AENON TOWN ALL AGE SCHOOL

INSPECTION REPORT

Principal: Mr. Otis Harrison
Board Chair: Mr. Sheldon Bailey

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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 All Age and secondary schools at key points during their education. It is the aim of the NEI to report on how well students perform or improve, as they progress through their schooling and learning life. The NEI is also charged with the responsibility to make recommendations to support improvement in the quality of the provision and outcomes for all learners.

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

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

Key Questions

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

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

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

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

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

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

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

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

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

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The Five-point Scale

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

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

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

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

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

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

Consistency in terminology

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

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

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Profile

School's Demographics

School Code:	13001
Parish:	Clarendon
Region:	6
Locale:	Rural
Day Structure	Whole Day
Population Composition:	Co-educational
Size:	Class II
Capacity:	390
Enrolment:	229
Attendance Rate:	83%
No. of Active Teachers:	12
Pupil-Teacher Ratio:	22:1
Multi-Grade:	No
Owned By:	Government
ASTEP Enrolment:	19

Socio-economic Context

Aenon Town All Age School is located in the community of Aenon Town, Clarendon. The school was established in 1891 as an elementary school in the building that was the St. Matthews Anglican Church's manse. In later years, it was relocated to the St. Matthews Anglican Church building. In the early 1950s, a parcel of land was donated by a benefactor to the Government of Jamaica for the building of the new school. In 1955, the school building was constructed, and the school transferred to its present location. Since then, the plant has been expanded with the assistance of the Jamaica Social Investment Fund (JSIF), Sports Development Foundation (SDF) and the school's Parent Teacher Association (PTA). Most of the students are from a low socio-economic background. Approximately 50 per cent of the school population are beneficiaries of the Programme of Advancement Through Health and Education (PATH).

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Executive Summary

Overall effectiveness of the school

The overall effectiveness of Aenon Town All Age School is satisfactory

Overall, leadership and management is satisfactory

The school is effectively led and managed and stakeholders engage in regular self-evaluation and improvement planning activities. The school receives good support from the Board, parents and local organisations as well as past students.

Overall, teaching in support of learning is satisfactory

In all lessons, teachers are knowledgeable and share accurate information with the students. Most teachers prepare lesson plans which contain the main elements and many use effective strategies to support students' learning of concepts. Generally, teachers utilize questioning and seatwork to routinely assess students' prior knowledge as well as their understanding of concepts. In all lessons, many students actively participate in activities and are developing critical learning skills to further strengthen their learning.

Overall, students' performance in English and mathematics is unsatisfactory

The school's performance in the national assessments in English and mathematics at the primary level was not consistently at or above the national average during the review period 2013 to 2015.

Overall, students' progress in English and mathematics is satisfactory

Overall, the school made progress over time in national assessments in English and mathematics during the 2013 to 2015 period. Many students also make sufficient progress against their starting points and during lessons. The girls make better progress than boys.

Overall, students' personal and social development is satisfactory

Most students demonstrate good behaviours and attitudes in lessons and as they move around the compound. Many also demonstrate satisfactory levels of awareness of cultural, economic and environmental matters.

Overall, the use of human and material resources is satisfactory

Almost all teachers have suitable qualifications; however, there are some teachers who are trained at the secondary level and a few in particular whose qualifications and training are not directly aligned with their current deployment. Nonetheless, opportunities are provided to the staff to develop professionally as well as personally. The school premises are of sufficient size to carry out all the scheduled activities especially in light of the declining student population. The available resources are efficiently used to support teaching and learning activities.

Overall, provisions for the curriculum and enhancement programmes are satisfactory

The school uses the Revised Primary Curriculum (RPC) and the National Standards Curriculum (NSC). These curricula are adapted and modified so that most students,

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especially those who are deemed as slow learners, are able to benefit. Students also have opportunities to learn beyond the classroom to advance social and leadership skills.

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

There are adequate provisions in place to enhance the school's safety and security practices as well as students' health and wellbeing.

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

- Governance
- Relationship with parents and the local community
- Students' behaviours and attitudes
- Enhancement programmes
- Provisions for students' health and wellbeing

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

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Findings of School Inspection

1) School Leadership and Management

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

Overall, leadership and management is satisfactory

School-based leadership and management is satisfactory

The Principal has made considerable efforts to enlist community members and other stakeholders to support his vision, and this has led to improvement across the school. He is supported by the Vice Principal and three senior teachers, and together they have made strides in the improvement of the school's performance in national assessments. They have also spearheaded the construction of the school's library through fundraising efforts. However, instructional supervision is not sufficiently robust as lesson plans are not regularly vetted with instructive comments to guide improvement. Also, classroom observations and walkthroughs are not always documented for accountability purposes or to guide planning for school improvement. Nevertheless, staff meetings emphasize lesson planning, technology use, and methodology; teachers are encouraged to use more student-centred approaches in order to improve students' learning. There are some established initiatives to support students who sit external examinations including Christmas Camps as well as Sunday and Saturday classes. The school's detailed organisational chart and accountability framework ensure that special responsibilities and assigned duties are completed. However, accountability measures are not always effective. Meetings are also scheduled for all staff members and stakeholder groups to ensure that information is shared and that their concerns and suggestions are heard. A commendable relationship exists among staff members; the teachers are professional, supportive, and have the students' best interest at heart. Students' data from internal assessments are gathered and high achievers are acknowledged and awarded. However, the analysis of the data is not rigorous enough to drive school improvement and weaknesses in documentation practices are evident as some requested documents are inefficiently maintained, incomplete or unavailable.

Self-evaluation and school improvement planning is satisfactory

The school engages in regular self-evaluation and school improvement planning activities. The school self-evaluation (SSE) was created with the input of the teachers and Principal while the school improvement plan (SIP) was a collaborative effort involving the Principal, teachers and members of the Board. Opportunities are also provided for parents to provide feedback through the Parent Teacher Association (PTA) meetings and seminars. Teachers are appraised at least once per year and the appraisal data used to guide the deployment and to inform teachers' professional development activities. The school has a current SIP that spans 2016 to 2019 to guide its operations. It is adequately detailed and has outlined several goals across the school with appropriate tasks, indicators, timeframe, resources, and persons responsible among other items. Some goals stated for improvement include strengthening partnerships with pertinent stakeholders, creating a safe and secure environment, and improving mastery rates in literacy and numeracy. However, the tasks identified to attain the academic goals are vague and insufficiently robust to facilitate sustained improvement over the three year period. The means of verification are also vague

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and are not specific to students' attainment in the external examinations. There is an evaluation matrix template which is blank as well as an incomplete budget.

Governance is satisfactory

The Board supports the school and its initiatives. The current Board was appointed on April 1, 2017, and has five members. Board meetings are usually held at least once per term in order to address issues being experienced by the school including the maintenance of the plant, dietary needs of students, and compensation of the ancillary staff. The Chairman also approves cheques if the accompanying documents are presented. The Board holds the Principal to account through regular reporting on matters relating to the school's finances, the performance of staff members and students, school activities and canteen operations. Board members are also residents of the community and some members visit the school to observe lessons.

Relationship with parents and the local community is good

The school does a good job of informing parents about events and programmes as well as the progress of their students. Parents receive text and WhatsApp messages about a wide range of events including scheduled PTA meetings, parents' day activities and other school events. Parents are also provided with opportunities to attend weekly parents' mathematics classes geared towards building their capacity to assist students in mathematics. The school has also established a parents' place although not used by many. Parents' involvement in the school is good as they support careers' day and fundraising events. Parents and community members provide valuable assistance to the school mainly by volunteering to work on the school farm, assisting with chores in the canteen, and supporting teachers during lessons. The school is also fully embedded in the community with strong intergenerational connections. The community uses the school premises from time to time and the school assists with the community playfield where the Aenon Town Relays are held. The school hosted a Health Fair in 2016 and it is also involved in a few outreach programmes; for example, the Grade 6 students donated toiletries, clothing and food items to the Mount Olivet Boys' Home and the Hanbury Children's Home. Also, the Alternative Secondary Transition Education Programme (ASTEP) students' music band performed at Ministry of Education, Youth and Information's (MoEYI's) Region 6 dinner and the school participates in community sporting events. In addition, there are beneficial links with the United States Agency for International Development (USAID), Digicel, the past students, and the Social Development Commission (SDC).

How effectively is the school led and managed by the Board, the principal and senior management team?	
Grades	1 to 6 and ASTEP 2
School-based leadership and management	Satisfactory
Self-evaluation and improvement planning	Satisfactory
Governance	Satisfactory
Relations with parents and community	Good

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2) Teaching Support for Learning

How effectively does the teaching support the students' learning?

Overall, teaching in support of learning is satisfactory

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

In all lessons, teachers are knowledgeable and share accurate information with the students, as well as, accept correct responses from them. For instance, in a Grade 2 integrated studies lesson on transport workers, the teacher provided additional information about the tour guide and pilot. And in the Grade 8 ASTEP reading lesson, the teacher corrected the pronunciation of words such as 'chalk'; reminding students that the word does not have an 'r'. Some teachers demonstrate sufficient knowledge of how best to teach their subjects by incorporating appropriate teaching techniques such as repetition, and individualized instruction to ensure that most students are appropriately engaged. For example, in a Grade 4 mathematics lesson, the teacher provided additional support for the less able students who had difficulty and guided them through the division concept. In some other lessons, however, teachers do not always plan lessons that challenge students sufficiently. Only a few teachers consistently evaluate lessons to speak to the extent to which lessons were successfully delivered and how well students benefitted.

Teaching methods are satisfactory

Most teachers prepare lesson plans containing the main elements and that clearly outline the steps that will be taken to achieve the stated objectives. The 5E model is used at the relevant grade levels in accordance with the requirements of the MoEYI. A few teachers, however, do not plan sufficiently, as there are identified gaps in the record of lesson plans over time. In most lessons, instructional time is optimized with activities appropriately sequenced so that students are engaged for the duration of lessons and tasks completed within the scheduled time. While many teachers use effective strategies to support the learning of concepts; in some lessons, the strategies used are less than effective and do not result in most students being sufficiently challenged. For instance, in a Grade 3 language arts lesson on adjectives, the teacher effectively engaged students in a whole class reading activity and then led a discussion based on the passage read. She further extended the students' understanding of the concept through questions and answers. In other lessons, drama, grouping, song, role play and cooperative learning strategies are effectively used to engage students and to cement concepts taught. On the converse, some lessons are not properly planned; hence strategies used do not enable the students' mastery of skills and concepts. For example, in a Grade 4 health and family life education (HFLE) lesson, the teacher spent most of the time lecturing the students on physical exercise and fitness, giving the students little opportunity to share their experience or to engage in learning activities that support their understanding of the concept. In almost all lessons, teachers and students relate respectfully and amicably. Students raise hands to respond to questions and teachers address their students by name and use encouraging words when students respond to questions or make presentations during lessons. In many lessons, teachers effectively use the chalkboard, textbooks, charts, student-made clocks, counters, and other manipulatives to enhance students' understanding of what is being taught. In a Grade 6 science lesson, the teacher used the laptop to good effect to display a video that explained the difference between bacteria and germs. In almost all lessons, teachers use positive comments to encourage and motivate students. This was evident in a Grade 2 mathematics lesson where the teacher gave high fives to those students who successfully complete the problems on the number line.

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Students' assessment is satisfactory

In all lessons, teachers utilize questioning and seatwork to routinely assess students' prior knowledge as well as their understanding of concepts. Further, in many lessons, individual presentations, group activities and quizzes also form part of the assessment tools used. However, for the most part, questions are pitched at the lower level, which does not foster the development of students' critical thinking skills. All teachers maintain marks records that bear a record of students' performance on tests administered at various points such as monthly or termly. Scores are also maintained by a few teachers for the students' work on assigned projects. Despite this, there is a little account in these records of students' formative assessment such as classwork and homework. The school's use of assessment data to inform planning for teaching and learning is not formalized school-wide; however, some teachers identify patterns in individual students' performances that lead to groups being formed in the classes. For instance in a Grade 6 language arts lesson, the teacher grouped the students and assigned tasks relevant to their ability levels. Almost all teachers provide consistent feedback to students as they respond to oral questions. Teachers also move around to mark students' completed answers based on seat work set in most lessons. In addition, many students' workbooks are corrected with comments that provide additional guidance and direction. An examination of the Grade 5 students' English workbooks provides an example. Here, the teacher regularly signs and dates the books and uses stickers and congratulatory comments such as "keep it up" and "good effort".

Student learning is satisfactory

In all lessons, most students are attentive and many actively participate in the lesson activities by volunteering to respond to the teacher's questions and attempting to complete assigned tasks. In a Grade 4 social studies lesson, for instance, the boys especially were enthused by the thought of constructing their own thermometer and wind vane that the teacher was hardly allowed to explain the procedure as each of them suggested an idea of what to do. Many students are developing inquiry and research skills through projects and other tasks that they are mandated to carry out. Also, in some lessons, students do research and utilize textbooks and hand-outs to search for information for presentation purposes. For example, in the Grade 5 religious education lesson, the students carried out research on symbols used in the Rastafarian faith such as foods, musical instruments and the flag. In most lessons, many students are able to make practical demonstrations and apply concepts learnt to real-life situations. In a Grade 2 integrated studies lesson, for example, students dressed up as transportation workers such as pilots and tour guides, and participated in a role-play activity. And, in a Grade 5 language arts lesson, many of the students were able to state the benefits of fruit and vegetables to good health because they provide vitamin C. In most lessons, students collaborate well to complete assigned tasks and learn from each other. For example, in a Grade 4 physical education lesson, they learnt the rules of passing the baton for relays; and groups of students organized themselves to win races against their classmates while practising proper baton-passing techniques. Some students, especially at the upper grades, readily demonstrate their critical thinking and other higher-order skills as they complete tasks or respond to prompts by the teachers. For instance, in a Grade 5 language arts lesson on poetry, many of the students were able to use context clues to infer and draw conclusions in response to the teacher's questions.

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How effectively does the teaching support the students´ learning?	
Grades	**1 – 6 and ASTEP 2**
Teachers´ subject knowledge and how best to teach the subject	**Satisfactory**
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 school's performance in the Grade Four Literacy Test (GFLT) and Grade Six Achievement Test (GSAT) language arts and communication tasks fell short of expectations overall for the period 2013 to 2015.

The school's GFLT mastery increased overall by four percentage points. It was 73, 76 and 77 per cent in 2013, 2014 and 2015 respectively. The school performed below the national mastery in 2013 and 2015 (one and eight percentage points each year respectively) but was slightly above in 2014 (one percentage point). The participation rate was lowest in 2015 (86 per cent).

In GSAT, the school's communication tasks and language arts averages both increased over the period 2013 to 2015 (eight and 14 percentage points respectively). The language arts average was above the national average in 2014 and 2015 but was below in 2013, while communication tasks was above in 2013 and 2015 and below in 2014. An examination of the performance by gender revealed that the girls outperformed the boys in both subjects in all three years. The number of students sitting GSAT language arts and communication tasks decreased slightly from 32 to 30 between 2013 and 2015.

Students' performance in mathematics is unsatisfactory

The schools' performance in the General Achievement in Numeracy (GAIN) and GSAT mathematics fell below expectation overall during the period 2013 to 2015.

The school's performance in the GAIN declined slightly by two percentage points, moving from 67 per cent in 2013 to 65 per cent in 2015. However, it was lowest in 2014 (50 per cent). The performance was above the national mastery in 2013 and 2015 (11 and four

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percentage points respectively) but below in 2014 by four percentage points. The participation rate was lowest in 2015 (86 per cent).

The school's GSAT mathematics average increased overall for the period 2013 to 2015 by four percentage points. It was above the national average in 2014 (two percentage points) and 2015 (eight percentage points) but was below in 2013 by one percentage point. Data shows that the girls outperformed the boys in 2013 and 2014. However, they were both on par in 2015. The number of students sitting GSAT mathematics decreased slightly from 32 to 30 between 2013 and 2015.

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

4) Students' Academic Progress

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

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

Students' progress in English is satisfactory

Thirty-seven students entered the school in 2009. An average of 39 per cent of these students was found to be proficient in the literacy components (oral language, reading, writing and drawing) of the Grade One Individual Learning Profile (GOILP). In 2013, 73 per cent of the students attained mastery in the GFLT. In 2015 the average score in GSAT language arts was 69 per cent.

The GFLT mastery increased over the period 2013 to 2015. The performance in GSAT language arts and communication tasks improved for the same review period.

Many students make adequate progress in English lessons at appropriate levels required by the curriculum. They correctly complete assignments and verbally answer questions at the various grade levels. In a Grade 1 lesson, many students are able to identify and write words with hard and soft 'c' sound. Many Grade 2 students are able to identify and read words with 'ai' such as rain and paint. In Grade 3, most students are able to circle adjectives in a passage; for example, restless, wondrous, rough, strong, and wide. They are also able to use adjectives to state how they would feel in a given situation; for example, they feel cold when it is raining. Many Grade 5 students are able to make inferences from a poem giving reasons why the tourist thought the banana man was a beggar. In Grade 6, most students are able to read the paragraph fluently and even some weaker students are able to identify 'ed' words in the passage and classify them according to their sounds; for example, 't' sound words included stopped and fixed; glazed has a d- sound and wanted an 'ed' sound. In an

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ASTEP 2 (Grade 8) lesson, most students are able to give examples of antonyms and create sentences using these words and then read their sentences aloud.

A sample of cumulative records revealed that many students made progress as they transition through the grades; however boys made better progress than girls.

Students' progress in mathematics is satisfactory

Forty-nine per cent of students in the 2009 cohort were proficient in the number concepts component of the GOILP. In 2013, 67 per cent of the students attained mastery in the GAIN. In 2015, the average score in GSAT mathematics was 64 per cent.

The school's mastery in the GAIN decreased slightly over the 2013 to 2015 period while performance in GSAT mathematics improved overall for the same period.

Many students make sufficient progress in mathematics against their starting points, over time and during lessons. They achieve age-appropriate levels of mastery of curriculum concepts. In Grade 1 some students understand how to use the number line to add 3+3. Most Grade 2 students are able to count accurately by twos from two to 20 and identify these numbers as even numbers that are different from odd numbers such as 1, 3 and 5. Most in Grade 3 are able to tell the time by using their clocks to demonstrate 10:30 and 10:15. Almost all students understand that there are 60 seconds in one minute and there are 60 minutes in one hour. Most Grade 4 students are unable to complete simple operations such as 76591÷8. However, they are able to recognize and read 5-digit numbers such as 98,657. In a Grade 6 lesson, many students are able to define sets as well as create their own sets based on the definition and examples the teacher provided.

A sample of cumulative records revealed that there was a decline in students' progress as they move through Grades 3 to 6; however, there was no difference in the progress of boys and girls.

How much progress do the students make, in relation to their starting points?	
Grades	**1 to 6 and ASTEP 2**
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**

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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 good

Most students are generally well behaved in lessons and as they move around the compound. They are polite, welcome visitors to the school and willingly offer assistance. Most students demonstrate congenial interpersonal relationships with their peers and all school staff. In lessons, they readily conform to given instructions by the teachers and they are prepared with their basic educational tools such as pencils and notebooks or textbooks.

Punctuality and attendance is satisfactory

The students' average attendance rate for the period of review is 85 per cent. Most of the students attend school regularly but some are habitually absent. Most are punctual for school and lessons; they typically arrive before the start of devotions. There is a smooth transition from one lesson to the next, and at the end of break periods, the students return to their classes quickly for the start of the next lesson.

The civic understanding and spiritual awareness of the students are satisfactory

Many students have a satisfactory awareness of cultural and spiritual matters. All students are aware of their identity and express an appreciation for their country's traditions and culture. Many are able to give an overview of the history of Jamaica from the Tainos leading up to Independence. They demonstrate the appropriate stances when the National Pledge and Anthem are being played. Many believe that they must live peacefully with other persons in order for Jamaica to become a better place, citing the intensity and prevalence of crime and violence affecting the country. Students believe that they should help others when they can, and they willingly assist with agricultural activities on the school's farm. Students also assume responsibilities such as leading devotional activities and positions as student leaders.

Students' economic awareness and understanding is unsatisfactory

Many students demonstrate only a basic awareness of Jamaica's economic status. Some students are involved in a school-based saving programme which is helping to develop their saving habits and economic awareness. They are aware that taxes are the main source of income for the government. They believe that the major industry earner of foreign exchange is through the export of bauxite and sugar. They are, however, unaware of some of the country's regional trading partners or the items traded between them. Many students had career goals but most were unsure of the pathway to attaining them. For instance, one boy reported that to become a soldier all that is needed is to be brave and tough.

Students' environmental awareness and understanding is satisfactory

Many students are able to discuss some environmental issues. Most express concerns about the removal of the country's natural vegetation and its impact on the environment including exacerbating soil erosion and increasing temperature. They believe that more could be done in planting trees. Some students are members of the Environmental Club and state that in meetings they discuss how to take care of the school premises, and in particular

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how to keep it clean. Further, many demonstrated their awareness of keeping their environment clean as there was little litter in the schoolyard.

How good is the students´ personal and social development?	
Grades	**1 – 6 and ASTEP 2**
Students´ behaviours and attitudes	**Good**
Punctuality and attendance	**Satisfactory**
Civic understanding and spiritual awareness	**Satisfactory**
Economic awareness and understanding	**Unsatisfactory**
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 satisfactory

Almost all teachers have suitable qualifications as 12 of the 13 academic staff have attained degrees. There are, however, some teachers who are trained at the secondary level and a few in particular whose qualification and training are not directly aligned with their current deployment. This situation has resulted because of the higher retention rate of secondary trained teachers, the high attrition of primary trained teachers over time and the decline of the student population of Grades 7 to 9. School leaders, however, make an attempt to ensure that all teachers are supported and trained to enable them to effectively undertake their teaching duties in accordance with their deployment. Professional development activities are held termly, generally, in sync with the MoEYI's professional development days but also during some common planning time (CPT) in which staff, including the Principal, makes presentations and facilitates training. The members of staff attend externally organised workshops by groups such as the Digicel Foundation/USAID, National College for Educational Leadership (NCEL) and MoEYI. The topics include the NSC, rubric writing and continuous assessment. Internally facilitated seminars also ensure that all teachers feel supported and have opportunities to develop professionally as well as personally. Topics explored include action planning, teaching comprehension, how to teach boys, and the use of the mimeo board.

The use of human resources is satisfactory

While some teachers are appropriately deployed in relation to their certification and training, the high attrition of teachers who are primary-trained compared to those who are secondary trained has resulted in an imbalance in the distribution of teachers who may be appropriately deployed to the lower school in particular. School leaders remediate this through regular

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professional development activities and annual appraisals which identify strengths and areas for development. In so doing, they determine teachers who are the best fit for deployment at each grade. Most teachers attend school daily and some are present very early in the mornings, late at evenings and weekends to provide students with additional tuition, especially those sitting Grade 4 and Grade 6 national assessments. Most teachers are similarly on time for work daily with very few habitual latecomers among the staff. A US Peace Corp volunteer facilitates a literacy pull-out programme which is held in the school's computer room for students in need of academic intervention. The school also has adequate support staff; they ensure that the premises are clean and that meals are provided daily.

The quality and quantity of material is satisfactory

The school premises are of sufficient size to carry out all the scheduled activities especially in light of the declining student population. The schoolyard is clean, paved with concrete to the front and sides and with asphalt used at the rear of the premises. There is a hard court used for sports activities and a newly added library expands the available space. In addition, the school has a farm, a tuck shop and a canteen as well as two assembly areas. Ornamental plants add to the attractiveness of the school compound and there is a pumpkin patch planted at the front of the school by students. Most classrooms are spacious with adequate furniture for students and teachers with desks and some storage spaces. However, on the Grades 1 and 2 block, the classrooms are separated by chalkboard which allows noise to travel across the building during lessons which makes it difficult to hear in some instances. Nevertheless, the school has adequate resources and instructional materials including laptops, computers, multimedia projectors, risograph, and laminating machine as well as the government-issued textbooks. There are also some commercial and teacher-made charts on display in the classrooms to reinforce students' learning of concepts.

The use of material resources is satisfactory

The school premises are efficiently used to facilitate teaching and learning activities. The school's farm produces crops and chickens for use in the canteen. The walls of the school are rich in murals displaying subject content with paintings depicting topics in science, social studies and mathematics as well as cultural information. In most instances, teachers utilize the whiteboard as the main resource in their teaching to promote students' learning; other resources such as textbooks, cards, and hand-outs were also used effectively to enhance lesson delivery and students' learning.

How effectively does the school use the human and material resources at its disposal to help the students achieve as well as they can?	
Grades	**1 – 6 and ASTEP 2**
Human resources	**Satisfactory**
Use of human resources	**Satisfactory**
Material resources – quality and quantity	**Satisfactory**
Use of material resources	**Satisfactory**

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7) Curriculum and Enhancement Programmes

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

Overall, provisions for the curriculum and enhancement programmes are satisfactory

Provisions for curriculum are satisfactory

The school uses the RPC and the NSC. These curricula are adapted and modified so that most students with varying abilities are able to benefit; especially those who are deemed as slow learners. Weekly common planning time is held on a grade level basis to determine scope and sequence. For example, discussions are held and best practices are highlighted with emphasis on methodology (STEAM approach) to create plans which are more manageable and relevant to the students. A curriculum implementation team (CIT) reviews all lessons and modifies objectives and procedural activities. Reading classes are designed to satisfy the MoEYI's focus on literacy and to bring all students to an appropriate reading level. Allocation in the school's timetable is in keeping with the MoEYI's curriculum standards for the teaching of mathematics and language arts. In the upper grades, however, the school is not meeting these standards as mathematics and language arts are not taught daily. Nonetheless, the curriculum is adequately broad and balanced. The curriculum is comprehensive as a range of ten to 12 subjects are offered in academics, creative, and sporting areas. For example, in addition to the core subjects in Grades 1 and 2, students are offered Spanish, HFLE, physical education, and music. In addition to the core subjects at the Grades 4 to 6 and ASTEP (Grade 8), students are offered a variety of subjects including drama, physical education, religious education, civics, resource and technology, Spanish, and HFLE. Despite being on the timetable, music and computer are not being taught in Grades 4 and 6; and music and resource and technology are not taught to the ASTEP students. In most cases the content is appropriate for the grade levels; objectives are attainable, and associated activities are relevant in ensuring progression and continuity of the curriculum. However, in ASTEP (Grade 8) topics in English and mathematics are often repeated creating significant gaps in some curriculum topics. In a few lessons, cross-curricular links are clearly made across subjects; for example, the teacher in a Grade 3 language arts lesson used polygon shapes in mathematics to teach prefix. There is, however, no formal intervention programme to strengthen students' deficit skills in numeracy.

Enhancement programmes are good

Students are provided opportunities to learn beyond the classroom in order to advance social and leadership skills. A variety of active clubs, societies and sports programmes that cater to the students adequately support the curriculum. Clubs are timetabled and attendance is mandatory. Students in Grades 1 and 2 attend 'Small Peoples Club' where they participate in fun activities such as singing, talent show and treasure hunt while in other grades, students attend clubs based on their interest. Clubs include 4H, Environmental/Science, Spelling Bee, Primary Schools Challenge Quiz, and 'Dramudas' catering to drama, music, dance and speech. Also, sporting activities cater to both males and females in football, netball, and athletics. The curriculum is further enhanced by reading classes, extra classes/lessons and early morning seat work. Also, a special 'Group Help' reading programme exists where stronger students become reading buddies to weaker ones. There is a mentorship programme for ASTEP boys and they assist on the farm and deliver lunches. The school has won medals for their efforts in competition including the

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Horace Dalley/Aenon Town All Age School relay competition. In 2016, the school won the 'all age' category and was placed third in the primary category. The school also won silver and bronze medals in the JCDC Festival of Arts competition, medals in 4H, and in the culinary division, their dish advanced to the national level. All students have opportunities to participate in educational and recreational trips to places such as the Jamaica Defence Force (JDF) camp in Moneague, the Pantomime, and the Minard Annual Agricultural Show. Students are further prepared for the next stage of their education and personal development through Career Day. The school benefits from the support of the local community; for instance, the dental staff from Spalding Health Centre visited the school to screen the student population and local businesses donated cash and goods for Jamaica Day celebrations.

How well do the curriculum and any enhancement programmes meet the needs of the students?	
Grades	**1 to 6 and ASTEP 2**
How well does the curriculum meet the needs of the students?	**Satisfactory**
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 satisfactory

Provisions for safety and security are satisfactory

There are adequate provisions in place to enhance the school's safety and security practices. There is a school safety officer assigned from the Spalding police station as well as an internal safety and security team in place. The team includes all staff members who are fully aware of their roles in emergency situations such as choking, or other injuries such as broken limbs which require students to be taken to the Percy Junior Hospital or the nearby health clinic. The school has a guard on duty and all visitors are required to adhere to dress code; the guards ensure compliance before allowing parents or visitors to access the premises. The premises are generally secure for school staff; however, the chain linked fence around the compound is not adequately secure in most places and has gaps which are big enough for persons to enter. All incidents which impact safety and security on a daily basis are recorded in the log book; for example, students who leave the compound without permission and sick students who are sent home. While there are two marked assembly areas in the school, no clear evacuation route is identified.

Provisions for students' health and wellbeing are good

The health and wellbeing of all students and staff receive adequate attention from school leaders. Despite the best efforts of school leaders, however, some vendors persist in selling food items and toys in defiance of standing arrangements with the school. All teachers share

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respectful and positive interactions with students during lessons and around the compound. The guidance and counselling arrangements include an intervention programme aimed at improving literacy and numeracy skills of students who struggle at all grade levels. In addition to teaching guidance lessons at the class level, parents and community members are also beneficiaries of guidance and counselling programme as some are taught skills such as sewing and baking to enhance their employability. Issues such as absenteeism and indiscipline are addressed through home visits and probation. Overall, the school makes a good effort to provide for students' nutritional, financial, academic and social needs. For example, needy students and those on probation are provided with meals, annual dental check-ups, school uniforms, and textbooks. The school's breakfast programme was recently discontinued but a feeding programme is still operational on a limited basis, which provides Nutri-products for needy students. Lunch is also available to all staff and students daily, with approximately 50 per cent of the student population who are PATH recipients making a small contribution only on two days for the week.

How well does the school ensure everyone´s safety, security, health and wellbeing?	
Grades	**1 – 6 and ASTEP 2**
Provisions for safety and security	**Satisfactory**
Provision for health and wellbeing	**Good**

Recommendations from the Previous Inspection on February 8, 2012:

1. The Principal should
   a. Ensure that senior managers are trained as instructional leaders so that they can ably guide the teachers in lesson planning and delivery

   b. Ensure that curriculum review is more rigorously pursued so that the necessary modifications can be done to enhance the learning of most students across the grades

2. The SMT should:
   a. Pursue staff development initiatives to ensure that teachers plan lessons to engage and challenge most students, especially the boys

   b. Improve the quality of teaching by developing an understanding by all teachers of a wider range of teaching and assessment strategies

   c. Ensure that teachers engage in on-going assessment of students' progress and feed information into lesson planning to address needs of all students

   d. Ensure greater use of available resources and technology in enriching students' learning

3. The Principal and Board should revisit the deployment of teachers appropriately placing them to improve teaching and learning.

Recommendations

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

1. The Board and Senior Management Team should continue to address the issue of vending at the school.

2. The Senior Management Team should:
   a. implement a structured numeracy programme to better to cater to the students' deficit skills in numeracy at all levels; and

   b. review the school's timetable to ensure that all grades receive at least one hour per day for literacy and numeracy instructions.

3. The Principal should:
   a. engage in more effective instructional leadership practices;

   b. enforce stricter accountability measures and be more consistent in ensuring that all assigned responsibilities are adhered to and completed as expected, especially where senior and middle managers are concerned;

   c. implement a more effective documentation system to ensure that key documents are easily located, maintained and completed as required; and,

   d. establish more frequent meeting times for the SIP committee to facilitate more effective monitoring, evaluation and review of the SIP.

4. Teachers should:
   a. employ a wider range of teaching strategies to better support students' development of higher order skills and increase the level of challenge in activities assigned to all students to enable them to perform optimally; and,

   b. engage in more effective and consistent reflection and evaluation activities to better support improvement in performances.

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

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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

National Education Inspectorate
School Inspection Report –
Aenon Town All Age

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Appendices

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Appendix 1 - Record of Inspection Activities

Evidence for this report was based on the following:

Total number of lessons or part lessons observed	31

	English	Maths	Other
Number of lessons or part lessons observed **[All Age]**	10	7	14
Number of lessons or part lessons observed **[Secondary, either grades 7 – 11 or 7 – 9 in an all-age school]**			

Number of scheduled interviews completed with members of staff, governing body and parents	5

Number of scheduled interviews completed with students	1

	Parents	Students	Teachers
Number of questionnaires returned and analysed			

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Appendix 2 - Inspection Indicators

Inspection indicators serve a number of purposes:

- They establish the vocabulary for a conversation with, and between, schools about the purposes of schooling and the key determinants of educational success

- They provide schools with a picture of educational excellence to which they can aspire

- They provide schools with a clear understanding of levels of provision and performance that are considered unacceptable and must be improved

- Schools can use the indicators to evaluate their own provision and performance, and to help them to make improvements

- The use of indicators ensures that inspectors concentrate on weighing evidence to make consistent judgements in all schools

- The publication of indicators helps to make inspection a transparent process for schools and the wider public.

Inspection Indicators

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

1.1 School-based leadership and management

Key strands

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

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
Senior leaders lack drive and do not enjoy the respect of significant numbers of staff and students	**Senior leaders are not always visible around the school and do not exert sufficient authority over staff or students**	**Senior leaders are visible around the school and have clear authority over staff and students**	**Senior leaders lead by example and exert a strong, positive influence on staff and students**	**Senior leaders are respected by staff and students as highly effective and skilled professionals**
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	The school lacks direction. Its aims are unclear and there is little sense of common purpose among the staff	The school has stated aims, but it might but lacks strategies for the attainment of goals	They provide a clear sense of direction for the school and communicate effectively a common purpose	They articulate a compelling vision of the school's ambitions for the future and how they will be achieved
Senior leaders exert little influence over the quality of teaching and learning. They might be complacent about the standards the students achieve	**Senior leaders devote too much time and effort to administrative tasks and focus insufficiently on the quality of teaching and learning**	**Senior leaders make the achievement of high standards the focus of their work**	**Senior leaders focus strongly on maintaining and improving student outcomes**	**Senior leaders exert a decisive influence in consistently promoting teaching and learning of high quality**
There is generally low morale among the staff and students	It is apparent that some members of the staff lack commitment to their work with students	Most members of staff have confidence in, and respond well to, the leadership of the school and are committed to their work with students	Effective staff teams share responsibility and are accountable for ensuring high quality outcomes for students	Individuals and teams at all levels are deliberately empowered to innovate and take responsibility
The school is poorly managed; its day to day operation is liable to frequent disruption	**Although it might operate smoothly most of the time, many of the school's management systems are**	**The school operates efficiently day to day**	**The school's systems and processes are well thought-out and highly efficient**	**The school is managed with flair and imagination in the interests of maximising opportunities for all students**

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

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

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1.4 Relations with parents and the local community

Key strands

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

Short descriptions to illustrate the five-point scale:

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

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

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

Key strands

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

Short descriptions to illustrate the five-point scale:

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

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2.2 Teaching methods

Key strands

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

Short descriptions to illustrate the five-point scale:

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

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

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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

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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	**A significant number of students in many lessons lack motivation and are easily distracted. They have only a general awareness of how well they are doing**	**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**	**Most students are keen to learn Most are aware of their strengths and weaknesses and take steps to improve**	**Almost all students are highly motivated and eager participants, fully engaged in learning and well aware of the progress they are making**
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	In these lessons students typically undertake tasks that do not require much thought. Students only occasionally take the initiative or find out things for themselves and choose and use resources independently	They do what teachers ask of them, but might often be passive listeners. The majority of students work well without close supervision, but others might lack motivation or might be easily distracted	Most students are able to take responsibility for selecting resources, using them independently and deciding what to do next. Most students can discover information to solve problems for themselves, using ICT when appropriate	They are independent learners, able to organise and undertake work for themselves when required
Students seldom make connections between what they study in different subjects. They rarely relate what they have learnt to their own lives outside school	**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**	**Most students can connect new and previous learning in simple ways and can relate what they learn about in school to real life situations**	**Most 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.**	**They routinely reflect on what and how they are learning**
Many students are unable to work successfully with others in groups with a common purpose	Many students, lack the skills they need to sustain	Most students can work successfully in a group	Most students regularly collaborate productively with others in groups of different sizes, working for a	**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**
Higher order and critical thinking play little part in		**Higher order and critical thinking are sometimes features of**		All students work successfully with

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Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
students' experience of school	co-operation with others to produce good work. Some do not understand the importance of listening to each other and taking turns **Students rarely exhibit the capacity to think critically**	**learning in homework and in many lessons**	variety of purposes **Higher order and critical thinking are developed in many lessons**	others as a matter of routine to produce presentations and rehearse arguments **Students think critically, justify their views and develop reasoning. They frame their own questions, seek answers and reach their own conclusions**

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

Key strands

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

Short descriptions to illustrate the five-point scale:

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

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

Key strands

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

Short descriptions to illustrate the five-point scale:

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

FINAL

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

5.1 Students' behaviour and attitudes

Key strands

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

Short descriptions to illustrate the five-point scale:

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

FINAL

5.2 Punctuality and Attendance

Key strands

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

Short descriptions to illustrate the five-point scale:

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

FINAL

5.3 Students' civic understanding and spiritual awareness

Key strands

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

Short descriptions to illustrate the five-point scale:

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

FINAL

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

FINAL

5.5. Environmental awareness and understanding

Key strands

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

Short descriptions to illustrate the five-point scale:

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

FINAL

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

6.1. Human resources

Key strands

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

Short descriptions to illustrate the five-point scale:

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

FINAL

6.2 Use of human resources

Key strands

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

Short descriptions to illustrate the five-point scale:

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

FINAL

6.3 Material resources – Quality and Quantity

Key strands

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

Short descriptions to illustrate the five-point scale:

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

FINAL

6.4 Use of material resources

Key strands

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

Short descriptions to illustrate the five-point scale:

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

FINAL

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

7.1 Relevance

Key strands

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

Short descriptions to illustrate the five-point scale:

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

FINAL

7.2 Enhancement Programmes

Key strands

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

Short descriptions to illustrate the five-point scale:

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

FINAL

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

8.1 Safety and security

Key strands

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

Short descriptions to illustrate the five-point scale:

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

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8.2 Health and wellbeing

Key strands

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

Short descriptions to illustrate the five-point scale:

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

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Appendix 3 - National Test Data

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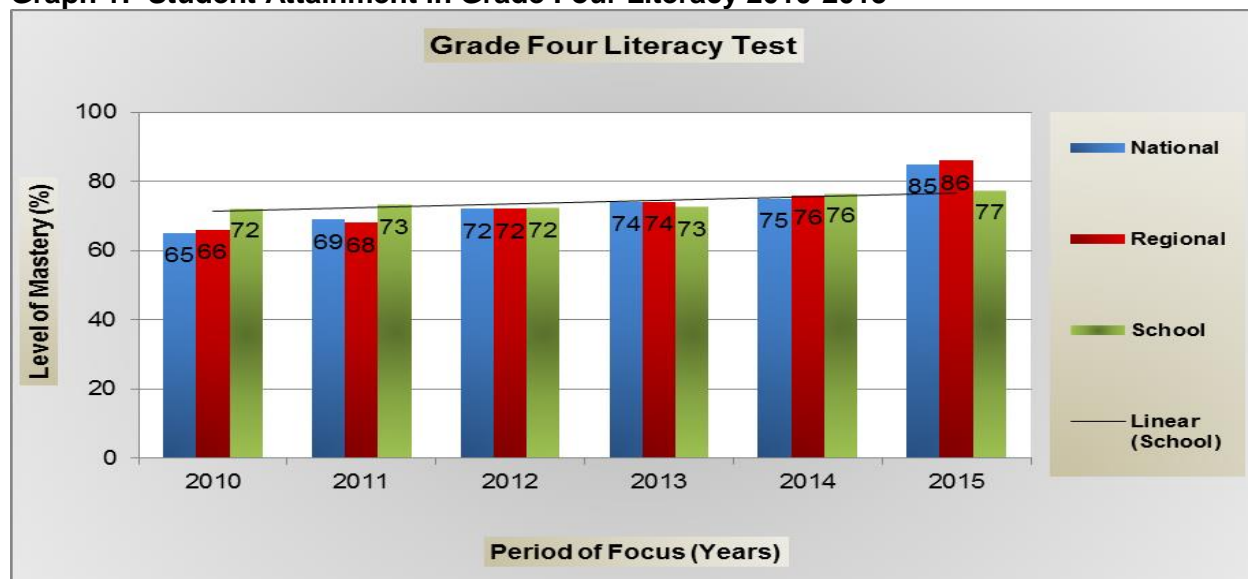
Graph 1: Student Attainment in Grade Four Literacy 2010-2015

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

Aenon Town All Age					
Grade Four Literacy Test					
Assessment Year	Candidates		Percentage Mastery		
	Grade Four Cohort*	Sitting	National	Regional	School
2015	36	31	**85**	**86**	**77**
2014	37	34	**75**	**76**	**76**
2013 (Cohort)	33	33	**74**	**74**	**73**
2012	31	29	**72**	**72**	**72**
2011	38	45	**69**	**68**	**73**
2010	38	36	**65**	**66**	**72**

* as at Census Day on October 12, 2015

The school's Grade Four Literacy (GFLT) mastery increased overall by five percentage points over the 2010/15 period. The lowest recorded mastery was 72 per cent attained in 2010 (26 out of 36 students sitting) and 2012 (21 out of 29 students sitting). The highest was recorded in 2015 at 77 per cent. In this year 24 of the 31 students sitting were successful. The school performed above the national mastery in 2010, 2011 and 2014. In 2012, they were on par with the national mastery while in 2013 and 2015, they fell below. The participation rate was lowest in 2015 (86 per cent).

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

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STUDENTS' ATTAINMENT

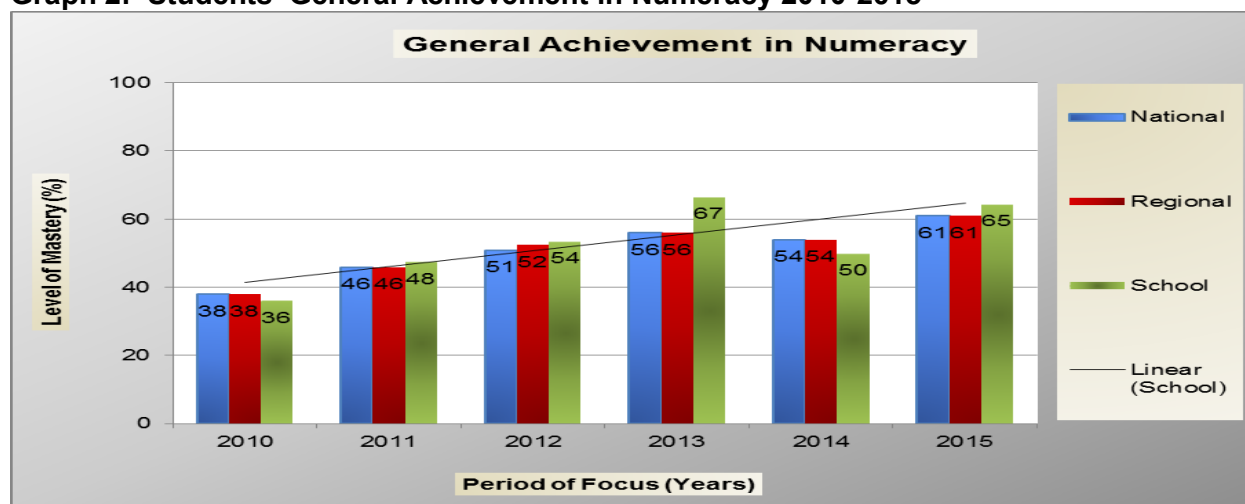**Graph 2: Students' General Achievement in Numeracy 2010-2015**

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

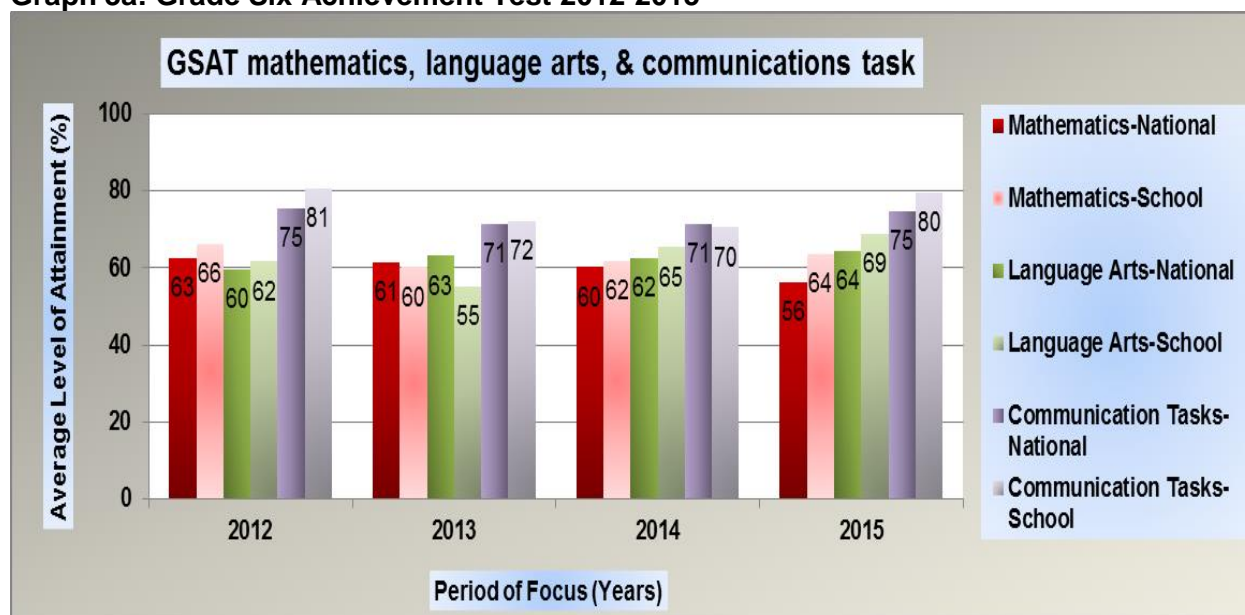| Aenon Town All Age					
General Achievement in Numeracy					
Assessment Year	Candidates		Percentage Mastery		
	Grade Four Cohort*	Sitting	National	Regional	School
2015	36	31	**61**	**61**	**65**
2014	37	34	**54**	**54**	**50**
2013 (Cohort)	33	33	**56**	**56**	**67**
2012	31	28	**51**	**52**	**54**
2011	38	40	**46**	**46**	**48**
2010	38	36	**38**	**38**	**36**

* as at Census Day on October 12, 2015

There was an overall 29 percentage point increase in the school's mastery over the 2010/2015 period. It was lowest in 2010 when just 36 per cent (13 out of 36 students) were successful. This is in contrast with their peak performance in 2013 (67 per cent) when 22 out of a sitting of 33 students attained mastery. It was above the national mastery with an 11 percentage point surplus in this year. The mastery declined by 17 percentage points between 2013 and 2014 (50 per cent) but a 15 percentage point increase was recorded between 2014 and 2015 (65 per cent). The school's performance was above the national mastery in all years except 2010 and 2014 when it was two and four percentage points below. The participation rate was lowest in 2015 (86 per cent).

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

STUDENTS' ATTAINMENT

Graph 3a: Grade Six Achievement Test 2012-2015

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

School's performance against the national average

The school's mathematics and language arts averages were slightly above the national averages in 2012, 2014 and 2015 and below in 2013. For communication tasks, the school performed above the national average in 2012, 2013 and 2015, but slightly below in 2014.

School's performance by subjects

The mathematics average decreased overall by two percentage points, moving from a peak of 66 per cent in 2012 to 64 per cent in 2015. The lowest point was 60 per cent in 2013.

The language arts average increased overall by seven percentage points, moving from 62 per cent in 2012 to peak at 69 per cent in 2015. The lowest point was 55 per cent in 2013.

For communication tasks, the average decreased marginally by one percentage point from 81 per cent in 2012 to 80 per cent in 2015. The lowest point was 70 per cent in 2014.

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STUDENTS' ATTAINMENT

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

GSAT mathematics, language arts, & communication tasks (by Gender)
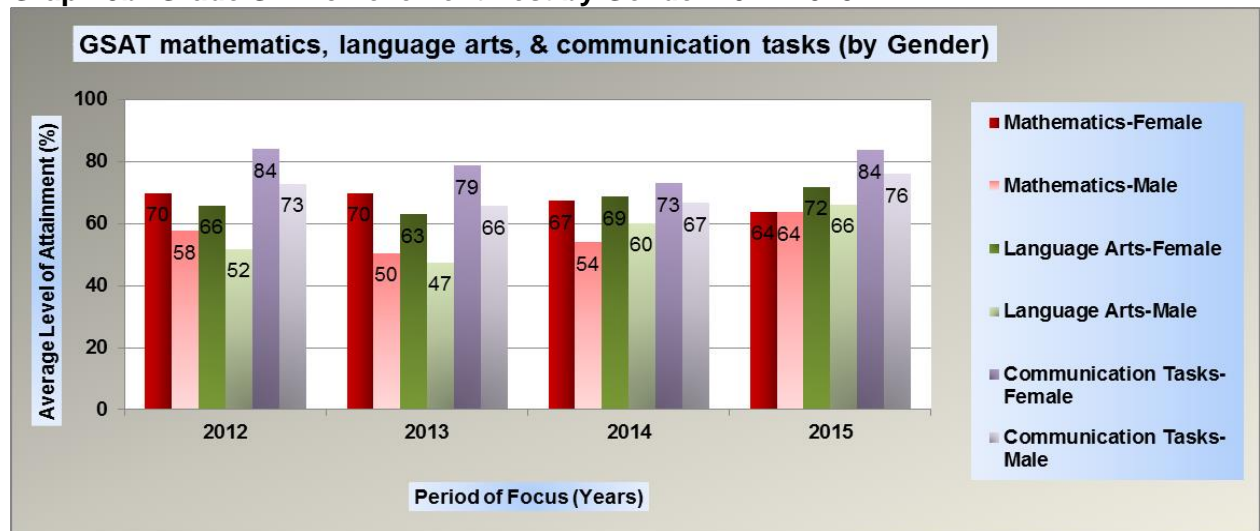
This graph illustrates the average performance of the students in Aenon Town All Age in three of the five components of the GSAT over the last 4 years (2012-2015) by gender.

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

Data shows that the girls outperformed the boys in all three subjects throughout the period except mathematics in 2015 in which they were both on par. The widest gap in performance was 20 percentage points for mathematics in 2013.

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Table 3: Grade Six Achievement Test 2012-2015

Aenon Town All Age			
2015 (Cohort data)			
Assessment	Candidates	**2015 Averages**	
GSAT Mathematics	Sitting	National	School
	30	**56**	**64**
Female	14	**58**	**64**
Male	16	**54**	**64**
GSAT Language Arts	Sitting	National	School
	30	**64**	**69**
Female	14	**68**	**72**
Male	16	**61**	**66**
GSAT Communication Task	Sitting	National	School
	30	**75**	**80**
Female	14	**77**	**84**
Male	16	**72**	**76**
2014			
Assessment	Candidates	**2014 Averages**	
GSAT Mathematics	Sitting	National	School
	27	**60**	**62**
Female	16	**62**	**67**
Male	11	**58**	**54**
GSAT Language Arts	Sitting	National	School
	27	**62**	**65**
Female	16	**66**	**69**
Male	11	**59**	**60**
GSAT Communication Task	Sitting	National	School
	27	**71**	**70**
Female	16	**74**	**73**
Male	11	**68**	**67**
2013			
Assessment	Candidates	**2013 Averages**	
GSAT Mathematics	Sitting	National	School
	32	**61**	**60**
Female	16	**64**	**70**
Male	16	**59**	**50**
GSAT Language Arts	Sitting	National	School
	32	**63**	**55**
Female	16	**67**	**63**
Male	16	**59**	**47**
GSAT Communication Task	Sitting	National	School
	32	**71**	**72**
Female	16	**75**	**79**
Male	16	**67**	**66**

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2012			
Assessment	Candidates	**2012 Averages**	
GSAT Mathematics	Sitting	National	School
	36	**63**	**66**
Female	25	**65**	**70**
Male	11	**60**	**58**
GSAT Language Arts	Sitting	National	School
	36	**60**	**62**
Female	25	**63**	**66**
Male	11	**56**	**52**
GSAT Communication Task	Sitting	National	School
	36	**75**	**81**
Female	25	**78**	**84**
Male	11	**72**	**73**

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STUDENTS' PROGRESS

Students' Starting Point

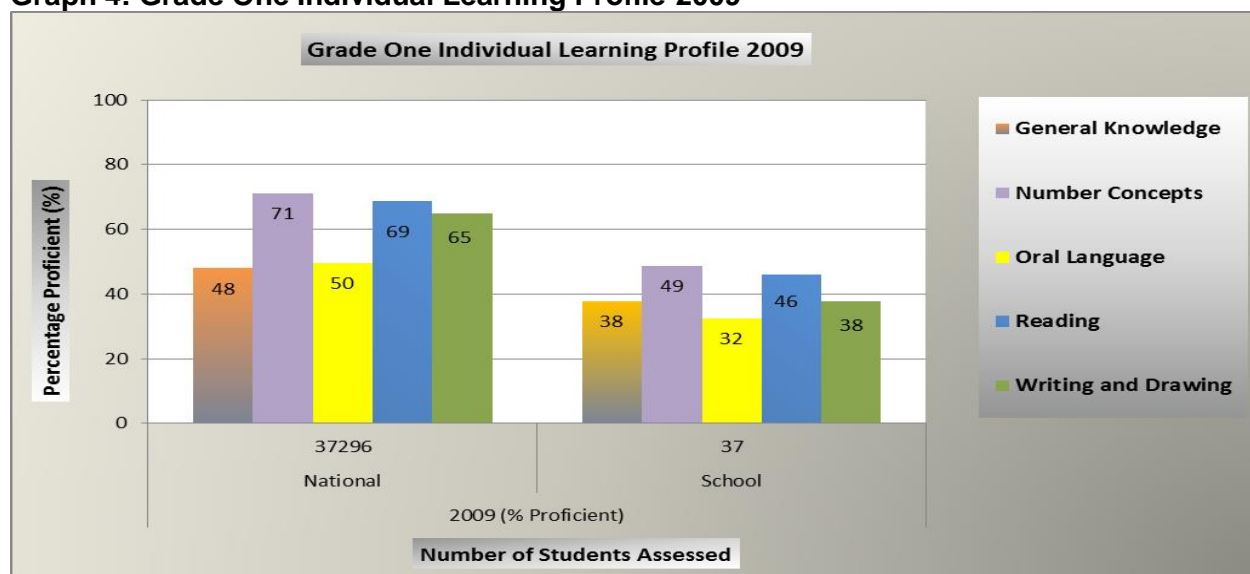**Graph 4: Grade One Individual Learning Profile-2009**

**Table 4: Grade One Individual Learning Profile-2009**

Grade One Individual Learning Profile		Number of Students Assessed	Percentage of students proficient in each sub-test				
			General Knowledge	Number Concepts	Oral Language	Reading	Writing and Drawing
2009 (Cohort)	National	37296	48	71	50	69	65
	School	37	38	49	32	46	38

Thirty-seven students entered Aenon Town All Age in 2009. The proficiency levels of these new entrants were below the national proficiency levels in all components.

Data revealed that the highest proficiency level for the school was in number concepts (18 out of the 37 students) while the lowest proficiency level was recorded for oral language (12 students).

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STUDENTS' PROGRESS

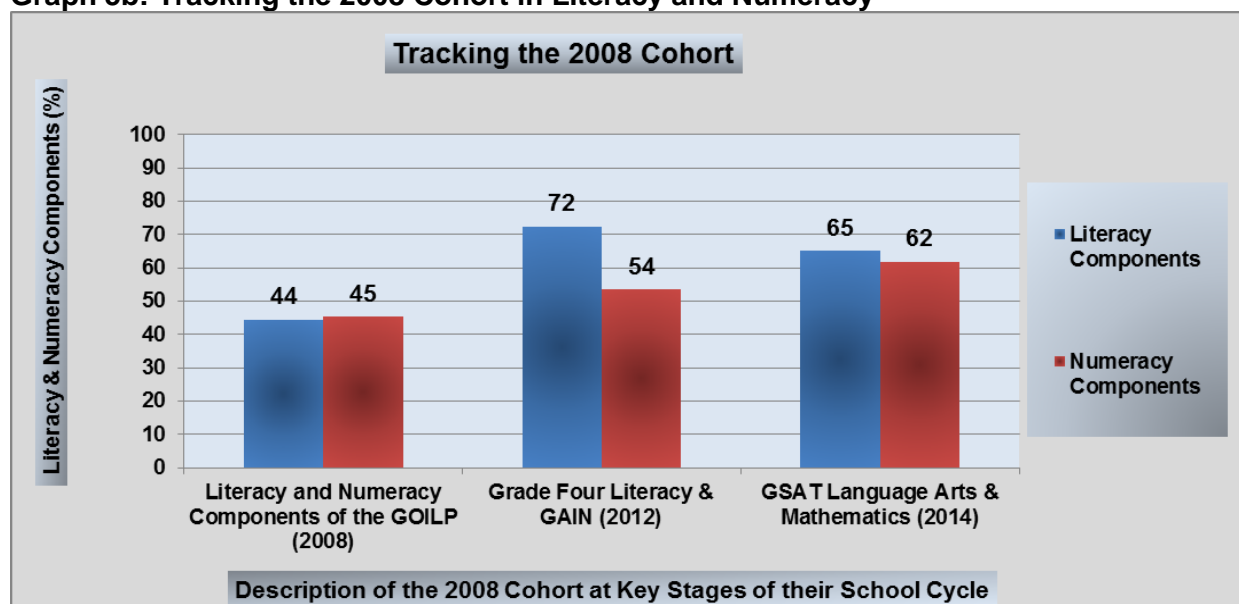**Graph 5a: Tracking the 2009 Cohort in Literacy and Numeracy**
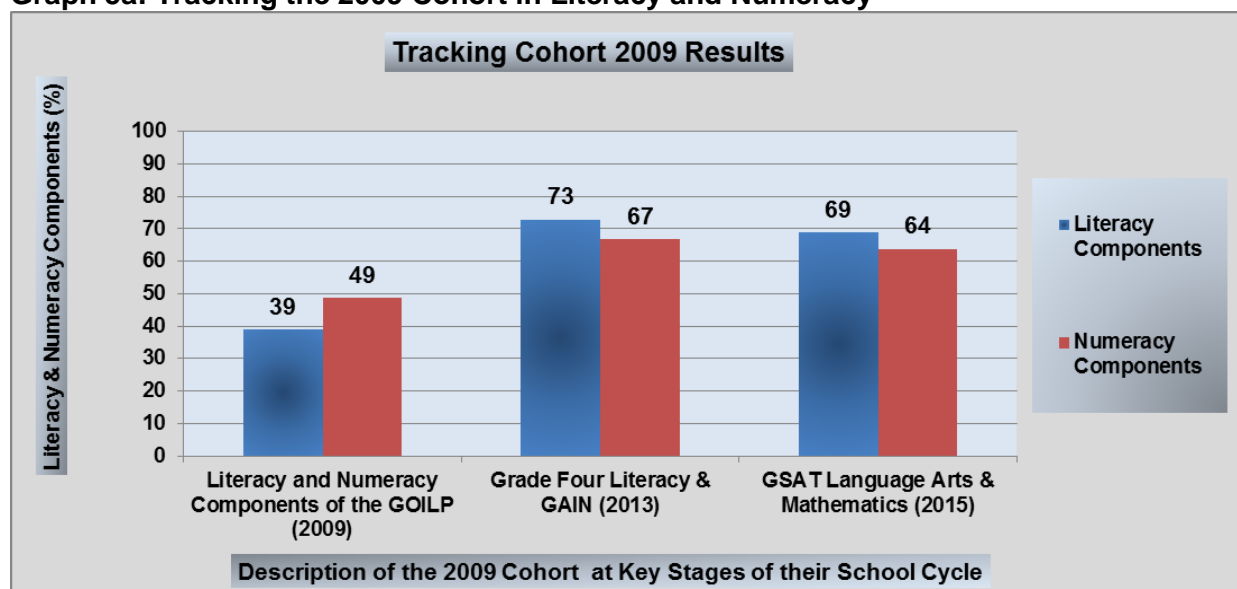
This graph tracks the performance of the **2009 Cohort** of students entering Aenon Town All Age. It shows their **proficiency levels** in the 2009 GOILP *(literacy and numeracy components)*, their GFLT and GAIN **mastery levels** in 2013, and their GSAT language arts and mathematics **averages** for 2015.

An average of 39 per cent of the students in the **2009 Cohort** was found to be proficient in the literacy components (oral language, reading, writing and drawing) of the 2009 GOILP. In 2013, 73 per cent of the students attained mastery in the GFLT. In 2015 the average score in GSAT language arts was 69 per cent.

Forty-nine per cent of students in the **2009 Cohort** were proficient in the number concepts component of the 2009 GOILP. In 2013, 67 per cent of the students attained mastery in the GAIN. In 2015 the average score in GSAT mathematics was 64 per cent.

STUDENTS' PROGRESS

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

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

An average of 44 per cent of the students in the **2008 Cohort** was found to be proficient in the literacy components (oral language, reading, writing and drawing) of the 2008 GOILP. In 2012, 72 per cent of the students attained mastery in the GFLT. In 2014 the average score in GSAT language arts was 65 per cent.

Forty-five per cent of students in the **2008 Cohort** were proficient in the number concepts component of the 2008 GOILP. In 2012, 54 per cent of the students attained mastery in the GAIN. In 2014 the average score in GSAT mathematics was 62 per cent.

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STUDENTS' PROGRESS

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

Tracking overall school progress in Grade Four Literacy and GAIN
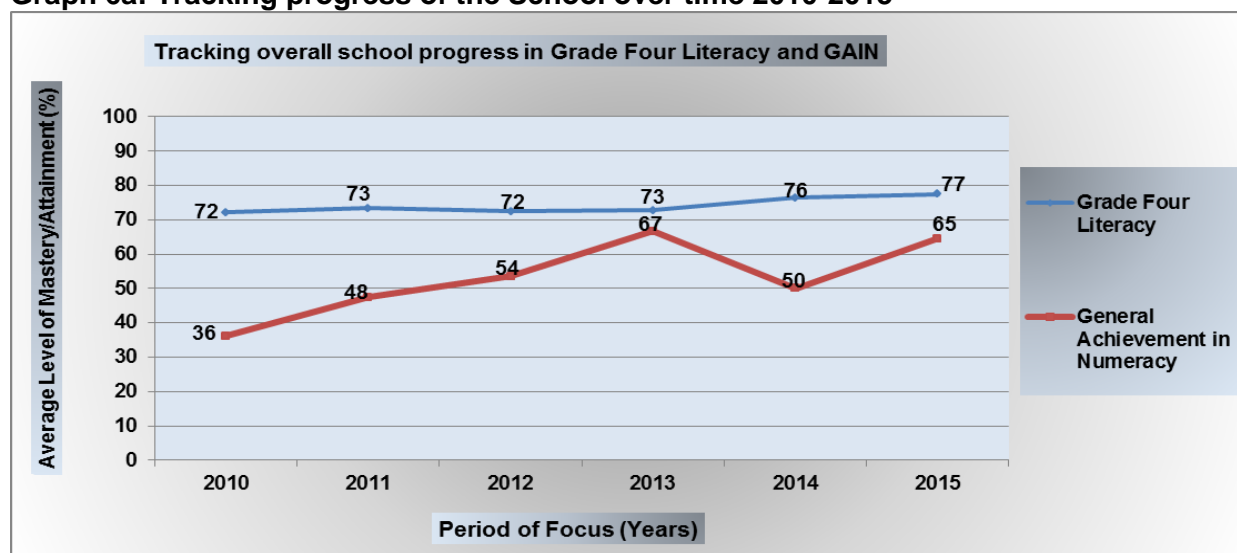
The school's GFLT mastery increased slightly between 2010 and 2015. The GAIN mastery also increased overall, but remained below the GFLT in each year.

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

Tracking overall school progress in GSAT Literacy and Numeracy subject areas
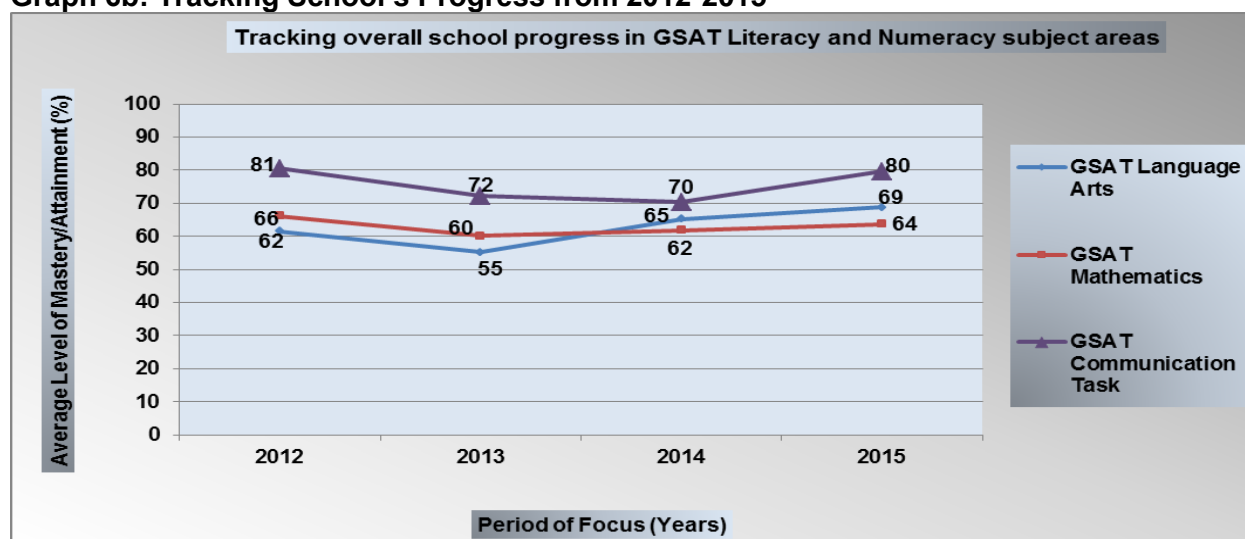
The school's mathematics and communication tasks averages decreased marginally while language arts increased slightly over the 2012/15 period. The mathematics and language arts averages both remained below the communication tasks average throughout the period.

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Definitions:

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

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

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

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

List of Acronyms:

GAIN -   General Achievement in Numeracy

GFLT -   Grade Four Literacy Test

GNAT -   Grade Nine Achievement Test

GOILP-   Grade One Individual Learning Profile

GSAT -   Grade Six Achievement Test

MoEYI -   Ministry of Education, Youth and Information

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Sources

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

4. Jamaica Directory of Educational Institutions 2010-2015. Policy Analysis, Research and Statistics Unit, Planning and Development Division, Ministry of Education, Youth and Information

5. Jamaica School Profiles 2011-2015. Policy Analysis, Research and Statistics Unit, Planning and Development Division, Ministry of Education, Youth and Information

6. Enrolment Data 2010-2015. Policy Analysis, Research and Statistics Unit, Planning and Development Division, Ministry of Education, Youth and Information

7. Educational Reform Performance Targets (Table 13), National Education Strategic Plan (NESP) (March 28, 2011). National Oversight Committee, Education System Transformation Programme, Ministry of Education, Youth and Information

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