



SEAFORD TOWN ALL AGE SCHOOL

INSPECTION REPORT

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National Education Inspectorate
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Introduction

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

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

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

Key Questions

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

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

The Five-point Scale

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

- Level 5** – Exceptionally high quality of performance or provision;
- 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.

Consistency in terminology

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

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

Profile

School's Demographics

School Name:	Seaford Town Primary
Locale:	Rural
Parish:	Westmoreland
Region:	4
Gender:	Co-educational
School Code:	10050
School Organization:	Whole Day
Size:	Class I
Attendance Rate:	84%
Capacity:	260
Enrolment:	110
No. of Teachers:	5
Pupil-Teacher Ratio:	28:1
Multi-grade:	Yes
Owned By:	The Roman Catholic Church
School Board:	Active Board

Socio-economic Context

Seaford Town, also known as "German Town" has a most unusual history. In 1835, Lord Seaford donated 500 acres of land for the establishment of a German settlement in response to the abolition of slavery in 1834. In the last half of the 19th century, development began to happen in Seaford Town. Land titles were distributed, a priest was sent from Austria and a church was built. However, unlike other European settlers, the residents of Seaford Town did not integrate with the black community. As such, the community remained entirely Caucasian for many years. Eventually, the German settlers began to integrate more with the black population. The German heritage exists to this day.

Many of today's residents have noticeable Caucasian features such as light skin, blonde hair and blue eyes. There is also evidence of the German archaeological style with many traditional German cottages still existing. Approximately 160 residence of Seaford Town claim direct German lineage and several German words feature in the speech of older residents. The story of Seaford Town is told in the Seaford Town Historical Museum, which is located next to the school.

Currently the school's enrolment is well below its capacity even though it continues to do well at the Grade 4 national tests in literacy and numeracy. Students are from adjoining communities of Seaford Town, Lambs River and St. Leonards. They are mostly from poor socio-economic backgrounds with parents who mostly have low-income jobs or are self-employed. Farming is the mainstay of most members of the community but this is mainly on a small scale. Thirty-two students currently benefit from the government's Programme for Advancement Through Health and Education (PATH), while a few others are helped by the school's nutrition programme. This has helped to keep the percentage average attendance in the low eighties.

Executive Summary

Overall effectiveness of the school

The overall effectiveness of Seaford Town All Age School is satisfactory

Leadership and management is satisfactory

The Principal and his staff are respected in the community and are able to garner the support of many parents and many members of the community. The School Management Team (SMT) has been able to stimulate good performance in the Grade Four tests, but performance at Grade Six lags behind. Data is available at the school, but is insufficiently used to drive improvement planning. The Board, while supportive of the SMT, does not fully understand its role and does not lead the strategic planning process.

Teaching and learning is satisfactory

Teachers deliver accurate content using a number of methods. In the multi-grade classes, some teachers struggle to maintain good time management and full engagement of all learners. Nevertheless, teachers use questioning well to gauge students' learning and ensure understanding of concepts taught. While many students are able to recall basic concepts taught, some are unable to use the information in new situations.

Performance in English and mathematics is good at Grade 4 but unsatisfactory at Grade 6

The school has been doing exceptionally well at the Grade Four Literacy Test (GFLT), but below the national average at the Grade 6 level for three of the four years under review (2008 to 2011)

Overall, progress in English and mathematics is satisfactory

Students at Seaford Primary School make adequate progress as they move through the grades. In the lower school they demonstrate some mastery of literacy and numeracy concepts, however, as they move from Grades 5 to 6 some fail to progress enough to do well in the GSAT examination.

Overall, students' personal and social development is satisfactory

Students generally want to learn. They arrive at school regularly and on time. Once at school they behave well and have positive relationships with their teachers and peers. They have a good view of religion and are aware of their civic responsibilities. They understand the value of money and the need to save in order to attain their goals. Environmental awareness is good and students are able to speak informatively about both local and global environmental issues.

The school's use of its human and material resources is satisfactory

There are sufficient teachers based on the school's enrolment. They are suitably trained and are deployed according to their strengths and experience. The school is in fairly good condition, but the open concept makes noise control a continuous struggle. The teachers

make good use of the space available and use several types of teaching and learning aids to support student improvement.

Curriculum and enhancement programmes are satisfactory

The Ministry of Education's curriculum is delivered throughout the school. A variety of teaching methods are employed in lesson delivery and support programmes are used to enhance curriculum delivery. This works much more effectively in the lower school than the upper school where some students fail to grasp the full curriculum. The enhancement programmes offered by the school currently meet the needs of many students and is supported effectively by the staff.

Provisions for safety, security, health and wellbeing are satisfactory

The school makes a fair effort to ensure the safety and security of all members of the school community. Accidents are rare and the buildings and equipment are well maintained. Good relationships abound in the school and with the community, as all see it as their duty to support the emotional wellbeing of students and teachers.

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

- Literacy and numeracy average mastery have reached 100 per cent;
- Teachers are hard-working and dedicated. They are zealous and want to see the children perform well
- Children love school and want to do well.

How effective is the school overall?

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

Findings of School Inspection

1) School Leadership and Management

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

Overall, the school is satisfactorily led and managed

School-based leadership and management is satisfactory

The Principal has been at the school for a number of years and has a good relationship with the senior teacher, the general teaching and ancillary staff as well as the parents and community. He is viewed as being accommodating enough to get the views and input of key stakeholders, yet decisive when the situation warrants immediate action. Together with the experienced senior teacher, the teachers are supported in their classroom duties to achieve the school's vision. This shared vision is clear and the school's management team provides Guidance in order to achieve its basic tenets.

The school culture is positive and a family-like atmosphere exists. There are good relationships between the leadership and the staff as well as between staff members. This influences the students who comment that they feel comfortable at school and can approach any teacher with a concern.

Instructional leadership has had a positive impact on the school's performance, and the focus is on being the best in the parish especially in performance at Grade 4. This has limited the general attainment, as insufficient focus is not placed on tracking the school's performance in the Grade Six Achievement Test (GSAT), in relation to the national average. The systems for accountability are mostly informal and insufficiently rigorous to secure improvements in performance especially at the Grade 6 level. The school has an efficient document management system, but the use of the data available is inadequate.

Self-evaluation and school improvement planning is unsatisfactory

The general focus of the school has been the maintenance of 100 per cent mastery in the Grade Four Literacy Test and to achieve 100 per cent mastery in the Grade Four Numeracy Test. The former has been achieved and the school is well on the way to achieving the second. Nonetheless, there has been insufficient focus on monitoring performance in GSAT and as such the performance is unsatisfactory. The plans in place for school improvement are currently being reviewed and the school is aware of the need for additional focus to be placed on preparation for GSAT. The measure of success is based on placement to traditional high schools, and not much focus is placed in tracking the actual percentage scores.

Governance is unsatisfactory

The Board of Management does not have a fulsome understanding of their role according to the Code of Regulations, 1980. Therefore, while they are supportive of the Principal's efforts to improve the school, they fail to drive the improvement process. The Chairman does not consistently hold the Principal to account for student performance at all grade levels. This partly stems from a collective lack of understanding on how to maintain academic excellence at all grade levels. It must be noted however, that they are passionate about the school and

make efforts to build positive relationships with the teachers and parents. The Board also participates in school activities and initiatives.

Relationship with parents and local community is satisfactory

Most parents are familiar with the drive the Principal and staff has towards excellence in literacy and numeracy. The Parent Teachers Association (PTA) is functional, but like in many other schools, less than a half of the total number of parents regularly attends the meetings. In spite of this, when contacted by the school whether through letters, telephone calls, messages or otherwise, most parents respond readily. They are proud of the performance of the school in the literacy test at Grade 4 and can speak of the drive for more passes to 'traditional' high schools after the Grade Six Achievement Test (GSAT). Some members of the community however, have a negative view of the school and send their children elsewhere. Even so, they speak respectfully of the staff and attend fund raising events.

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

2) Teaching Support for Learning

How effectively does the teaching support the students' learning?

Overall, teaching in support of learning is satisfactory

Teachers' subject knowledge and how best to teach the subject is satisfactory

Most teachers deliver accurate content confidently using Standard Jamaican English (SJE). They also display skills in teaching students of varying learning styles with the use of a number of interactive activities; for example, role-play, group work and whole class discussions. Many are able to modify methods of delivery to meet the needs of many students, especially in reading lessons. This however, is more evident by some teachers, especially in the single grade classes. Lesson plans show some degree of reflection, but the level of detail is inconsistent by some teachers.

Teaching methods are satisfactory

Teachers plan lessons regularly and with sufficient detail to guide the effective delivery of much of the lesson content. Objectives are generally met and most students display understanding of concepts. For example, most teachers use effective questioning techniques to moderate lesson discussions and guide all students through the content. This enables the lecture or discussion methods to become more effective.

In multi-grade classes, both scaffolding of discussions and information are better managed when the classes are taught as a whole, rather than when they are separated. In the whole class situations, time is better managed. There is adequate amount of resources including printed materials, books and manipulative which are effectively used. With the exception of one lesson, there is no use of ICT. Teachers and students enjoy a positive rapport. This fosters a good relationship and most students are willing to take risks, answer questions and participate in lesson activities. Grouping and collaborative learning when used effectively assist teachers in catering to the multiple needs of the students. Teachers motivate students through peer review, stickers and praise. This encourages them to work hard and do well.

Assessment is satisfactory

The process is guided by a written policy developed in keeping with the Ministry of Education's (MOE) standards for the national primary curriculum. There are records of diagnostic test in reading, portfolios, projects, unit tests, class work and homework. In some instances, one can use the records to track the students' progress. During lessons, teachers use a variety of questioning techniques. The students' responses are generally used to determine when to review or reteach concepts, or when to switch teaching methods. A regular practice observed in the upper grades is that students are encouraged to correct their own work, review their performance and work towards improvement. Teachers have a rich source of information on their students, and some of it is used for planning. However, the analysis of progress is weak. Better feedback is provided to the students orally than in writing.

Students' learning is satisfactory

Almost all students display eagerness to learn and the desire to achieve high standards. They respond well to instructions and remain on task throughout lessons. They participate in collaborative learning, taking on responsibilities and showing respect to peers. Many students can explain what they have learnt and apply new concepts to real life situations. There are better problem solving skills in the lower grades, especially where there is more concept teaching than volumes of factual recall. While the upper school has more developed research and inquiry skills, all students can complete work independently, but some struggle with accuracy.

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

3) Students' Academic Performance

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

Overall, students' performance is satisfactory in national tests

Performance in English is satisfactory

The school has been doing exceptionally well at the Grade Four Literacy Test (GFLT) but below the national average at the Grade 6 level for three of the four years under review (2008 to 2011). In 2008, the school's 80 per cent mastery was 11 percentage points above the national average. In 2009, this rose to 87 per cent and since 2010 the average mastery has been 100 per cent mastery in literacy.

Performance in Grade 6 is not commendable. In the Grade Six Achievement Test (GSAT) language arts and communication task examinations, the school's performance has been fluctuating. With the exception of 2010, the school has been performing consistently below the national average in language arts. Scores for the period 2008 to 2011 were 51, 37, 73 and 49 per cent respectively. In communication task, the school's average has been improving; it was either on par or above the national average. Scores have moved from 58 per cent in 2008 to 67 per cent in 2009 and 2010. In 2011 the average was 75 per cent; this was above the national average of 67 per cent.

In examining the gender achievement gap for language arts at GSAT, the girls outperformed the boys each year except for 2010. The same goes for communication task, except in 2010 when the scores for boys and girls were equal.

Performance in mathematics is satisfactory

Seaford Primary School has achieved outstanding improvement in performance in the Grade Four Numeracy Test but continues to perform below the national average in GSAT mathematics. At Grade Four, the school performed consistently well above the national averages for the period 2009 to 2011. In 2009, the average mastery was 69 per cent; this was 27 percentage points above the national average. In 2010, this performance improved to 92 per cent, well above the national and regional averages of 38 per cent respectively. In 2011 they achieved 100 per cent mastery with 14 students sitting the examination.

At the GSAT level performance in mathematics has a similar trend to that in English; it is unsatisfactory. From 2008 to 2011 the school's average fluctuated and has been below the national average for each year except in 2010 when the average of 65 per cent was 8 percentage points above the national average. Over the period the scores were 52, 30, 65 and 52 per cent respectively.

In mathematics boys performed better than the girls in 2009 and 2010, but less than the girls in 2008 and 2011.

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

4) Students' Academic Progress

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

Overall, students make satisfactory progress in relation to their starting points

Students' progress in English is satisfactory

Students who entered the school in 2005 had an average in the Grade One Readiness Test of 73 per cent; 7 percentage points above the national average. Their number letter knowledge was 65 per cent while the national average was only 57 per cent. At Grade 4 in 2009, this cohort achieved 87 per cent mastery in the Grade Four Literacy Test (GFLT). Their performance was 20 percentage points above the national average. In 2011, their GSAT language arts average was 52 per cent, 10 percentage points below the national average. This group made more significant progress in lower school than in the upper school, where their performance fell well below the national score.

As a school great strides have been made in literacy at the Grade 4 level, but much less so in language arts at GSAT. The GFLT average mastery has been improving and has remained at 100 per cent for the past two years. Performance in communication task has always been commendable and has been improving, however attainment in language arts is yet to be consistent and little progress has been made in this area. The opposite may be said for communication task however, as the school has been making meaningful progress in this area.

During lessons students make adequate progress as they move through each grade level. They demonstrate, developing writing skills, vocabulary, word recognition, and comprehension skills. At Grade 1 many are able to write their full names, and basic information about themselves in full sentences using correct punctuation and capitalisation. By Grade 3 many can speak in Standard Jamaican English comfortably and demonstrate developing writing skills. In the upper school however, some students confuse words such as through and throw. Some also make errors in subject verb agreement such as, "a volcanoes is".

Overall students' progress in mathematics is satisfactory

Students who entered the school in 2005 had an overall average of 73 per cent. This was above the national average of 66 per cent. Their number letter knowledge was 8 percentage points above the national score. At Grade 4 (2009) the cohort average in the Numeracy Test was 69 per cent, while the national and regional averages were 42 and 43 per cent

respectively. In 2011 the GSAT mathematics average was 10 percentage points below the national average of 62 per cent. In the lower school students' progress through the curriculum with better scores and with more enthusiasm, while in the upper school they struggle to apply what they had learnt to more complex tasks.

The school has made progress in numeracy performance from 2009 to 2011 where the average mastery has moved from 69 per cent to 100 per cent.

During lessons many students generally make progress. This is more pronounced in the lower school however. In Grade 2 Students' notebooks show that many are able to add single digit numbers in writing and mentally. They are able to draw sets of numbers, use the < and > signs to compare sets, and add many can add them correctly. Many students are also able to multiply by single digit numbers. Many Grade 4 and 5 students can find the sum of numbers, but some have challenges finding averages. At Grade 6 some students solve algebraic equations with ease but some struggle with completing the task independently.

How much progress do the students make, in relation to their starting points?		
Grades	1-3	4-6
How much progress do the students make in relationship to their starting points in English?	Good	Unsatisfactory
How much progress do the students make in relationship to their starting points in mathematics?	Good	Unsatisfactory

5) Students' Personal and Social Development

How good is the students' personal and social development?

Overall students' personal and social development is satisfactory

Students' behaviour and attitudes are good

Most students display a positive attitude towards learning. Most get along well with their peers and enjoy a positive relationship with their teachers. They display good social graces; for example almost all use the words 'please', 'thank you' and 'good day' freely. They sit in their classrooms, have their lunch and clean up afterward even without adults prompting them. During lessons many students are reasonably organised and have the basic tools.

Students' punctuality and attendance is satisfactory

Most students' attendance and punctuality are adequate. Most students make significant effort to be no time for school each day. Students respond to the bell promptly and their leaders monitor the time for lunch and break as well as the resumption of classes. The average attendance is 84 per cent, which is only 1 percentage point below the Ministry of Education's minimum requirement.

Students' civic awareness and spiritual awareness are satisfactory

Almost all students stand attentively and respectfully while singing the national anthem and saying the school pledge. They know the names of the all heroes and national leaders such as the Governor General, Prime Minister and current Minister of Education. Most are aware when election is constitutionally due in Jamaica and can speak about the importance of voting. Most students have a strong sense of community and school pride and speak informatively about the need for all citizens to play their part in national development. Most students are culturally aware. They know folk songs such as 'Sly Mongoose' and food such as grater cake, drops, jerk chicken, and ackee and salt fish. Few students however are aware of the tradition of other Caribbean islands.

Students' spiritual awareness is good. Almost all students participate in school devotions singing religious song and reading the Bible. Most display a strong sense of right and wrong while many can relate their values to Bible principles. They are mostly aware of the need to protect, love and care for others as a requirement of all humans. Many are aware of other religious groups such as Hindus, Muslims and Rastafarians. They speak about respecting the belief of others even if their belief may seem strange to Christians.

Students' economic awareness and understanding is satisfactory

Most students are aware that Jamaica earns its foreign exchange through export of goods and through the sale of services such as those related to tourism and entertainment. Most are able to speak of different means of taxation and feel that the Government should use tax money wisely to help the people of the country. Many in the upper grades can speak confidently of saving and budgeting. They can provide examples of ways in which people can be frugal in order to attain their goals. However, some are unable to speak of global and regional economic matters outside of a general mention of the global recession.

Students' environmental awareness and understanding is good

Most students are aware of national and global environment issues such as climate change, deforestation, acid rain and global warming. They speak of natural disasters globally such as the earthquakes in Haiti and Japan, tsunami in Japan, and flooding in Jamaica. Many can relate the effect of these natural disasters on the lives of people in the country and can tell at least one way in which people can protect themselves from some natural disasters. Most students keep their surroundings clean and volunteer to clean up after themselves, even at Grade 1. As a school, they do not burn garbage, and many students can relate this to the negative effects that burning will have on the environment.. Many students are able to speak about positive and negative activities in their community, country and the world. Some are even able to suggest ways of overcoming these poor environmental practices; for example through conservation, reducing waste and recycling.

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

6) Use of Human and Material Resources

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

Overall, the use of human and material resources is satisfactory

The quality and quantity of human resources is satisfactory

There are five teachers on staff inclusive of the Principal. All teachers are qualified and meet Ministry of Education requirement. The Principal has a Bachelor's degree in Education, one teacher has Bachelor of Science and three have teaching diplomas. The support staff consists of one cook and a janitor who are experienced in their areas. A parent and a volunteer teacher also assist in the general operations of the school. The school's leadership does not organize in-house staff development seminars for teachers, but facilitates teachers attending a number of external training seminars and workshops.

The use of human resources is satisfactory

Deployment of teachers is adequate to support curriculum delivery. All teachers are appraised and meet expectations. Each teacher has a clear job description, which they use to guide how they support the operations of the school. Their attendance and punctuality are good as they are rarely absent or late. Many arrive early and leave late in order to better support students who need individual attention. However, due to the multi-grade situation in some grades, the staff is having a challenge to effectively manage the teaching and learning situation. Currently, this is being handled through teaching Grades 4 and 5 as separate classes for some subjects and then using theme teaching to whole groups in other subject areas. At Grades 2 and 3, theme teaching is not done and this affects effectiveness of instruction. The members of the support staffs do their jobs well; the janitor keeps the school compound clean while the cook prepares a healthy meal each day.

The quality and quantity of the material resources is satisfactory

The building is secure and is maintained in fair condition. With the exception of few chalkboards in the Grade 6 class, which are in a state of disrepair, however, there is at least the minimum required space for writing of lesson materials. Classroom space is adequate, but the chalkboard partitions do not deter the noise levels especially when it rains and

students are engaged in interactive activities such as drama presentations, debates or singing.

The furniture is adequate and in fair condition. There are sufficient reading and print materials to support curriculum delivery. The library is stocked with useful and relevant books and is constantly replenished by the Jamaica Library Service. There is a well laid out Computer Laboratory with chairs and workstations, however the 12 computers are temporarily out of use due to a virus, which has affected all the units. There is no internet service at the school, and so arrangements have been made to have the units repaired externally. There is a photocopying machine in working condition and this supports instruction.

The use of the material resources is good

The staff and students are comfortably housed, and all available space is used to provide specialised areas to support regular classroom instruction. Textbooks and support material are regularly used as valuable resources to ensure good curriculum coverage. Teachers produce their own teaching and learning aids such as charts, word cards, games and clocks, math counters and sentence strips. There is easy access to the materials as classes are well laid out with learning corners containing materials for all learning levels. Although the school does not have a projector, teachers use their personal computer and mobile internet devices to assist students with grasping concepts. The computer laboratory and library areas are also used regularly and students had access to borrow books from the library and until recently.

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

7) Curriculum and Enhancement Programmes

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

Overall curriculum and enhancement programmes are satisfactory

Curriculum provision is satisfactory

The Ministry of Education's Revised Primary Curriculum is used throughout the school. Though the Grades 4 and 5 as well as Grades 2 and 3 are multi-grade, the multi-grade curriculum is not used. The school rationalizes this, as they teach the multi-grade classes as two separate classes with separate lesson plans. While at Grades 4 and 5 some topics are taught collectively to both groups, especially where then skills or content are similar, Grades 2 and 3 are kept separate. Weekly planning sessions are held in which teachers select themes and objectives to be taught. Grouping and extra sessions are used to provide additional support for students who need it. This also bridge gaps in curriculum delivery during the formal school hours and secures both curriculum coverage and continuity. Overall, an analysis of the master timetable indicates that there is insufficient focus on the creative arts especially music, and art. There is also a lack of focus on physical education. This limits the offerings to the students, but some teachers integrate these into other subject areas to enhance learning in these areas.

Enhancement programmes are satisfactory

The school does not have the service of a Guidance Counsellor, hence there is no documented Guidance programme, nevertheless the support provided to students has some structure, and is organised and tracked mostly by the senior teacher. A member of staff with the skills and confidence to provide guidance and counselling to the students has been identified, and this individual supports students who need special attention. This is done through group and individual counselling sessions. Grade 6 students are given special sessions to make them aware of some challenges they may encounter in high school and how best to deal with them.

The school infuses aspects of the Health and Family Life Education (HFLE) curriculum in their regular lessons, this ensures that the basic concepts are taught, but also that time is maximised in the development of literacy and numeracy skills. An annual Career day is held to inform students of the next rung in their education and expose students to some non-traditional career paths. Cross-curricular links are dealt with adequately through the involvement of resource persons and teaching using a thematic approach. However, there are a limited number of clubs and opportunities for educational tours to widen the students' experiences.

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

8) Student Safety, Security, Health and Wellbeing

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

Overall student safety, security, health and wellbeing is satisfactory

Provisions for safety and security are satisfactory

The school takes appropriate steps to ensure the safety and security of all its stakeholders. Students are supervised at break and lunch time by teaching staff as well as student leaders. Accidents are rare and equipment and buildings are kept in fair condition. The school plant is checked and monitored termly, but the tanks are checked annually. All members of staff are trained to operate the fire extinguisher in case of an emergency. The canteen is sprayed frequently and rat baits are set to ensure the eradication of rodents and pests.

However, persons can access the school easily through the perimeter fence, which is inadequate in some areas where it is made of board and meshed wire. The front gate is kept closed to monitor vehicular traffic, but the access gate to the basic school is kept open to allow students to communicate with relatives who attend the neighbouring basic school. There is no written policy on safety and security, but all members of staff and most students are aware of emergency procedures. This is supported by annual emergency drills and a termly review of emergency procedures.

Provisions for students' health and wellbeing are satisfactory

The school makes a good effort in providing for student's health and wellbeing however there is no written policy to guide the proceedings. The school has a First Aid kit and one teacher takes primary responsibility for applying first aid. Once there is an incident, parents are called; some children will either be taken home by the Principal or to the local Seaford Clinic. Teachers look after minor bruises. The canteen is certified by the Health Department, and the cook and a vendor have a food handlers' permit. Both are encouraged to ensure that their permits are always current. The canteen windows and doors are meshed and the floors along with cupboards are kept clean.

All staff enjoys good relationships with students. All teachers give support and advice to students. They handle most behaviour issues at the classroom level with little difficulty. These usually consist of minor infractions such as playing in the classroom or excessive chatting during lessons. Most teachers use verbal reprimands, scolding and counselling, as alternative methods of discipline are a part of the school culture. The Principal beats rarely (once or twice a year) and admits to taking no pleasure in the task.

The Grade 1 teacher does counselling whenever there is a need. This is organised on a group or individual basis as the need arises. There are 52 students on PATH programme and each student receives a nutritious meal daily. Others are provided with a subsidised meal once the staff is aware of a genuine need. The school is on the Ministry of Education's School Feeding Program where a bun and a drink are served. The students' attendance is monitored through the attendance register. Lateness is not effectively recorded however. There are no suspension and exclusion of students but there are a few dropouts, which are usually as a result of parents migrating.

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

Recommendations

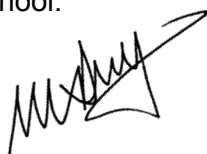
We recommend that the school takes the following actions to make further improvement:

1. The Principal along with the senior teacher should:
 - a. Ensure that the curriculum is reviewed to involve more thematic teaching in the multi-grades to reduce lost instruction time during the formal school day;
 - b. Implement an incentive programme from Grades 4 to 6 to motivate students to focus more on each subject area. One such is an honour roll system;
 - c. Introduce a staff development programme to make better use of the common planning time and enhance the skills needed to improve curriculum delivery, so that at least 75 per cent of lessons will be consistently good;
 - d. Immediately repair the computers in the resource room and establish a structured programme to increase the use of ICT to support learning; and
 - e. Assess the weaknesses in students' performance in GSAT and plan strategies to create improvement in students' performance.

2. The staff should collectively:
 - a. Design and implement a programme to monitor students' progress, especially from Grades 4 to 6;
 - b. Formalise and structure the use of assessment data to drive lesson planning and the development of enhancement programmes; and
 - c. Develop a sports programme, as well as additional extra-curricular activities to stimulate the holistic development of students.

Further Action

The school has been asked to prepare an action plan indicating how it will address the recommendations of this report. The action plan will be sent to the National Educational 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 of Education
National Educational Inspectorate

List of Abbreviations and Acronyms

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

Appendices

Appendix 1 - Record of Inspection Activities

Appendix 2 - Inspection Indicators

Appendix 3 – National Test Data

Appendix 1 - Record of Inspection Activities

Evidence for this report was based on the following:

Total number of lessons or part lessons observed	30
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	English	Maths	Other
Number of lessons or part lessons observed [Primary]	12	8	10
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
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Number of scheduled interviews completed with students	2
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	Parents	Students	Teachers
Number of questionnaires returned and analysed			

Appendix 2 - Inspection Indicators

Inspection indicators serve a number of purposes:

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

Inspection Indicators

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

1.1 School-based leadership and management

Key features:

- Leadership qualities;
- Vision, direction and guidance;
- Culture and ethos;
- Instructional leadership;
- Impact on standards and progress;
- Development of relationships with staff;
- Accountability;
- School information and document management system.

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's leadership lacks drive and authority. There is widespread lack of confidence in the leadership among the staff. The leadership holds the staff accountable for their performance in a very limited way. Most students are under-achieving and make very little progress	Staff in leadership positions are insufficiently rigorous in focussing on improvement. The leadership holds the staff accountable in a limited way for their performance. Many students in one or more age groups do not make enough progress in their work and personal development.	The school has a strong sense of direction, which focuses on improving students' achievements and wellbeing. The staff share a common purpose. The leadership consistently holds the staff accountable for their performance. Most students make satisfactory progress and all groups are supported well	Leadership is firm and decisive. The staff work well together, with clear lines of responsibility. The staff respond positively to initiatives. Staff accountability systems are rigorously applied. The needs of most students are well catered for and most students make good progress	Leadership is dynamic and often inspirational. A clear vision for the future directs and guides staff and students. The leadership holds the staff highly accountable for their performance. The school is successful with all groups of students, including those who do not respond well to school or have difficulties with learning

1.2 Self-evaluation and improvement planning

Key features:

- Process and activities for school self-evaluation;
- Monitoring and analysis of the school's performance, including views of parents and students;
- Process for staff appraisal and development;
- Process for school improvement planning, implementation and monitoring.

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
Self-evaluation is poorly developed. There is almost no monitoring or evaluation of the school's provision and performance, including teaching and learning. As a result, the school has no clear agenda for improvement	Self-evaluation is inadequately developed, so managers do not have a realistic view of the school's strengths and weaknesses, including teaching and learning. Planning for improvement is not based on realistic priorities	The school's priorities are based on sound analysis of its performance. The work of the school is monitored effectively, including the performance of staff and students, and appropriate actions are taken	Through effective self-evaluation, which takes into account the views of parents, managers know their school well. They use the outcomes of self-evaluation to plan and take action promptly to make necessary improvements. Staff appraisal procedures are effective.	Systematic and rigorous self-evaluation is embedded in the school's practice at all levels. Staff appraisal is rigorous and staff development is well-planned and highly effective. Strategic thinking is clear. Ambitious improvement planning results in the achievement of identified goals.

1.3 Governance

Key features:

- Strategic and advisory role of the Board;
- Operational support for the management of the school;
- Accountability.

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 has almost no influence on the work of the school. It does almost nothing to support the efficient and effective management of the school. The Board holds the school leadership accountable for its performance in a very limited way.	The Board has little influence on the work of the school. It does little to support the efficient and effective management of the school. The Board holds the school leadership accountable in a limited way for its performance.	The Board meets all its responsibilities. It gives clear support and advice to the school leadership. The Board consistently holds the school leadership accountable for their performance.	The Board has a positive influence on the work of the school. It plays a significant strategic and advisory role in leading the school's development. . The school leadership is rigorously held to account for its performance.	The Board makes a significant contribution to the leadership of the school and its successes. It works most effectively in support of the school's educational leaders. The Board holds the school leadership highly accountable for its performance.

1.4 Relations with parents and the local community

Key features:

- Communications with parents;
- Parents' involvement in their children's learning and the life of the school;
- Links with the local community and agencies.

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
Communications with parents are infrequent and of poor quality. Many parents know too little about the work their children are doing to be able to help them effectively. The school has very little to do with its local community. Opportunities are missed to enrich the curriculum through the use of community resources	The school gives parents insufficient information about their children's progress and wellbeing. Community involvement is limited and the school does not actively seek relationships with outside agencies to support the wellbeing and progress of students	Parents receive regular, detailed reports about their children's progress. There are regular opportunities to talk to teachers and some parents are actively involved in school life. The school works with outside agencies to enhance the wellbeing and progress of students	Methods for communicating between home and school are well established. Many parents are involved in school activities. The school has productive links with the local community and uses them to enrich the curriculum and strengthen teaching and learning	The school has a strong educational partnership with parents, who are actively involved in many aspects of school life and play an important role in decision-making. The school capitalises on the expertise and resources in the community to improve its performance and benefit students

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

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

Key features:

- Teachers' knowledge of their subjects;
- Teachers' knowledge of how best to teach their subjects;
- Teachers' understanding of how students learn best in their subjects;
- Teachers reflect on their teaching.

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 and the curriculum they teach. This seriously limits the progress that many students make and the standards they reach	Some teachers have insufficient knowledge of the subjects and the curriculum and of how to teach effectively. This results in ineffective and inaccurate teaching and incomplete curriculum coverage	Most teachers have a secure understanding of the subjects they teach. There is evidence that teachers reflect on the impact of their practice. Curriculum coverage is secure	All teachers have good subject knowledge and reflect regularly on the impact of their teaching. Coverage of curriculum is complete.	Teaching of a consistently high quality stems from the teachers' expert knowledge of their subjects and how to teach them. They reflect regularly and rigorously on the impact of their teaching

2.2 Teaching methods

Key features:

- Quality and effectiveness of lesson planning;
- Management of time;
- Effective use of resources – textbooks, audio and visual materials, resource persons and ICT;
- Quality of teacher and student interactions including questions and dialogue;
- Teaching strategies, which challenge and cater to the needs of all 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
The teaching methods in many lessons are poorly matched to the needs of the students. Activities are often only loosely related to the achievement of learning objectives. Lessons are frequently dull and unchallenging for the students	Although their planning may be detailed, the methods the teachers use often take little account of what the students already know. The work they set frequently lacks challenge and lesson objectives are often unclear	Teachers plan their lessons well and teaching methods are effective. They manage time well and make the work interesting, with realistic levels of challenge. They make sure the students have the resources they need to complete tasks successfully	Lessons are well planned with teaching methods that are effective in securing intended outcomes. The needs of individual students are well catered for. Teachers challenge and extend the students' thinking, which helps them to make good progress and achieve high standards	The teaching methods are effective. Lessons are often imaginative and consistently stimulate and challenge the students to achieve as well as they can. Activities are chosen to match the needs of the students, to secure intended outcomes and to achieve excellent standards

2.3 Assessment

Key features:

- Assessment as part of teaching and learning;
- Assessment practices including policies, implementation and record keeping;
- Student self-assessment;
- Use of assessment information by teachers and students to inform teaching and learning;
- Quality of feedback by teachers, in lessons and in written work, to help students identify and make improvements;
- Teachers' knowledge of students' strengths and weaknesses.

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 little, if any, systematic internal assessment of students' work. Teachers have very little detailed knowledge of students' progress and achievements	Assessment is not well developed. Teachers do not have sufficient detailed knowledge of students' progress and achievements	Assessment is used to track the achievements of students, to indicate what they have learned and to help them understand what they need to do next.	Consistent and effective assessment practices are in place for monitoring students' progress. Most staff use them to focus sharply on what students need to do to improve. Students are sometimes involved in evaluating their own work	A thorough programme of assessment and review, including students' evaluation of their work, is used consistently throughout the school. Teachers are highly effective in helping students to identify and make improvements in their work

2.4 Student learning

Key features:

- Attitudes and motivation to learn;
- Interactions and collaboration between students;
- Application of learning to new situations and real life;
- Inquiry and research skills;
- Problem-solving skills.

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 motivation to learn. They require constant supervision to stay on task	Many students find it difficult to work without supervision and too much of the teachers' time is spent managing students' behaviour	Most students use their time well in lessons. They can explain clearly what they have learned. They can work constructively with others when required	Most students are keen to learn. Many can apply what they have learned to new situations and show initiative in solving problems. They are able to work well, both independently and as part of a team	Almost all students are highly motivated to learn. Almost all students understand how current learning relates to previous work. They can apply what they have learned to new situations. They frame their own questions and solve problems independently of the teachers, working well together in teams

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

Key features:

- Performance in national and/or regional assessments;
- Performance in comparison to similar schools.

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 those in similar schools	The performance of many students is low in comparison with those in similar schools	The students' performance is generally in line with those in similar schools	The performance of many students is good in relation to those in similar schools	The performance of most students is very high in relation to those in similar schools

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

Key features:

- Progress against starting points;
- Progress over time;
- Progress during lessons;
- Appropriateness of levels achieved.

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	Many students are under-achieving and progress is unsatisfactory	The achievement of most students is adequate and they make satisfactory progress	The progress of most students is good. Most students achieve well compared with their earlier attainment	Almost all students make excellent progress and achieve very well in relation to their earlier attainment

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

5.1 Students' behaviour and attitudes

Key features:

- Observed behaviour and attitudes in lessons and around the school compound;
- Students' relationships with students and all school staff;
- Social graces.

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. Many students display poor mannerism especially to adults and their peers.	The poor behaviour of some students disrupts some lessons and causes difficulties. Students often do not obey rules and regulations. Many students display poor mannerism especially to their peers.	Behaviour and relationships are generally good. Rules are respected. The school is orderly and safe. Many students are well mannered and display this to their peers and adults.	Good behaviour and relationships prevail throughout the school. Most students exercise self-control. Most students display mastery of the social graces all around.	Almost all students are self-disciplined, respond very well to adults and resolve difficulties in mature ways. Almost all students display excellent mastery of the social graces all around.

5.2 Punctuality and Attendance

Key features:

- Punctuality to school lessons;
- Attendance to 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
Most students attend school and classes poorly and are unpunctual as well. Attendance overall is 69% and less.	Many students attend school and classes irregularly and are unpunctual as well. Attendance overall is 70 - 79%.	Many students attend school and classes regularly and are punctual as well. Attendance overall is 80 - 89%.	Most students attend school and classes regularly and are punctual as well. Attendance overall is 90 – 95 %.	Almost all students attend school and classes regularly and are punctual as well. Attendance overall is 96% and higher.

5.3 Students' civic understanding and spiritual awareness

Key features:

- Understanding of national identity and civic responsibility;
- Spiritual understanding and awareness;
- Appreciation of local and regional traditions and culture.

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/or spiritual awareness and little appreciation of local traditions and culture	Many students lack understanding of national identity and/or spiritual awareness. Many students lack appreciation of local traditions and culture.	Many students are developing an understanding of national identity, and an appreciation of local traditions and culture together with spiritual understanding	Most students understand the concept of national identity. They understand and appreciate local traditions and culture. They have a good spiritual understanding	Almost all students understand and appreciate the defining characteristics of Jamaican society, and the region's traditions and culture. They have a high level of spiritual understanding

5.4 Students' economic awareness and understanding

Key features:

- 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 are unaware of the importance of Jamaica's continued economic progress and of their potential to contribute to it. Most students have little or no understanding and awareness of economic issues.	Many students are unaware of the importance of Jamaica's continued economic progress and of their potential to contribute to it.	Many students understand the importance of Jamaica's continued economic progress and that they will have a role in contributing to it.	Most students understand the importance of Jamaica's continued economic progress and know that they can contribute to it.	Almost all students understand the importance of securing Jamaica's economic progress and are well equipped and willing to contribute to it.

5.5. Environmental awareness and understanding

Key features:

- Knowledge and understanding of national and global environmental issues;
- Concern and care for the 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 national or global environmental issues and they show little concern for their immediate environment	Many students have little awareness of national or global environmental issues and make little effort to take care of their immediate environment	Many students are aware of national and global environmental issues and they take care of their immediate environment	Most students know that national and world resources need to be protected and used responsibly and they take care of their immediate environment	Almost all students understand the importance of securing a sustainable environment. They take care of their immediate environment and some are involved in related co-curricular activities

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 features:

- Sufficiency of suitably qualified and knowledgeable teaching and support staff;
- Effective deployment of 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
The school is inadequately staffed to deliver its curriculum effectively. The quality of the education the students receive is seriously reduced in consequence	The school lacks, or fails to deploy, teaching and support staff with the knowledge and expertise required to deliver the curriculum in full	The school retains and deploys sufficient qualified staff to deliver the curriculum and achieve satisfactory standards	The school has the well qualified teaching and support staff it needs to deliver the curriculum and enable the students to achieve good standards	The school has a full complement of well qualified staff and deploys them to achieve the best standards possible for students

6.2 Use of human resources

Key features

- Effective deployment of staff;
- Attendance and punctuality to class and school;
- Professional development.

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
Members of the academic staff are inefficiently deployed to enable the school to achieve satisfactory standards for students. Most teachers attend classes and school irregularly and are regularly late. Most teachers seldom engage in professional development opportunities	Many members of the academic staff are inefficiently deployed to enable the school to achieve satisfactory standards for students. Some teachers attend classes and school irregularly and are regularly late. Many teachers seldom engage in professional development opportunities.	Many members of the academic staff are efficiently deployed to enable the school to achieve satisfactory standards for students. Staff attendance to classes and school is regular and punctuality rate is fair. Teachers are adequately engaged in professional development opportunities.	Most members of the academic staff are efficiently deployed to enable the school to achieve good possible standards for students. Staff attendance and punctuality to school and classes are good. Teachers regularly engage in professional development opportunities.	Members of the academic staff are efficiently deployed to enable the school to achieve the best standards possible for students. Staff attendance and punctuality to school and classes are good. Teachers often engage in professional development opportunities.

6.3 Material resources – Quality and Quantity

Key features:

- 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
Premises and resources are significantly below expected quality and quantity	There are significant deficiencies in premises and/or resources	Premises and resources are sufficient in quality and quantity	Premises and resources are of good quality and sufficiency	Premises and resources are plentiful and of high quality

6.4 Use of material resources

Key features:

- Effective use of school premises;
- Effective organisation and use of available 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 staff make poor use of the available premises and/or resources	Deficiencies in premises and/or resources restrict some aspects of the students' academic achievement and personal development	Premises and resources are maintained and organised to satisfactorily support teaching and learning	Premises and resources are well maintained, and well organised. Staff and students have easy access to resources and make good use of them	The school is creative in its use of premises and resources and makes exceptionally good use of the available resources to achieve high standards

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

7.1 Relevance

Key features:

- Adaptation and modification of curriculum;
- Review and planning;
- Continuity progression and coverage;
- Relevance to all 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
There is almost no adaptation or modification of the curriculum or curriculum guides. Most teachers do not adapt or enrich the curriculum to meet the students' needs	There is discontinuity in the modified or adapted curriculum in some subjects from year to year. There are significant gaps in content. Additional support for students is minimal	The curriculum is modified or adapted and regularly reviewed to make learning worthwhile. There are few significant gaps in content. Some additional support is provided for students who need it	The curriculum is well balanced, and reviewed and updated regularly to maintain its relevance to all students. There are no significant gaps in content. Additional support is provided for most students who need it	There is imaginative modification and/or adaptation of curriculum. The curriculum is broad, balanced and regularly evaluated to ensure that it meets changing needs and maintains the students' interest. There is extensive additional support for all students who need it

7.2 Enhancement Programmes

Key features:

- Cross-curricular links and extra-curricular activities;
- 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
Links between subject areas is basically lacking and do not allow students to make connections. Opportunities for students to participate in extra-curricular activities are limited and little effort made to integrate the community in the development of the curriculum.	Attempts to create links between the subject areas are inadequate to make meaningful connections. Some opportunities exist for extra-curricular activities and there is some community impact on the curriculum.	Links between the many subject areas are adequate and many students are able to make connection between subjects. Many Students have opportunities to participate in a variety of extra-curricular activities and the community is used to enhance the curriculum.	Links between the most subject areas are adequate and most students are able to make connection between subjects. Most students have opportunities to participate in a variety of extra-curricular activities and the community is used to enhance the delivery of the curriculum.	Links between the subject areas are adequate and students are able to make connection between subjects. Students have opportunities to participate in a variety of extra-curricular activities and the community is well used to enhance the delivery of the curriculum.

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

8.1 Safety and security

Key features:

- Policies and procedures to ensure the safety and security of all members of the school community;
- 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 are poorly implemented. Safety and security checks are irregular and not rigorous. Some parts of the buildings or equipment are unsafe.	Policies and procedures are implemented and accidents are rare. Requirements for maintaining the safety and security of students are met. Buildings and equipment are safe and securely maintained in sound repair	Regular and thorough checks are made and acted upon to ensure that a safe and secure environment is maintained. Buildings and equipment are kept in a good state of repair	The school provides an exceptionally safe and secure environment for students and staff. Buildings and equipment are regularly maintained in excellent condition

8.2 Health and wellbeing

Key features:

- Policies governing health;
- Staff relationship with students;
- Staff management of behavioural issues;
- Staff support of, and advice to students;
- Guidance and counselling arrangements;
- Tracking of students' wellbeing;
- Management of student attendance and punctuality;
- Arrangements for suspension and exclusion of students – number of students out of school due to suspension and exclusion;
- Number of school drop-outs.

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
<p>Most members of staff have poor relationships with most students. Guidance and Counselling arrangements are poor and the school is ineffective in responding to students' needs. Arrangements for the suspension and exclusion of students are poorly handled. Many parts of the buildings are unhygienic and students' nutritional needs are not addressed.</p>	<p>Most members of staff are slow to diagnose and respond to students' needs. Guidance and Counselling arrangements are weak or are not applied consistently. Arrangements for the suspension and exclusion of students are unsatisfactory. Some parts of the buildings are unhygienic and provisions for students' nutritional needs are inadequate.</p>	<p>Most members of staff know students well. They show them respect and respond promptly to their personal needs. Students know they can trust and confide in staff. Arrangements for the suspension and exclusion of students are satisfactory. Most buildings are hygienic and provisions in place to satisfy nutritional needs.</p>	<p>Students' personal wellbeing is a high priority for staff. There are systems for tracking students' personal welfare and for supporting individuals and groups. Arrangements for the suspension and exclusion of students are well-handled. Buildings are hygienic and good provisions in place to satisfy students' nutritional needs and other health concerns</p>	<p>Staff has very good relationships with all students. There are well developed systems for tracking students' personal welfare and for supporting individuals or groups. Staff consistently provides well-judged advice and guidance. Arrangements for the suspension and exclusion of students are exceptionally well-handled. Buildings are hygienic and a health policy provision in place to satisfy nutritional needs and other health needs</p>

Appendix 3 - National Test Data

Starting Point

Graph 1: Student Performance in Grade One Readiness Inventory for 2005 - 2006

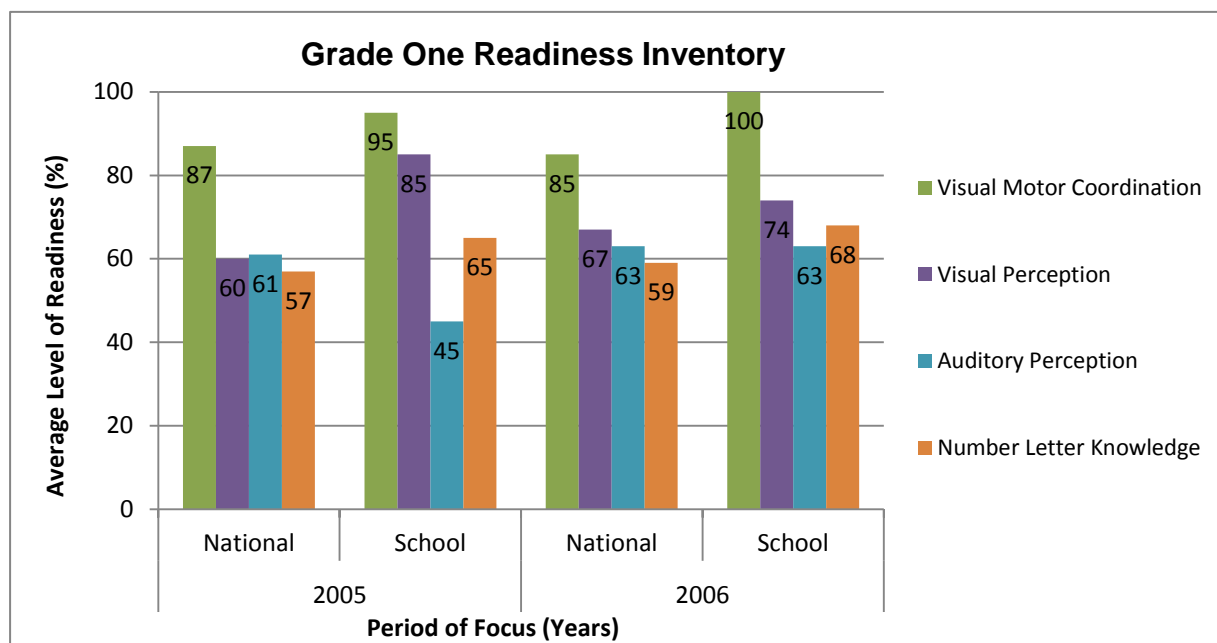


Table 1: Student Performance in Grade One Readiness Inventory for 2005 – 2006

Seaford Town Primary				
2006				
Assessment	Candidates		2006 Averages	
Grade One Readiness	Enrolled	Sitting	National	School
		21	19	69
2005 (Cohort data)				
Assessment	Candidates		2005 Averages	
Grade One Readiness	Enrolled	Sitting	National	School
		22	20	66

The overall average for Seaford Town Primary in **2005 (Cohort 1)** was 73 per cent which was above the national average (66 per cent) in the Grade One Readiness Inventory Test. The participation rate for this test was 91 per cent. The students' averages were above the national averages except Auditory Perception (45 per cent) which was below the national average (61 per cent).

For 2006, the school's average (76 per cent) slightly improved by three percentage points when compared with the previous year and remained above the national average. The participation rate was 90 per cent. The students' averages were above the national averages in all subject areas.

ATTAINMENT

Graph 2: Student Attainment in Grade Four Literacy 2008-2010

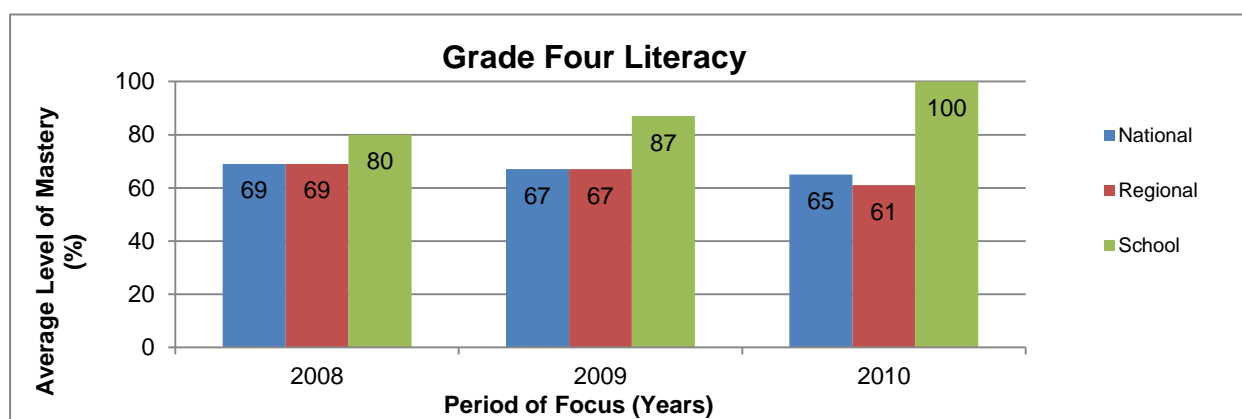


Table 2: Student Attainment in Grade Four Literacy 2008-2010

Seaford Town Primary					
2010					
Assessment	Candidates		2010 Averages		
Grade Four Literacy	Enrolled	Sitting	National	Regional	School
	13	12	65	61	100
2009 (Cohort data)					
Assessment	Candidates		2009 Averages		
Grade Four Literacy	Enrolled	Sitting	National	Regional	School
	18	16	67	67	87
2008					
Assessment	Candidates		2008 Averages		
Grade Four Literacy	Enrolled	Sitting	National	Regional	School
	16	15	69	69	80

Grade Four Literacy results indicated that Seaford Town All Age averages improved over the three year period.

For 2008, the school's average (80 per cent) was above both national and regional averages (69 per cent). **In 2009**, the school's average improved by seven percentage points and was above the national and regional averages (67 per cent). The participation rate for this exam was 89 per cent. **For 2010**, the school's average (100 per cent) improved by 13 percentage points and remained above the national (65 per cent) and regional (61 per cent) averages.

Seaford Town Primary has met the Grade Four Literacy target set for each primary level school by the Ministry of Education (100 per cent mastery), which is to be achieved by 2015.

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Graph 3: Student Attainment in Grade Four Numeracy 2009-2010

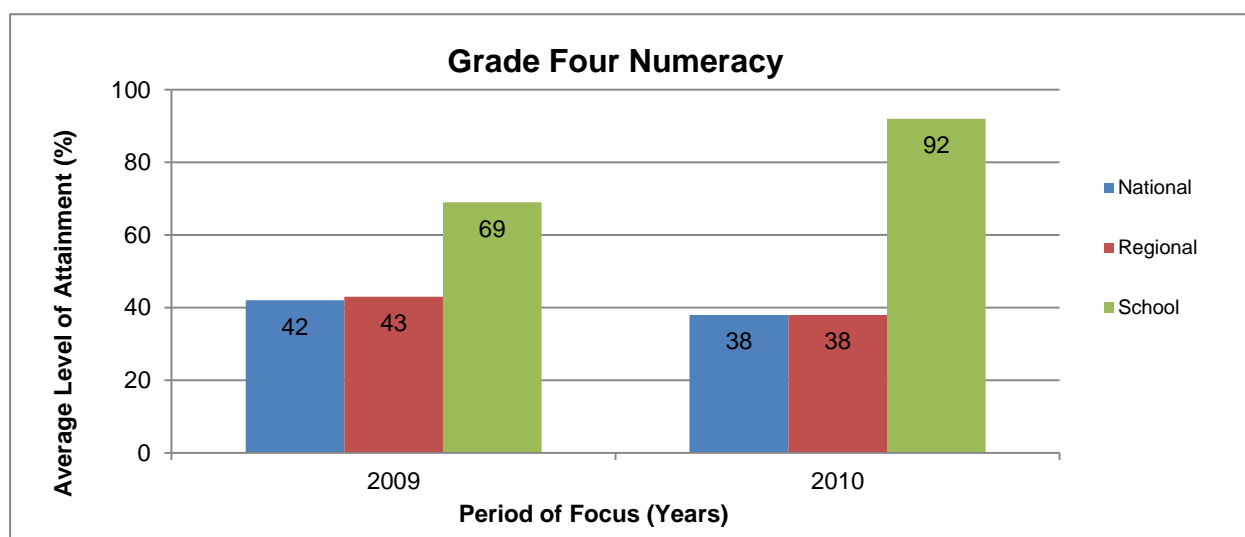


Table 3: Student Attainment in Grade Four Numeracy 2009-2010

Seaford Town Primary					
2010					
Assessment	Candidates		2010 Averages		
Grade Four Numeracy	Enrolled	Sitting	National	Regional	School
	13	12	38	38	92
2009 (Cohort data)					
Assessment	Candidates		2009 Averages		
Grade Four Numeracy	Enrolled	Sitting	National	Regional	School
	18	16	42	43	69

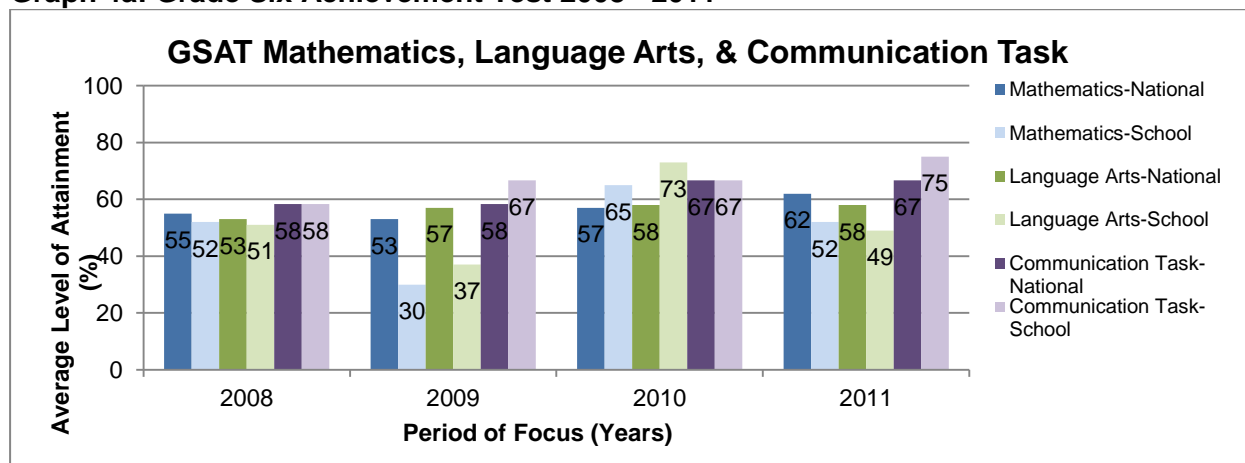
The Grade Four Numeracy results indicated that the school's averages improved over the period (2009 to 2010).

In 2009 (cohort 1), the school's average mastery (69 per cent) was above the national (42 per cent) and regional (43 per cent) averages by 27 and 26 percentage points respectively. The participation rate was 89 per cent. In 2010, the school's average (92 per cent) improved by 23 percentage points. It was 54 percentage points drastically above both national and regional averages (38 per cent).

Seaford Town Primary has met the Grade Four Numeracy target set for each primary level school by the Ministry of Education (85 per cent mastery), which is to be achieved by 2015.

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Graph 4a: Grade Six Achievement Test 2008 - 2011

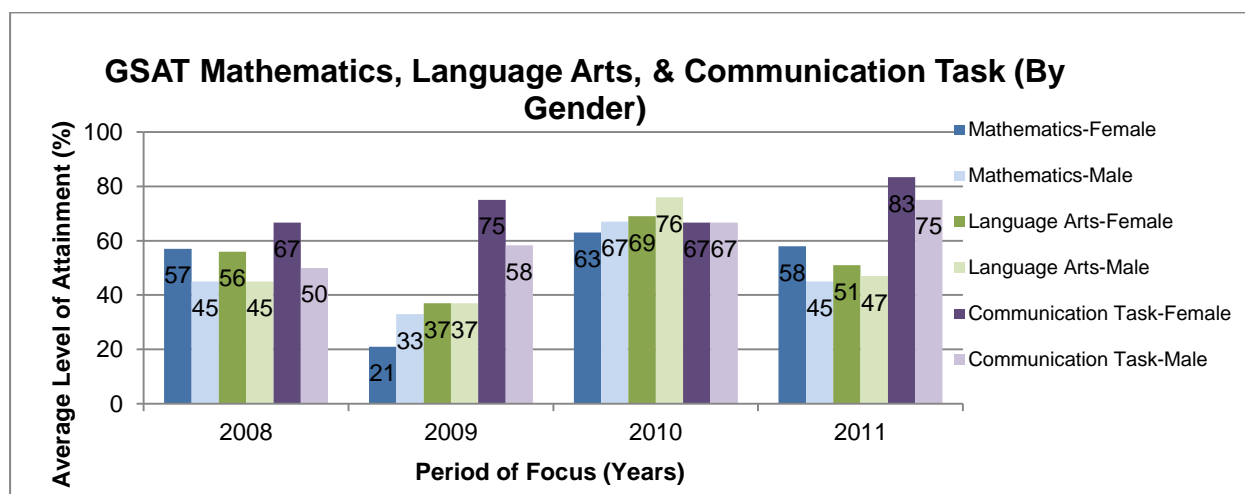


In mathematics Seaford Town Primary's averages fluctuated over the period 2008 to 2011. For 2008, the school's average (52 per cent) was slightly below the national average by three percentage points. The following year, the school's average (30 per cent) significantly declined by 22 percentage points and was significantly below the national average. For 2010, the school's average improved by 35 percentage points and was above the national average. For 2011, the school's average (52 per cent) declined by 10 percentage points and was below the national average (62 per cent) by six percentage points.

Language arts averages fluctuated over the period 2008 to 2011. In 2008, the school's average (51 per cent) was slightly below the national average (53 per cent). For 2009, the school's (37 per cent) performance declined by 14 percentage points and was below the national average (57 per cent). The following year the school's average (73 per cent) improved by 36 percentage points and was above the national average (58 per cent). For 2011, the school's average (49 per cent) declined and was below the national average (58 per cent) by nine percentage points.

Communication tasks averages improved over the period. For 2008 and 2010, the school's averages (58, and 67 per cent) were on par with the national averages. For 2009 and 2011, the school's averages (67 and 75 per cent) were above the national averages (58 and 67 per cent respectively). (See table in appendix).

Graph 4b: Grade Six Achievement Test by Gender 2008 – 2011

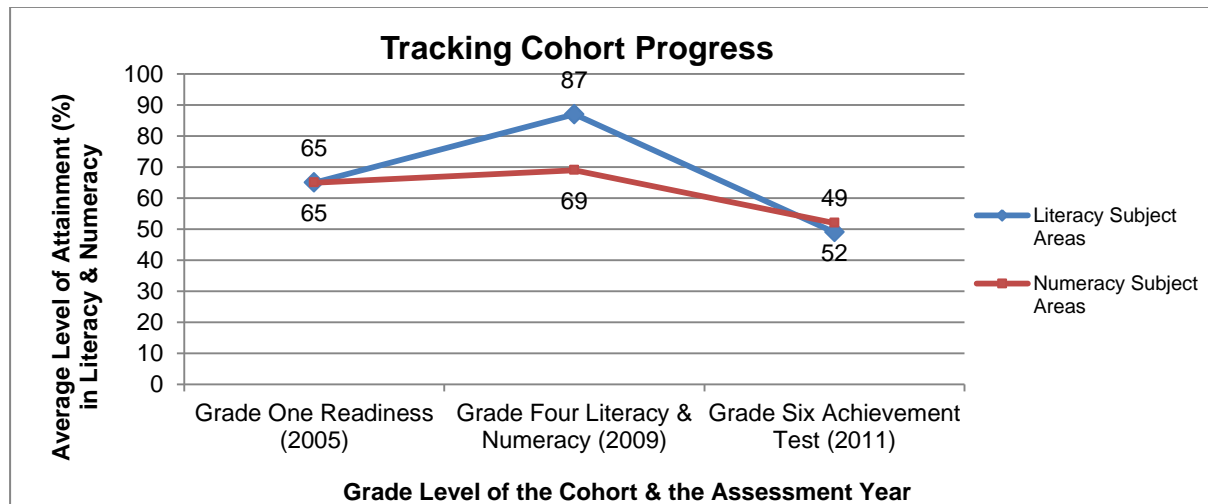


By Gender:

The gender gap looks at the percentage point difference between male and female students over the entire period (2008-2011). The mathematics gender achievement gap was closed and slightly opened towards the end of the period. The language arts gender achievement gap was extremely narrow, closed and slightly opened towards the end of the period. The boys progressed at a faster rate than the girls over the period. The communication tasks gender achievement gap was relatively wide and narrowed towards the end of the period. (See table in appendix).

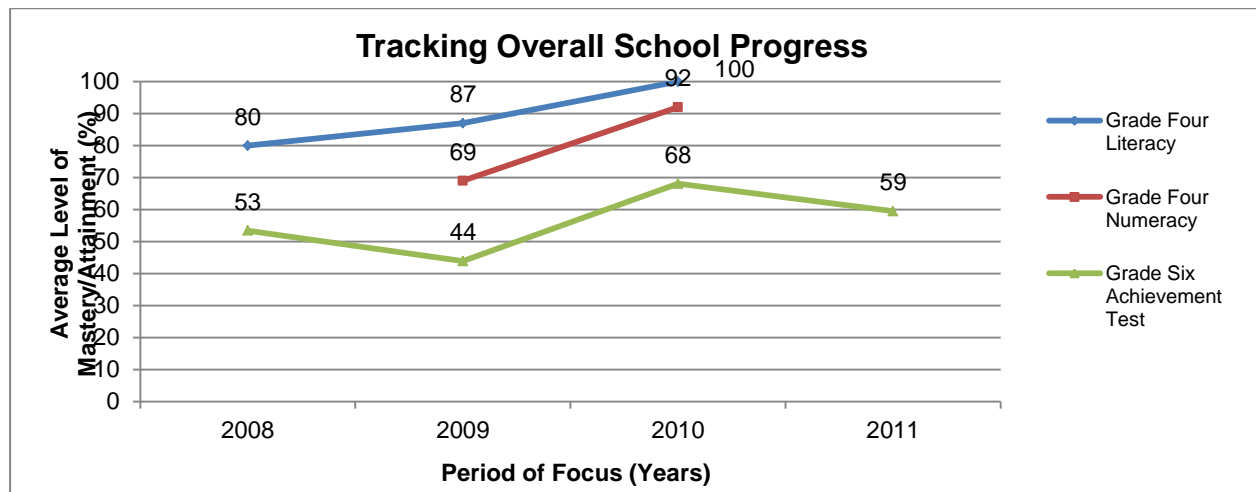
PROGRESS

Graph 6a: Tracking Cohort 1(2005 and 2011) Progress in Literacy and Numeracy



¹**Cohort One (1)** performance improved in both literacy and numeracy from Grade One 2005 (entry level) to Grade Four Literacy & Numeracy (2009). However, both literacy and numeracy declined from 2009 to GSAT (2011). Literacy declined at a faster rate than numeracy. This can be seen in the performance gap.

Graph 6b: Tracking School's Progress from 2008 – 2011



²**The school's** performance improved in Grade Four Literacy between 2008 and 2010. Numeracy also improved from 2009 to 2010. GSAT results fluctuated over the period.

Overall, the school progressed over the period (2008 to 2011).

¹ Progress tracking is a proxy measure and is combined with cohort output and school output to reflect progress.

² Please collect 2011 data from School in order to measure overall progress.

Grade Six Achievement Test 2008 – 2011

Seaford Town All Age					
2011					
<u>Assessment</u>	Candidates			<u>2011 Averages</u>	
	Enrolled	Registered	Sitting	National	School
GSAT Mathematics	N/A	17	15	62	52
Female	N/A	8	8	64	58
Male	N/A	9	7	59	45
GSAT Language Arts	N/A	17	15	58	49
Female	N/A	8	8	61	51
Male	N/A	9	7	54	47
GSAT Communication Task	N/A	17	15	67	75
Female	N/A	8	8	75	83
Male	N/A	9	7	67	75
2010					
<u>Assessment</u>	Candidates			<u>2010 Averages</u>	
	Enrolled	Registered	Sitting	National	School
GSAT Mathematics	36	12	12	57	65
Female	N/A	6	6	61	63
Male	N/A	6	6	53	67
GSAT Language Arts	36	12	12	58	73
Female	N/A	6	6	63	69
Male	N/A	6	6	53	76
GSAT Communication Task	36	12	12	67	67
Female	N/A	6	6	75	67
Male	N/A	6	6	58	67
2009					
<u>Assessment</u>	Candidates			<u>2009 Averages</u>	
	Enrolled	Registered	Sitting	National	School
GSAT Mathematics	N/A	4	4	53	30
Female	N/A	1	1	57	21
Male	N/A	3	3	49	33
GSAT Language Arts	N/A	4	4	57	37
Female	N/A	1	1	62	37
Male	N/A	3	3	51	37
GSAT Communication Task	N/A	4	4	58	67
Female	N/A	1	1	67	75
Male	N/A	3	3	58	58

2008					
Assessment	Candidates			2008 Averages	
	GSAT Mathematics	24	16	16	55
Female	N/A	9	9	59	57
Male	N/A	7	7	50	45
GSAT Language Arts	24	16	16	53	51
Female	N/A	9	9	58	56
Male	N/A	7	7	48	45
GSAT Communication Task	24	16	16	58	58
Female	N/A	9	9	67	67
Male	N/A	7	7	50	50

Sources

1. Grade One Learning Profile (2004-2005). Student Assessment Unit, Ministry of Education
2. Grade Four Literacy Test (2006-2008). Student Assessment Unit, Ministry of Education
3. Grade Six Achievement Test (2008-2010). Student Assessment Unit, Ministry of Education
4. Jamaica Directory of Public Educational Institutions 2009-2010. Planning and Development Division, Statistics Section, Ministry of Education
5. Jamaica School Profiles 2009-2010. Planning and Development Division, Statistics Section, Ministry of Education
6. Enrollment Data 2001-2010. Planning and Development Division, Statistics Section, Ministry of Education
7. Educational Reform Performance Targets (Table 13), National Education Strategic Plan (March 28, 2011). National Oversight Committee, Education System Transformation Programme, Ministry of Education