for the upper grades. Each curriculum is modified to meet the varying ability levels of students during regularly convened common planning sessions. The curriculum offering is also tailored for the slower students who receive more instruction in literacy and numeracy than their more able counterparts. The less able students also benefit from smaller class sizes and extra lessons on Saturday and during holidays. However, the contact time for math and English is generally below that required by the MoEY&I. There is adequate breath and balance in subject offerings such as music, visual arts, and a range of vocational subjects to facilitate a wide cross section of abilities and interests. Students' workbooks reflect adequate scope and sequence but cross-curricular links are not regularly featured during the delivery of lessons.

#### Enhancement programmes are satisfactory

The school enhances the cultural, spiritual, and social development of students through a variety of clubs and societies. Among the active clubs are Girl Guides, 4H, Interschool Christian Fellowship (ISCF), Environmental, Music and Sport Clubs. The school's success in this area is evidenced by a wide range of trophies, which is displayed to highlight achievement. For example, in 2014 the Business Club was placed first in the region and third in 2015; also in 2015 a student from the 4-H club was selected as the Boy of the Year for the region. The extracurricular activities are well-organized and well-supported, especially by the lower school students who are scheduled to attend weekly activities. The school shares positive relationship with the community, and organize a clean-up day once per term.



How well do the curriculum and any enhancement programmes meet the needs of the students?	
Grades	7 - 11
How well does the curriculum meet the needs of the students?	<b>Satisfactory</b>
How well do the enhancement programmes meet the needs of the students?	<b>Satisfactory</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 satisfactory**

#### Provisions for safety and security are satisfactory

Policies, plans and procedures exist to secure and monitor school property and persons within its confines. There are sufficient fire extinguishers which are serviced and installed in strategic areas; the school's entrance is monitored; an emergency assembly point is clearly identified; and emergency drills are regularly held. The school is partially fenced and so a security guard is posted towards the rear of the school in order to ensure safety of all stakeholders. Also, student leaders and other members of staff share the responsibility of maintaining a safe environment by reporting incidents and supervising students' behaviour.

#### Provisions for students' health and wellbeing are good

There are some policies and procedures in place to ensure the health and wellbeing of students. Most students with mild illnesses or injuries generally seek medical attention from the resident school nurse. More serious cases are referred to a medical doctor or facility. Most staff members know students well and generally there is mutual respect. The school has a comprehensive guidance programme which hosts parenting workshops, health fairs and lunch hour concerts. There is also a peer counselling programme that supports on-going efforts to enhance students' wellbeing while addressing behavioural issues. The school makes great effort to instil positive behaviour in students through its School Wide Positive Behaviour Support (SWPBS) drive, by using environmental print as well as trained peer counsellors to assist in managing students' behaviours. Minor indiscipline is dealt with at the class level while more serious offences are referred to the Guidance Counsellor or Dean of Discipline. In extreme cases, police officers or members of the Board's personnel committee are called in. Other provisions for students are available through the school's nutrition programme, which is managed by a complement of mostly HEART/NTA certified staff. Through this venture, 540 students are fed on the Programme of Advancement Through Health Education (PATH), and 20 on the welfare programmes.

How well does the school ensure everyone's safety, security, health and wellbeing?	
Grades	7 - 11
Provisions for safety and security	<b>Satisfactory</b>
Provision for health and wellbeing	<b>Good</b>

## **Recommendations from Previous Inspection on January 19, 2011:**

1. Principal and SMT should develop a more rigorous self-evaluation process to give a more realistic picture of the school's strengths and weaknesses and the level of value added to the individual students.
2. Principal and SMT should facilitate and develop more in-house workshops to help teachers develop creative ways of teaching and differentiating lesson delivery and assessment to address students' different learning styles and ability levels.
3. The Principal along with the HODs should review assessment instruments and content coverage to ensure they are in line with curriculum and grade level requirements so as to improve attainment levels.
4. Principal and SMT should develop enhancement programmes and set attainment targets to motivate and challenge students' to achieve high standards in external examinations.
5. Teachers should endeavour to educate themselves on how to integrate technology effectively into their lessons in order to better cater for students in the 21st Century classrooms.
6. The MoEY&I should consider removing the school from the shift system to enable the students to spend longer hours in school and become more rounded as opportunities will be created for the implementation of extra-curricular activities.

## **Recommendations**

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

1. The Board and the Technical Officers at the MoEY&I along with the leadership of the school should identify the breaches in the area of safety and security and rectify them as a matter of urgency. The construction of the requisite classrooms should also be treated similarly.
2. The SMT should:
  - a. Continue to develop and promote differentiated teaching methods and assessment so that more students can learn as well as they are able to
  - b. Focus attention on improving discipline among lower school students.

Devise effective measures to address the amount of time that is lost during the transition to lessons and arrival at school.

## 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
MoEY&I	Ministry of Education, Youth and Information
NEI	National Education Inspectorate
PATH	Programme of Advancement Through Health and Education
PTA	Parent Teacher Association
SIP	School Improvement Plan
SJE	Standard Jamaican English
SMT	School Management Team

## Appendices

Appendix 1 - Record of Inspection Activities

Appendix 2 - Inspection Indicators

Appendix 3 – National Test Data

## Appendix 1 - Record of Inspection Activities

Evidence for this report was based on the following:

Total number of lessons or part lessons observed	<b>72</b>
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	English	Maths	Other
Number of lessons or part lessons observed <b>[Primary]</b>	-	-	-
Number of lessons or part lessons observed <b>[Secondary, either grades 7 – 11 or 7 – 9 in an all-age school]</b>	<b>18</b>	<b>22</b>	<b>32</b>

Number of scheduled interviews completed with members of staff, governing body and parents	<b>8</b>
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Number of scheduled interviews completed with students	<b>2</b>
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	Parents	Students	Teachers
Number of questionnaires returned and analysed	-	-	-

## Appendix 2 - Inspection Indicators

Inspection indicators serve a number of purposes:

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



## Inspection Indicators

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

#### 1.1 School-based leadership and management

##### Key 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 work, but 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	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</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</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</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</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</b></p>

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
<b>remain uninvolved in their local communities</b>	<b>responsibilities in school or make a contribution to the local community</b>	<b>community, through planned responsibilities</b>	<b>are able to exercise responsibility and contribute actively to the life of the school</b>	<b>life of the school and the wider community and many adopt leading positions in organising events</b>

#### 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
<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> Most students have little or no understanding of economic issues and do not recognise the contribution they could make to economic progress	<b>Many students are unaware of the importance of Jamaica's continued economic progress</b> Many are unaware of, or unconcerned with, their potential to contribute to the country's future economic success	<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> Most students are positive about the contributions they can make towards economic success	<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> Most students are aware of the contributions they can make to continuing economic prosperity	<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> They are well equipped and willing to contribute to continuing economic success

## 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

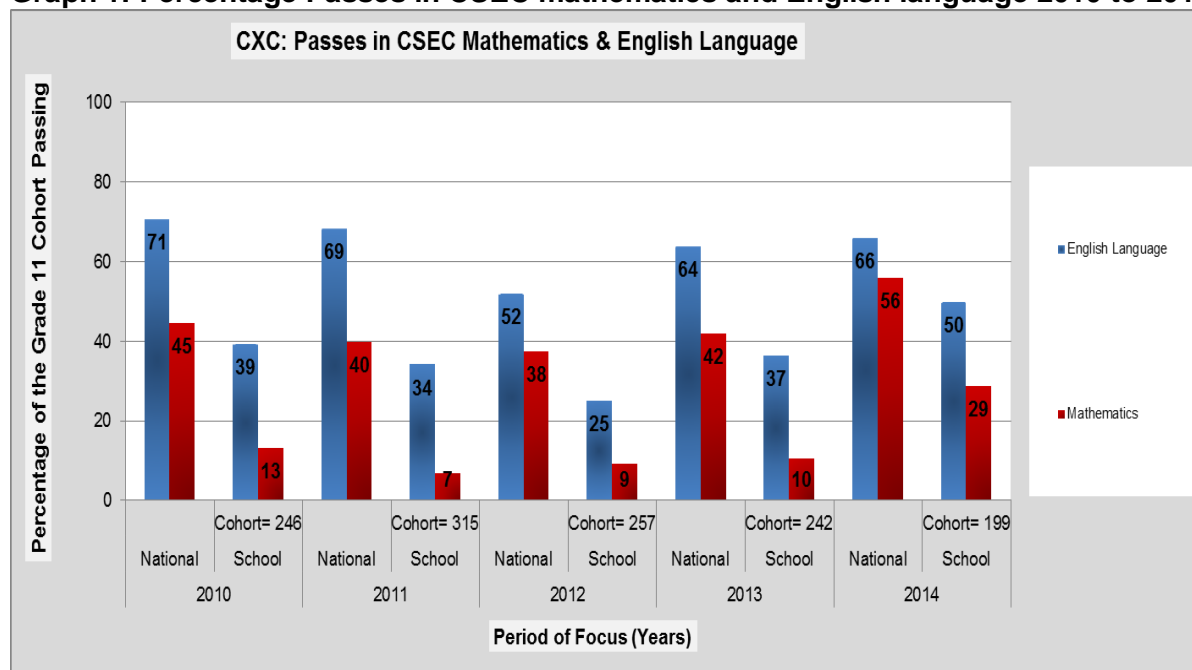
Short descriptions to illustrate the five-point scale:

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: Percentage Passes in CSEC mathematics and English language 2010 to 2014



School passes for CSEC English language and mathematics are a percentage of the number of students sitting the examination.

Table 1: Students sitting & passing CSEC mathematics and English language (2010-2014)

Year	Grade 11 Cohort*	Students Sitting CSEC Mathematics		Number passing CSEC Mathematics		Students Sitting CSEC English		Number passing CSEC English	
2010	246	210	(85%)	28	(13%)	249	(101%)	98	(39%)
2011	315	130	(41%)	9	(7%)	152	(48%)	52	(34%)
2012	257	129	(50%)	12	(9%)	147	(57%)	37	(25%)
2013	242	124	(51%)	13	(10%)	134	(55%)	49	(37%)
2014	199	104	(52%)	30	(29%)	110	(55%)	55	(50%)

\*as at Census Day on October 13, 2014

At Albert Town High, the performance of students in English language from 2010 to 2014 was better than it was in mathematics. The largest gap in performance was observed in 2011 and 2013 when the pass rate in English language exceeded that of mathematics by 27 percentage points. The percentage of students **sitting** English language was higher than those **sitting** mathematics in throughout the 2010 to 2014 period.



## CSEC Mathematics

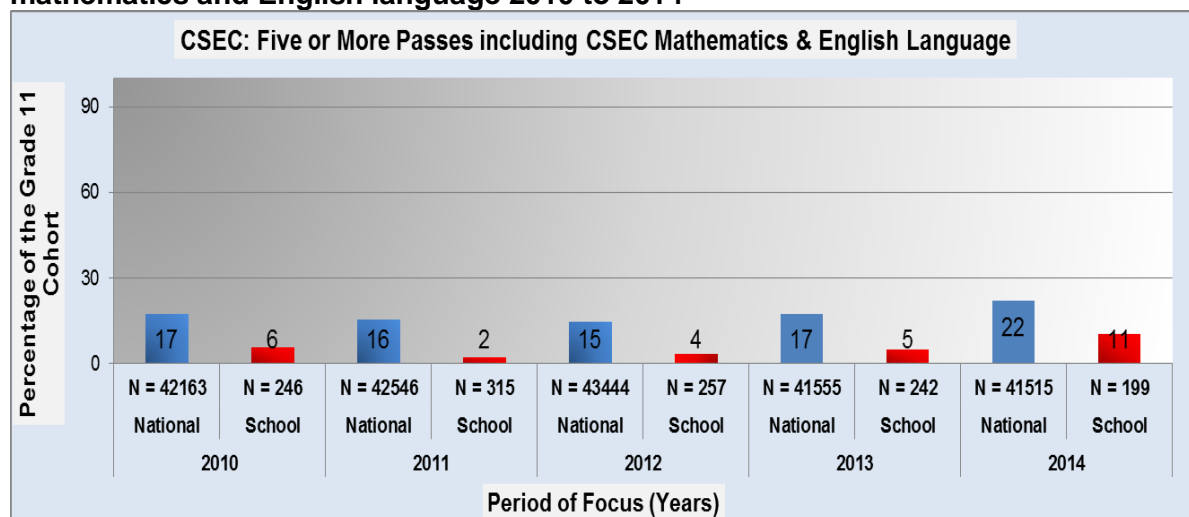
Albert Town High had an overall increase in the pass rate in mathematics for the 2010 to 2014 period. Their pass rates fell by six percentage points in 2011 to seven per cent (nine of 130 students), the lowest of the period. This was followed by an overall increase between 2011 and 2014. The school attained its highest pass rate in 2014 when 30 of the 104 students (29 per cent) who sat the exam attained passes. Their pass rates were consistently below the national throughout the period. The deficit between the national and school's pass rates narrowed from 32 percentage points in 2011 to 27 percentage points in 2014. There was an overall decline in the participation rate in mathematics throughout the period. The participation rate declined from a high of 85 per cent in 2010, when 210 of the 246 students in grade 11 sat CSEC mathematics to 52 per cent (104 of 199 students) in 2014.

## CSEC English language

The pass rate in English language increased overall from 39 per cent (98 of 249 students) in 2010 to a high of 50 per cent (55 of 110 students) in 2014. In 2012, the school's pass rate was the lowest for the period, 25 per cent (37 of 147 students). The school's pass rate remained below the national pass rate for all of the years under review. The deficit declined from 32 percentage points in 2010 to 16 percentage points in 2014. There was an overall decrease in the participation rate in English language throughout the period under review. In 2010, three additional students sat CSEC English language than the grade 11 cohort, this declined to 55 per cent (110 of 199 students) in 2014.

## STUDENTS' ATTAINMENT

**Graph 2: Percentage of student attaining five or more CSEC passes including mathematics and English language 2010 to 2014**



The secondary school target set by The Ministry of Education is 54% of students sitting CSEC attaining five or more passes by 2016.

The school's matriculation rate was below the national matriculation rate throughout the 2010 to 2014 period.

The matriculation rate has increased over the period from six per cent in 2010 to a high of 11 per cent in 2014. The lowest level of mastery attained was two per cent in 2011. The school's 2014 matriculation rate (11 per cent) was 43 percentage points below the national education performance target.

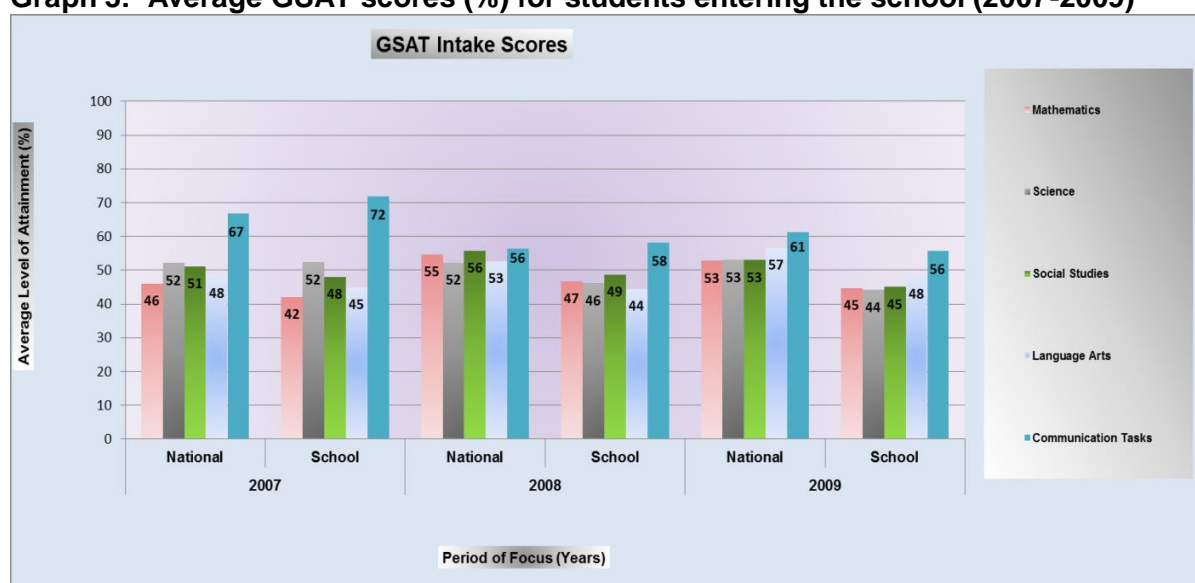
**Table 2: Percentage of student attaining five or more CSEC passes including mathematics and English language (2014)**

Students attaining passes in 5+ CSEC or equivalent subjects	
National Education Performance Target (2016)	54 per cent
School's Current (2014) attainment	11 per cent

## STUDENTS' PROGRESS

### Students' Starting Point

**Graph 3: Average GSAT scores (%) for students entering the school (2007-2009)**



**Table 3: Average GSAT scores (%) for students entering the school (2007-2009)**

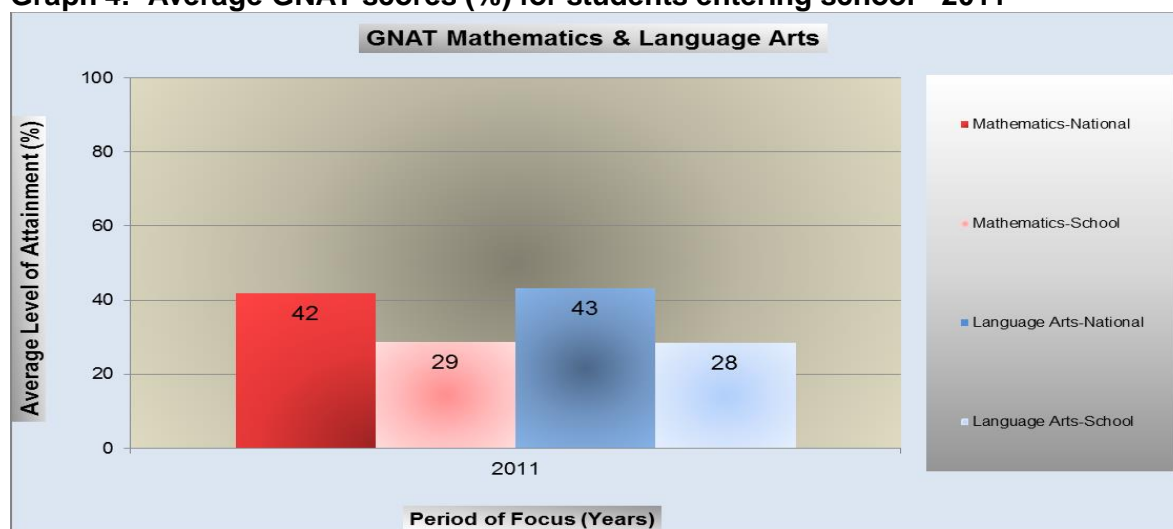
Albert Town High			
Assessment	Candidates Placed	2009 Averages	
GSAT Intake Scores	225	National	School
		55	48
Assessment	Candidates Placed	2008 Averages	
GSAT Intake Scores	225	National	School
		54	49
Assessment	Candidates Placed	2007 Averages	
GSAT Intake Scores	235	National	School
		53	52

The overall GSAT average intake score for the 225 students entering Albert Town High in 2009 was below the national GSAT overall intake average. In 2009, the school's averages were below the national averages in all the components. The school's averages were also below the national averages in all components in 2007 and 2008.

## STUDENTS' PROGRESS

### Starting Point

**Graph 4: Average GNAT scores (%) for students entering school - 2011**



**Table 4: Average GNAT scores (%) for students entering school - 2011**

Albert Town High			
2011			
Assessment	Candidates Placed	National	School
GNAT Mathematics	50	42	29
Female	9	46	28
Male	41	40	29
GNAT Language Arts	50	43	28
Female	9	50	34
Male	41	40	27

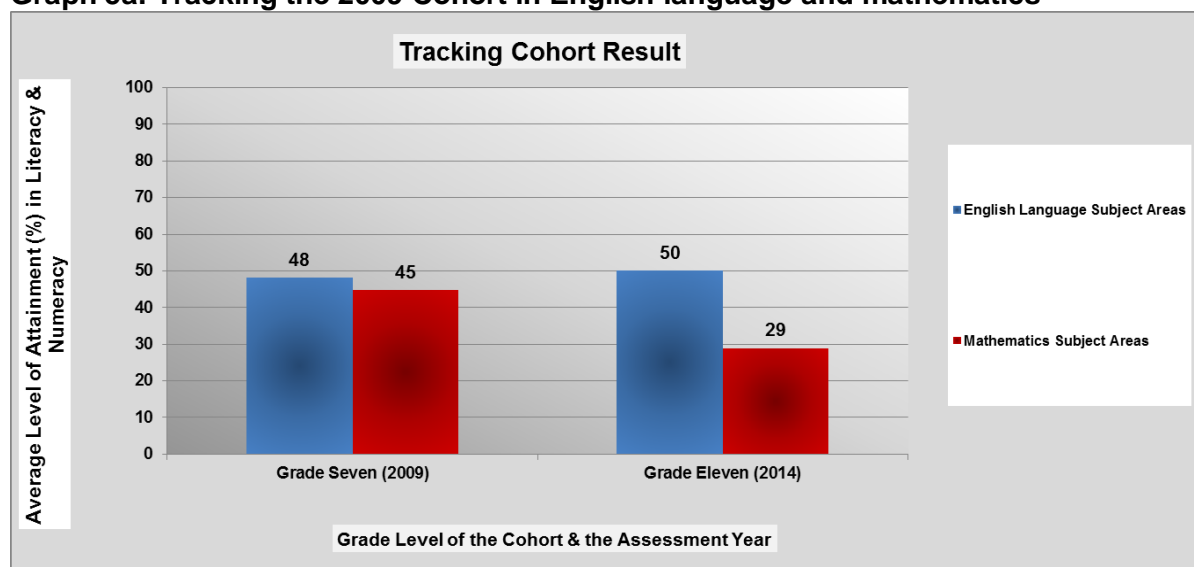
The girls' average exceeded the boys' in language arts by seven percentage points, but the boys' average was higher than the girls' in mathematics by one percentage point.

In 2011, **50 students** were placed at the school through the GNAT (nine girls and 41 boys). The average scores in mathematics and language arts were below the national average by 13 and 15 percentage points, respectively.

In mathematics, the average scores obtained by the girls (28 per cent) was less than the national average of 46 per cent by 18 percentage points, while the average score obtained by boys (29 per cent) was 11 percentage points below the national average. In language arts, the average score obtained by girls (34 per cent) was 16 percentage points below the national average of 50 per cent, while the average for the boys (27 per cent) was below the national by 13 percentage points.

## STUDENTS' PROGRESS

Graph 5a: Tracking the 2009 Cohort in English language and mathematics



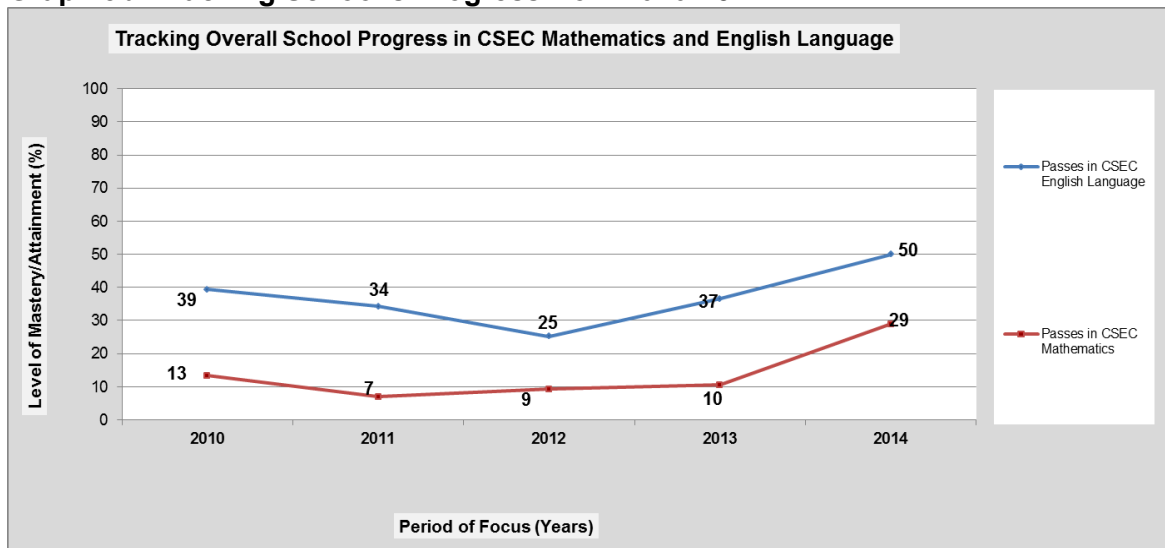
This graph tracks the performance of the **2009 Cohort** of students entering Albert Town High. It shows their **average intake scores** in the 2009 GSAT (language arts and mathematics) and the **pass rates** in the 2014 CSEC examinations (English language and mathematics).

The **2009 Cohort** attained an average of 48 per cent in the language arts component of the GSAT. In 2014, the pass rate for CSEC English language was 50 per cent. However, this pass rate is reflective of 110 of the 199 students of the grade 11 cohort who sat the examination. Of the 199 grade 11 students in 2014, 55 students (28 per cent) passed English language.

The **2009 Cohort** attained an average of 45 per cent in the mathematics component of the GSAT. In 2014, the pass rate for CSEC mathematics was 29 per cent. This pass rate is in relation to the 52 per cent (104 of 199 students) of the grade 11 cohort who sat the examination. Of the 199 grade 11 students in 2014, only 15 per cent (30 students) passed mathematics.

## STUDENTS' PROGRESS

Graph 5b: Tracking School's Progress from 2010-2014



Overall, the performance of the school in English language and mathematics improved between 2010 and 2014. The performance in English language remained above the performance in mathematics in all years throughout the period under review.

## **Definitions:**

- Cohort:** A specific group of students who are expected to move through the education system during a particular time span. For example, the 2008 cohort entering grade one are expected to complete grade six in 2014.
- Matriculation Rate:** The number of students attaining passes in five or more CSEC subjects including English language and mathematics in one academic year.
- 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:**

- CSEC - Caribbean Secondary Education Certificate
- GNAT - Grade Nine Achievement Test
- GSAT - Grade Six Achievement Test
- MoEY&I - Ministry of Education, Youth and Information

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