

MEDINA PRIMARY SCHOOL

INSPECTION REPORT

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Board Chair: Mr Samuel Miller

National Education Inspectorate
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FINAL

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Introduction

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

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

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

Key Questions

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

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

The Five-point Scale

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

Level 5 – Exceptionally high 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. These schools are also at risk of direct interventions for improvement by the HME.

Consistency in terminology

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

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

Profile

School's Demographics

School Code:	12032
Parish:	Manchester
Region:	5
Locale:	Remote
School Organization:	Whole Day
Gender:	Co-educational
Size:	Class I
Capacity:	120
Enrollment:	35
Attendance Rate:	96%
No. of Teachers:	3
Pupil-Teacher Ratio:	18:1
Multi-Grade:	Yes
Owned By:	United Church of Jamaica and Grand Cayman

Socio-economic Context

Medina Primary School is located in the remote region of north-west Manchester. It is bordered by communities such as Mayfield, Freetown, Medina, Greenland, Bushy Park and John's Hall. The school's location hampers the ability of the community to access certain contemporary resources, such as cable television, internet and sufficient transportation. The students are predominantly from homes of a low socio-economic background and the parents are mostly farmers. The educational background of the parents ranges from high literacy to non-literacy, with approximately 75 per cent of parents being functionally literate. There are 22 students on the PATH programme and provisions are made for needy students. The school's Parent Teachers' Association gives very good support to the school's operations. There is regularly 100 per cent attendance of parents at PTA meetings.

Executive Summary

Overall effectiveness of the school

The overall effectiveness of Medina Primary School is satisfactory

Overall, leadership and management is good

Relationship with parents and the local community is exceptionally high. The Principal has the confidence of the staff and students. Self-evaluation and school improvement planning is satisfactory. The Board plays both a strategic and advisory role in the school's management.

Overall, teaching in support of learning is good

All teachers have satisfactory content knowledge. They plan their lessons well with objectives and assessment activities compatible with the objectives. There is no assessment policy but teachers use assessment as part of teaching and learning, giving students various activities to assess the concepts taught. Almost all students display positive attitudes and motivation to learn.

Overall, students' performance in English and mathematics satisfactory

The school performance overall in national exams for the period reviewed is satisfactory. Students performed better in mathematics than in English.

Overall, students' progress in English and mathematics is good

Students make good progress against their starting points in English and mathematics. Good progress is also observed in lessons.

Overall, students' personal and social development is good

Students are disciplined, polite and display good attitudes. The average daily attendance is 96 per cent. Most students demonstrate a good understanding of their national identity and traditions and are economically and environmentally aware.

Overall, the use of human and material resources is satisfactory

The school has sufficiently certified teaching and support staff who are well deployed to deliver the curriculum. The premises are appropriate and effective use is made of available resources to promote learning.

Overall, provisions for the curriculum and enhancement programmes are satisfactory

The curriculum offers a wide range of subjects to meet the needs of the students. The curriculum is appropriately enriched by a good range of enhancement programmes.

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

Guidelines exist to ensure that a safe, secure and healthy environment is maintained. Relationships are good and students' personal wellbeing is a high priority for the staff.

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

- Students' wellbeing is a high priority for the school.
- Students' behaviour and attitudes are exceptionally high.
- Relationships among all stakeholders promote the overall development of the school.
- Exceptional parental involvement.
- Students' overall personal and social development.
- Commitment and dedication of the staff.
- Students' attendance and punctuality is exceptionally high.

How effective is the school overall?

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

Findings of School Inspection

1) School Leadership and Management

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

Overall, leadership and management is good

School-based leadership and management is satisfactory

The Principal has clear authority over the staff and students. He is described as being participatory, democratic, honest, accountable and transparent. The school has developed a learning atmosphere through community relationships and parental participation. Management is based on organizational procedures and policies, where responsibilities are delegated to staff and the prefect body. However, the Principal is often absent, attending Ministry of Education meetings and workshops, leaving his class without meaningful teaching and learning experiences. The Principal's own lack of writing of lesson plans means that there are no written guidelines or evaluations to guide student learning. Instructional leadership is limited, with only a few walk-throughs and class observations documented.

Self-evaluation and school improvement planning is satisfactory

The school has processes in place for monitoring the standard of students' work and the quality of teaching. The views of all stakeholders are sought on the quality of education that the school provides. Development plans are appropriately written and include provision to improve resources for the students, such as the expansion of the computer lab and improved bathroom facilities. The school collects and analyses data from national examination results. However, there is limited use of these to implement programmes for improvement. The School Improvement Plan (SIP) is not reviewed to reflect the current status in relation to targets that have been set.

Governance is good

The Board plays both a strategic and advisory role in the school's management. It meets at least once per term and works in harmony with the Principal to improve standards. It holds both the Principal and itself accountable for the performance, punctuality and attendance of the staff and students. Its members are satisfied with the good behaviour of the students, the improvement of the parents' involvement in the school and the Principal's ability to motivate them. The Board minutes, however, are not prepared in a timely manner to allow for follow-up measures to be taken before the next meeting.

Relationship with parents and local community is exceptionally high

The school has an established line of communication with parents through circulars, telephone calls and special days. The monthly PTA meeting is always well attended, often with 100 per cent attendance by parents. The Principal makes home visits and speaks with parents about their children's education and school development issues. Parents give much assistance with homework and provide their children with learning resources. They assist the teachers in making charts and also substitute as teachers and administrative assistants. They are engaged in fundraising events annually to assist with school development and

needy students. The school receives occasional visits from the police, health and fire departments and the Member of Parliament. Pastors from local churches regularly conduct devotions at the school. The parents would like to see more out-reach programmes to improve the enrolment and more networking with other PTA groups to develop best practice. Books and other learning materials are supplied to the school annually by overseas based past students.

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

2) Teaching Support for Learning

How effectively does the teaching support the students' learning?

Overall, teaching in support of learning is good

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

All teachers have good content knowledge. Most lessons are delivered with confidence and clear instructions are given to help the students understand the concepts being taught. All teachers satisfactorily cater to the varying needs of the students. Most lessons are student-centred and this enhances student participation, maintains their focus and allows for more interaction. In many lessons teachers reflect on how they teach and evaluations are written to suggest what will be done to enable all students to grasp the concepts to be taught. However, most evaluations do not state the number of students that have not grasped the concepts taught or how their needs will be addressed in future lessons.

Teaching methods are good

Almost all lesson plans are written with objectives and assessment activities that are compatible with the objectives. In most lessons, satisfactory time management is evident and there are smooth transitions between lessons. Many teachers make use of a variety of strategies to meet the different learning styles of the students. Some methods include: demonstration, peer teaching, group work and presentations. The teachers motivate students by praising them for accurate answers and for their efforts. The teachers display satisfactory use of resources to enhance lesson delivery. Although the use of ICT is observed in many lessons, only in some cases is it being used effectively.

Students' assessment is good

Most teachers regularly check their students' progress in lessons. They use assessment as part of teaching and learning, giving students various activities to assess the concepts taught. In most lessons, assessments are done through seat work, chalkboard work, group

presentation and oral feedback. In some instances, however, there is a reliance on chorus responses, making it difficult to assess who is learning. Teachers keep mark books of the students' performance on tests and class work in the different subjects. Students are provided with regular oral feedback on their work but the comments in their books offer little specific guidance on how students could improve. The school has no assessment policy to guide the assessment process and to plan for intervention programmes and there are no cumulative records kept on students' performance.

Student learning is good

Almost all students display positive attitudes and are motivated to learn. Almost all students are punctual for lessons and they work well both with and without supervision. In many lessons, students can relate their learning to real life situations and are involved in meaningful discussions. For example, in a Grade 6 language arts lesson students are able to speak fluently about the qualities of a good neighbour and to write a story on that theme. Many students collaborate with each other and are developing interpersonal relationships. In some classes students help each other to learn through peer teaching. However, some students are not guided to develop higher order and critical thinking skills.

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

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 satisfactory

Students' performance in English is satisfactory

The school's average mastery in the Grade Four Literacy Test (GFLT) fluctuated between 2008 and 2011. The school's average improved by a significant 36 percentage points in 2009 and was above the national average by 19 percentage points. In 2011, the school's average mastery declined significantly by 46 percentage points to 25 per cent. However, in 2012, the school had an average of 100 per cent mastery. The school's average in the Grade Six Achievement Test (GSAT) also fluctuated throughout the period and was below the national average for most of the period under review except in 2009 when the school's average of 70 per cent was above the national average by 13 percentage points. The school's communication tasks average was on par with the national average in 2008 and above the national average between 2009 to 2012.

Students' performance in mathematics is satisfactory

The students' performance in the Grade Four Numeracy Test (GFNT) showed a fluctuation in the average mastery between 2009 and 2011. In 2009 the school's average mastery was 50 per cent, which was above the national average by eight percentage points. In 2010, the school's average of 60 per cent was 22 percentage points above both the national and regional averages. In 2011, the school's average mastery declined by 5 percentage points but was above the national average. The GSAT averages also fluctuated throughout the review period. The average was below the national average in 2008, 2010 and 2011 but was above the national average in 2009 by 14 percentage points.

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?	Satisfactory
How well do the students perform in National or regional tests and examinations in mathematics?	Satisfactory

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 good

Students' progress in English is good

Students make good progress against their starting points. The 2005 cohort entered the school with an average mastery of 15 per cent for number/letter knowledge in the Grade One Readiness Inventory. The cohort's average for the 2009 GFLT was 86 per cent and in the 2011 GSAT was 47 per cent. Good progress is demonstrated during lessons. In a Grade 1 language arts lesson, six of the ten students correctly use comparative adjectives for items. In Grade 4, eight of the eleven students can explain what adverbs are and use them correctly in sentences. Grade 5 to 6 students are proficient in the use of the dictionary and have sufficient reasoning and comprehension skills to accurately answer questions at different levels.

Students' progress in mathematics is good

Students make good overall progress in mathematics against their starting points and in lessons. The 2005 cohort had an average of 15 per cent in number/letter knowledge for the Grade One Readiness Inventory Test. When they sat the GFNT in 2009 the students' average was 50 per cent, 8 percentage points above the national average. However, when the cohort sat the GSAT exams in 2011, the students' average was 48 per cent, 14 percentage points below the national average. Good progress is seen during lessons across the grades. In a Grade 1 and 2 mathematics lesson 66 per cent of the students can state what fraction of the student population passed an exam if $\frac{3}{4}$ of them failed. At Grades 4 to 6 many students can convert mixed fractions to improper fractions and vice-versa and many are competent in basic computation skills. For example, many Grade 5 students accurately ordered operations to solve problems.

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

5) Students' Personal and Social Development

How good is the students' personal and social development?

Overall students' personal and social development is good

The students' behaviour and attitudes are exceptionally high

Students are self-disciplined, polite and display good attitudes toward each other. They greet their teachers, peers and visitors warmly. Almost all students have positive attitudes to their school work. They are motivated to learn and are keen to work collaboratively without supervision. Students form queues after devotion and move in an orderly manner to lessons.

Punctuality and attendance is exceptionally high

All students arrive to school on time and are punctual at the start of lessons. The average daily attendance is 96 per cent. Transition time between break periods and lessons is smooth and all students adhere to the bell.

The civic understanding and spiritual awareness of the students are good

Most students demonstrate a good understanding of their national identity and traditions. They sing the National Song, recite the National Pledge, name the National Heroes and give examples of what makes them exemplary. For example, students are able to talk about Marcus Garvey's struggle for Black identity. Some students talk about aspects of Jamaican culture and name outstanding sports personalities and musicians and their contribution to Jamaica's image abroad. All students participate fully in meaningful devotions; they recite the theme for devotion and repeat their school motto. However, a few have little knowledge of regional traditions and culture.

Students' economic awareness and understanding is good

Most students know how Jamaica develops economically and how they can contribute to the country's economic prosperity. They understand the importance of earning foreign exchange to purchase goods from abroad, such as motor cars from Japan. Most students have a secure understanding of money and how it is earned and used in the home. Most students are able to explain that the government gets money from exports and various taxes to provide goods and services. Some, however, have limited knowledge of Jamaica's regional and international trading partners.

Students' environmental awareness and understanding is good

Students have good knowledge of local environmental issues. They understand the value of keeping their surroundings clean, proper garbage management and the importance of planting trees and minimizing bush fires. Many students speak about the importance of trees and other vegetation which provide food, shelter, habitats for animals and prevent soil erosion. They know how disasters such as hurricanes affect a country through the destruction of property. However, some students have limited knowledge about global issues, such as global warming, tsunamis and other natural disasters.

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

6) Use of Human and Material Resources

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

Overall, the use of human and material resources is satisfactory

The quality of human resources is good

The school has a sufficiently certified and well informed teaching and support staff to deliver the curriculum. The teachers are well supported by the ancillary staff, along with a number of parent volunteers. However, there is limited attention given to providing regular professional development to improve the quality of teaching and learning.

The use of human resources is good

The three members of the teaching staff are well deployed to make a positive impact on teaching and learning. Staff attendance is good and teachers are punctual to school and lessons.

The quality and quantity of material is satisfactory

The school premises are spacious, clean and well kept, with adequate space for students to work and play. Specialist areas are fully accessible to the students. There is computer laboratory and the classrooms are print-rich. However, the classrooms are divided by chalkboards and this presents a challenge since the noise levels sometimes affect adjacent classes during lessons. The library is equipped with books but many are out of date. No special area is designated for specific games such as netball

The use of material resources is good

The school makes effective use of the available resources to promote learning. For example, ICT, including the use of teachers' personal laptops, is used in most classes. However, in a few lessons the use of resources is limited. The library facilitates the development of students' literacy skills and books are loaned to them.

How effectively does the school use the human and material resources at its disposal to help the students achieve as well as they can?	
Grades	1-6
Human resources	Good
Use of human resources	Good
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, provisions for the curriculum and enhancement programmes are satisfactory

Provisions for curriculum are satisfactory

The Revised Primary Curriculum (RPC) is adapted and modified to meet the students' needs. All teachers deliver extra lessons in literacy after school and on Saturdays. The curriculum offers a wide range of subjects and Home and Family Life Education is timetabled to develop students' skills in inter-personal relationships, goal setting and to broaden their awareness of family life issues. Conversational Spanish and civics are taught at Grades 5 and 6. Weekly common planning sessions are used to review the curriculum, share best practice, identify classroom challenges and develop strategies to address them. The school has initiated its own competency base shelter for students and extra classes are held with the assistance of volunteer parents. There are adequate intervention programmes for slower students in literacy but none for numeracy. A literacy hour is inadequately timetabled twice per week. Aesthetic subjects like music and drama are not offered and the integrated curriculum is not fully implemented at Grades 1 to 3.

Enhancement programmes are satisfactory

The curriculum is appreciably enriched by a good range of enhancement programmes. The 4-H club and Cub Scouts are timetabled, making it mandatory for all students to attend club meetings. The clubs provide training for students in a wide range of activities such as cooking, baking, gardening and leadership skills. The school participates in the cluster cricket competition and sports day is held annually. Boys' and girls' days are held annually to address gender issues, build self-esteem and develop students' knowledge of current events. For the first time in five years the school entered the District Association Sports competition and four students competed at the national level.

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

Provisions for safety and security are satisfactory

Guidelines exist to ensure that a safe, secure and healthy environment is maintained. There is a clear understanding of how to deal with safety and security issues. For example, earthquake and fire drills are conducted twice per term and there is a designated assembly point. Parents and other community members ensure that the plant is safe and they call the Principal if there are irregularities. There are warning signs in place to promote safety. However, there are no fire extinguishers, perimeter fencing or security guards at the school.

Provisions for students' health and wellbeing are exceptionally high

Relationships are good and students' personal wellbeing is of a high priority. Procedures to address punctuality and attendance are good and there are systems for tracking students' personal welfare. Staff and students enjoy a family-like relationship. There is no guidance counsellor at the school. However, the Principal is a trained guidance counsellor. The Principal visits all homes and has discussions with the parents on student issues. The students confide in their teachers and share their concerns with them. Indiscipline is not an issue and students conduct themselves appropriately in and out of class. There are 22 students on the PATH programme and provisions are made for needy students.

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

Recommendations

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

1. The Board should exert its influence to ensure that the SIP is properly implemented, monitored and evaluated against targets set.

2. The Principal should:
 - a. Improve on instructional leadership to ensure lessons are frequently observed and documented to inform improvement in planning, teaching and learning
 - b. Implement the mandatory literacy hours on the timetable as stipulated by the MOE as well as the aesthetic subjects
 - c. Implement structured intervention programmes in literacy and numeracy to continue the progress that is being made in these areas

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 of Education
National Education Inspectorate

List of Abbreviations and Acronyms

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

Appendices

Appendix 1 - Record of Inspection Activities

Appendix 2 - Inspection Indicators

Appendix 3 – National Test Data

Appendix 1 - Record of Inspection Activities

Evidence for this report was based on the following:

Total number of lessons or part lessons observed	34
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	English	Maths	Other
Number of lessons or part lessons observed [Primary]	11	10	13
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	4
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Number of scheduled interviews completed with students	1
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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 (2005 – 2006)

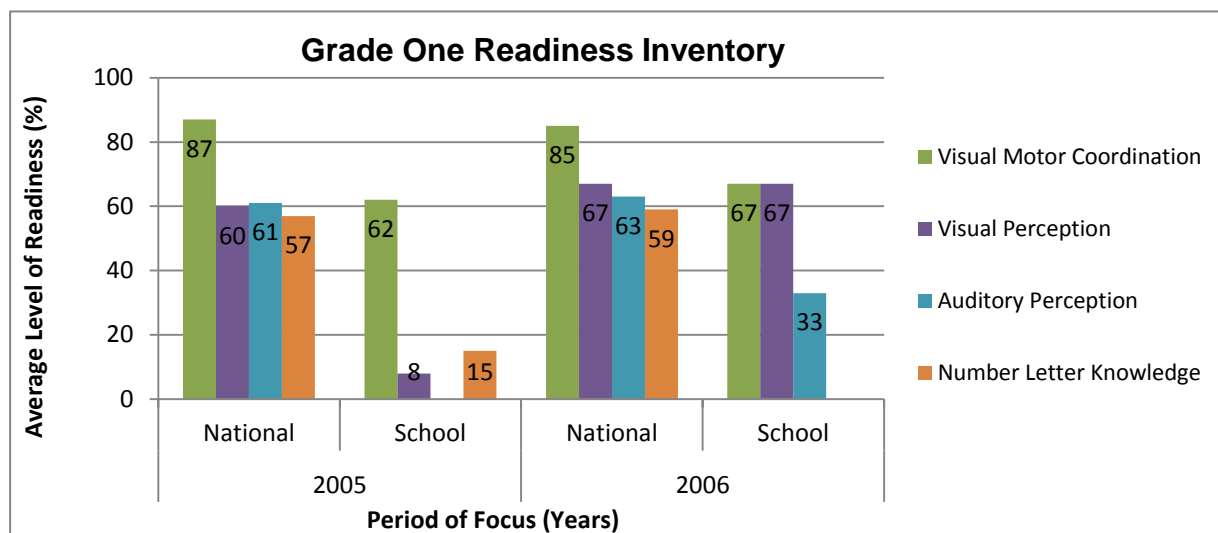


Table 1: Student Performance in Grade One Readiness Inventory (2005 – 2006)

Medina Primary				
2006				
Assessment	Candidates		2006 Averages	
Grade One Readiness	Enrolled	Sitting	National	School
	NA	6	69	56
2005 (Cohort data)				
Assessment	Candidates		2005 Averages	
Grade One Readiness	Enrolled	Sitting	National	School
	13	13	66	28

Note: no data available for Auditory Perception (2005) or Number Letter Knowledge (2006).

The overall average for Medina Primary in 2005 (**Cohort 1**) was 28 per cent, which was far below the national average (66 per cent) by 38 percentage points. The students' averages were below the national averages for all subject areas. The participation rate for this exam was 100 per cent.

In 2006, the school's overall average (56 per cent) improved by a 28 percentage points but remained below the national average (69 per cent) by 13 percentage points. The students' averages were below the national averages in Visual Motor Coordination and Auditory Perception but on par in Visual Perception.

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Graph 2: Student Attainment in Grade Four Literacy 2008-2011

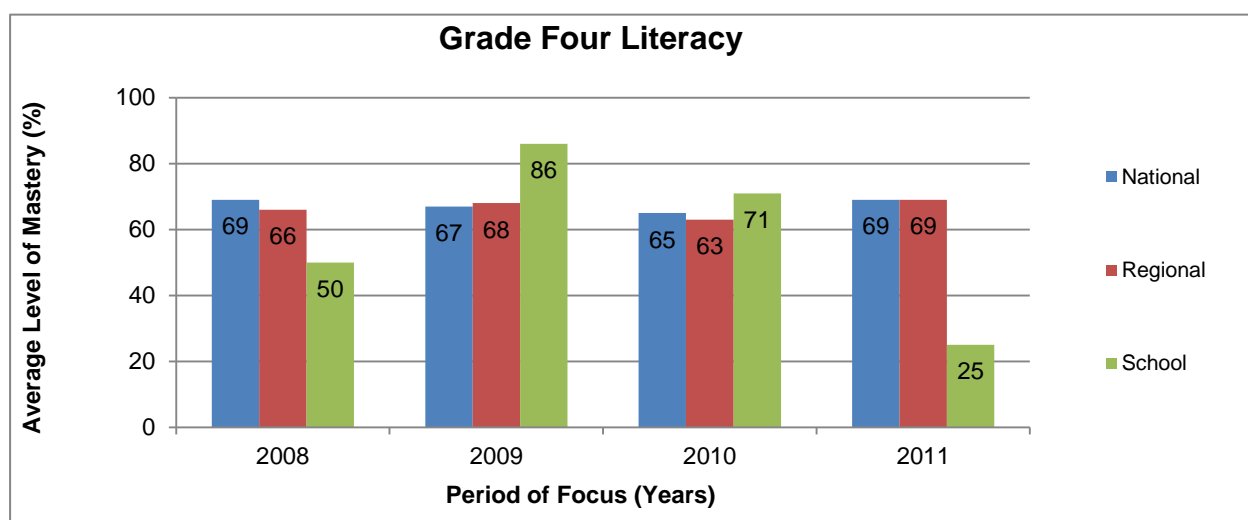


Table 2: Student Attainment in Grade Four Literacy 2008-2011

Medina Primary					
2011					
Assessment	Candidates		2011 Averages		
Grade Four Literacy	Enrolled	Sitting	National	Regional	School
	4	4	69	69	25
2010					
Assessment	Candidates		2010 Averages		
Grade Four Literacy	Enrolled	Sitting	National	Regional	School
	8	7	65	63	71
2009 (Cohort data)					
Assessment	Candidates		2009 Averages		
Grade Four Literacy	Enrolled	Sitting	National	Regional	School
	10	8	67	68	86
2008					
Assessment	Candidates		2008 Averages		
Grade Four Literacy	Enrolled	Sitting	National	Regional	School
	6	6	69	66	50

Grade Four Literacy results showed that the school's average mastery fluctuated between 2008 and 2011.

In 2008, the school attained an overall average mastery of 50 per cent. This was below both the national (69 per cent) and regional (66 per cent) averages by nine and six percentage points respectively. The participation rate for this exam was 100 per cent. The school's average (86 per cent) improved by a significant 36 percentage points in 2009, and was above the national (67 per cent) and regional (68 per cent) averages by 19 and 20 percentage points respectively. The participation rate for this exam was over 80 per cent. In 2010, the school's average (71 per cent) declined by 15 percentage points placing them six and eight percentage points above the national (65 per cent) and regional (63 per cent) averages respectively. The participation rate for this exam was 88 per cent. In 2011, the

school's average (25 per cent) declined significantly, by 46 percentage points, placing the school 44 percentage points below both the national and regional averages (69 per cent).

The Grade Four Literacy target set for each primary level school by the Ministry of Education is 100 per cent mastery, which is to be achieved by 2015. Schools with a Grade 4 enrolment of ten and under and who are not yet meeting the target are required to attain 100 per cent mastery. Therefore Medina Primary will need to attain 100 per cent mastery each year.

ATTAINMENT

Graph 3: Student Attainment in Grade Four Numeracy 2009-2011

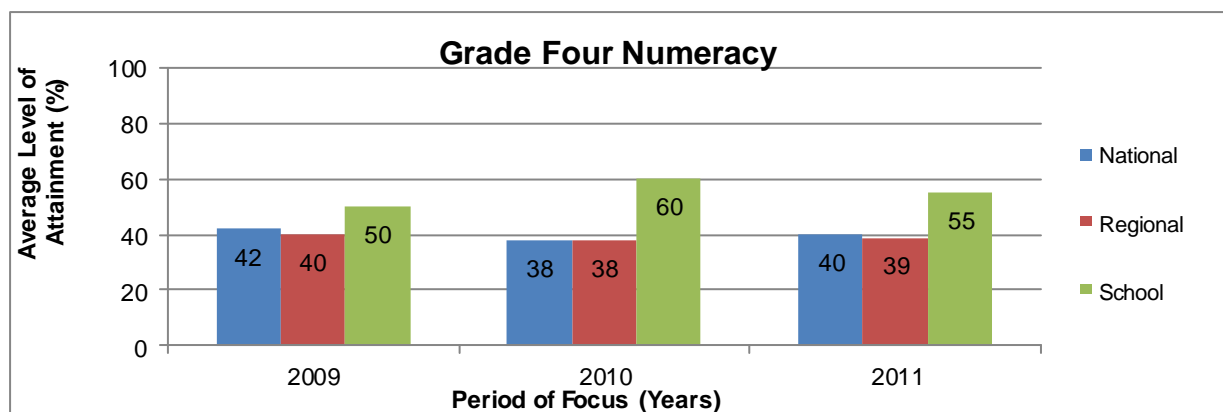


Table 3: Student Attainment in Grade Four Numeracy 2009-2011

Medina Primary					
2011					
Assessment	Candidates		2011 Averages		
Grade Four Numeracy	Enrolled	Sitting	National	Regional	School
	4	4	46	42	50
2010					
Assessment	Candidates		2010 Averages		
Grade Four Numeracy	Enrolled	Sitting	National	Regional	School
	8	5	38	38	60
2009 (Cohort data)					
Assessment	Candidates		2009 Averages		
Grade Four Numeracy	Enrolled	Sitting	National	Regional	School
	10	8	42	40	50

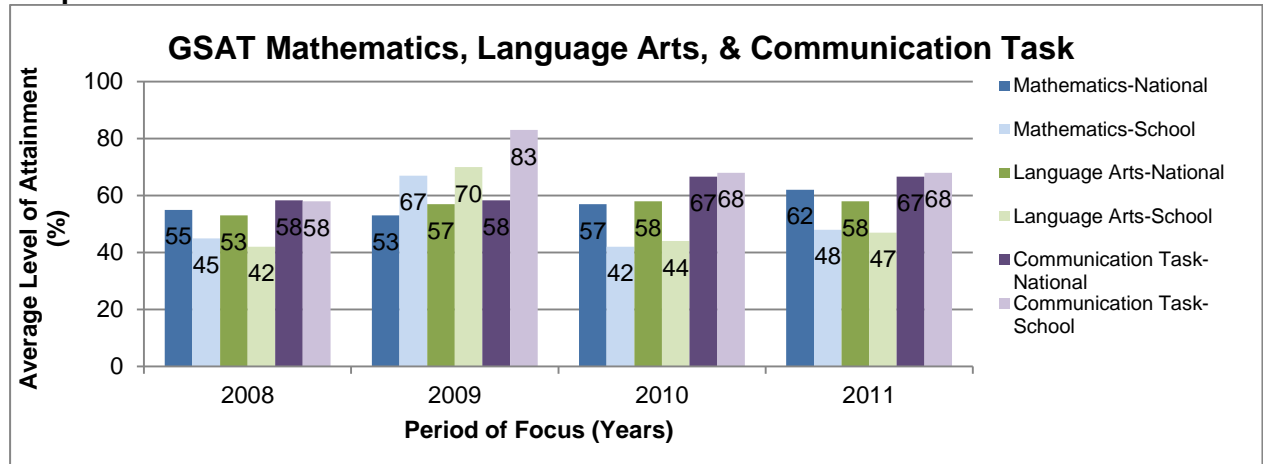
Grade Four Numeracy results showed a fluctuation in average mastery between 2009 and 2011.

In 2009 (cohort 1), the school's average mastery was 50 per cent, which was above the national (42 per cent) and regional (40 per cent) averages by eight and ten percentage points respectively. The participation rate for this exam was 80 per cent. In 2010, the average (60 per cent) improved by ten percentage points and was 22 percentage points above both the national and regional averages (38 per cent). In 2011, the average (50 per cent) declined by ten percentage points but remained four and eight percentage points above both the national (46 per cent) and regional (42 per cent) averages respectively. The participation rate for this exam was 100 per cent.

The Grade Four Numeracy target set for each primary level school by the Ministry of Education is 85% mastery, which is to be achieved by 2015. Schools with a Grade 4 enrolment of ten and under and who are not yet meeting the target are required to attain 100 per cent mastery. Therefore Medina Primary will need to attain 100 per cent mastery each year.

ATTAINMENT

Graph 4a: Grade Six Achievement Test 2008 – 2011

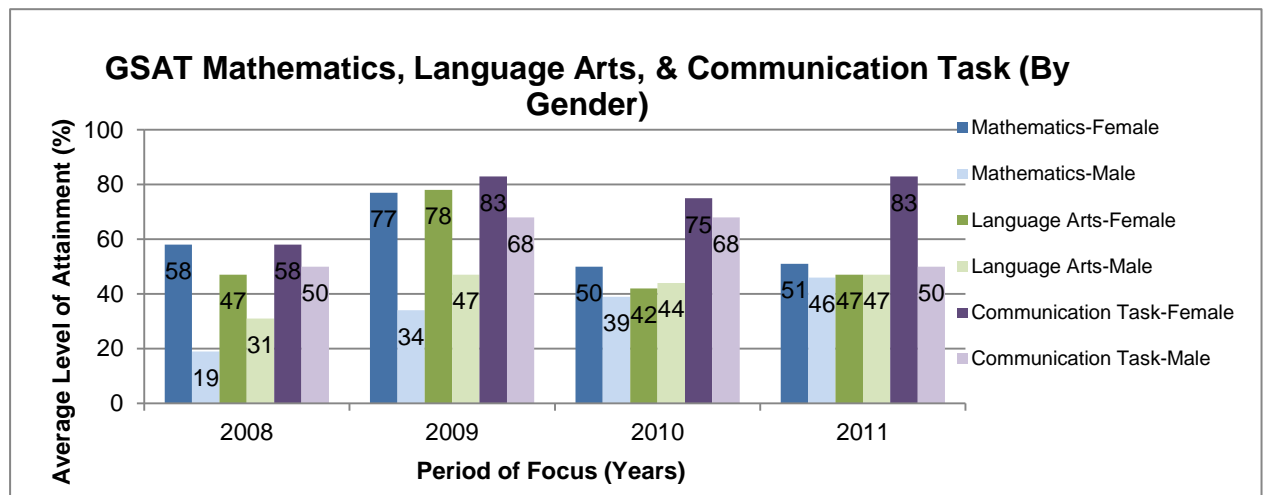


The mathematics average fluctuated throughout the period (2008-2011). It was 45, 67, 42 and 48 per cent for each year respectively. In 2009 it was above the national average.

The language arts average also fluctuated throughout the period. It was 42, 70, 44, and 47 per cent for each year correspondingly. It was also ahead of national average in 2009.

The school’s communication tasks average was on par with the national average in 2008 and above the national average in 2009 to 2011. It was 58, 83, 68 and 68 per cent for 2008, 2009, 2010 and 2011.

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



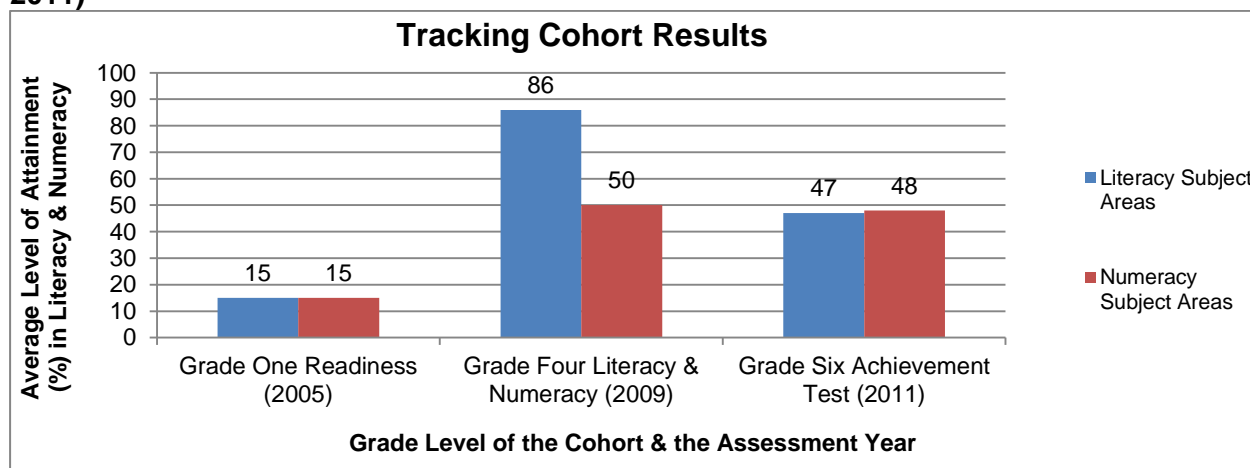
By Gender:

The gender gap looks at the percentage point difference between girls and boys over the entire period (2008-2011).

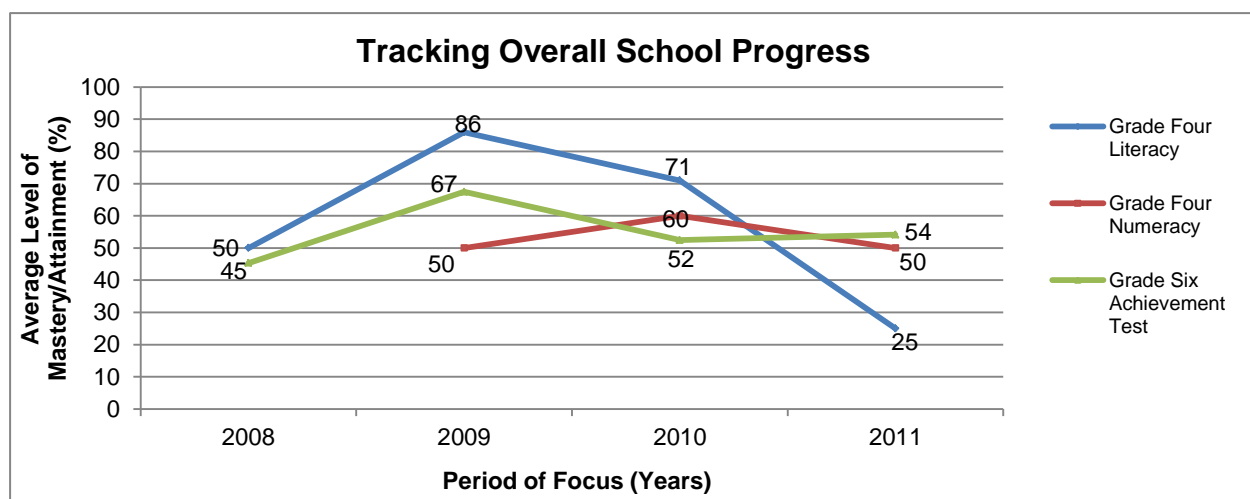
The gap for mathematics was extremely narrow and the rate of improvement for both boys and girls trended downward.

The language arts gap was relatively wide at the start of the period but closed at the end of the period. The communication tasks gap was narrow but widened as the period progressed.

Graph 6a: Tracking Results for Cohort 1 in Literacy and Numeracy (2005, 2009 and 2011)



Cohort 1 had an average of 15 per cent in the numeracy and literacy subject area of the Grade One Readiness Inventory Test (2005). When **Cohort 1** sat the Grade Four Numeracy and Literacy exams in 2009 the students performed significantly better in literacy when compared with numeracy. In GSAT (2011), the students' average was slightly higher in mathematics when compared with language arts.



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

The school's performance in Grade Four Literacy improved between 2008 and 2009. There was a decline in this area however, between 2009 and 2011. The Grade Four Numeracy average improved between 2009 and 2010. However, between 2010 and 2011 there was a decline in this area. GSAT averages fluctuated between 2008 and 2011. Overall, the school did not make sufficient progress over the period (2008-2011).

Grade Six Achievement Test 2008 - 2011

Medina Primary					
2011					
Assessment	Candidates			2011 Averages	
	Enrolled	Registered	Sitting	National	School
GSAT Mathematics	N/A	4	4	62	48
Female	N/A	2	2	64	51
Male	N/A	2	2	59	46
GSAT Language Arts	N/A	4	4	58	47
Female	N/A	2	2	61	47
Male	N/A	2	2	54	47
GSAT Communication Task	N/A	4	4	67	68
Female	N/A	2	2	75	83
Male	N/A	2	2	67	50
2010					
Assessment	Candidates			2010 Averages	
	Enrolled	Registered	Sitting	National	School
GSAT Mathematics		9	9	57	42
Female	N/A	2	2	61	50
Male	N/A	7	7	53	39
GSAT Language Arts		9	9	58	44
Female	N/A	2	2	63	42
Male	N/A	7	7	53	44
GSAT Communication Task		9	9	67	68
Female	N/A	2	2	75	75
Male	N/A	7	7	58	68
2009					
Assessment	Candidates			2009 Averages	
	Enrolled	Registered	Sitting	National	School
GSAT Mathematics	N/A	9	8	53	67
Female	N/A	6	6	57	77
Male	N/A	3	2	49	34
GSAT Language Arts	N/A	9	8	57	70
Female	N/A	6	6	62	78
Male	N/A	3	2	51	47
GSAT Communication Task	N/A	9	8	58	83
Female	N/A	6	6	67	83
Male	N/A	3	2	58	68

2008					
Assessment	Candidates			2008 Averages	
	Enrolled	Registered	Sitting	National	School
GSAT Mathematics		3	3	55	45
Female	N/A	2	2	59	58
Male	N/A	1	1	50	19
GSAT Language Arts		3	3	53	42
Female	N/A	2	2	58	47
Male	N/A	1	1	48	31
GSAT Communication Task		3	3	58	58
Female	N/A	2	2	67	58
Male	N/A	1	1	50	50

Definitions:

- Cohort:** group sharing a particular event during a particular time
- Participation Rate:** number of candidates sitting as a percentage of the total enrolled
- Percentage:** expression of a number as a fraction of 100
- Percentage Point:** arithmetic difference between two percentages
- Trend:** data series containing at least three (3) consecutive years of data

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