



AABUTHNOTT GALLIMORE HIGH SCHOOL

INSPECTION REPORT

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National Education Inspectorate
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FINAL

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Introduction

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

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

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

Key Questions

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

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

The Five-point Scale

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

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

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

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

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

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

Consistency in terminology

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

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

Profile

School's Demographics

School Code:	06102
Parish:	St. Ann
Region:	3
Locale:	Rural
Day Structure:	Whole Day
Population Composition:	Co-educational
Size:	Class III
Capacity:	1000
Enrolment:	1128
Attendance Rate:	84%
Number of Active Teachers:	45
Pupil-Teacher Ratio:	25:1
Owned By:	Government

Socio-economic Context

Aabuthnott Gallimore High School, located in Alexandria in the parish of St. Ann, was built in 1974 and named Alexandria High School. It was later renamed for Gideon Whitfield Aabuthnott-Gallimore, under whose instrumentality the school was built. He was not just a former Member of Parliament for the area but one who dominated the political fortunes of western and south-western St. Ann from 1944 until 1967. The school is situated in a farming community but most of the students are from a mix of communities in this part of St. Ann. There are 660 students or nearly 60 per cent of the student population enrolled in the Programme of Advancement Through Health and Education (PATH).

Executive Summary

Overall effectiveness of the school

The overall effectiveness of Aabuthnott Gallimore High School is satisfactory

Overall, leadership and management is good

The leadership is aware of where the school is and where the school needs to be in relation to its vision. To their credit, many of the components of the administrative system to support the forward movement of the school are in place. School self-evaluation is a routine feature of the many meetings that are hosted at the various levels of the school. This allows the leadership to have a pulse on the strengths and weaknesses of the school and also to plan interventions to assist both staff and students to improve. The Board members have a vested interest in the success of the school and they provide good oversight of the school's operations. Though the involvement of the parents is not what the school would like it to be, there are several beneficial links that have been forged with the wider community.

Overall, teaching in support of learning is satisfactory

Almost all teachers demonstrate a sound knowledge of their subjects through confident delivery of accurate information, often without the support of textbooks. Lesson planning is a routine activity, and though the quality is mixed, there is a general effort to implement satisfactory lessons and assessment strategies which assist many students to learn.

Overall, students' performance in English and mathematics is unsatisfactory

The Caribbean Secondary Education Certificate (CSEC) results showed that the performance in English language and mathematics increased overall between 2013 and 2015. Even so, the school's pass rate was below the national pass rate over the period. The pass rate in the technical and vocational areas was good though school's matriculation rate for students attaining passes in five or more subjects including English language and mathematics was below the national matriculation throughout the 2013 to 2015 period.

Overall, students' progress in English and mathematics is satisfactory

The school's overall performance in CSEC English language and mathematics increased throughout the 2013 to 2015 period. During the inspection, it was evident that many students were making at least satisfactory progress in English and mathematics lessons according to their ability.

Overall, students' personal and social development is satisfactory

Most students conduct themselves well, both in lessons and around the compound. Most attend school and lessons on a daily basis and are punctual. The school has had to grapple with cases of truancy, fighting, marijuana possession, among others but there are some clear efforts at behaviour management and modification that are bearing fruit among the younger students. The civic, economic and environmental sensibilities of the students are satisfactory.

Overall, the use of human and material resources is satisfactory

The school has a number of well qualified and knowledgeable teaching and support staff. Most persons are deployed according to their qualifications and experience. There have, however, been challenges with retaining teachers in some critical areas, and the school continues to work through these challenges. The material resources to support education are satisfactory; so too are the uses to which they are put.

Overall, provisions for the curriculum and enhancement programmes are good

The school makes adequate provisions in its curriculum for all students. Modifications have been made to the newly implemented National Standards Curriculum (NSC) at Grade 7 to 9 and its CSEC programme at Grade 10 and 11. And the school offers a wide range of extra-curricular activities which is relevant to all students.

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

The school has adequate measures in place to ensure the safety, security, health and wellbeing of all concerned, particularly the students. There is efficient monitoring of entrances and exits; emergency drills are conducted; sanitation standards are adhered to, and efforts to maintain an orderly and gentle school climate are being pursued.

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

- The attention that has been given to improving the quality of the teaching, including having an all-boys class.
- The efforts towards to broaden technical and vocational offerings of the school.

How effective is the school overall?

The overall effectiveness of the school is **satisfactory**

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 good

School-based leadership and management is good

The leadership has a grasp of where the school is and where the school needs to be in relation to its vision. To their credit, many of the components of the administrative system to support the forward movement of the school are in place. Documentation and record-keeping are strong features at the senior and middle management levels; meetings are scheduled to ensure that there is a regular review of the school's operations; performance management procedures are in place and are being utilized, including lesson observations. Many teachers demonstrate adequate commitment to the vision of the school to create a school of choice that develops students into worthwhile citizens. The school leaders continue to improve the curricular offerings in order to make them more relevant to the students as well as to bolster the safety and security of the plant. The leadership is also keen on changing the culture of the school and some headway is being made in this regard, assisted by the implementation of the School Wide Positive Behaviour Intervention and Support (SWPBIS) programme. Importantly, focused attention has been given to the teaching programme of the school and the departments are being held to account for the quality of the methodologies being utilized and how well the students are being engaged in lessons. Particular focus has been on English and mathematics with the ultimate aim of improving the attainment of students, especially boys, in external examinations. Moving forward, data analysis is set to be a major emphasis to inform decisions regarding resource allocation, professional development and interventions for students.

Self-evaluation and school improvement planning is good

School self-evaluation is a routine feature of the many meetings that are hosted at the various levels of the school. This allows the leadership to have a pulse on the strengths and weaknesses of the school and also to plan interventions to assist both staff and students to improve. Meetings of the Board, senior leaders, middle leaders, and departments play a significant part in this process. For example, in senior staff meetings, a range of concerns are explored among which are a departmental organization (action plans, calendar of events, teachers' action plans); lesson plan submission and evaluations; walkthroughs; report submission; and student indiscipline, among others. The Ministry of Education, Youth and Information's (MoEYI's) school self-evaluation (SSE) is also complete and this reveals a keen understanding of the strengths and weaknesses of the institution at this time. And the areas identified for improvement in the SSE are represented as priorities in the SIP, which is aligned to the strategic priorities of the MoEYI. The 2015 to 2018 School Improvement Plan (SIP) was steered by a committee comprised by members of the Board, the senior leadership of the school, representatives of the teaching staff, representatives of the non-teaching staff, parent representative and a student representative. Even so, the newly-designated Chairman is committed to a review of that plan with the aim of establishing quarterly targets for greater transparency, accountability and tracking of performance at all

levels. The aim is also to incentivize performance. As it stands, reports are the primary means of tracking the school's implementation of its improvement priorities and it is evident from these reports that careful thought is given to what needs to be improved and the recommendations made, including those from the previous inspection of the school by the National Education Inspectorate (NEI).

Governance is good

The school has a fairly new Board, with two members who are yet to be named. The members have a vested interest in the success of the school as they are either past students or persons whose children have attended or are attending the school. They are also from a wide variety of backgrounds, representing expertise in the areas of security, finance, education, management and auditing. The diversity in the skillset that the Chairman expects will be of benefit to the quality of oversight offered by the Board. The current priorities of the Board include matters of security including defining the borders of the compound and securing them; which will also assist with some of the disciplinary challenges including truancy, weapons, among others. Another priority is improving external exams performance by implementing the necessary support systems to ensure that the students are able to do well. Yet another is the broadening of the extra-curricular offering to have uniformed groups and to have the school involved in Inter-Secondary Schools Sports Association (ISSA) competitions. The leadership of the school is held to account and in meetings, a comprehensive report on the school's operations is tendered by the Principal. In addition, the financial report is tendered by the Bursar. The Board, through the finance, personnel, and procurement sub-committees will also maintain a handle on the school. Additionally, two persons from the Board will sit on the curriculum implementation team (CIT). In an interesting move, departments have had to provide reports to the academic supervision committee of the Board. These reports required an analysis of student data with attendant plans to treat with the findings.

Relationship with parents and the local community is good

The school communicates with parents through WhatsApp, text messaging, circulars, and telephone contact. Also, the Parent Teacher Association (PTA) meetings and consultations also present opportunities for parents to interface with school administrators and teachers. In fact, the parents highlight that PTA meetings provide them with the opportunity to share and become informed about what is happening in the school. General PTA meetings are held once each term and grade PTA meetings are also held to inform parents of the progress of their children. While the general meeting is not always well attended by parents, the PTA body is instrumental in organising a number of events as it seeks to get more parents involved in the life of the school. Zone PTA meetings are held in areas where groups of parents reside; funding is provided to defray the examinations' registration costs for some students, and Parents' Day activities are held. Some parents also support the school by participating in workday activities and attending functions such as award ceremonies and barbeques. When they are unable to attend, they support by purchasing the tickets. Additionally, the school has developed a good relationship with various entities within the community over the years. These include the community hospital, police, schools and churches. Representatives from these groups participate in activities such as devotional exercises from time to time. Individuals, as well as organizations, have also contributed to the school over the years. The school forged a partnership with the National Health Fund, benefitting from health screening for staff and students, dietary counselling, and weight management. Links have also been forged with the Alexandria Health Centre where students get cleaning and extraction of teeth done free of cost. Dr. Neville Gallimore, a former Member of Parliament and son of G.W. Aabuthnott-Gallimore for whom the school is named, has also made worthwhile contributions to the school.

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

2) Teaching Support for Learning

How effectively does the teaching support the students' learning?

Overall, teaching in support of learning is satisfactory

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

Almost all teachers demonstrate a sound knowledge of their subjects through confident delivery of accurate information, often without the support of textbooks. They provide clear explanations and relevant examples to help their students learn concepts such as cash book entry methods in accounting, dictionary skills and debating techniques in English and calculation of the sum of interior angles in mathematics. In most cases, students' queries are satisfactorily addressed and some teachers model active learning by their hands-on approach in working solutions in mathematics; demonstrating operations on the computer and in labs as well as, in Spanish, speaking the target language using an authentic accent to carry on dialogue. Across departments, most teachers do not only demonstrate a sound grasp of the curriculum content and skills but also awareness of effective pedagogical practices. In many lessons, information communication and technology (ICT) resources such as videos and images are effectively combined with the use of hand-outs, textbooks, and demonstration along with the widespread use of questioning to effectively engage most students. For example, students in a Grade 7 information technology lesson each had an opportunity to use the mouse to manipulate font features during the lesson, and in biology, students participated in a demonstration of the digestive system by blending food items as a representation of the processes involved in digestion. While most teachers do not routinely record an evaluation of teaching and learning on a daily basis, members of the senior management team (SMT) have attempted improvement, with increasing success, through the provision of a lesson evaluation template for teachers to complete. Teacher reflection is still a work in progress however, as even in cases where teachers evaluate lessons there is insufficient attention paid to the impact of teaching and the future actions which will be undertaken to achieve optimum students' learning.

Teaching methods are satisfactory

School leaders have largely succeeded in creating a culture in which lesson planning by most teachers and vetting by members of the SMT is the norm, despite a few teachers who fail to observe this standard procedure. Many teachers take pride in maintaining well-kept lesson plan books containing plans with appropriate details such as general and specific

objectives, sequential description of lesson activities, content and assessment tasks. Lesson plan folders in many cases also include a copy of the teacher's action plan which sets out their broad objectives for students' learning for the academic year. Lessons generally start on time and most teachers use time effectively to review previous learning; explain and discuss lesson topics through a range of planned activities such as discussions and presentations as well as to assign seatwork; and in some instances, they provide oral and written feedback on work completed in lessons, especially in mathematics. Most teachers effectively utilise a range of strategies to encourage students' participation and to promote learning. Some teachers integrate ICT such as videos, computers and multimedia projectors to present lesson information; and some take props such as grocery items, blenders and food items to class to demonstrate lesson concepts. However, the majority of teachers still rely heavily on the traditional use of teacher explanation during the development phase of the lesson. During the assessment phase of lessons, most teachers make good use of on-going interactions which are almost exclusively respectful and amicable. In a few cases, teachers are animated by an apparent love for their subject and this is invariably transferred to their students who demonstrate enthusiasm for learning. This was also evident in lessons which help them to make links between curriculum in various subjects and their own life experiences as well as contemporary and cultural events and personalities. Students are also motivated in some lessons by the use of praise, applause and token economies such as stickers and awards.

Students' assessment is satisfactory

Assessment of students' learning is an integral part of the teaching and learning process, as most teachers review previous learning at the start of lessons and utilise question and answer as well as general discussion throughout. Almost all lessons contain an assessment phase which takes the form of seatwork related to the targeted content, mainly on worksheets and hand-outs or from textbooks. During lessons, most teachers display an awareness of the strengths and weaknesses of their students by the level of scaffolding they provide; by the pace of lessons; and the complexity of the tasks set. With very few exceptions, teachers demonstrate awareness of the school's assessment policy which is standardised across departments, but there is a marked difference in the quality of record keeping among teachers. Some marks records provide detailed documentation of formative assessment tasks by unit, a topic as well as date assigned and total marks allotted and of scores in summative assessments which take place termly. For example, in one teacher's marks records, students' final average from their previous grade was recorded along with diagnostic scores at the start of the school year; monthly test scores and examination grades were also recorded, demonstrating very good record keeping of students' academic performances over time. Some marks records, however, are far less well organised and fail to provide a clear picture of curriculum coverage and students' performance. Additionally, there is little evidence that most teachers collate and analyse data in any deliberate manner in an effort to improve students' learning. In a few cases, however, there was evidence that use is made of assessment data; for example, top achievers in mathematics in Grades 7 to 11 are recognized and some mathematics concepts in Grade 9 are retaught. In some lessons, students receive feedback after their work is checked by teachers who circulate and mark work as it is completed. Praise, applause, and guidance are generally provided during the interactions which characterise most lessons.

Student learning is satisfactory

The majority of students are eager to learn in most lessons; willingly comply with instructions issued by their teachers; participate in discussions in an orderly manner mainly by raising their hands, and complete tasks related to subject content whether individually or as members of groups. Many are also equipped with the materials they need for lessons, in

particular, notebooks, textbooks, pens, pencils and calculators. Some students pose relevant questions about the curriculum or other aspects of school life; for example, in a Grade 10 principle of business lesson a student asked: “why do people cross cheques and what do you do when you cross a cheque?” During lessons which provide them with opportunities to do so, some students demonstrate independent thinking and the capacity to apply their learning to their everyday experiences. This was evident in a Grade 7 mathematics lesson on consumer arithmetic where the teachers used pictures of MegaMart supermarket as a stimulus for discussion about food purchases and prices as a precursor to calculating prices and percentage profit made for selected food items. In a Grade 10 technical drawing lesson, many students successfully applied their knowledge and skills in drawing at least three-dimensional angle projections using various pieces of equipment. In the overwhelming majority of lessons, however, there are only a few occasions for students to display these abilities due to the prevailing teacher-centred nature of the learning environment which prioritise teacher exposition and seat work as the dominant teaching method. Students’ collaboration with their peers takes place in a wide variety of subject areas including information technology where students assist each other to use the mouse, and there are examples of planned and/or inadvertent collaboration in lessons at almost all grade levels. For example, student collaboration was used effectively in a Grade 7 reading lesson as groups of students worked together to create sequential directions on how to do a variety of tasks such as baking a cake, mixing a jug of lemonade, and flying a kite. In a Grade 8 reading comprehension lesson, students interacted and shared their perspectives on what was the main idea of the passage read. In a few instances, students are able to make contributions which demonstrate critical thinking and the ability to transfer learning from one experience to construct meaning and achieve learning in another setting. For example, one boy who used his grocery shopping experience to set realistic prices for goods during a consumer arithmetic lesson.

How effectively does the teaching support the students’ learning?	
Grades	7-11
Teachers’ subject knowledge and how best to teach the subject	Good
Teaching methods	Satisfactory
Assessment	Satisfactory
Students’ learning	Satisfactory

3) Students' Academic Performance

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

Overall, students' performance in national tests is unsatisfactory

Students' performance in English is unsatisfactory

The Caribbean Secondary Education Certificate (CSEC) results showed that the performance in English increased overall by eight percentage points from 48 per cent in 2013 to 56 per cent in 2015. The school's pass rate was below the national pass rate throughout the period by 16, 28 and ten percentage points in 2013, 2014 and 2015 respectively. The participation rate declined over the period by 15 percentage points.

Students' performance in mathematics is unsatisfactory

The CSEC results showed that the performance in mathematics increased overall by 37 percentage points from a low of 15 per cent in 2013 to peak at 52 per cent in 2015. The school's pass rate was below the national pass rate by 27, 17 and ten percentage points in 2013, 2014 and 2015 respectively. The participation rate increased overall by three percentage points.

Students' performance in Technical/Vocational subjects

Throughout the 2013 to 2015 period, students maintained pass rates above 80 per cent in agricultural science (Single Award), home economics management, physical education and sports and visual arts. Students also attained 80 per cent and above in building technology (woods) in 2013 and 2015; clothing & textiles in 2014 and 2015 electronic document preparation and management and food and nutrition in 2013 and 2014. The students participated in 12 technical/vocational subjects and the number of participants was below 65 students throughout the period.

Matriculation Rate

The school's matriculation rate for students attaining passes in five or more subjects including English language and mathematics was below the national matriculation throughout the 2013 to 2015 period. The matriculation rate increased from eight per cent in 2013 to 16 per cent in 2015. The 2015 rate was 38 percentage points below the national target of 54 per cent.

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

4) Students' Academic Progress

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

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

Students' progress in English is satisfactory

The 200 students who entered Grade 7 through the Grade Six Achievement Test (GSAT) in 2010 attained an average of 63 per cent in the language arts component. In 2015, the pass rate for the CSEC English language was 56 per cent. The schools' overall performance in the CSEC English language increased throughout the 2013 to 2015 period from 48 to 56 per cent.

There is adequate progress made in English lessons across the grades. At Grade 7, almost all of the more able students contribute to group task of sequencing based on the scenario presented. For example, the group which presented on how to make a kite explained how bamboo, paper, and thread are used. Many of the others are able to practice their dictionary skills of arranging selected words in alphabetical order, including words like prepare, queen, practice, marry, rather, any, soldier, return, beat, doctor, rose, and arrive. In Grade 8, most of the more able students are able to identify the main idea in the paragraph given and also create a simple paragraph including details and the main idea. While many students read at their grade level, some demonstrate a narrow vocabulary range and still misuse words such as *'their'* and *'there'*. Most of the more able students in Grade 9 are fluent readers and they understand the concept of positive and negative connotation and are able to identify words such as lie, nosy, fat as negative. They are also able to apply both positive and negative connotation to words like police: P – helpful, N – lie; taxi driver: P- helpful, N – rapist. In general, many are also able to make predictions from the picture prompts provided by the teacher. At Grade 10, many of the more able students are able to identify literary devices and explain them. They are also able to share their views of persons who they consider to be good orators and justify their opinion. The more able students are also able to produce the mock-up for a persuasive paragraph using a PEEL (peel, example, explanation, link) scaffolding worksheet. They are able to state their point, select a form of evidence and incorporate it, explain the point and attempt a link with what is to come in the subsequent paragraph. They also willingly share their work; their classmates listen in order to assess whether or not the different aspects of the PEEL are clear.

Students' progress in mathematics is satisfactory

The students who were placed through the GSAT in 2010 entered with an average of 63 per cent in the mathematics component. In 2015, the pass rate for the CSEC mathematics was 52 per cent. The school's overall performance in the CSEC mathematics increased throughout the 2013 to 2015 period from 15 to 52 per cent.

In consumer arithmetic at Grade 7, most students are able to define the term 'money' and give the correct answer to simple problems such as 'If seven pencils cost \$56.00, what is the cost of one pencil?' Many Grade 8 students are making some progress against their starting points. More than fifty per cent of a class, for example, correctly identified the interior and exterior angles of various polygons and gave the correct number of sides in each. They also identified the triangles made when the vertices were connected and demonstrated their understanding of some geometric terms and concepts. In Grade 9, many of the more able students are able to calculate the volume and capacity of a solid. In the all-boys' class of mainly students with grave challenges in mathematics, some of the students are able to

recall that the diameter must pass through the centre of a circle and that the radius is half of the diameter. Their scores in the first end of term examinations were quite low and were not higher than 40 per cent. In Grade 10, many of the more able students are able to recall the formula for the gradient of a straight line. In one lesson, many were able to calculate the gradient and midpoint (-3, -5) (4, 7) and identify the formula. In the other class, some students know that another term for circumference is perimeter. Some also willingly demonstrate solutions to problems such as “one carton of milk is poured into a cylindrical cup of the internal diameter of 5 cm. What is the height of milk in the cup? Give your answer to one significant figure.”

How much progress do the students make, in relation to their starting points?	
Grades	7-11
How much progress do the students make in relation to their starting points in English?	Satisfactory
How much progress do the students make in relation 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’ behaviours and attitudes are satisfactory

Most students conduct themselves well in lessons and around the compound. Also, they are respectful to their teachers and other staff members. They are mannerly and never pass visitors without a greeting and an “enjoy your day” comment. A few students who are late saunter in without any real sense of purpose and a few are seen loitering in the corridors during class time. However, throughout the day, there is a moderate tone around the compound. Most students are respectful and helpful towards each other and to the staff and are well prepared for classes, having their writing tools and books. However, from time to time some get involved in fights on and off the school compound.

Punctuality and attendance is satisfactory

Most students attend school and lessons on a daily basis and are punctual. However, sometimes the transportation system negatively impacts the punctuality of some students. The transition between classes is orderly. Some students settle in quickly and are ready to get on with the business of education as many lessons are room-bound.

The civic understanding and spiritual awareness of the students are satisfactory

Most students believe that it is necessary to celebrate national events because it helps to remember who they are as a people. They celebrate nationhood by participating in Jamaica Day where they are exposed to various aspects of Jamaican culture such as the food. On National Heroes’ Day, they get the opportunity to play the roles of Jamaica’s National Heroes. In one lesson, the teacher and students discuss the West Indies Cricket team and

the match currently taking place. Some students believe that a good citizen is one who abides by the laws of the country and is respectful. They are informed about how to uphold the institution in a positive way and some of them assist the teachers by marking registers, ensuring that the students are settled and that they have work to do when a teacher is absent. Some are given opportunities to develop their leadership skills. They help lower grade students to match up to the school's academic and social standards, offer emotional as well as financial support from the savings of the Radar Club. Some students see themselves as future leaders. The devotional exercise is a major activity at the school; students, as well as various community groups, share in this activity. The Inter-School Christian Fellowship (ISCF) student group is responsible for planning general devotions.

Students' economic awareness and understanding is satisfactory

Many students are aware of Jamaica's economic struggles and the negative impact that their actions such as drug use and unsafe disposal of garbage could have on the economy. They believe that they could use social media to voice their opinion regarding the use of sugar in products as obesity is becoming a real problem in Jamaica. Some of them are interested in Bee Keeping, and the production of more honey. They are also aware of the limited economic opportunities offered in Jamaica and the potential of additional economic benefits globally. Many want to become professionals or entrepreneurs managing their own businesses and are aware of their obligation to contribute to the national revenue.

Students' environmental awareness and understanding is satisfactory

The students are aware that practices such as improper disposal of garbage negatively affect the tourism product by lessening the amount of foreign exchange Jamaica earns. At the school level, students help in the collection of plastic bottles for recycling. Styrofoam materials are taken away by the garbage trucks for proper disposal. Some students participate in clearing away the garbage. In fact, members of the school's Science and Environmental Club assist with the school's clean-up activities. Under the slogan, "Nuh Dutty up Aabuthnott Gallimore", the club members are learning to recycle PET bottles and one of their projects involves using those bottles for a picket fence as well as artwork at the front of the school.

How good is the students' personal and social development?	
Grades	7-11
Students' behaviours and attitudes	Satisfactory
Punctuality and attendance	Satisfactory
Civic understanding and spiritual awareness	Satisfactory
Economic awareness and understanding	Satisfactory
Environmental awareness and understanding	Satisfactory

6) Use of Human and Material Resources

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

Overall, the use of human and material resources is satisfactory

The quality of human resources is good

The school has a number of well qualified and knowledgeable teaching and support staff, including a school Bursar with an associate degree. The academic staff of 55 includes mainly graduate trained teachers, two guidance counsellors, a dean of discipline and grade supervisors. At least four teachers have Master's Degrees, including the Principal. A literacy specialist from MoEYI is being introduced to address literacy weaknesses among some students. The leadership has implemented a staff development action plan to facilitate at least three professional development workshops annually. There are many professional development days for academic and support staff throughout the year, including students' behaviours, academic performance, workshops on the NSC; and care of the environment. Administrative and ancillary members of staff also receive training in customer service. The new appraisal document has been implemented.

The use of human resources is satisfactory

Deployment of staff is usually guided by qualifications as well as the person's experience. However, there have been challenges with retaining teachers in some critical areas; for example, a mathematics teacher, who was critical to the students' preparation for the CSEC, left in 2016 and one teacher resigned at the end of April and another in May 2017. Even so, almost all teachers attend school regularly. Many are also usually punctual for work. The school benefits from the services of a literacy coach and an Alternative Pathway to Secondary Education (APSE) mathematics coach who provides support to both staff and students. Members of the administrative and ancillary staff are also quite supportive of the school, ensuring the clerical, sanitation and nutritional requirements of all concerned are met. Even so, an additional cook and cleaner are deemed necessary to ensure that the ancillary staff is better able to support the growing school population.

The quality and quantity of material is satisfactory

The school plant consists of four blocks of buildings that house classrooms, vocational areas, laboratories, the library, canteen area, staff room as well as administrative offices. The school also has a hard court as well as a large playfield. Many of the areas, particularly the classrooms, are quite spacious relative to the student population observed during the inspection. However, with the planned expansion of the curriculum to hosts more technical and vocational subjects, space will shortly prove to be inadequate. And there is significant damage to the furniture, walls and windows in the classrooms used by the older students. For instance, window panes were missing and the window frame was distorted in one classroom that hosted a Grade 10 class. Additionally, the surface of the hard court is scoured and poses a threat to the safety of the students who use it for physical education and team practice. In respect of teaching resources, the school has a mix of electronic equipment, print material, and other manipulatives to facilitate students' learning. In the computer lab, there are forty working computers, one smartboard, one multi-media projector and one document camera. There is also a back-up system in the event of a power outage. Charts, shapes, textbooks, worksheets, and manipulatives are also available in the some of

the departments. Even so, there is an inadequate supply of equipment to facilitate instruction in the sciences as well as some of the vocational areas.

The use of material resources is satisfactory

Currently, the school allocates the available building space to allow for all classes to be accommodated as best as possible. The school is organized so that different grades are allocated a block and some grades such as 7 to 9 do not change class for core subjects but for subjects such as information technology that require the use of the laboratory. Outdoor space is also used for physical education and other school events. The school has also mounted murals aimed at reinforcing national pride and the students' personal development. Teaching material, including the electronic equipment, print resources and manipulatives are used with varying levels of effectiveness to enhance the learning of the students. In one positive example in a Grade 7 mathematics lesson, the teacher used a shop corner in addition to a video to teach consumer arithmetic. The students were given play money in 500 and 1000 denominations and were encouraged to buy at the wholesale price. Textbooks, hand-outs and worksheets are frequently used but only in some instances are ICT resources deployed to enrich the learning of the students. Nonetheless, a range of manipulatives was brought to bear on the students' numeracy skill development in the all-boys' classes at Grade 9. The activity involved the students in measuring the circumference using a cardboard cut-out of a circle that has the diameter drawn in. A piece of cord was stretched on the ground and the circle cut-out rolled along the cord until a full revolution was achieved. This distance travelled was then measured. The practical nature of the task allowed for most students to willingly get involved and demonstrate mastery in rolling the circle cut-out until a revolution was achieved. Thereafter, they were able to determine how many times the diameter fitted into the total length of the cord from which they were able to deduce the relationship between the circumference and the diameter of a circle.

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

7) Curriculum and Enhancement Programmes

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

Overall, provisions for the curriculum and enhancement programmes are good

Provisions for curriculum are good

The school makes adequate provision in its curriculum for all students. Modifications have been made to the newly implemented NSC at Grade 7 to 9 and its CSEC programme at Grade 10 and 11. Most teachers plan lessons using the 5E format to cater to the needs of all students including those who are challenged. For example, many teachers have taken a practical approach towards the teaching of mathematics, and the teaching of the languages English and Spanish. Music is used to enhance lessons and stimulate students' learning in other subjects. In addition to the many subjects that are offered, HFLE, library science and floral arrangement have added breadth and balance to the existing curriculum. Provision is made for Grade 10 and 11 students to sit exit examinations through CSEC, City and Guilds, and CVQ. All Grade 11 students are also required to sit the entry test to HEART and this is supported by many parents. Grade 10 and 11 currently learn cosmetology through the NCTVET programme and in addition to the many technical and vocational subjects offered at the school, efforts are now underway to offer courses in mixology, building construction, electrical engineering, crop production, and mechanical technology. Classroom observation records and the review of lesson plans over time show the seamless progression of topics delivered at different grade levels and there is evidence of cross-curricular links in some lessons. For example, in a Grade 8 social studies lesson, the teacher made reference to the Tigris and Euphrates Rivers as mentioned in Bible Knowledge class.

Enhancement programmes are good

The school offers a wide range of extra-curricular activities which is relevant to all its students. There are many organised clubs - some of which are uniformed – such as Red Cross, 4H, and Girl Guides. Through these clubs students gain a wealth of knowledge and skills, and opportunities are created for them to participate in competitions at the parish and national levels. Students generally do well and the school has placed fourth in the 2016 debate competition. In the National 4-H competition, students placed first in the cold milk-based beverage competition and third in the towel folding competition. Girls are currently involved in netball competitions. The school has also implemented the SWPBIS programme to improve students' behaviours and have them embrace core values. Additionally, the school has implemented a programme which is aimed at improving the academic, personal and social development of boys. During interviews, students lauded the school's existing science and mathematics programmes which reportedly allow them to receive additional support in learning mathematics and to participate in the MoEYI's Regional Mathematics Exposition and the UWI Mathematical Olympiad. The school has established close links with agencies such as the National Health Fund (NHF) and the local police department, which encourage the participation of the school in many of their programmes geared towards promoting growth and development of students.

How well do the curriculum and any enhancement programmes meet the needs of the students?	
Grades	7-11
How well does the curriculum meet the needs of the students?	Good
How well do the enhancement programmes meet the needs of the students?	Good

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 good

Provisions for safety and security are good

The school has developed a safety and security plan to ensure a safe and secure environment for all. A committee is in place to guide its implementation. The plan speaks to the different considerations salient to the safety and security of the school such as the perimeter fencing, critical incidents management plan, emergency drills, response team, and crisis response plan. On the ground, the school ensures that there is monitoring of entrances and exits. As such, security guards patrol the compound and monitor the gates. Emergency drills are also done in preparation for effective response in the event of a fire or earthquake. In response to a safety and security audit conducted by the MoEYI, the school has relocated the assembly point, upgraded the signage and clearly labelled the evacuation routes. Thirteen fire extinguishers have been placed in strategic areas throughout the school and all have been recently serviced. Additionally, the members of the ancillary staff have been trained in the use of the fire extinguishers.

Provisions for students' health and wellbeing are good

The school has implemented a number of measures to secure the health and wellbeing of the students. There is a school nurse who conducts the necessary assessments, treats minor illnesses and injuries, and makes the appropriate referrals. The nearby Alexandria Health Centre treats any major injuries that may occur at the school and most of the students are a part of the school's health insurance scheme. The school also has links with the NHF and the Red Cross to support their ability to assist all concerned. Through the partnership with NHF staff and students are screened and seminars conducted on dietary counselling and weight management. And some staff members are trained and certified in Cardiopulmonary Resuscitation (CPR). In encouraging healthy lifestyles, the school has also developed a zero tolerance to the drinking and selling of sodas. The food preparation area is well-kept with the appropriate areas meshed. All cooks have food handlers' permits and are appropriately attired. Even so, the certification for the canteen has been expired for several months. The sanitary conveniences are maintained in a fair condition though they are inadequate for the student population. The general compound is monitored by the ancillary staff and cleaned three times each day. The school has a structured disciplinary programme with clear rules and rewards codified in the school's handbook. Along with the punitive

response, there are support and interventive programmes including a behaviour intervention programme that include the guidance counsellor, grade supervisors and the form teachers supported by external partners. Even so, students may be suspended or excluded for serious breaches of conduct. The school disciplinary programme has been tested quite a bit with a number of incidents including truancy, stabbings, fights, and marijuana possession. However, a gentler school climate is being targeted through the promotion of positive values and as such classes are designated Love, Respect, Integrity, among others. The school's welfare programme also helps to address the needs of some students, providing assistance with uniforms and examination fees. A total of 660 students receive meal benefits from the PATH.

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

Recommendations from the Previous Inspection on February 17, 2012:

1. Principal, Board and staff need to:
 - a. Develop a more standardised system of assessment and ensure that assessment procedures used during classes be more consistent with those of final examinations and external examinations, by the end of the school year.
 - b. Critically analyse the available data to determine the areas of weakness that are hindering better performance and implement the necessary interventions.
 - c. Make immediate representation to the Ministry of Education to erect an additional staircase to both upstairs buildings as the one entrance/exit on each block is inadequate to ensure students' safety in emergencies.
 - d. Do more rigorous supervision of the implementation/delivery of the curriculum to ensure the needs of all students are catered for in order to improve students' performance/ attainment levels, particularly in the areas of English and mathematics.
 - e. Improve on the teaching strategies used, to ensure greater effectiveness in lesson delivery, thereby improving students understanding of critical aspects of the curriculum.
 - f. Form a coalition with parents for the improvement in discipline, behaviour and attendance to school, particularly at the Grades 10-11 level.

Recommendations

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

1. The Board should move apace with plans to review the strategic plan for the school and the establishment of clear targets that are closely monitored.
2. The Board should also make provision for an audit of the space and resource pool currently available as the basis for determining the needs of the school as it moves to broaden its technical and vocational offering.
3. The school's leadership should move apace with plans to strengthen data analysis processes so that relevant and timely information can be available for decision making.

Further Action

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



Maureen Dwyer
Chief Inspector
National Education Inspectorate

List of Abbreviations and Acronyms

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

Appendices

Appendix 1 - Record of Inspection Activities

Appendix 2 - Inspection Indicators

Appendix 3 – National Test Data

Appendix 1 - Record of Inspection Activities

Evidence for this report was based on the following:

Total number of lessons or part lessons observed	52
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	English	Maths	Other
Number of lessons or part lessons observed [Primary]	--	--	--
Number of lessons or part lessons observed [Secondary, either grades 7 – 11 or 7 – 9 in an all-age school]	16	14	22

Number of scheduled interviews completed with members of staff, governing body and parents	7
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Number of scheduled interviews completed with students	2
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	Parents	Students	Teachers
Number of questionnaires returned and analysed			

Appendix 2 - Inspection Indicators

Inspection indicators serve a number of purposes:

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

Inspection Indicators

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

1.1 School-based leadership and management

Key strands

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

Short descriptions to illustrate the five-point scale:

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

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
	inefficient			

1.2 Self-evaluation and improvement planning

Key strands

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

Short descriptions to illustrate the five-point scale:

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

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
	and there is little evidence of their leading to real improvement		improvements	in consequence Improvement plans result in genuine improvement

1.3 Governance

Key strands

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

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
<p>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</p> <p>The Board has little understanding of how it could hold the school's professional leaders accountable for its performance and</p>	<p>The Board exerts little influence on the work of the school. It does little to support the efficient and effective management of the school</p> <p>Some members might understand some of the school's strengths and weaknesses, but the Board does not hold the school's leadership accountable for its performance and spending</p>	<p>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</p> <p>It receives from the Principal regular accounts of the quality of the school's work and of the impact of spending decisions</p>	<p>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</p> <p>The Board has a good grasp of the school's strengths and weaknesses. It has a clear commitment to raising standards and improving the quality of the education it provides</p>	<p>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</p> <p>It works highly successfully in support of the school's professional leaders, while holding them firmly to account for the school's performance</p>

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
spending				

1.4 Relations with parents and the local community

Key strands

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

Short descriptions to illustrate the five-point scale:

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

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
		enrich the curriculum		educational opportunities

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

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

Key strands

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

Short descriptions to illustrate the five-point scale:

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

2.2 Teaching methods

Key strands

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

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
<p>Many lessons are poorly planned or not planned at all Many lessons are poorly organised and much time is wasted</p> <p>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</p> <p>Very few learning resources are used, other than standard textbooks</p>	<p>Many lessons are planned without reference to clear learning objectives Some lessons are poorly organised and some students waste time</p> <p>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</p> <p>Many teachers use only a limited variety of learning resources and students are denied opportunities to make better progress as a result</p>	<p>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</p> <p>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</p> <p>Most teachers make adequate use of resources in addition to</p>	<p>Most lessons are planned according to clear learning objectives, which the students understand Productive use is made of all the time available</p> <p>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.</p> <p>Students in many lessons are challenged to think critically, justify their views and develop reasoning</p> <p>Most teachers are adept at</p>	<p>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</p> <p>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</p> <p>A wide range of learning resources is used to optimum</p>

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

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
Most teachers give little or no constructive feedback to students and seldom mark their students' written work	weaknesses are tackled and students of all abilities are catered for Teachers might regularly give oral feedback in lessons, but their marking is mostly cursory	and written feedback on their work, but their marking might offer little specific commentary about how it could be improved	assessment of their own and others' work 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	who need help and extend those challenged who 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	A significant number of students 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	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	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	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

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
<p>Students seldom make connections between what they study in different subjects. They rarely relate what they have learnt to their own lives outside school</p> <p>Many students are unable to work successfully with others in groups with a common purpose</p> <p>Higher order and critical thinking play little part in students' experience of school</p>	<p>themselves and choose and use resources independently</p> <p>Many students 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</p> <p>Many students, lack the skills they need to sustain co-operation with others to produce good work. Some do not understand the importance of listening to each other and taking turns</p> <p>Students rarely exhibit the capacity to think critically</p>	<p>others might lack motivation or might be easily distracted</p> <p>Most students can connect new and previous learning in simple ways and can relate what they learn about in school to real life situations</p> <p>Most students can work successfully in a group</p> <p>Higher order and critical thinking are sometimes features of learning in homework and in many lessons</p>	<p>ICT when appropriate</p> <p>Most can make clear connections between what they have learnt at different times and in different contexts. They can effectively communicate what they have learnt to others.</p> <p>Most students regularly collaborate productively with others in groups of different sizes, working for a variety of purposes</p> <p>Higher order and critical thinking are developed in many lessons</p>	<p>The questions they ask show that they are making 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</p> <p>All students work successfully with others as a matter of routine to produce presentations and rehearse arguments</p> <p>Students think critically, justify their views and develop reasoning. They frame their own questions, seek answers and reach their own conclusions</p>

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

Key strands

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

Short descriptions to illustrate the five-point scale:

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

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

Key strands

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

Short descriptions to illustrate the five-point scale:

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

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

5.1 Students' behaviour and attitudes

Key strands

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

Short descriptions to illustrate the five-point scale:

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

5.2 Punctuality and Attendance

Key strands

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

Short descriptions to illustrate the five-point scale:

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

5.3 Students' civic understanding and spiritual awareness

Key strands

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

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
<p>Most students have little or no understanding of national identity and little appreciation of local traditions and culture</p> <p>Most students are unaware of the responsibilities of citizenship</p> <p>Most are reluctant to take on</p>	<p>Many students lack understanding of national identity</p> <p>Many lack an informed appreciation of local traditions and culture</p> <p>Many students develop only a superficial understanding of what it means to be a citizen</p>	<p>Many students are developing an understanding of national identity and an appreciation of local traditions and culture</p> <p>They are aware of their responsibilities as part of a larger community</p> <p>Many contribute to the life of the</p>	<p>Most students understand the concept of national identity. They understand and appreciate local traditions and culture.</p> <p>Students' civic understanding is developing strongly and is evident in their responses in lessons in a range</p>	<p>Almost all students understand and appreciate the defining characteristics of Jamaican society, and the Caribbean's traditions and culture</p> <p>The students are developing the skills of active citizenship</p> <p>Most contribute</p>

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	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	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

5.5. Environmental awareness and understanding

Key strands

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

Short descriptions to illustrate the five-point scale:

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

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

6.1. Human resources

Key strands

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

Short descriptions to illustrate the five-point scale:

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

6.2 Use of human resources

Key strands

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

Short descriptions to illustrate the five-point scale:

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

6.3 Material resources – Quality and Quantity

Key strands

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

Short descriptions to illustrate the five-point scale:

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

6.4 Use of material resources

Key strands

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

Short descriptions to illustrate the five-point scale:

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

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

7.1 Relevance

Key strands

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

Short descriptions to illustrate the five-point scale:

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

7.2 Enhancement Programmes

Key strands

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

Short descriptions to illustrate the five-point scale:

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

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

8.1 Safety and security

Key strands

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

Short descriptions to illustrate the five-point scale:

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

8.2 Health and wellbeing

Key strands

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

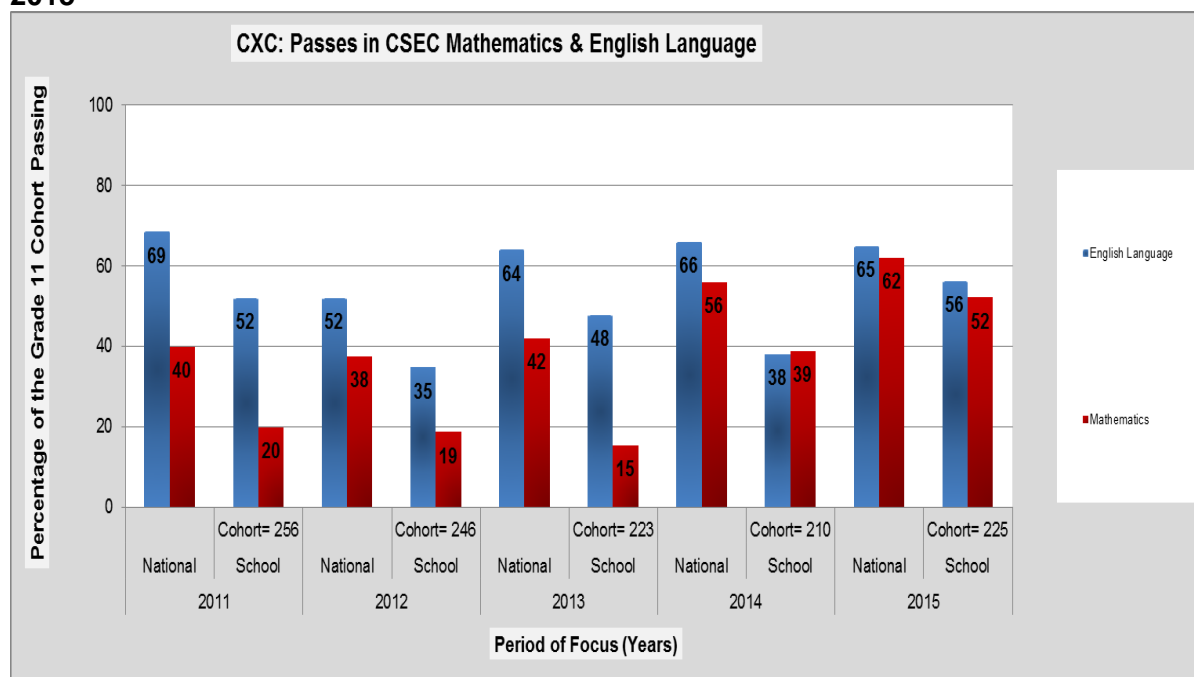
Short descriptions to illustrate the five-point scale:

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

Appendix 3 - National Test Data

STUDENTS' ATTAINMENT

Graph 1a: Percentage passes in CSEC mathematics and English language 2011 to 2015



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

Table 1a: Students sitting & passing CSEC mathematics and English language (2011-2015)

Year	Grade 11 Cohort*	Students Sitting CSEC Mathematics		Number passing CSEC Mathematics		Students Sitting CSEC English		Number passing CSEC English	
		Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
2011	256	131	(51%)	26	(20%)	179	(70%)	93	(52%)
2012	246	123	(50%)	23	(19%)	184	(75%)	64	(35%)
2013	223	130	(58%)	20	(15%)	182	(82%)	87	(48%)
2014	210	108	(51%)	42	(39%)	158	(75%)	60	(38%)
2015	225	138	(61%)	72	(52%)	151	(67%)	85	(56%)

*As at Census day (2nd Monday in October)

The school's CSEC English language pass rate was above their mathematics pass rate in all years except 2014 of the 2011 to 2015 period. The gap was widest in 2011 at 32 percentage points and by 2014 the mathematics pass rate was one percentage higher than the English pass rate. The percentage of students **sitting** English language was higher than those **sitting** mathematics throughout the period.

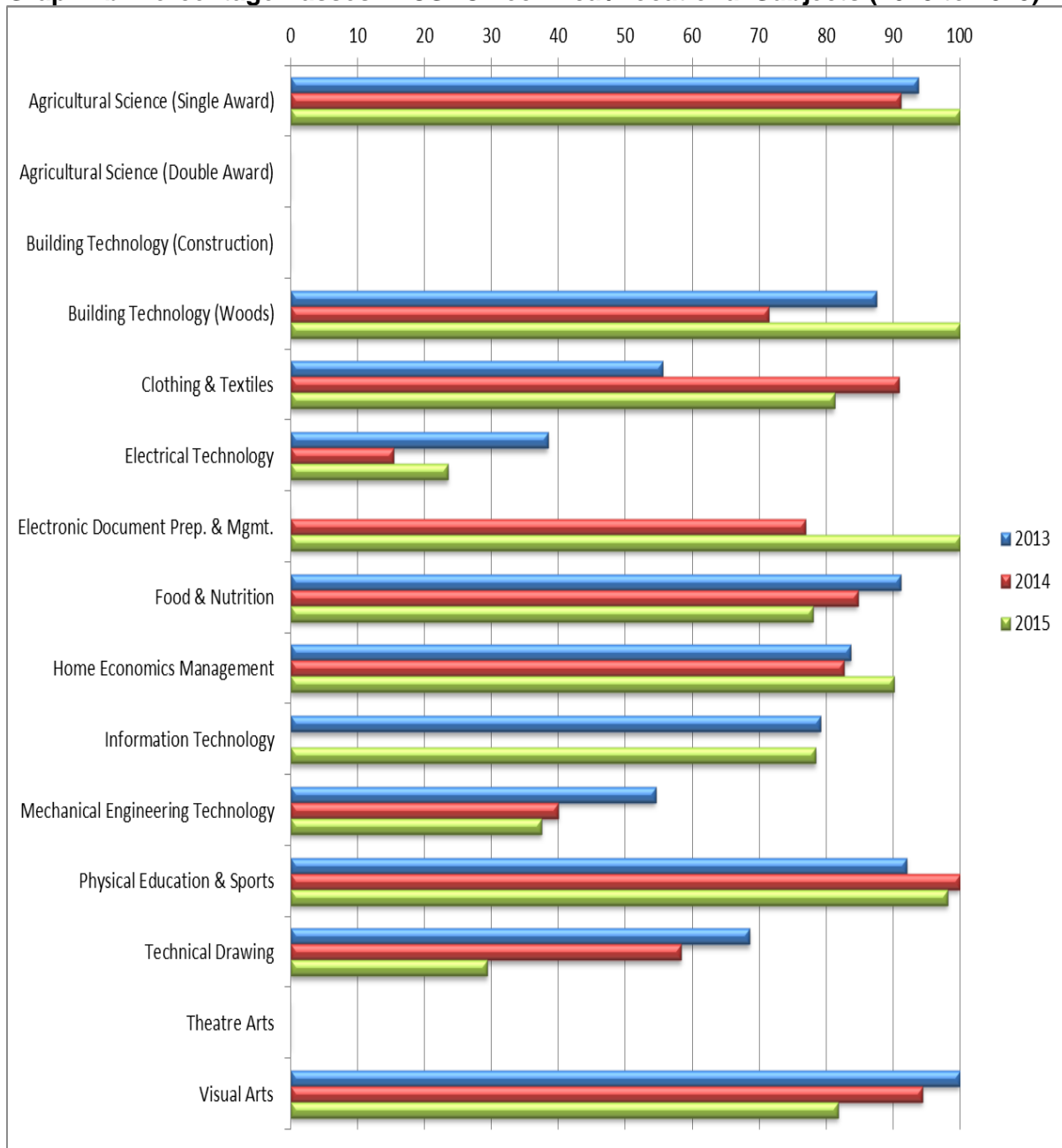
CSEC Mathematics:

The mathematics pass rate improved overall throughout the period. It moved from 20 per cent in 2011 to peak at 52 per cent in 2015. The pass rate was lowest in 2013 at 15 per cent. Throughout the period, the pass rate was below the national pass rate by maximum of 27 percentage points in 2013. The participation rate increased over the period from 51 per cent in 2011 to 61 per cent in 2015.

CSEC English language:

The English language pass rate increased overall from 52 per cent in 2011 to a high of 56 per cent in 2015. The pass rate was lowest in 2012 (35 per cent). The pass rate remained below the national performance throughout the period by a maximum of 28 percentage points in 2014. The English language participation rate decreased from 70 per cent in 2011 to 67 per cent in 2015.

Graph 1b: Percentage Passes in CSEC Technical/Vocational Subjects (2013 to 2015)



School passes for CSEC Technical/Vocational Subjects are a percentage of the number of students sitting the examination.

Table 1c: Students sitting & passing CSEC Technical/Vocational subjects (2013 to 2015)

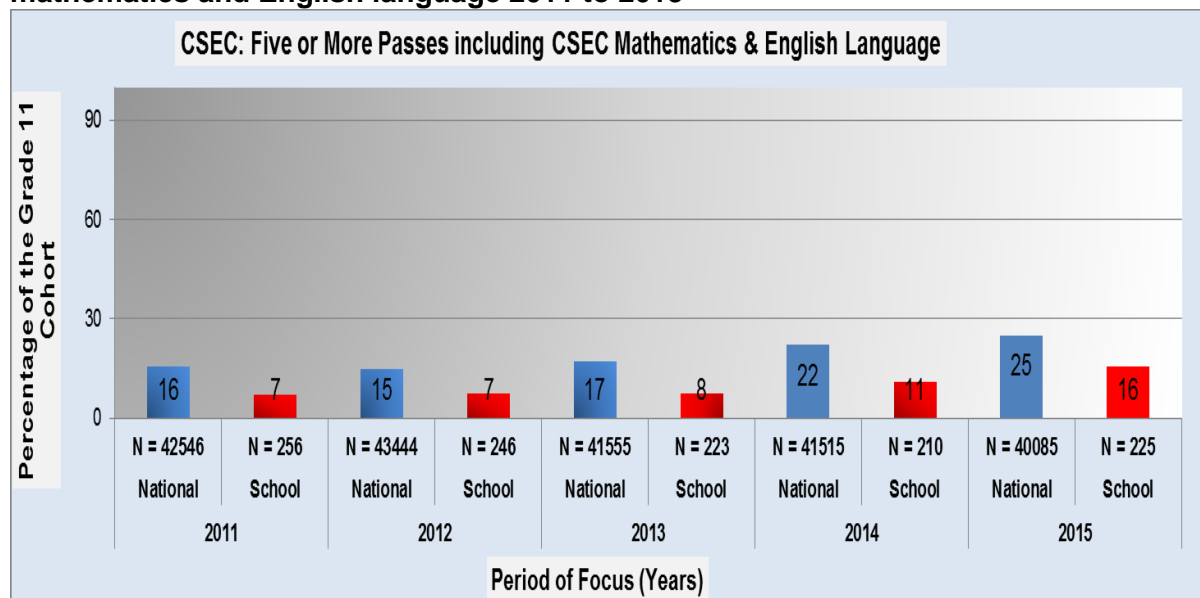
Technical/Vocational Subjects	Aabuthnott Gallimore High					
	Number Sitting			Percentage Attaining Grades I-III		
	2013	2014	2015	2013	2014	2015
Agricultural Science (Single Award)	32	34	33	94	91	100
Agricultural Science (Double Award)	0	0	0	-	-	-
Building Technology (Construction)	0	0	0	-	-	-
Building Technology (Woods)	16	14	12	88	71	100
Clothing & Textiles	9	11	16	56	91	81
Electrical Technology	13	13	17	38	15	24
Electronic Document Prep. & Mgmt.	0	13	18	-	77	100
Food & Nutrition	45	46	50	91	85	78
Home Economics Management	49	52	61	84	83	90
Information Technology	72	57	51	79	0	78
Mechanical Engineering Technology	11	10	16	55	40	38
Physical Education & Sports	63	34	56	92	100	98
Technical Drawing	35	24	34	69	58	29
Theatre Arts	0	0	0	-	-	-
Visual Arts	10	18	11	100	94	82

Throughout the 2013 to 2015 period, students maintained pass rates above 80 per cent in Agricultural Science (Single Award); Home Economics Management; Physical Education and Sports and Visual Arts. Students also attained 80 per cent and above in Building Technology (Woods) in 2013 and 2015; Clothing & Textiles in 2014 and 2015 Electronic Document Preparation and Management and Food and Nutrition in 2013 and 2014.

The students participated in 12 technical/vocational subjects and the number of participants was below 65 students throughout the period.

STUDENTS' ATTAINMENT

Graph 2: Percentage of student attaining five or more CSEC passes including mathematics and English language 2011 to 2015



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

The school's matriculation rate improved overall over the period of review. It moved up by nine percentage points from seven per cent in 2011 to 16 per cent in 2015. This rate was below the national matriculation rate throughout the period. In 2015, it was 38 percentage points below the national education performance target.

Table 2: Percentage of students attaining five or more CSEC passes including mathematics and English language (2015)

Students attaining passes in 5+ CSEC or equivalent subjects	
National Education Performance Target (2016)	54 per cent
School's Current (2015) attainment	16 per cent

STUDENTS' PROGRESS

Students' Starting Point

Graph 3: Average GSAT scores (%) for students entering the school (2008-2010)

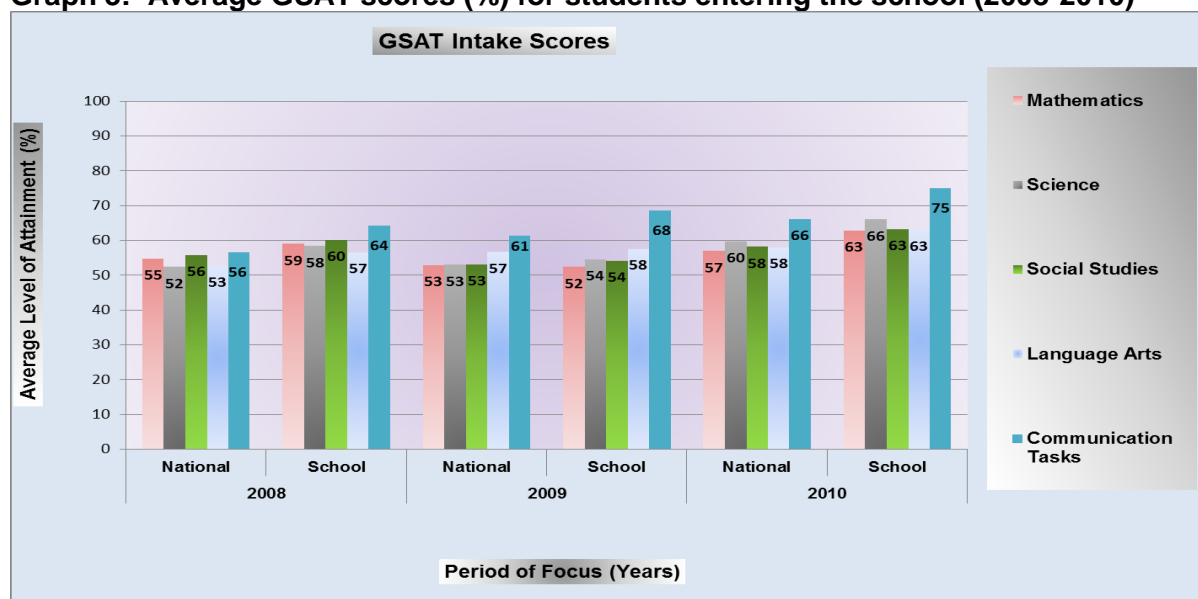


Table 3: Average GSAT scores (%) for students entering the school (2008-2010)

Aabuthnott Gallimore High			
Assessment	Candidates Placed	2010 Averages	
GSAT Intake Scores	200	National	School
		60	66
Assessment	Candidates Placed	2009 Averages	
GSAT Intake Scores	222	National	School
		55	57
Assessment	Candidates Placed	2008 Averages	
GSAT Intake Scores	225	National	School
		54	60

The overall GSAT intake average for the 200 students entering Aabuthnott Gallimore High in **2010** was above the national overall GSAT intake average by six percentage points. In **2010**, the school's averages were above the national averages in all components. The school's averages were also above the national averages in all components in 2008, but in 2009, it was above in all components except mathematics.

STUDENTS' PROGRESS

Students' Starting Point

Graph 4: Average GNAT scores (%) for students entering the school (2012)

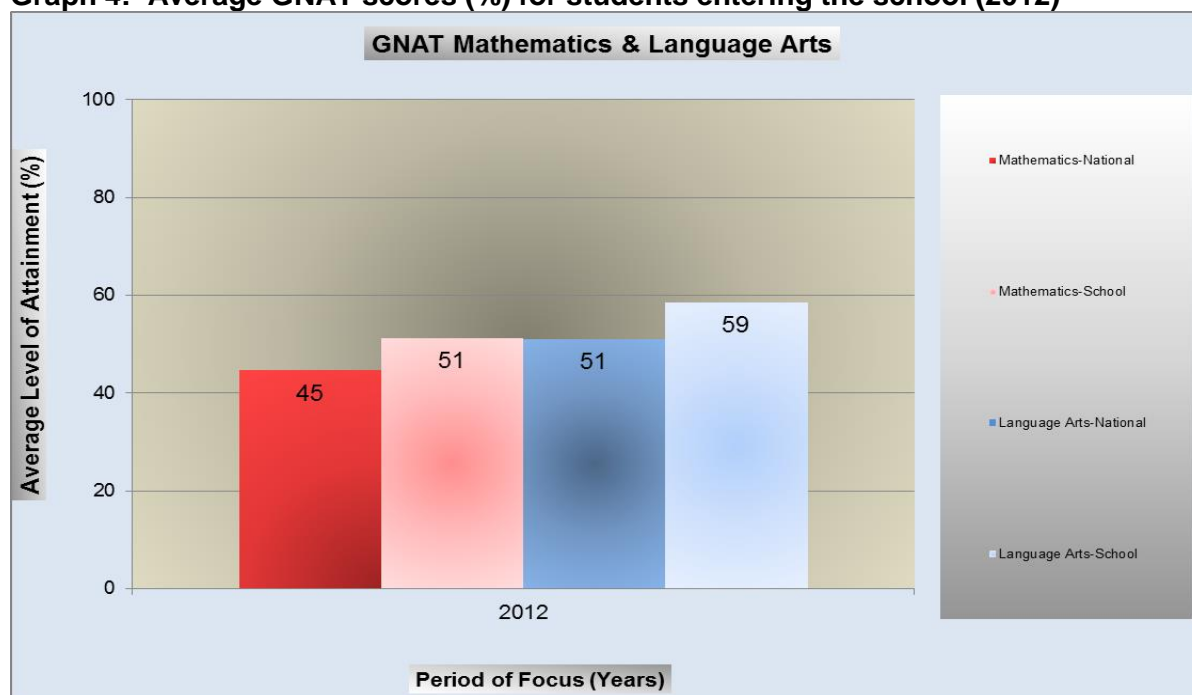


Table 4: Average GNAT scores (%) for students entering the school (2012)

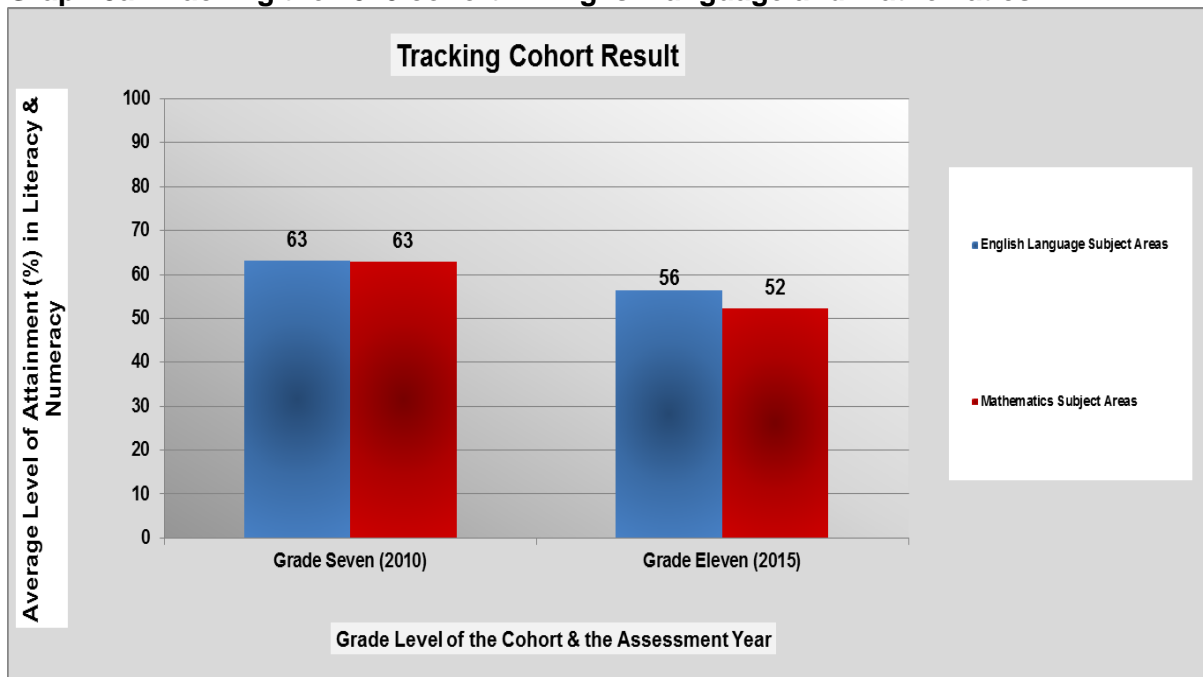
Aabuthnott Gallimore High			
2012			
Assessment	Candidates Placed	National	School
GNAT Mathematics	51	45	51
Female	16	49	47
Male	35	42	53
GNAT Language Arts	51	51	59
Female	16	58	61
Male	35	47	58

Fifty-one students (16 girls and 35 boys) entered Aabuthnott Gallimore High in 2012. The school's GNAT mathematics and language arts intake averages were both above the national GNAT intake averages by six and eight percentage points respectively. The students performed better in language arts when compared with mathematics (eight percentage points).

The boys performed above the girls in mathematics (six percentage points) but below in language arts (three percentage points).

STUDENTS' PROGRESS

Graph 5a: Tracking the 2010 cohort in English language and mathematics



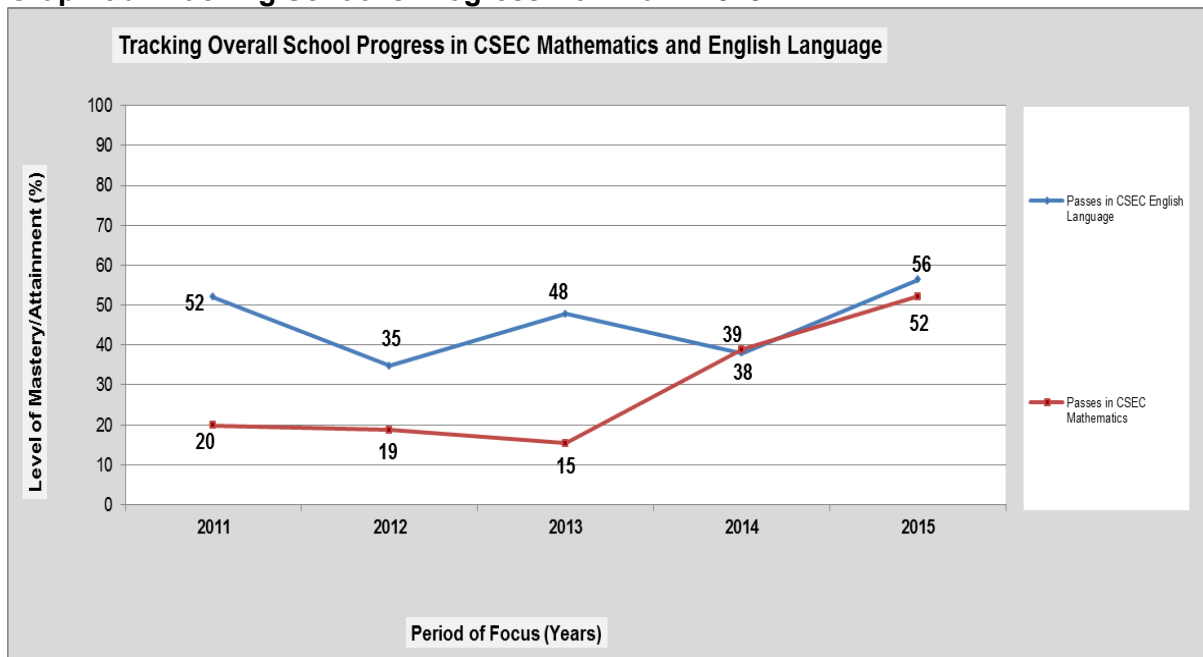
This graph tracks the performance of the **2010 Cohort** of students entering St. Mary's College. It shows their **average intake scores** in the 2010 GSAT (language arts and mathematics) and the **pass rates** in the 2015 CSEC examinations (English language and mathematics).

The **2010 Cohort** attained an average of 63 per cent in the language arts component of the GSAT. In 2015, the pass rate for CSEC English language was 56 per cent. This pass rate is reflective of 67 per cent of the grade 11 cohort who sat the examination.

The **2010 Cohort** attained an average of 63 per cent in the mathematics component of the GSAT. In 2015, the pass rate for CSEC mathematics was 52 per cent. This pass rate is reflective of 61 per cent of the grade 11 cohort who sat the examination.

STUDENTS' PROGRESS

Graph 5b: Tracking School's Progress from 2011-2015



The performance in English language increased overall. The pass rate was lowest in 2012 but improved overall between 2012 and 2015. The mathematics pass rate improved overall for the period. The English language pass rate was above mathematics in all years except in 2014, when it was slightly below.

Definitions:

- Cohort:** A specific group of students who are expected to move through the education system during a particular time span. For example, the 2010 cohort entering grade seven are expected to complete grade 11 in 2015.
- Matriculation Rate:** The number of students attaining passes in five or more CSEC subjects including English language and mathematics in one academic year.
- Percentage:** The expression of a fraction into 100 equal parts. It is calculated by multiplying the fraction by 100. For example $\frac{2}{5}$ expressed as a percentage equals $(\frac{2}{5}) \times 100 = 40$ per cent.
- Percentage Point:** The unit for the arithmetic difference between two percentages. For example, 20 per cent is lower than 45 per cent by 25 percentage points.
- Trend:** The pattern observed or general tendency of a series of data points over time. There must be at least three (3) consecutive years of data before a trend can be established.

List of Acronyms:

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

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