ALBERT TOWN PRIMARY SCHOOL

INSPECTION REPORT

Principal: Mr. Godfrey Blake
Board Chair: Mr. Devon Dixon

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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?

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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

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Profile

School Demographics

School Code:	07001
School Name:	Albert Town Primary and Infant
Parish:	Trelawny
Region:	3. Brown's Town
Locale:	Urban
Day Structure	Whole Day
Population Composition:	Co-educational
Size:	Class III
Capacity:	275
Enrollment:	512
Attendance Rate:	87%
No. of Active Teachers:	17
Pupil-Teacher Ratio:	30:1
Multi-Grade:	No
Owned By:	Anglican

Socio-economic Context

The Albert Town Primary and Infant School, formerly Albert Town Elementary School, got its name from the district of Albert Town. The Albert Town Elementary School was built on a site which is owned by the St. Andrew's Anglican Church. The first school building was vacated in December 1960 because of overcrowding and its poor state. The new school was built on another section of the church land about ten chains from the old one. It was officially opened to students in January 1961. As the years progressed, the school became a feeder school for the Albert Town High School. The school continues to bask in its rich cultural achievements and has won several cash awards and certificates in various competitions in recent years. Some of its outstanding awards are several gold, silver and bronze medals in speech, music and dance competitions of the Jamaica Cultural and Development Commission (JCDC). Most students who attend the school are from the communities of Cotton Tree, Queens Land, St. Vincent, Campbell's Land, Stettin, Tank Hill and Albert Town. The main economic activities in the community are farming and construction and most students are from low socio-economic backgrounds. There is a significant level of unemployment among parents; hence they are unable to contribute to the school financially. Currently there are 250 students accessing benefits through the Programme of Advancement Through Health and Education (PATH).

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Executive Summary

Overall effectiveness of the school

The overall effectiveness of Albert Town Primary School is satisfactory

Overall, leadership and management is satisfactory

The school has a clear vision that is embraced by all. Through review and consultation, areas for improvement have been identified. These include improvement of students' numeracy and literacy, repairs to the physical plant especially the roof, and enhancements to security. Governance is effective, and plays a supportive role in the work of the school while holding the Principal and staff to account for standards. The school has established mutually beneficial links with parents and the community.

Overall, teaching in support of learning is satisfactory

Most teachers demonstrate adequate knowledge of their subjects and confidently deliver the curriculum to ensure students' learning. Most have structured lesson plans reflecting the desired components for effective teaching and learning. They manage time effectively, pacing activities to keep students on task. Most teachers conduct continuous assessment through oral questions and written work. Some students are able to apply concepts and skills to new and real life situations.

Overall, students' performance in English and mathematics is unsatisfactory

The students' performance in Grade Four Literacy Test (GFLT), General Achievement in Numeracy (GAIN), and Grade Six Achievement Test (GSAT) was consistently below the national and regional levels throughout the 2012 to 2014 period.

Overall, students' progress in English and mathematics is satisfactory

There was an overall increase in mastery for the GFLT and GAIN during the period under review. There was also an increase in GSAT averages in language arts and a slight decrease in mathematics during the same period. Progress in lessons is satisfactory as many students make appropriate gains.

Overall, students' personal and social development is satisfactory

Most students display acceptable behaviour in lessons and on the compound; however a few are disruptive during lessons. Most students arrive on time for school and lessons, and the attendance is satisfactory at an average rate of 87 per cent. Most students demonstrate adequate awareness of cultural, economic, spiritual and environmental issues.

Overall, the use of human and material resources is satisfactory

All teachers meet Ministry of Education's (MoE's) certification requirements, and are adequately deployed in their areas of training. Portions of the school premises present challenges for students and staff but there are adequate resources for teaching and learning. The available space inside and around the school premises are appropriately used to enhance students' learning.

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Overall, provisions for the curriculum and enhancement programmes are good

The school's curriculum is modified to cater to the needs of students and various interventions are in place to assist weaker students. A wide range of extra-curricular programmes are in place to enhance the curriculum and support students' personal and social development.

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

There are adequate provisions for safety, security, health and wellbeing. There is a perimeter fence, and flood lights facilitate security during the nights. There is a good relationship between staff and students, and disciplinary issues are dealt with appropriately.

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

- Use of support staff
- Print rich environment
- Visible and confident Principal
- Appropriately qualified teaching staff
- An effective system of documentation and archiving
- The involvement of the Board in the work of the school

How effective is the school overall?
The overall effectiveness of the school is **satisfactory**

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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 satisfactory

The school's leadership is visionary and inspires the confidence of almost all stakeholders. The Principal is an effective leader who is quite visible, and promotes a culture of mutual respect. The shared goal of improving students' performance in numeracy and Literacy is embraced by all stakeholders and strategies have been employed to achieve this reality. These include the establishment of the Digicel Enrichment Centre, the engagement of a mathematics coach since September 2015, and extra lessons in the mornings and evenings. The staff is committed and most of the senior leaders are effective in the execution of their duties. While lesson plans are vetted by the Principal and the Senior Management Team (SMT), this is not always done consistently. The effectiveness of the school's management is enhanced by monthly meetings of staff. There is an organised compilation of school documents such as teacher appraisals, students' assessment data as well as the accounts of fundraising activities.

Self-evaluation and school improvement planning is satisfactory

The school's self-evaluation processes are implemented effectively. All stakeholders are involved in the preparation of the School Improvement Plan (SIP). The School's Self-Evaluation (SSE) documents the strengths and weaknesses of the school and performance against set targets in select areas are also reviewed by stakeholders. The views of parents are expressed primarily in Parent Teacher Association (PTA) meetings as well as during visits to the school. For example, parents provided suggestions concerning succession planning and the enrichment programme. The various priority areas are identified and consistent with the views expressed and the outcomes of the analysis of data. They include improvement in literacy and numeracy as well as the physical plant. The Board and PTA collaborate with the Principal in the formulation of strategies to realize these goals, some of which have been achieved. For example, the Resource Centre was funded by Digicel and infrastructural improvements were carried out by Jamaica Social Investment Fund (JSIF). Efforts to seek further support to improve infrastructure continue.

Governance is satisfactory

The Board, though not fully constituted, plays a vital role in the work of the school. The members are supportive and assist in all major school activities such as daily devotions and fundraising. The Chairman, who is a past student, is knowledgeable and acquaints himself with all areas of the school's development. The Board holds the Principal and staff to account for standards and requires reports from the Principal, among others, at all meetings. These are reviewed to determine appropriate actions to be taken. Most issues are addressed through dialogue and, while no serious action has been taken against the staff, there has been one case of suspension against a student. Staff appraisals are routinely

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reviewed and the Board Chairman participates in the appraisal of the Principal. All SMT have written job descriptions which are reviewed periodically by the Board.

Relationship with parents and local community is satisfactory

Adequate communication links exist between the school and the community. The main channels of communication are text messages, telephone calls, circulars, letters, the PTA meetings, and progress reports issued at the end of the first and last school terms. General PTA meetings are held at the beginning of each term and grade meetings are held monthly. Some parents are involved in the school, and participate in activities such as clean-up day and devotions. Others provide scholarships for students to enter high school and execute fundraising events such as rallies and fairs to support the programmes of the school. Major projects planned by the PTA are hampered by a lack of financial support and some parents do not make sufficient effort to assist with their children's education. The school has established beneficial links with the local community and various organizations such as the Church, Kiwanis Club, the Member of Parliament, the Bank of Nova Scotia and Digicel Foundation.

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

2) Teaching Support for Learning

How effectively does the teaching support the students' learning?

Overall, teaching in support of learning is satisfactory

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

Most teachers demonstrate comprehensive knowledge of the subject areas that they teach and confidently and accurately deliver the curriculum. In most lessons, teachers engage students in clear and systematic discussions to ensure learning. Although most teachers demonstrate an awareness of the students' different ability levels, most do not adequately cater to these variations. Most lessons are organised around discussions, lectures, questions and answers with few opportunities for students to be engaged in practical activities for enhanced learning. Many teachers do not consistently complete lesson evaluations and only a few indicate strategies to guide future performance. Some teachers, especially at the lower grades, use songs and jingles to review previous concepts.

Teaching methods are satisfactory

Most teachers have structured plans reflecting the required components for effective teaching and learning. Many manage time effectively, pacing activities to keep students on

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task; however, some have difficulties transitioning to other subjects. Teaching approaches revolve mainly around lectures, questions and answers, and seat work. In most lessons, there is adequate teacher and student interaction, and many teachers use dialogue that encourage critical thinking. Most teachers integrate texts, charts, hand-outs, and lap tops to capture students' attention, stimulate interests and concretise concepts. However, there was limited use of Information and Communication Technology (ICT) resulting in disengagement and general lack of motivation among students in some lessons. Most teachers motivate students during the learning process using encouraging phrases such as 'very good', and also by establishing a classroom culture in which students applaud each other for good answers.

Students' assessment is satisfactory

Most teachers continuously assess students through oral questions and written work. Records reflect a developed assessment system which incorporates diagnostic scores, as well as grades for unit tests, homework, and exams. Through analysis of this data, pull-out groups are identified across grades for individual attention in literacy. Most teachers provide immediate verbal feedback, however, written feedback is limited to ticks and signatures with no evaluative comments for students to do corrections and improve performance.

Student learning is satisfactory

Most students are attentive and eager to participate but some are not sufficiently challenged. Textbooks are used in many lessons for research or to promote reading comprehension. For example, in one Grade 3 language arts class, the students are able to pull pertinent ideas from the passage on essential workers. Some students demonstrate secured learning and are able to apply concepts and skills to new and real life situations. For example, in a Grade 3 integrated studies lesson, many students are able to differentiate between goods and services and provide appropriate examples. Some lessons are divided into groups and students generally support each other as they collaborate to complete assigned tasks or share resources. Many students are given the opportunities to think critically while others are asked probing questions to ensure their understanding.

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

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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

Students' performance in English is unsatisfactory as they did not consistently perform above the national average for the period under review. The schools' performance in the Grade Four Literacy Test (GFLT) declined from 70 per cent (51 out of 73 students) in 2012 to 62 per cent (50 of 80 students) in 2014. The school's mastery was below the national mastery by two percentage points in 2012, six percentage points in 2013 and 13 percentage points in 2014. Two more students sat the test than the number enrolled in 2014, all students sat the test in 2012 and the participation rate for 2013 was 98 per cent.

The school's performance in Grade Six Achievement Test (GSAT) language arts and communication tasks was below the national average in all the years of the 2012 to 2014 period. The deficit for language arts was eight percentage points in all three years, while the communication tasks deficit ranged from three to nine percentage points during the period. There was a slight increase in the language arts average while the communication tasks average decreased over the three-year period. There was a decrease in the number students sitting the test, from 78 in 2012 to 61 in 2014. The girls outperformed the boys in language arts and communication tasks in all three years of the period.

Students' performance in mathematics is unsatisfactory

The school's mastery in General Achievement in Numeracy (GAIN) improved noticeably from 37 per cent (27 of 73 students) in 2012 to 49 per cent (40 of 81 students). The highest level of mastery for the period though, was 52 per cent (50 of 96 students) attained in 2013. The school's mastery was consistently below the national mastery throughout the period. The deficit decreased from 14 percentage points in 2012 to five percentage points in 2014. Two more students sat the test than enrolled in 2014, all the students sat the test in 2012 and the participation rate for 2013 was 97 per cent.

The school's performance in GSAT mathematics declined marginally from 52 per cent to 51 per cent between 2012 and 2014, despite attaining an average of 58 per cent in 2013, the highest for the period. The school's average was below the national average from 2012 to 2014. The deficit ranged from three percentage points to 11 percentage points for the period under review. There was a decrease in the number students sitting the test, from 78 in 2012 to 61 in 2014. An examination of the performance by gender revealed that the girls' average exceeded the boys' in all three years. The gap narrowed from 21 percentage points in 2012 to 17 percentage points in 2014.

How well do the students perform in national and/or regional tests and assessments?	
Grades	**1-6**
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

Seventy students were assessed at Albert Town Primary in 2008 in Grade 1, and the proficiency levels of these students were above the national proficiency levels in all the literacy components except writing and drawing. An average of 60 per cent of the students in 2008 Cohort was found to be proficient in the literacy components of the Grade One Individual Learning Profile (GOILP). In 2012, 70 per cent of the students attained mastery in the GFLT and in 2014 the average score in GSAT language arts was 54 per cent.

The school's mastery in the GFLT increased between 2009 and 2012 but decreased between 2012 and 2014. Performance in GSAT language arts improved while communication tasks declined over the 2011 to 2014 period.

Many students make progress during lessons. Most students in Grade 1 are developing oral language and penmanship, and writing simple sentences; for example, "Let us sing." Grade 3 students are progressing in vocabulary while Grade 4 are analysing and drawing conclusions. Grade 6 students are developing writing skills in descriptive compositions, business and friendly letters. Girls' averages consistently exceed the boys'.

Students' progress in mathematics is satisfactory

Seventy-six per cent of the students in the 2008 Cohort were proficient in number concepts of the GOILP in 2008. In 2012, 37 per cent of the students attained mastery in the GAIN and in 2014 the average score in GSAT mathematics was 51 per cent.

The school's mastery in the GAIN improved noticeably overall throughout the period. Performance in GSAT mathematics however, declined marginally overall between 2011 and 2014. Students' progress in mathematics is, therefore, at minimum satisfactory; students are making progress over time at the Grade 4 level and in lessons. However, at the grade 6 level, the gains made are not sustained.

In Grade 1, many students are able to compare sets using the appropriate symbols, and most Grade 2 students are able to divide objects in quarters, for example, 8 divided by 4 is equal to 2. Most students in Grade 3 are able to multiply by single digits and identify factors and products in multiplication. At the Grade 4 level, many students are able to estimate and measure the length of lines while at the Grade 5 level, most student are able to place a series of numbers in ascending and descending order, for example, 5.432, 5.122 and 6.421. Many Grade 6 students are able to determine the possible outcome of an event by rolling a die. Girls consistently outperformed boys.

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How much progress do the students make, in relation to their starting points?	
Grades	**1-6**
How much progress do the students make in relationship to their starting points in English?	**Satisfactory**
How much progress do the students make in relationship to their starting points in mathematics?	**Satisfactory**

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 display acceptable behaviours in lessons and on the school compound, however, a few are disruptive during lessons. Nevertheless, there is an amicable relationship among most students, and there are positive interactions between teacher and students during lessons. Most students are adequately prepared for lessons with appropriate writing implements, requisite texts, workbooks, and other necessities.

Punctuality and attendance are satisfactory

Most students arrive on time for school and lessons, and the attendance is satisfactory at an average rate of 87 per cent.

The civic understanding and spiritual awareness of the students are satisfactory

Most students are aware of aspects of their Jamaican heritage and murals of National Heroes and Symbols painted on the school walls promote national pride. Some students state that they have the civic responsibility to respect the leaders of the country, and obey the laws of the land. Most are spiritually aware and they know that there is a God who takes care of all people. Some students worship on the Sabbath and some on Sundays. They attend devotion exercises at school in the mornings, and also say prayers at lunch time and in the afternoon when leaving for home.

Students' economic awareness and understanding is satisfactory

Many students are aware of sources of revenue for the government such as taxes, tourism and exports. Most students are career oriented and some of them want to become doctors, lawyers, teachers, nurses, athletes, police constables so that they can contribute to the development of the country. While some students express knowledge of Jamaica's borrowing relationship with the International Monetary Fund (IMF) others are less aware.

Students' environmental awareness and understanding is good

Most students are aware of national and global environmental issues. They tell about natural disasters that occur around the world such as earthquakes, volcanoes and hurricanes, and

their impact on the environment. The school is relatively clean as students know that they should not litter. Most students state that garbage must not be disposed of in the gullies as these will become blocked and lead to flooding. They also explain that when drains are blocked water will become stagnant and would create breeding grounds for mosquitoes which spread diseases such as dengue fever, malaria, Chikungunya and the Zika virus. Most students also highlight the effects of burning on people and the environment. Students are also aware of deforestation and cite that soil erosion takes place as a result of deforestation.

How good is the students´ personal and social development?	
Grades	**1-6**
Students´ behaviour and attitudes	**Satisfactory**
Punctuality and attendance	**Satisfactory**
Civic understanding and spiritual awareness	**Satisfactory**
Economic awareness and understanding	**Satisfactory**
Environmental awareness and understanding	**Good**

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

There is an adequate cadre of teaching and support staff to ensure that the school operates smoothly and efficiently. All teachers are qualified. There are 20 teachers on staff inclusive of Principal, Vice-Principal and Guidance Counsellor who have Masters' degrees. One teacher has a Diploma in Primary Education, 13 have a Bachelor of Arts in Education, and three in Guidance and Counselling. The support staff consists of two cooks in charge of preparing students meal; one tuck-shop worker; three HEART trainees; a mathematic coach; and a janitor who keeps the school and compound clean. There is on-going professional development through the Ministry of Education (MoE), in-house seminars and workshops, and regular staff development sessions.

The use of human resources is satisfactory

Most teachers are deployed according to their level of expertise and competence. For instance, two secondary trained teachers are deployed in the upper primary level at Grades 5 and 6. Most attend school regularly and are punctual with few unexplained absences. Support staff is deployed to ensure that they effectively contribute to the process of teaching and learning. For instance, the HEART trainees provide assistance with both administrative and academic tasks, and the janitor sometimes man the entrance of the school.

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The quality and quantity of material is unsatisfactory

The entrance to the school shows extensive signs of erosion and boulders protruding. The rest room facilities are largely inadequate for staff, and there is no playfield due to insufficient space on the school grounds. The school uses the community centre for sporting activities and Albert Town High School for netball. Significant effort is being made to improve the school plant including recent repairs to the access road and the sewer system. Some resources for teaching and learning are adequate. These include charts, mobiles, counters, a Digicel Enrichment Centre with multimedia projector and computers. However, some MoE text books are in short supply and some classrooms are partitioned with chalk boards posing a problem with noise.

The use of material resources is satisfactory

The available space inside and around the school premises are appropriately used to enhance students' learning. For example, almost all outer wall spaces are used to showcase pertinent information on core values, such as honesty, while murals capture curricula areas such as mathematics, science, culture and civics. Most classrooms are organized with posters, charts, maps and learning corners to foster self-directed learning and Digicel enrichment centre is used to boost students' literacy. In many lessons, teachers use the available resources such as manipulatives, MoE text and workbooks, counters, ruler, hand-outs and charts. However, during the inspection, there was limited use of ICT in most lessons.

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

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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 good

Provisions for curriculum are good

The school uses the Revised Primary Curriculum (RPC) which is further modified to satisfy the needs of the students. Almost all teachers actively engage in common planning sessions where strategies and best practices are discussed. These sessions are coordinated by the senior teacher assigned to each grade. Students' performance data is also routinely analysed to inform the delivery of the curriculum. The coordinator of the Resource Centre assists different groups of students throughout the day through a pull-out programme while small groups are supported by teachers before and after school. In some grades, for example Grade 3, the weakest students are grouped for special attention as part of the effort to utilize differentiated instruction. The school benefits from a mathematics coach who is assigned to the school for one year to provide numeracy interventions for both staff and students. Adequate time is allotted for the teaching of mathematics and English. Aesthetic subjects including drama, physical education, and Health and Family Life Education (HFLE) are also offered. A review of students' workbooks in mathematics and English affirms that adequate progress is being made by many students in lessons, especially those in the stronger groups. Many of the topics are grade appropriate, and there is some attempt to facilitate cross-curricular links as literacy concepts are integrated into all subjects.

Enhancement programmes are good

Most students benefit from a significant number of enhancement programmes. These include the enrichment centre which is available to many students during school time to facilitate their literacy development and the Drop Everything and Read (DEAR) programme. Most students are given opportunities to express themselves in various settings and develop aesthetic values through the clubs and societies, including 4-H, Spelling Bee, Culture, Environment, and Mathematics Clubs. Students also participate in sports, cultural, and language competitions, and have won awards especially in the Jamaica Cultural Development Commission (JCDC) Festival Competition. Extracurricular activities are scheduled; hence most students are members of a club. Stakeholders including, Rural Agricultural Development Authority (RADA), the military, and various churches in the community have provided adequate support to the school's programme. Representatives have made presentations during Careers' Day activities, and devotional exercises.

How well do the curriculum and any enhancement programmes meet the needs of the students?	
Grades	**1-6**
How well does the curriculum meet the needs of the students?	**Good**
How well do the enhancement programmes meet the needs of the students?	**Good**

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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

The school has a perimeter fence and it is monitored by two guards during school hours. There are breaches in the fencing, however, and the school has suffered recent break-ins with the Principal's office and canteen being targeted. In light of this, the Board has commissioned the instalment of flood lights to ensure greater visibility of the school compound. Some areas of the school compound are eroded and unsafe as there is a steep drop to one side without guard rails. Five fire extinguishers are strategically placed, and fire and earthquake drills are routinely conducted by the Fire Department. An assembly point has been clearly identified but there is no marked evacuation route to provide guidance in the event of an emergency. The canteen door and windows are grilled and meshed and the floor and cupboards are clean. Gasoline cylinders are secured in grilled cages outside of the canteen and the two cooks and tuck-shop worker have updated food handler's permit. The school compound and buildings are kept clean but some classrooms are poorly ventilated, and roof leaks in some areas contribute to an uncomfortable environment when it rains.

Provisions for students' health and wellbeing are satisfactory

Adequate provisions are in place to ensure students, health and wellbeing. For example, nurses, doctors, representative from the Child Development Agency, pastors and Board Chairman are often invited to give talks on current issues such as health, vector control and discipline. In cases of injury, students are taken to the nearest health facility and parents are contacted promptly. There is a good relationship between staff and students and disciplinary issues are dealt with appropriately. Students' attendance and punctuality are appropriately monitored, and parents are contacted and home visits arranged for parents of students who are not attending regularly. Adequate arrangements are in place for students who are suspended; they are referred to the Guidance Counsellor for intervention upon return to school. The 250 students who are on the PATH are provided with a cooked meal daily, and teachers solicit funds to purchase items such as shoes for needy students.

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

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Recommendations from Previous Inspection on January 19, 2011:

1. With the support of the MOE, the PTA and the community, provide more classroom space and furniture to alleviate the overcrowding situation in classes.

2. The Principal should seek to improve instructional supervision especially to impact on the quality of teaching and learning.

3. More efficient use of data available at the school, by the teaching staff, to inform planning and enhance teaching and learning.

4. The Principal should provide opportunities for professional development of staff especially in teaching techniques and assessment strategies for mathematics in order to improve students' performance.

5. The SMT should make arrangements to provide teachers with greater and in-depth understand of the needs of students with special educational needs and how to address those needs.

Recommendations

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

1. The Principal and SMT should seek to improve instructional leadership by ensuring that all teachers:

   a. evaluate lessons to reflect teachers' performance and students' achievement

   b. include more written comments in students' books to help them make the necessary corrections and guide their learning, and

   c. employ more differentiated strategies in their lesson delivery to stimulate students and ensure better learning outcomes

2. Principal, teachers and all concerned should monitor interventions geared at improving students' performance in literacy and numeracy to ensure that intended targets are achieved.

3. As a matter of urgency, the Principal in collaboration with the Ministry of Education and the Board of Management should:

   a. erect a retaining structure in front of the school and adjacent to the infant department to prevent accidents, and

   b. identify and clearly label exits and evacuation routes for the safety of all stakeholders.

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Further Action

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

Maureen Dwyer
Chief Inspector
National Education Inspectorate

List of Abbreviations and Acronyms

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

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Appendices

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Appendix 1 - Record of Inspection Activities

Evidence for this report was based on the following:

Total number of lessons or part lessons observed	61

	English	Maths	Other
Number of lessons or part lessons observed **[Primary]**	24	22	15
Number of lessons or part lessons observed **[Secondary, either grades 7 – 11 or 7 – 9 in an all-age school]**			

Number of scheduled interviews completed with members of staff, governing body and parents	08

Number of scheduled interviews completed with students	02

	Parents	Students	Teachers
Number of questionnaires returned and analysed			

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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.

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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
Senior leaders lack drive and do not enjoy the respect of significant numbers of staff and students 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 **Senior leaders exert little influence over the quality of teaching and learning. They might be complacent about the standards the students achieve** There is generally low morale among the staff and students **The school is poorly managed; its day to day operation is liable to frequent disruption**	**Senior leaders are not always visible around the school and do not exert sufficient authority over staff or students** The school lacks direction. Its aims are unclear and there is little sense of common purpose among the staff **Senior leaders devote too much time and effort to administrative tasks and focus insufficiently on the quality of teaching and learning** It is apparent that some members of the staff lack commitment to their work with students **Although it might operate smoothly most of the time, many of the school's management systems are inefficient**	**Senior leaders are visible around the school and have clear authority over staff and students** **The school has stated aims, but it might but lacks strategies for the attainment of goals** **Senior leaders make the achievement of high standards the focus of their work** **Most members of staff have confidence in, and respond well to, the leadership of the school and are committed to their work with students** **The school operates efficiently day to day**	**Senior leaders lead by example and exert a strong, positive influence on staff and students** They provide a clear sense of direction for the school and communicate effectively a common purpose **Senior leaders focus strongly on maintaining and improving student outcomes** Effective staff teams share responsibility and are accountable for ensuring high quality outcomes for students **The school's systems and processes are well thought-out and highly efficient**	**Senior leaders are respected by staff and students as highly effective and skilled professionals** They articulate a compelling vision of the school's ambitions for the future and how they will be achieved **Senior leaders exert a decisive influence in consistently promoting teaching and learning of high quality** Individuals and teams at all levels are deliberately empowered to innovate and take responsibility **The school is managed with flair and imagination in the interests of maximising opportunities for all students**

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

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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
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 The Board has little understanding of how it could hold the school's professional leaders accountable for its performance and spending	**The Board exerts little influence on the work of the school. It does little to support the efficient and effective management of the school** 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	**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** It receives from the Principal regular accounts of the quality of the school's work and of the impact of spending decisions	**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** **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**	**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** It works highly successfully in support of the school's professional leaders, while holding them firmly to account for the school's performance

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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
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 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 **There are few, if any, productive links with organisations and agencies in the local community**	**Communication with parents is insufficiently frequent and of poor quality, giving little information about children's progress and wellbeing** 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 **The school makes insufficient use of the resources offered in its local community and by outside agencies**	**The school uses established and reliable means to communicate with parents. The school informs parents regularly on matters relating to their children** **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** **There are some productive links with the local community and outside agencies, which produce additional resources and enrich the curriculum**	**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** 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. **The school has built a range of productive links with the local community and agencies, which enhance important aspects of the school's provision**	**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** 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 Parents are regularly consulted about the work of the school and views are influential **The school enjoys highly productive links with external partners, which enhance and enrich students' educational opportunities**

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

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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
Many lessons are poorly planned or not planned at all Many lessons are poorly organised and much time is wasted **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** Many teachers spend a high proportion of their time disciplining students **Very few learning resources are used, other than standard textbooks**	**Many lessons are planned without reference to clear learning objectives** Some lessons are poorly organised and some students waste time **The methods employed in some lessons are poorly matched to the needs of different groups of students** Many teachers employ only a narrow range of methods, resulting in dull teaching, which fails to motivate many students **Many teachers use only a limited variety of learning resources and students are denied opportunities to make better progress as a result**	**Most lessons are effectively planned with clear purposes** **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** **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** **Most lessons are well-ordered and achieve their objectives. In many lessons teachers pose problems and encourage discussion** **Most teachers make adequate use of resources in addition to standard**	**Most lessons are planned according to clear learning objectives, which the students understand** Productive use is made of all the time available **Most teachers recognise that different groups and individuals have different learning needs and they adapt their methods and resources accordingly** 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 **Most teachers are adept at using a variety of**	**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** Nearly all lessons contain a balance of activities with the use, where appropriate, of whole class, individual and group work **Teachers' expectations are consistently high, and challenging for students of all abilities** Most teachers are able to inspire students to want to find out more. Their questions are often designed for particular students **A wide range of learning resources is used to optimum effect in most**

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

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
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 Record keeping is poor and the school undertakes little analysis of test and examination results **Most teachers make little or no use of assessment information to adjust their teaching** Most teachers give little or no constructive	**Assessment in many lessons is irregular and inconsistent. As a result many teachers do not have sufficient detailed knowledge of their students' progress** 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 **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**	**Most teachers regularly check their students' progress in lessons. As a result, most have some knowledge of individual students' strengths and weaknesses The school keeps records of assessment and undertakes some analysis of test results to identify patterns of attainment Many teachers use assessment information effectively when planning lessons and involve students in the assessment of their own and others' work Most teachers provide students with regular oral and written feedback on their work, but**	**Most teachers employ consistent and effective classroom assessment practices to develop thorough knowledge of their students' performance** Record keeping is thorough and organised well throughout the school. It tracks the progress of individual students against what is expected of them **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**	**Almost all teachers routinely assess what students know, understand and can do in relation to their capabilities** 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 **Students routinely use objective criteria to evaluate their own and each other's work Most teachers adjust their teaching to support students who need help and extend those challenged who**

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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	**students of all abilities are catered for** Teachers might regularly give oral feedback in lessons, but their marking is mostly cursory	**their marking might offer little specific commentary about how it could be improved**	Most teachers give helpful oral feedback to students during lessons. Their marking helps students to understand how well they have done and what they need to do to improve their work	**could be further** 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
A substantial proportion of students in many lessons are not engaged and are unable to explain what they are doing 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 **Students seldom make connections between what they study in**	**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** 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 **Many students**	**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 **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**	**Most students are keen to learn Most are aware of their strengths and weaknesses and take steps to improve** 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 **Most can make clear connections**	**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** They are independent learners, able to organise and undertake work for themselves when required **The questions they ask show that they are making**

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Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
different subjects. They rarely relate what they have learnt to their own lives outside school Many students are unable to work successfully with others in groups with a common purpose **Higher order and critical thinking play little part in students' experience of school**	**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** 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 **Students rarely exhibit the capacity to think critically**	**Most students can connect new and previous learning in simple ways and can relate what they learn about in school to real life situations** **Most students can work successfully in a group** **Higher order and critical thinking are sometimes features of learning in homework and in many lessons**	**between what they have learnt at different times and in different contexts. They can effectively communicate what they have learnt to others.** Most students regularly collaborate productively with others in groups of different sizes, working for a variety of purposes **Higher order and critical thinking are developed in many lessons**	**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** All students work successfully with others as a matter of routine to produce presentations and rehearse arguments **Students think critically, justify their views and develop reasoning. They frame their own questions, seek answers and reach their own conclusions**

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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
The performance of most students is very low in comparison with the national average The performance of most students is very low in comparison with national and local targets **There are great disparities in the performance of different groups of students** The trend in student performance over the last three years shows serious decline	**The performance of many students is low in comparison with the national average** **The performance of most students is low in comparison with national and local targets** **There are significant differences between the performance of some different groups of students** **There has been a significant decline in student performance over the last three years**	**The students' performance is generally in line with the national average** The performance of most students is generally in line with national and local targets **The differences in performance between different groups of students are in line with those found in similar schools** The trend in student performance over the last three years is broadly in line with that in similar schools	**The performance of many students is high in relation to the national average** The performance of most students is high in comparison with national and local targets **There are no significant differences between the good performance of different groups of students** There has been a significant improvement in student performance over the last three years	**The performance of most students is very high in relation to the national average** The performance of most students is very high in comparison with national and local targets **The performance of different groups of students is consistently high** The trend in student performance over the last three years shows a very great degree of improvement (or the maintenance of exceptionally high standards)

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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
Most students are under-achieving and make almost no progress in relation to their starting points **There are great disparities in the progress made by different groups of students** There are great disparities in the progress students make in different targeted subjects	Many students are under-achieving and progress is unsatisfactory in relation to their starting points **There are significant differences in the progress made by some different groups of students** There are significant differences in the progress students make in different targeted subjects	Most students make satisfactory progress in relation to their starting points **The differences in the progress made by different groups of students are in line with those found in similar schools** The differences in the progress students make in different targeted subjects are in line with those found in similar schools	The progress of most students is good in relation to their starting points **There are no significant differences in the good progress made by different groups of students** There are no significant differences in the good progress students make in different targeted subjects	Almost all students achieve very well and make excellent progress and in relation to their starting points **The progress made by different groups of students is consistent and exceptionally good** The progress students make in different targeted subjects is consistent and exceptionally good

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

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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
Many students are late at the start of the school day Many students arrive late to lessons	**Some students are persistently late at the start of school** Some students persistently arrive late to lessons	**Most students arrive at school punctually. There is very little persistent lateness** **Almost all students are punctual at the start of lessons**	**Almost all students arrive on time to start school** With very few exceptions, all students are punctual at the start of lessons	**Unless they have a good reason, all students arrive at school on time** All students are punctual at the start of lessons

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
Most students have little or no understanding of national identity and little appreciation of local traditions and culture Most students are unaware of the responsibilities of citizenship **Most are reluctant to take on**	**Many students lack understanding of national identity Many lack an informed appreciation of local traditions and culture** Many students develop only a superficial understanding of what it means to be a citizen	**Many students are developing an understanding of national identity and an appreciation of local traditions and culture They are aware of their responsibilities as part of a larger community**	**Most students understand the concept of national identity. They understand and appreciate local traditions and culture.** Students' civic understanding is developing strongly and is evident in their responses in lessons in a range	**Almost all students understand and appreciate the defining characteristics of Jamaican society, and the Caribbean's traditions and culture** The students are developing the skills of active citizenship

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Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
responsibilities in schools and remain uninvolved in their local communities	**Few successfully discharge responsibilities in school or make a contribution to the local community**	**Many contribute to the life of the school and the wider community, through planned responsibilities**	of subjects **Most students are able to exercise responsibility and contribute actively to the life of the school**	**Most contribute actively to the life of the school and the wider community and many adopt leading positions in organising events**

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
Most students have little or no knowledge of the nature of Jamaica's economic development or of the importance of continued economic progress Most students have little or no understanding of economic issues and do not recognise the contribution they could make to economic progress	**Many students are unaware of the importance of Jamaica's continued economic progress** Many are unaware of, or unconcerned with, their potential to contribute to the country's future economic success	**Many students have a basic knowledge of Jamaica's economic development. They understand the key factors that influence economic progress in the Caribbean region** **Most students are positive about the contributions they can make towards economic success**	**Most students know how Jamaica and the Caribbean region have developed economically. They understand clearly the importance of Jamaica's continued economic progress** Most students are aware of the contributions they can make to continuing economic prosperity	**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** They are well equipped and willing to contribute to continuing economic success

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

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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
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 The school accepts little or no responsibility for the professional development of the staff	**The school lacks teaching and support staff with the knowledge and expertise required to deliver the curriculum in full. Some staff are inappropriately qualified** Opportunities for staff training are infrequent and unsystematic	The school retains and deploys sufficient qualified teaching and support staff to deliver the curriculum and achieve at least satisfactory standards The school enables most members of staff to take part in appropriate training activities to help develop their knowledge and skills	**The school has the well qualified teaching and support staff it needs to deliver the curriculum and enable students to achieve good standards** The school provides a programme of training for staff at all levels, based on an accurate appreciation of professional learning needs	**The school has a full complement of well qualified teaching and support staff, enabling it to achieve the best standards possible for students** 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

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

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

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

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

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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
There are few enhancement activities and they are poorly planned Some are poorly organised and attended by few students **Very little use is made of resources or opportunities beyond the school**	**The school offers a few enhancement programmes and activities** Some are well attended, although they do not involve a high proportion of students **There are few opportunities to learn beyond the classroom**	**The curriculum is enriched by a limited range of enhancement programmes** Many are well organised and well attended **There are a few opportunities for students to learn within the local environment and community**	**The curriculum is appreciably enriched by a good range of enhancement programmes** **They are well organised and well attended** **There are regular opportunities for students to learn within the local environment and community**	**The curriculum is substantially enriched by a wide range of enhancement programmes** They are well organised, well attended and cater for the interests of most students **Regular planned opportunities exist for students to learn within the local environment and community or beyond**

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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
Policies for safety and security are non-existent or ignored There are almost no safety and security checks. Many parts of the buildings and equipment are unsafe and poorly maintained	**Policies for safety and security might exist but are poorly implemented** **Safety and security checks are irregular and not rigorous. Some parts of the buildings or equipment are unsafe**	Policies and procedures ensure that requirements for maintaining the safety and security of students are met Buildings and equipment are checked regularly and are safe, secure, and maintained in sound repair; accidents are rare	**Policies exist to ensure that a safe and secure environment is maintained** Buildings and equipment are checked thoroughly and kept in a good state of repair	**Policies and practice provide an exceptionally safe and secure environment for students and staff** Buildings and equipment are scrupulously maintained and in excellent condition

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

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Appendix 3 - National Test Data

STUDENTS' ATTAINMENT
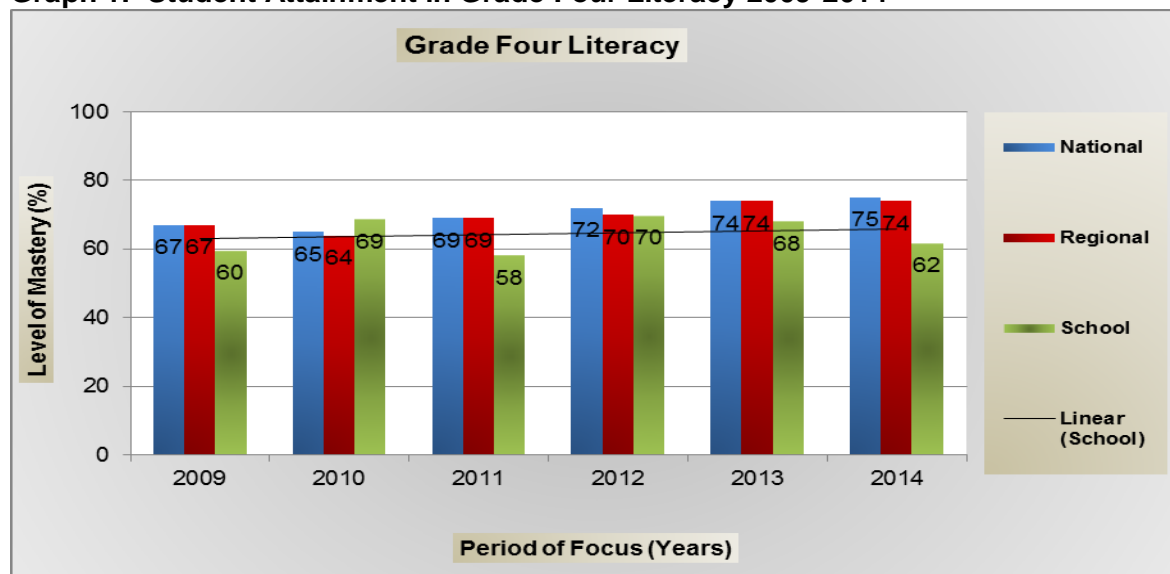
Graph 1: Student Attainment in Grade Four Literacy 2009-2014

Table 1: Student Attainment in Grade Four Literacy 2009-2014

Albert Town Primary and Infant					
Grade Four Literacy					
	Candidates		Percentage Mastery		
Assessment Year	Grade Four Cohort*	Sitting	National	Regional	School
2014	79	81	**75**	**74**	**62**
2013	99	97	**74**	**74**	**68**
2012 (Cohort)	73	73	**72**	**70**	**70**
2011	87	86	**69**	**69**	**58**
2010	82	80	**65**	**64**	**69**
2009	104	104	**67**	**67**	**60**

* as at Census Day on October 13, 2014

The school's literacy mastery improved overall throughout the 2009 to 2014 period. It increased from 60 per cent (62 of 104 students) to a high of 70 per cent (51 of 73 students) in 2012 followed by an eight percentage point decrease to 62 per cent in 2014. The school's lowest level of mastery in GFLT (58 per cent or 50 students) was attained in 2011. The school remained below the national and regional mastery in all years except in 2010 and 2012. All the students enrolled, sat the test in 2009 and 2012 while two more students sat the test in 2014 than enrolled. The participation rate remained above 97 per cent for the remaining years.

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

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STUDENTS' ATTAINMENT

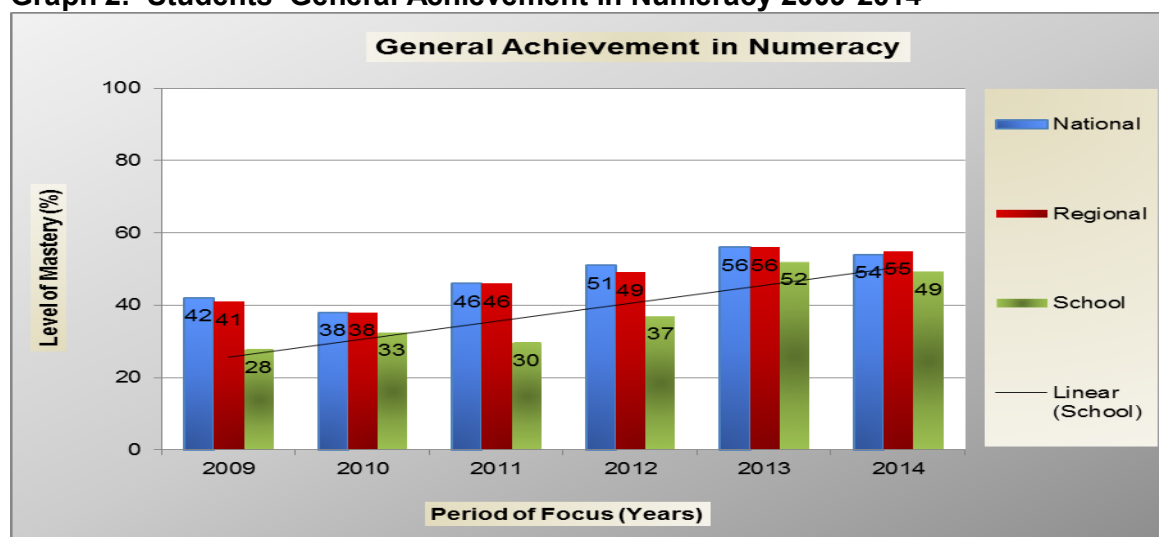**Graph 2: Students' General Achievement in Numeracy 2009-2014**

Table 2: Students' General Achievement in Numeracy 2009-2014

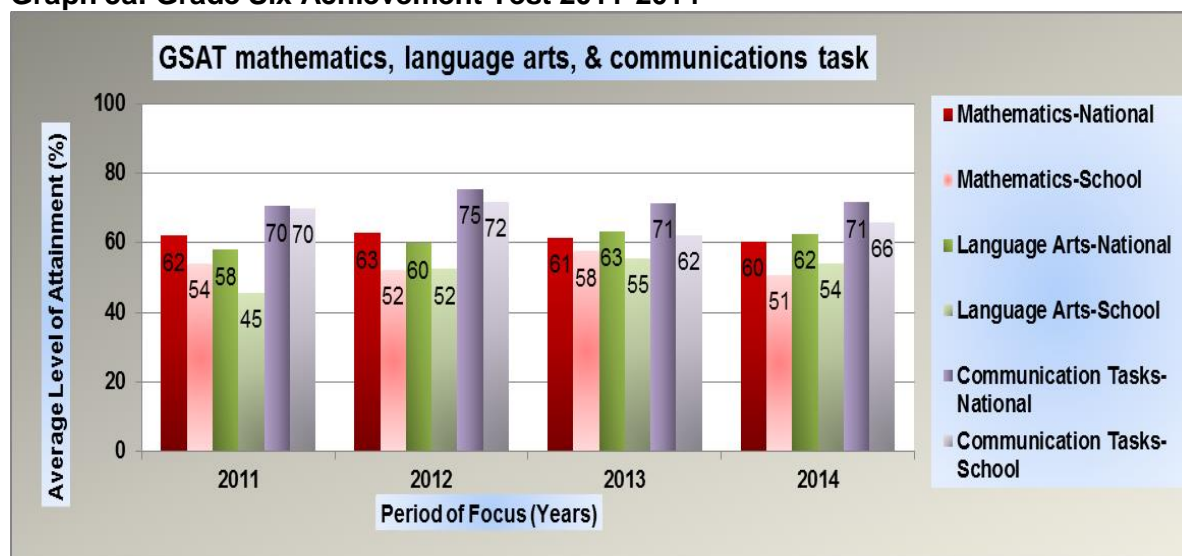| Albert Town Primary and Infant					
General Achievement in Numeracy					
Assessment Year	Candidates		Percentage Mastery		
	Grade Four Cohort*	Sitting	National	Regional	School
2014	79	81	**54**	**55**	**49**
2013	99	96	**56**	**55**	**52**
2012 (Cohort)	73	73	**51**	**49**	**37**
2011	87	84	**46**	**46**	**30**
2010	82	80	**38**	**38**	**33**
2009	104	104	**42**	**41**	**28**

* as at Census Day on October 13, 2014

There was an overall increase in the school's mastery from a low of 28 per cent (29 of 104 students) in 2009 to 49 per cent (40 of 81 students) in 2014. The school's highest level mastery was attained in 2013 when 52 per cent or 50 of the 96 students mastered the GAIN. The school's mastery was below both national and regional mastery all years throughout the period. The gap between the school and national mastery narrowed from 14 percentage points in 2009 to five percentage points in 2014. All students enrolled sat the test in 2009 and 2012, while two more students than the grade four cohort sat the test in 2014. The participation rate remained above 96 per cent for the remaining years.

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

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STUDENTS' ATTAINMENT

Graph 3a: Grade Six Achievement Test 2011-2014

This graph illustrates the average performance of the students at Albert Town Primary and Infant in three of the five components of the GSAT over the last 4 years (2011-2014) compared with national averages.

School's performance against the national average:
The school's averages were below the national averages for all three components in all the years except for communication tasks in 2011. The gap between the performances was only noticeable in language arts in 2011, when the deficit was 13 percentage points.

School's performance by subjects:
The communication tasks average was the highest throughout the period.

The mathematics average decreased overall moving from 54 per cent in 2011 to its lowest average of the period, 51 per cent in 2014. The school's highest average of 58 per cent was attained in 2013.

The language arts average improved overall from a low of 45 per cent in 2011 to 54 per cent in 2014. Fifty-five per cent was the highest average attained in 2013.

The communication tasks average decreased overall from 70 per cent in 2011 to 66 per cent in 2014. The school's highest average was 72 per cent attained in 2013.

STUDENTS' ATTAINMENT

Graph 3b: Grade Six Achievement Test by Gender 2011-2014

GSAT mathematics, language arts, & communication tasks (by Gender)
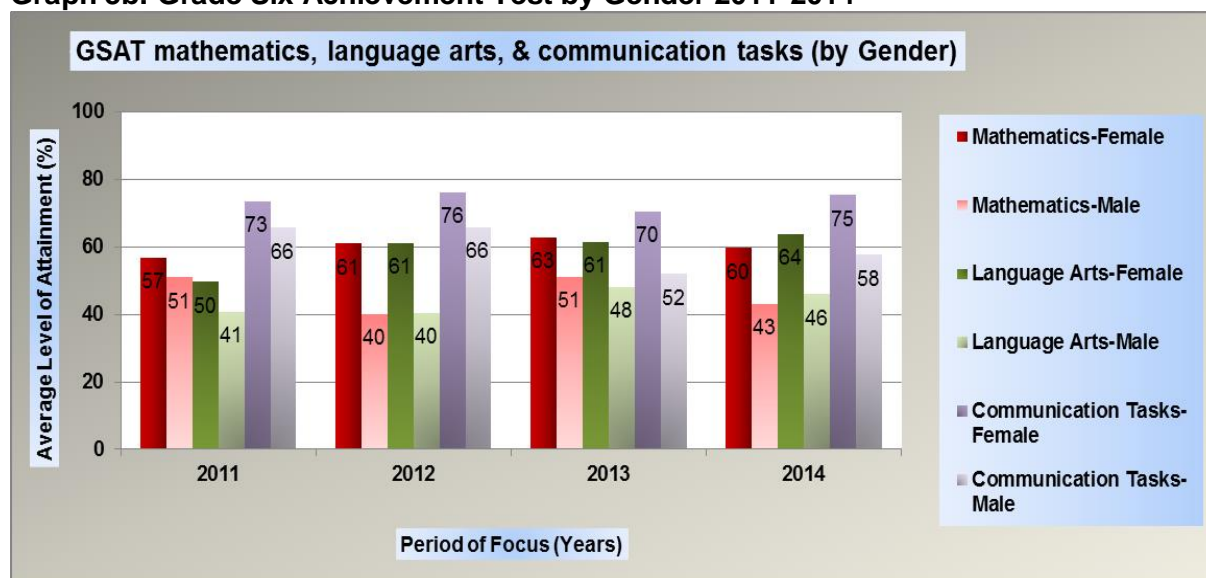
This graph illustrates the average performance of the students in Albert Town Primary and Infant in three of the five components of the GSAT over the last 4 years (2011-2014) by gender.

The gender gap looks at the percentage point difference between boys and girls over the entire period (2011-2014).

The girls outperformed the boys in all three subjects throughout the four year period.
In mathematics, the girls consistently outperformed the boys throughout the period under review. Initially, the gap was narrow at six percentage points but constantly widened throughout the period to 17 percentage points in 2014.

In language arts, the girls' average consistently exceeded the boys'. The gap was narrow (nine percentage points) initially, then increased to its widest (21 percentage points) in 2012 then slightly decreased to 18 percentage points in 2014. The averages for the girls and boys improved overall throughout the period.

The communication tasks gap was narrow in 2011 (seven percentage points) but widened to 17 percentage points in 2014. The girls' average increased while the boys' average decreased throughout the period.

Grade Six Achievement Test 2011-2014

Albert Town Primary and Infant			
2014 (Cohort data)			
Assessment	Candidates	**2014 Averages**	
GSAT Mathematics	Sitting	National	School
	61	**60**	**51**
Female	28	**62**	**60**
Male	33	**58**	**43**
GSAT Language Arts	Sitting	National	School
	61	**62**	**54**
Female	28	**66**	**64**
Male	33	**59**	**46**
GSAT Communication Task	Sitting	National	School
	61	**71**	**66**
Female	28	**74**	**75**
Male	33	**68**	**58**
2013			
Assessment	Candidates	**2013 Averages**	
GSAT Mathematics	Sitting	National	School
	70	**61**	**58**
Female	39	**64**	**63**
Male	31	**59**	**51**
GSAT Language Arts	Sitting	National	School
	70	**63**	**55**
Female	39	**67**	**61**
Male	31	**59**	**48**
GSAT Communication Task	Sitting	National	School
	70	**71**	**62**
Female	39	**75**	**70**
Male	31	**67**	**52**
2012			
Assessment	Candidates	**2012 Averages**	
GSAT Mathematics	Sitting	National	School
	78	**63**	**52**
Female	45	**65**	**61**
Male	33	**60**	**40**
GSAT Language Arts	Sitting	National	School
	78	**60**	**52**
Female	45	**63**	**61**
Male	33	**56**	**40**
GSAT Communication Task	Sitting	National	School
	78	**75**	**72**
Female	33	**78**	**76**
Male	45	**72**	**66**

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2011			
Assessment	Candidates	**2011 Averages**	
GSAT Mathematics	Sitting	National	School
	84	**62**	**54**
Female	45	64	57
Male	39	59	51
GSAT Language Arts	Sitting	National	School
	84	**58**	**45**
Female	45	61	50
Male	39	54	41
GSAT Communication Task	Sitting	National	School
	84	**70**	**70**
Female	45	74	73
Male	39	66	66

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STUDENTS' PROGRESS

Students' Starting Point

**Graph 4: Grade One Individual Learning Profile-2008**
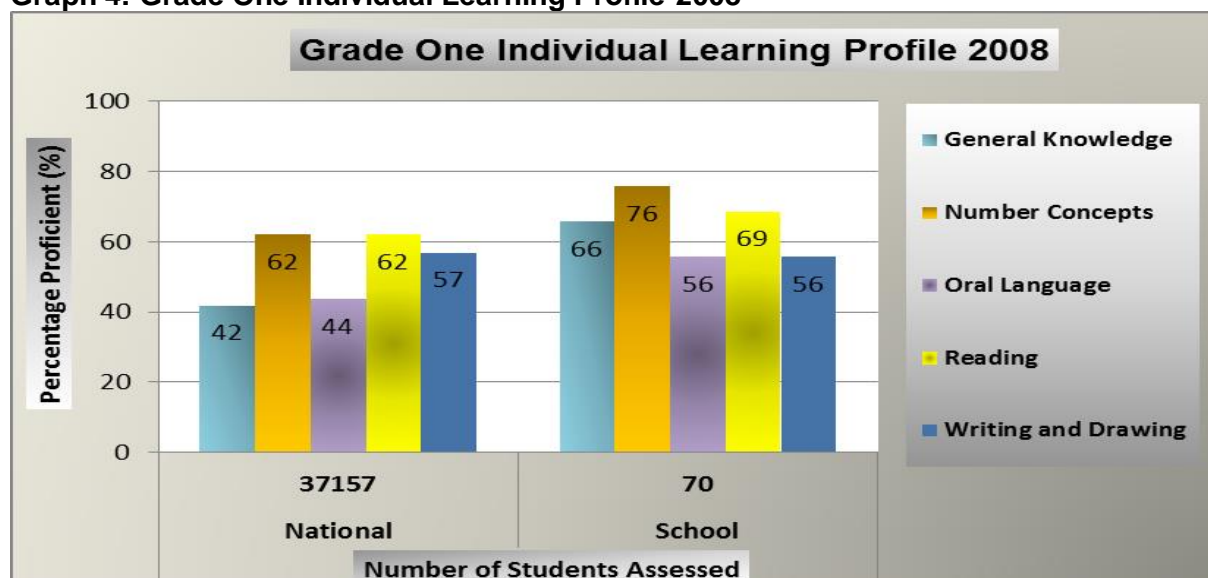
Table 3: Grade One Individual Learning Profile-2008

Grade One Individual Learning Profile		Number of Students Assessed	Percentage of students proficient in each sub-test				
			General Knowledge	Number Concepts	Oral Language	Reading	Writing and Drawing
2008 (Cohort)	National	37157	42	62	44	62	57
	School	70	66	76	56	69	56

Seventy students entered Albert Town Primary and Infant in 2008. Of the 70 students, 66 per cent or 46 students were proficient in *general knowledge,* 76 per cent or 53 students were proficient *number concepts,* 56 per cent or 39 students were proficient *oral language writing and drawing,* 69 per cent or 48 students were proficient in *reading.* The proficiency levels of these new entrants were above the national proficiency levels in all components except in *writing and drawing,* which was below by one percentage point.

STUDENTS' PROGRESS

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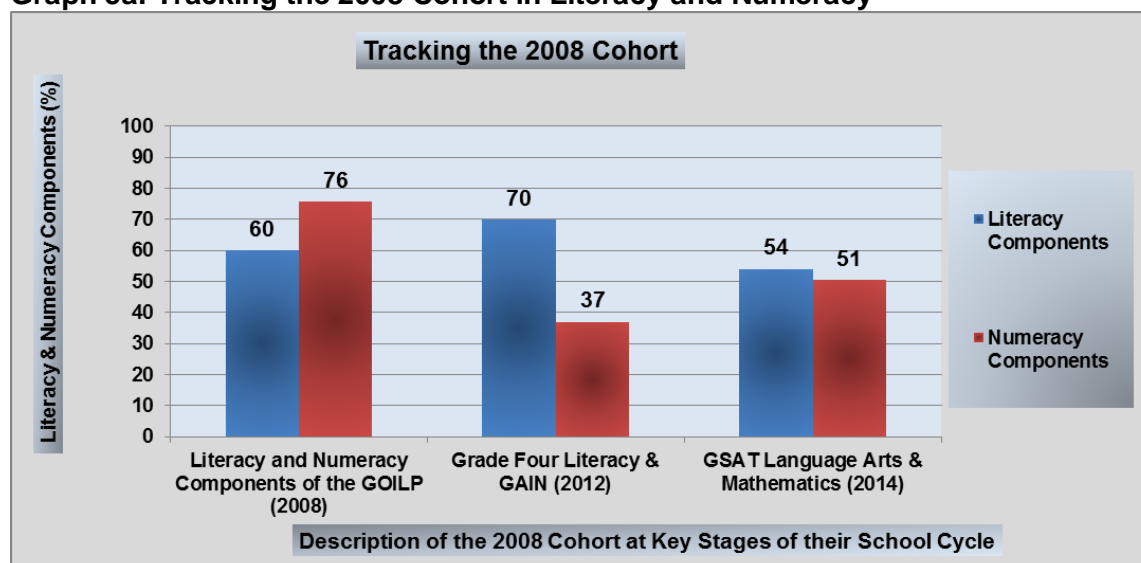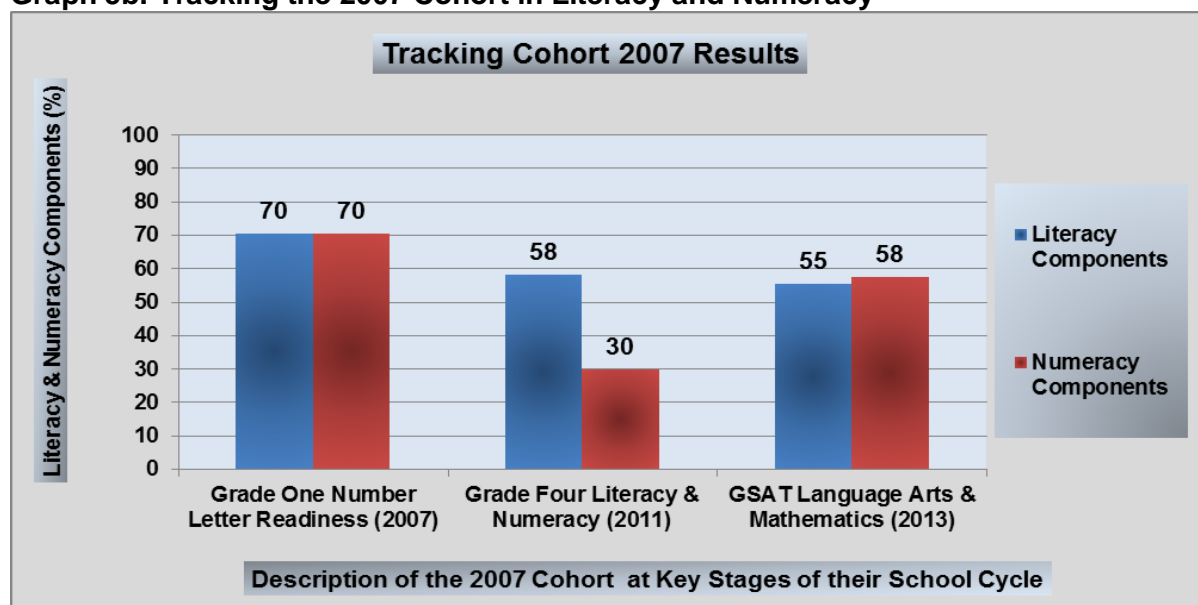

This graph tracks the performance of the **2008 Cohort** of students entering Albert Town Primary and Infant. It shows their **proficiency levels** in the 2008 GOILP *(literacy and numeracy components)*, their GFLT and GAIN **mastery levels** in 2012, and their GSAT language arts and mathematics **averages**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

Sixty per cent of the students in **2008 Cohort** were found to be proficient in the literacy components (oral language, reading, writing and drawing) of the **(2008)** GOILP. In 2012, 70 per cent of the students attained mastery in the GFLT and in 2014 the average score in GSAT language arts was 54 per cent.

Seventy-six per cent of students in the **2008 Cohort** were proficient in number concepts of the 2008 GOILP. In 2012, 37 per cent of the students attained mastery in the GAIN and in 2014 the average score in GSAT mathematics was 51 per cent.

STUDENTS' PROGRESS

**Graph 5b: Tracking the 2007 Cohort in Literacy and Numeracy**

This graph tracks the performance of the **2007 Cohort** of students entering Albert Town Primary and Infant. It shows their **readiness levels** in the 2007 Grade One Readiness Inventory *(Number/Letter component)*, their Grade 4 Literacy and GAIN **mastery levels** in 2011 and their GSAT language arts and mathematics **averages** for 2013.

Seventy per cent of the students in **2007 Cohort** were found to be proficient in the literacy (number letter knowledge) component of the **2007** Grade One Readiness Inventory. In 2011, 58 per cent of the students attained mastery in the GFLT and in 2013 the average score in GSAT language arts was 55 per cent.

Seventy per cent of students in the **2007 Cohort** were proficient in the numeracy (number letter knowledge) component of the **2007** Grade One Readiness Inventory. In 2011, 30 per cent of the students attained mastery in the GAIN and in 2013 the average score in GSAT mathematics was 58 per cent.

SCHOOL'S PROGRESS

Graph 6a: Tracking School's Progress from 2009-2014

Tracking overall school progress in Grade Four Literacy and GAIN
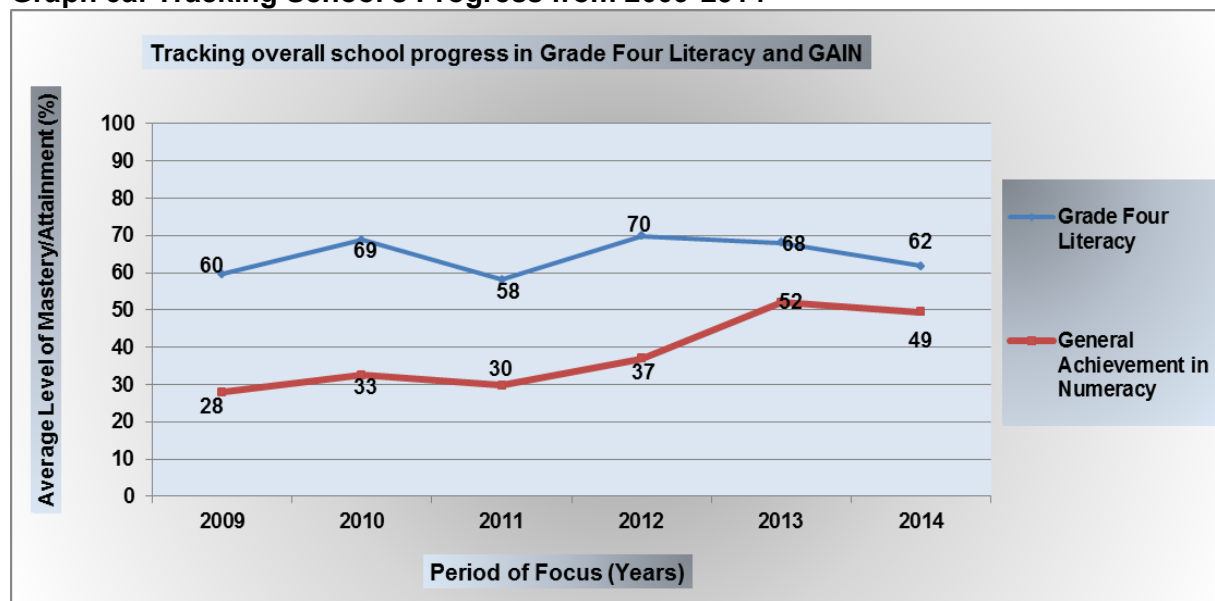
The school's Grade Four Literacy and GAIN mastery improved overall throughout the 2009 to 2014 period. The lowest mastery level for both subjects was attained in 2011. The GAIN mastery remained below the Literacy mastery throughout the period.

Graph 6b: Tracking School's Progress from 2011-2014

Tracking overall school progress in GSAT Literacy and Numeracy subject areas
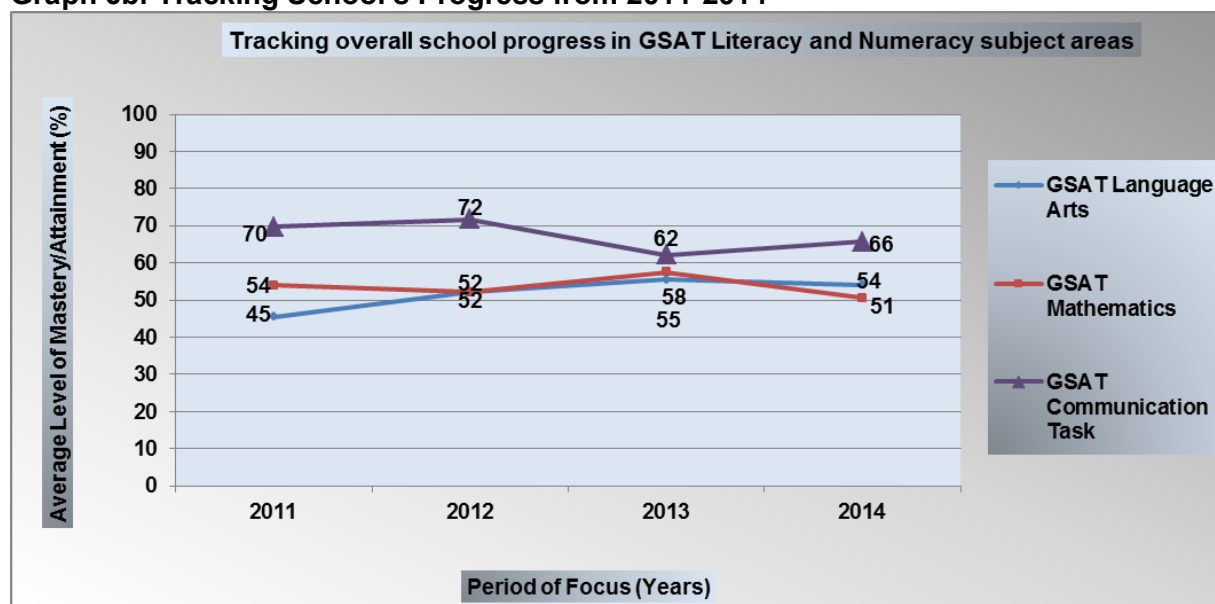
There were overall improvements in the school's averages in communication tasks and language arts while the mathematics average declined throughout the 2011 to 2014 period. Communication tasks was above mathematics and language arts in all the years. Communication tasks average increased minimally in 2012 then fell noticeably in 2013 before increasing again in 2014. Language arts average steadily increased between 2011 and 2013 then declined slightly in 2014. The mathematics average decreased in 2012, increased in 2013 then decreased again in 2014.

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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.

Percentage: The expression of a fraction into 100 equal parts. It is calculated by multiplying the fraction by 100. For example $^2/_5$ expressed as a percentage equals (2/5) x 100 = 40 per cent.

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

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

List of Acronyms:

GAIN -   General Achievement in Numeracy

GFLT -   Grade Four Literacy Test

GNAT -   Grade Nine Achievement Test

GOILP-   Grade One Individual Learning Profile

GSAT -   Grade Six Achievement Test

MoE -   Ministry of Education

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