OLD HARBOUR PRIMARY SCHOOL

INSPECTION REPORT

Principal: Mrs L Lewis White
Board Chair: Rev. Robert Campbell

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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 well-being?

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The Five-point Scale

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

Level 5 – Exceptionally high 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

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Profile

School's Demographics

Locale: Urban
Parish: St Catherine
School Code: 14042
Gender: Co-educational
School Organization: Shift
Size: Class V
Attendance Rate: 78%
Capacity: 1050
Enrolment: 1485
No. of Teachers: 66
Pupil-Teacher Ratio: 28:1
Owned by: Government

Socio-economic Context

Old Harbour Primary School is located in the community of Marlie Acres in Old Harbour, St Catherine. The school was started in the late eighteenth century as an Anglican school at 41 East Street, Old Harbour. Between 1930 and 1940 the government took control of the school. In the early 1970s the physical conditions at the school became unbearable and representation was made for improved physical conditions. As a result Marlie Mount Primary was built to take some of the students. In 1973 the school started to operate on the shift system.

In the 1990s, the commercial district of Old Harbour started to expand and that impacted negatively on the school community. The increased traffic endangered the lives of the commuting students. In October 2000, the school was relocated to Marlie Acres. It was a newly built school with modern facilities and offered more security than the former location. The area was original regarded as a squatter settlement. Later new housing schemes developed around the school, these were Claremont Heights, Old Harbour Mews, and Old Harbour Glades. Families in the middle to lower socio economic group populate these communities.

Most students are from the adjoining communities where we find families in the lower socio-economic group. Many of the parents are unemployed, semi-skilled, common labourers, and vendors or higglers. Parents have a difficulty buying books and the required tools for their children. Some of these students attend school irregularly and over three hundred of them are beneficiaries of the Programme of Advancement Through Health and Education (PATH).

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Executive Summary

Overall effectiveness of the school

The overall effectiveness of Old Harbour Primary School is unsatisfactory

Leadership and management is unsatisfactory

The school has a supportive Board and has been able to attract the goodwill of critical stakeholders; however, there are critical gaps in the management of aspects of the school's operations that have a negative impact on student outcomes.

Teaching and learning is unsatisfactory

Although most teachers have good content knowledge, there are weaknesses in methodology and assessment, which negatively impact on students' learning.

Performance in English and mathematics is unsatisfactory

The school's performance has been below the national average for most of the 2008 to 2011 period. In the GSAT language arts, the school's average increased over the said period but remained below the national average.

Progress in English and mathematics is unsatisfactory

Many students make insufficient grade-appropriate progress in both English and mathematics across the school.

Overall, students' personal and social development is satisfactory

Many students are very polite, but there are a few who are very disruptive and are frequently involved in altercations. Many students also arrive late for school and lessons. Nonetheless, most students express pride in their country. Many students are aware that they can contribute to the country's economic development but only some students participate in keeping their environment clean.

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

Most teachers are qualified to deliver the curriculum at the school. They have either diplomas or trained graduate degrees. The support staff are capable to care for the facilities, however, material resources and their use are not effective. Classrooms provide a print-rich learning environment, but some of the materials displayed are rarely used and many are old and tattered.

Curriculum and enhancement programmes are satisfactory

Review and planning of the curriculum is done in the weekly planning session. Students are involved in a number of clubs and the school has won many awards for extra-curricular activities such as award in the JCDC competitions.

Provisions for safety, security, health and wellbeing are unsatisfactory

Although the school has some clear arrangements to secure the health and wellbeing of students, there are gaps in the provisions for students' safety.

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

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

- The spacious and well-furnished classrooms.
- A supportive Board
- Certified academic staff
- Print-rich environment
- Good relationships with community members

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Findings of School Inspection

1) School Leadership and Management

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

Overall, the school is unsatisfactory led and managed

School-based leadership and management is unsatisfactory

The relationship that exists among the principal, staff and all stakeholders is improving as the Principal grows in the position. At the beginning of the tenure some difficulties were experienced, but gradually the strained situation has been changing and is reflected in the developing positive climate of the school. Much emphasis is placed on initiatives to improve the levels of numeracy and literacy results in all external and internal examinations. All the stakeholders are involved in the decision-making process at the school, and ideas flow in both directions. Best ideas and practices are adopted and there is constant feedback on performance. Many teachers adapt and adjust quickly while others need continuous monitoring. Roles within the School Management Team (SMT) are not clearly defined so there is no effective delegation and sharing of responsibility to ensure that the school is efficiently run. There are no scheduled meeting times or structure in place to ensure that communication and information is effective. Meetings are called based on what is happening, and are not structured; for instance, management team or staff meetings are not scheduled. Teachers are not rigorously held to account for their performance or that of their students. As a result, there are times when information is requested from teachers and it takes a long time to be presented, and in other instances it is not forthcoming.

Self-evaluation and school improvement planning are unsatisfactory

Although there are a number of initiatives that have been designed to tackle identified weaknesses, there is no coordinated plan for the improvement of the school. There is a School Improvement Plan (SIP) but it lacks measurable tasks and deadlines. At the end of each term the teams meet and evaluate the performance for the term. If changes are required a plan is put in place to effect those changes. An example of this change is the rescheduling of Grade 4 students to the morning shift. The key strengths of the school are in the arts, singing, dancing, and acting but they are improving in reading. The Board has also convened meetings with critical stakeholders to assess the operations of the school. Nonetheless, there are critical gaps in the supervision of teachers that negatively impact on the quality of lesson delivery and student learning in many classes. Despite some classroom visits along with staff development workshops, weaknesses persist in the quality of teaching and learning. There are also gaps in teacher appraisal as some teachers have not been assessed for over two years.

Governance is satisfactory

The Board is very supportive of the school's leadership and provides advice and oversight of the critical areas of the school's operations. The Board has also taken steps to hold the school to account for an improvement in academic standards. For instance, it has adopted zero tolerance regarding the writing of lesson plans and meeting of academic targets which

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is 75 per cent for literacy and an improvement in numeracy. Checks are made to ensure that targets are met, and questioned if not met. Feedback is required on weekly visits and at Board meeting. The Board supports the leadership to ensure that there is financial probity. They offer advice on how the money is to be used, and regularly scrutinizes the financial records.

Relationship with parents and local community is satisfactory

The school has been able to attract the goodwill of the parents, businesses and community members. November is designated as parents' month to recognize the involvement of many parents while encouraging others to become involved in the life of the school. Some parents assist in keeping the surroundings clean, while others assist teachers in the classroom. An award is given for the most outstanding parents. Resource persons are also brought in address areas of need. There is also a good relationship with the businesses in the community; and the school has received significant donations in both cash and kind from these businesses. Many members of the community are kindly disposed toward the school and most teachers and students feel safe in spite of the volatility of the community.

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	**Unsatisfactory**
Self-evaluation and improvement planning	**Unsatisfactory**
Governance	**Satisfactory**
Relations with parents and community	**Satisfactory**

2) Teaching Support for Learning

How effectively does the teaching support the students' learning?

Overall, teaching in support of learning is unsatisfactory

The teachers' knowledge of the subjects they teach is satisfactory

Most teachers demonstrate a sound knowledge of the subject content and many are able to effectively link concepts across different subject areas to enrich students learning. For instance, in a Grade 5 lesson on angles, the teacher reviewed the students' previous knowledge of lines and related the time on the clock to types of angles. Many teachers also effectively draw on students' previous knowledge as well as their experience to enrich lessons. For example, in a Grade 2 integrated studies lesson, the teacher focused on knowing people in the community by classifying them into different groups. However, a few teachers were unable to clearly explain concepts for less able students understand. Many lessons plans are also not evaluated. Where there are evaluations, they are vague, very general and are not linked to objectives. Reflection is not used by many teachers to inform future planning.

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Teaching methods are unsatisfactory

Although most teachers have written lesson plans outlining the lesson objectives, there are gaps in the appropriateness of learning activities and in teacher's management of time that diminishes the impact of many lessons. Some teachers use a range of activities; however, some plans lack differentiated learning activities to challenge and cater to the varying abilities of the students. For instance, in a Grade 6 lessons, a range of strategies was used to enhance students' understanding of the area of a square. Additionally, many lessons are not evaluated or only superficially evaluated. So, there is no guarantee that subsequent lessons are informed by and developed from the teachers' careful assessment of students' previous learning to ensure that there is continuity in their learning. Many teachers do not manage time well so that students are able to benefit maximally from the learning experience. In instances, where there was good time management, students were engaged in a range of activities to enhance their learning. Although manipulatives are used in some lessons, charts and other printed materials are under-utilized in some lessons and there is an over-reliance on the chalkboard in many lessons. Nevertheless, students' learning is enhanced with access to the Jolly Phonics kit, Smart Kids software as well as printed materials in remedial reading lessons. Some teachers also make good use of questioning to involve many students in the lesson and keep them focused on their learning.

Students' assessment is unsatisfactory

The school does not have a developed system for tracking students' progress towards meeting school-level and national targets. Although the school has a regime of monthly tests, there is no developed system for using these scores to inform future planning for students' learning. In addition, assessment practices within classes are weak. Most teachers are unaware of students' strength and weakness, as most classes do not use multi-level teaching. In a Grade 6 class slow learners are unable make a link between multiplying sub-squares and counting squares, even though this is a revision class. Documentation by teachers of students' attainment is irregular and disorganized. Few teachers maintain mark books that show data of students' attainment levels. Feedback to students does not promote their development of independence. Most books are marked but there is very little written feedback so that students can know how to self-improve. However, there are a few classes where stars are placed in their books when they do well. There is little provision for their self-assessment.

Student learning is unsatisfactory

Although many students are interested in their lessons and are able to apply their learning to their experience, some are not developing a structured approach to inquiry, research and collaboration. Most of them are attentive and willingly participate in learning activities. For example, in a Grade 5 physical education lesson, most students enthusiastically competed to see who would emerge the winner of the three groups. However, in some lessons, some students are distracted while a few are unprepared for class. In many lessons, there are few opportunities for students to engage in highly organized interaction and collaboration to enhance their learning. In lessons where student interaction and collaboration was well-managed, stronger students helped other students and all were actively engaged in the learning task. Similarly, the opportunities for students to develop their research and inquiry skills are limited in the classroom. The development of these skills is targeted primarily through homework; however, there is no direct guidance that ensures that most students develop a structured approach to research. Nevertheless, many students are able to problem-solve and are also able to relate their learning to their experience. For instance, in a Grade 2 mathematics lesson, many students were able to use the number line to do subtraction with single digit numbers while most students in a Grade 3 reading lesson were able to form sentences with words given and spell the words correctly. Many students, in a

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Grade 5 mathematics lesson on angles, were able to relate their learning about angles to different occupations and to situation in everyday life. In Grade 2 language arts, most students were also able to explain what a preposition is and use different examples to describe the location of things around their school compound.

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	**Unsatisfactory**
Assessment	**Unsatisfactory**
Students´ learning	**Unsatisfactory**

3) Students' Academic Performance

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

Overall, students perform unsatisfactorily in national tests

Students' performance in English is unsatisfactory

The school's average in the Grade Four Literacy Test (GFLT) declined slightly over the 2008 to 2011 period but was mostly in line with the national average. In 2008, the school's average of 69 per cent mastery was in line with the national average. By 2009, the school's average decreased slightly to 67 per cent, also in line with the national average. In 2010, the school's average mastery also decreased slightly to 65 per cent but remained in line with the national average. There was a slight increase in 2011 to 68 per cent but the school's average was a percentage point below the national average. For each year of the review period, an average of over 260 students sat the GFLT. The school will need to increase its annual performance by 8 percentage points to meet the national literacy target of 100 per cent mastery by 2015 set out in the *National Education Strategic Plan 2011-2020*.

In the Grade Six Achievement Test (GSAT) language arts, the school's average increased but remained below the national average for the 2008 to 2011 period. In 2008, the school's average was 46 per cent. It steadily increased in 2009 and 2010, and was 53 per cent by 2011. Each year an average of over 250 students sat the GSAT.

Students' performance in mathematics is unsatisfactory

The school's average in the Grade Four Numeracy Test (GFNT) fluctuated over the 2008 to 2011 period and remained below the national average. In 2008, the school's average of 28 per cent mastery was 14 percentage points below the national average. In 2009, the school's average decreased to 22 per cent, 16 percentage points below the national average. However, in 2011, 28 per cent of students attained mastery in the GFNT, 18

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percentage points below the national average. The school will need to increase its annual performance by 14.25 percentage points to meet the national numeracy target of 85 per cent mastery by 2015 set out in the *National Education Strategic Plan 2011-2020*.

In Grade Six Achievement Test (GSAT) mathematics, the school's average fluctuated over the 2008 to 2011 period. In 2008, the school's average (48 per cent) was below the national average (55%). In 2009, the average fell to 44 per cent, 9 percentage points below the national average. There was an improvement in 2010, but the average (49 per cent) remained below the national average. In 2011, the school's performance increased to 55 per cent but was below the national average by 7 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**	**Unsatisfactory**
How well do the students perform in National or regional tests and examinations in mathematics?	**Unsatisfactory**	**Unsatisfactory**

4) Students' Academic Progress

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

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

Students' progress in English is unsatisfactory

Many students do not make sufficient progress against their starting points. For instance, the 2005 cohort (of 277 students) had an average readiness that was below the national average. By Grade 4, the cohort (now reduced to 227 students) attained an average mastery of 67 per cent in the GFLT; to this point many students had made some progress. However, at the end of Grade 6 (with only 206 students sitting the GSAT), they were able to attain a cohort average score of 53 per cent in GSAT language arts.

Many students make incremental progress over time though many are operating below their age- and grade-levels. Good progress is seen in the computer aided remedial reading class but in a Grade 3 class students were very disruptive and consequently made no progress during the lesson. A review of students' exercise books, text books and teachers' lesson plans indicate the work being covered is pitched at the ability level of the students. For example, a Grade 5 class was just being taught surnames and first names; Grade 5 students who are operating at the appropriate age and grade-level would have been learning about the key elements of writing stories and poems and developing their abilities to write complete stories.

Students' progress in mathematics is unsatisfactory

Many students do not make sufficient progress against their starting points. The Number Letter Knowledge of the 2005 cohort (277 students sitting) was below the national average

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in the Grade One Readiness Inventory Test. The overall readiness of this cohort was also below the national average. In 2009, only 28 per cent of the 227 students sitting the Grade Four Numeracy Test achieved mastery. By 2011, this cohort (now further reduced to 206 students) was performing below the national average by 16 percentage points.

Some students make some progress over time but their progress in many lessons across the school is inadequate. For instance, many students develop mathematical skills to enable them to move from the four basic operations to worded problem solving using the basic operations. At the Grade 6 level, there is also improvement over time as seen in the results being achieved by students. However, when examined in the context of appropriate levels being achieved, there is insufficient progress as students' work is in many cases below what is outlined in the revised primary curriculum.

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?	**Unsatisfactory**
How much progress do the students make in relationship to their starting points in mathematics?	**Unsatisfactory**

5) Students' Personal and Social Development

How good is the students' personal and social development?

Overall students' personal and social development is satisfactory

The students' behaviour and attitudes are satisfactory

Many students are very polite and are courteous to visitors. Most students follow instructions; they observe the bell and form lines. Many students are motivated to learn and are attentive in classes. They are quiet and willingly complete the assigned learning tasks. They also show support and respect for each other and their teachers. However, a few students in Grade 3 and the upper grades are disruptive and are frequently involved in altercations. They tend to be aggressive towards the younger ones. These students tend also to be uninvolved in learning activities.

Punctuality and attendance are unsatisfactory

Many students arrive late for school and the start of devotion. Some are also late for class after break and lunch time. Furthermore, many are absent on a Friday or when it rains. Nonetheless, there are some students who attend school and lessons regularly.

The civic understanding and spiritual awareness of the students are satisfactory

Most students show respect for our National Anthem and symbols; they stand to attention during the singing of the anthem. Some express pride in their country and a few identify Jamaica's culture, food, climate, and its people as the elements that make the country special. The school supports the students' development of civic awareness through murals

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and activities. The walls in sections of the school are painted with the map of Jamaica depicting the parishes and major towns. There are also murals of the national fruit, tree and bird. Additionally, the local culture is celebrated in the school's Jamaica Day activities. Daily devotions enable students to develop and express their spiritual understanding. There are general devotions as well as grade, house, and class gatherings. There are a few, however, who are unable to identify national symbols and explain the contribution that our National Heroes have made.

Students' economic awareness is satisfactory

Many students are aware that they can contribute to the country's economic development through their choice of profession or work. They want to become lawyers, doctors, teachers, nurses, pilots, and soldiers so that they are able to pay taxes. Further, many students have a developing knowledge of the function of government in managing the economy of the country. Many students have a basic understanding that taxes, such as the General Consumption Tax (GCT), are used to provide the needs of the country. Only a few are aware of our industries, such as tourism, and what they contribute to our economic fortunes. However, many are unaware of current events; they do not watch or listen to the news.

The students' knowledge and understanding of their environment is satisfactory

Some students willingly participate in cleaning up their surroundings. Some students are also able to identify littering as a serious environmental issue and desire for more of their schoolmates to cease the littering of the compound. Few students are able to identify natural disasters such hurricanes and earthquakes, and the impact they have on Jamaica. They also express concern about the improper disposal of garbage and the negative impact on the environment and human health. They know that the burning of garbage inhibits growth of plants and the smoke can cause persons to become sick. However, some students litter their classrooms as well as around the compound although there are garbage bins strategically placed around the school grounds.

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

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6) Use of Human and Material Resources

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

Overall, the use of human and material resources is satisfactory

The quality of human resources is satisfactory

Forty-five of the fifty-four our teachers on staff are either graduate or diploma-trained. There are some special area teachers for remedial learning, physical education, and music. There is a Guidance Counsellor for each shift. The leadership of the school promotes on-going staff development through internal workshops and short-term training. There is also periodic curriculum review that helps with methods such as differential teaching to support the various learning needs of the students. Teachers who participate in external training are required to transfer information on their return, to enhance curriculum advancement, and delivery throughout the school.

Use of human resources is satisfactory

While the school has an adequate number of teachers for single-grade teaching, there is a significant challenge when a teacher is absent. The school has been unable to design a workable substitution system because there are two teachers on long-term sick leave but the Principal is unable to appoint replacements as the school is overstaffed. The students of these two teachers are split between other classes. When a teacher is absent, the situation is exacerbated. During the inspection, on at least two occasions when a teacher was absent, the class was either left unattended for significant periods or merged with another class. One teacher who was required to monitor this very large class had much difficulty with overall management and learning was also negatively impacted. Teachers' professional development is promoted through their attendance to seminars and study leave is facilitated once they qualify.

The quality and quantity of material are satisfactory

The design of the school around a quadrangle with four entry and exit points provides for adequate security. The general school building is in good condition with large classrooms, some of which are not being used and are padlocked. Many classrooms have an array of charts, reading corner and other resources to enhance the teaching and learning process, however they were not being utilized to support teaching and learning. The school also has a large, spacious library, which is well ventilated and adequately stocked. Nonetheless, there is limited space to accommodate a single shift organization. The school has a computer room to support the literacy development of less-able students but there is no internet service. The machines are also aged and do not adequately meet the requirements for effective learning.

The use of material resources is satisfactory

The school premises are well-used to accommodate the 1,485 students on two shifts. The buildings enclose a quadrangle that is paved, reducing dust. Shade trees are planted around it at intervals. Garbage bins are placed under the trees making it convenient to dispose of garbage and avoid litter. Corridors run along the inner walls of the building providing shelter from rain and sun and allowing for easy movement between classes regardless of weather conditions. General assembly is conducted with the school gathered on the corridors.

Playfields, which are enclosed by a perimeter fence, allow for, football, cricket, and netball. Special rooms such as the library, computer lab, music room, guidance counselling room, sick bay, administrative offices, and a staffroom are present. Classrooms provide a print-rich learning environment. Students' work, reading corners, and charts are displayed with charts arranged in subject areas. However, the materials displayed are rarely used and many are old and tattered. In a remedial reading lesson, the teacher used a variety of resources to "bring the learning alive" in order to motivate and engage students and in the computer laboratory computers are used for reading, with slower children who are scheduled for the classes there.

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	**Satisfactory**

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7) Curriculum and Enhancement Programmes

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

Overall, provisions for the curriculum and enhancement programmes are satisfactory

Provisions for curriculum are satisfactory

At the start of each term teachers identify where they are and plan the way forward by grade. Literacy has been identified as the focus. Weekly planning sessions are used to identify strategies to implement the curriculum in each grade. These are indicated in the lesson plans but there is no comprehensive modification of the curriculum. In areas where teachers are not comfortable with progression in the curriculum, topics are reorganized as the teachers think more effective. For example, the Grade 4 curriculum guide includes water in term 3 for language arts, but the teachers teach it in term 2 when they teach 'water' in science, to allow for cross-curricular reference and greater understanding. Similar examples exist for mathematics. It is felt that modification is required mainly for the slower students, as the curriculum is too compact for the ability level and age group they get at the school, especially for math and reading. They sometimes follow the integrated studies as is, but are not able to use the math and reading. The more able students are, reportedly, given additional material to challenge them but this was not observed. The classes are streamed with the slower students given more manipulative to assist learning. This was not always observed to be the case.

Enhancement programmes are satisfactory

Curricular links are evident in some classes. For example, in Grade 4 language arts, the nutritional benefits of fish were linked with the scientific and religious significance of fish to enable students to transfer their learning in one subject area to others. Field trips according to curriculum are organized once or twice per term. A number of clubs such as Red Cross, Brownies, Environmental, and Cub Scouts are operational within the school. The school has won many awards for their participation in JCDC competitions; they have won awards for outstanding folk singing.

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**

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8) Student Safety, Security, Health and Well-Being

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

Overall student safety, security, health and well-being is unsatisfactory

Provisions for safety and security are unsatisfactory

There are some gaps in the school's provisions that compromise the safety of both students and staff. In the first instance, the school has not established a plan for the supervision of students when a class teacher is absent. This was evident in the case of a Grade 1 class whose teacher was absent; some students were observed jumping on desks and hitting each other. Some also left the class to slide on the railings for the stairs, thus putting themselves at risk of being hurt. Further, there are no arrangements for emergency procedures or safety checks. This is set against the background of the school being located in a volatile community yet there is no comprehensive security policy. The school has also not had any earthquake or fire drills in recent times. There are some uncovered manholes that are a potential risk to the safety of students. Nevertheless, an elderly gentleman monitors one of two entrances to the school, there are two fire extinguishers on the compound, and most teachers and students feel safe because they share a certain amount of goodwill with the community.

Provisions for students' health and well-being are satisfactory

The school has some clear arrangements to secure the health and wellbeing of students. Garbage bins are strategically placed around the compound to ensure the cleanliness of the school. However, some students do not always use them so some sections of the compound are usually littered with plastic bottles and boxes after the lunch break. The school has clear procedures to manage behavior. Minor behavioral issues are addressed at the class teacher with more serious cases referred to the Guidance Counsellors and Principal. Guidance Counsellors make home visits when there are concerns that warrant such an intervention; such visits are however not documented. Suspensions and exclusion of students are not practiced and there are no drop-outs. And, relationships in the school are good. Most students are confident in their teachers and express trust that they can talk to them about their concerns.

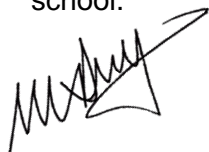| How well does the school ensure everyone´s safety, security, health and well-being?	
Grades	**1-6**
Provisions for safety and security	**Unsatisfactory**
Provision for health and wellbeing	**Unsatisfactory**

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Recommendations

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

1. The Board should hold the Principal accountable for staff development activities that will improve teacher performance and, ultimately, student outcomes.

2. The School Management Team (SMT) should ensure that:
   a. A complete School Improvement Plan is drafted to guide the school's development.
   b. Structured intervention programmes for reading and mathematics are implemented to improve the students' performance in numeracy and literacy.

3. The Principal, supported by the Board, should lobby the Ministry of Education to have the gaps in the provisions for the safety of the school addressed.

4. The SMT and teachers should ensure that:
   a. Teaching is student-centred and appropriately differentiated in order to meet the needs of all students.
   b. Lesson activities are appropriate for students' grade and ability levels so that their learning can be enriched.

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

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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

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Appendices

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Appendix 1 - Record of Inspection Activities

Evidence for this report was based on the following:

Total number of lessons or part lessons observed	110

	English	Maths	Other
Number of lessons or part lessons observed [Primary]	45	38	27
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	10

Number of scheduled interviews completed with students	4

	Parents	Students	Teachers
Number of questionnaires returned and analysed			

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Appendix 2 - Inspection Indicators

Inspection indicators serve a number of purposes:

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

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

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

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

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

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

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Inspection Indicators

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

1.1 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 is 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 staffs shares 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

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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.

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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.

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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

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

2.1 Teachers' knowledge of the subjects they teach and how 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

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School Inspection Report

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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

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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

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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

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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
- Punctuality
- Attendance

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.	The poor behaviour of some students disrupts some lessons and causes difficulties. Students often do not obey rules and regulations.	**Behaviour and relationships are generally good. Rules are respected. The school is orderly and safe.**	Good behaviour and relationships prevail throughout the school. Most students exercise self-control.	Almost all students are self-disciplined, respond very well to adults and resolve difficulties in mature ways.

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5.2 Punctuality and Attendance

Key features:

- Attendance to school and lessons
- Punctuality to school and lessons

Short descriptions to illustrate the five-point scale:

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

5.3 Students' civic understanding and spiritual awareness

Key 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

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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

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

6.1. Human resources

Key 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

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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

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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

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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

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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 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 delivery of the curriculum.

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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

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8.2 Health and well-being

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
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.	**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.**	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.	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	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

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Appendix 3 - National Test Data

Starting Point

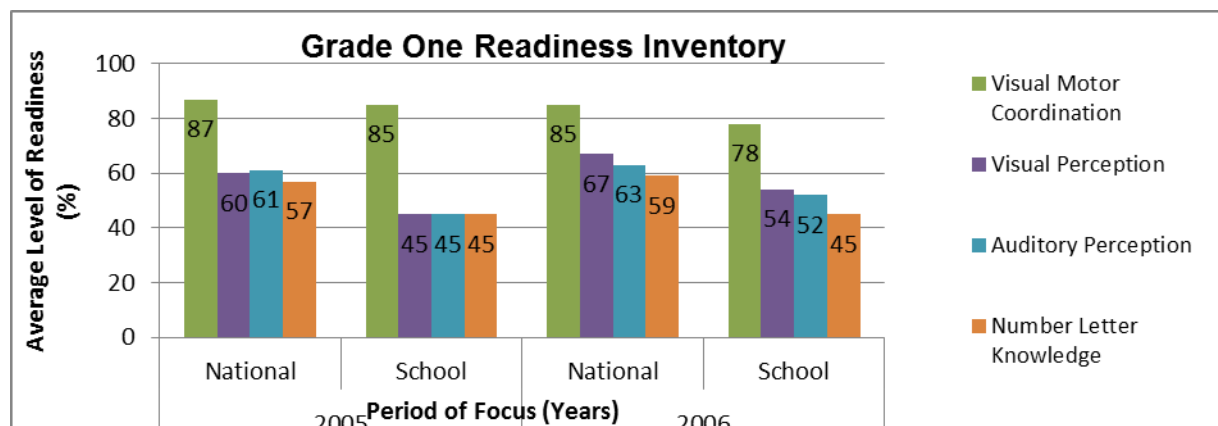**Graph 1: Student Performance in Grade One Readiness Inventory (2005 – 2006)**

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

Old Harbour Primary				
2006				
Assessment	Candidates		2006 Averages	
Grade One Readiness	Enrolled	Sitting	National	School
	327	334	69	57
2005 (Cohort data)				
Assessment	Candidates		2005 Averages	
Grade One Readiness	Enrolled	Sitting	National	School
	276	277	66	55

The overall average for Old Harbour Primary in 2005 **(Cohort 1)** was 55 per cent, which was 11 percentage points below the national average (66 per cent). The students' averages were below the national averages in all subject areas. The participation rate for this exam was greater than the number enrolled.

In 2006, the students' average increased by seven percentage points compared with the previous year, but remained below the national average (69 per cent) by 12 percentage points. The students' averages were once again below the national averages in all subject areas. The participation rate for this exam was greater than the number enrolled.

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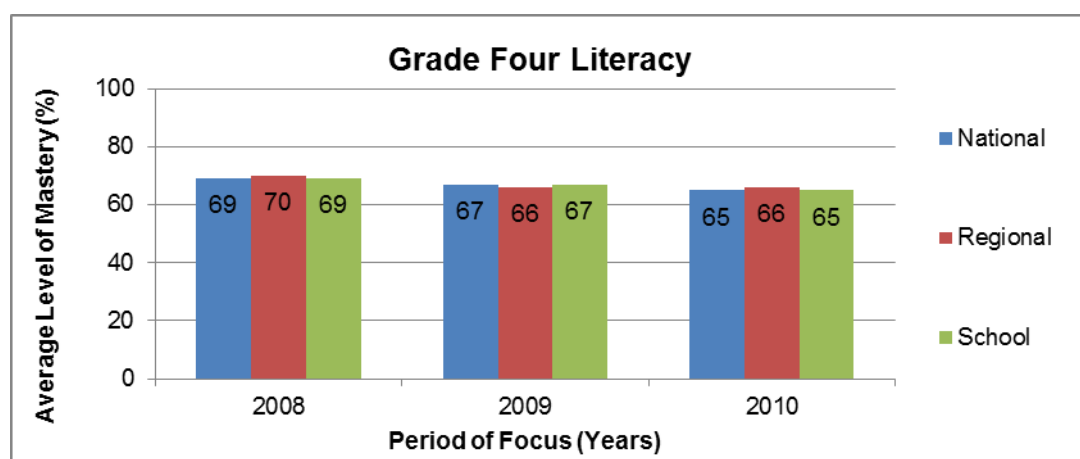**Graph 2: Student Attainment in Grade Four Literacy 2008-2010**

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

Old Harbour Primary					
2010					
Assessment	Candidates		2010 Averages		
Grade Four Literacy	Enrolled	Sitting	National	Regional	School
	269	252	65	66	65
2009 (Cohort data)					
Assessment	Candidates		2009 Averages		
Grade Four Literacy	Enrolled	Sitting	National	Regional	School
	231	227	67	66	67
2008					
Assessment	Candidates		2008 Averages		
Grade Four Literacy	Enrolled	Sitting	National	Regional	School
	293	286	69	70	69

Grade Four Literacy results showed that the school's average mastery declined throughout the period (2008-2010).

In 2008, the school attained an overall average mastery of 69 per cent. This was on par with the national average and one percentage point below the regional average (70 per cent). **In 2009 (cohort 1),** the average declined by two percentage points (67 per cent). It was once again on par with the national average and one percentage point above the regional average (66 per cent). The participation rate for this exam was 98 per cent. There was another two percentage point decline in 2010 (65 per cent), placing the school on par with the national (65 per cent) and one percentage point below the regional (66 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. Therefore, Old Harbour Primary will need to increase their average by 4% each year to meet the target.

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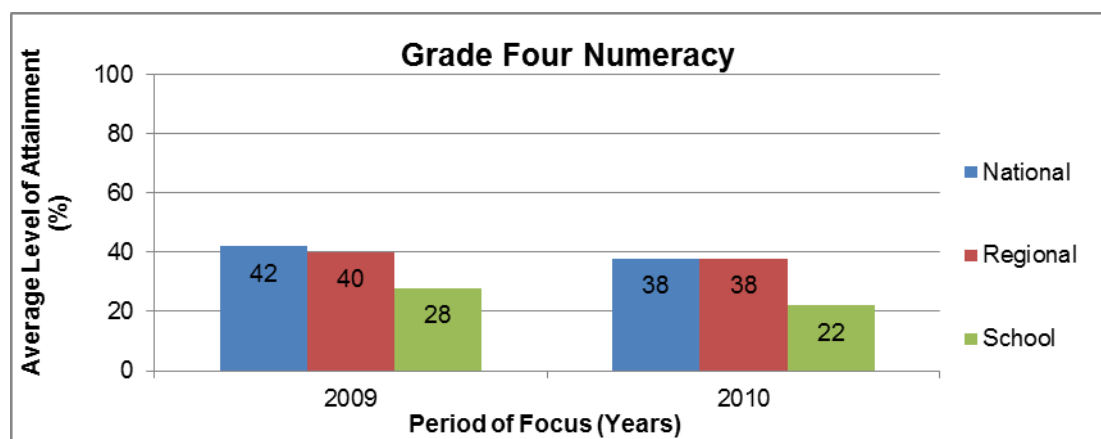**Graph 3: Student Attainment in Grade Four Numeracy 2009-2010**

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

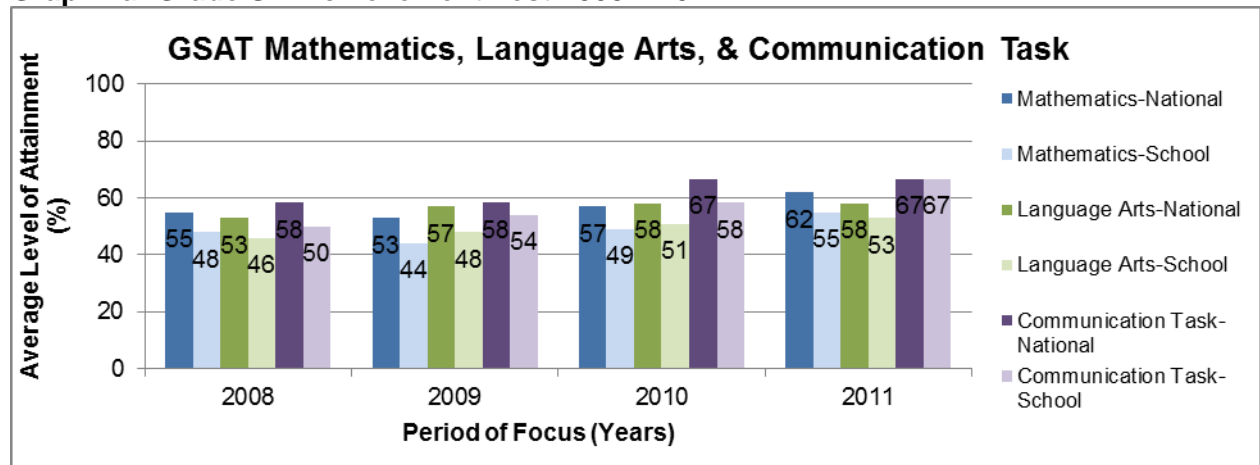| Old Harbour Primary					
2010					
Assessment	Candidates		2010 Averages		
Grade Four Numeracy	Enrolled	Sitting	National	Regional	School
	269	250	38	38	22
2009 (Cohort data)					
Assessment	Candidates		2009 Averages		
Grade Four Numeracy	Enrolled	Sitting	National	Regional	School
	231	227	42	40	28

The Grade Four Numeracy results showed a decline in the school's averages between 2009 and 2010. Averages remained below the national scores throughout the period.

In 2009 (cohort 1), the school's average mastery (28 per cent) was below both the national (42 per cent) and regional (40 per cent) averages by 14 and 12 percentage points correspondingly. The participation rate for this exam was 98 per cent. In 2010, the school average (22 per cent) declined by six percentage points. It remained below both national and regional averages (38 per cent) by 16 percentage points. The participation rate for this exam was 93 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. Therefore, Old Harbour Primary will need to increase their average by 7.2% each year to meet the target.

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Graph 4a: Grade Six Achievement Test 2008 – 2011

GSAT Mathematics, Language Arts, & Communication Task

Legend:
- Mathematics-National
- Mathematics-School
- Language Arts-National
- Language Arts-School
- Communication Task-National
- Communication Task-School

Y-axis: Average Level of Attainment (%)
X-axis: Period of Focus (Years)

| Year	Math-Nat	Math-Sch	LA-Nat	LA-Sch	Comm-Nat	Comm-Sch
2008	55	48	53	46	58	50
2009	53	44	57	48	58	54
2010	57	49	58	51	67	58
2011	62	55	58	53	67	67

The school performed below the national average in all three subjects throughout the period (2008-2011), with the exception of communication tasks in 2011.

The mathematics averages fluctuated throughout the period. They were 48, 44, 49 and 55 per cent respectively for 2008, 2009, 2010 and 2011.

For language arts, the school's averages steadily improved throughout the period. They were 46, 48, 51 and 53 per cent respectively for 2008, 2009, 2010 and 2011.

The communication tasks average also improved throughout the period. It stood at 50, 54, 58 and 67 per cent for each year respectively. In 2011, th average was similar to the national average.

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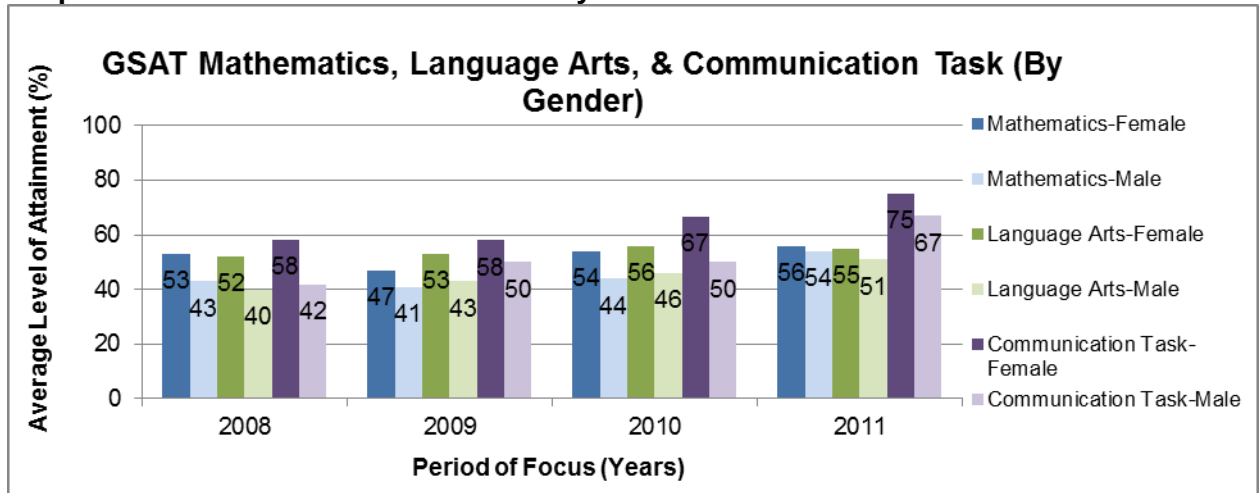
By Gender:

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

The gender achievement gap for mathematics and language arts was extremely narrow throughout the period. The gap for communication tasks was narrow and the rate of improvement for both genders trended upward. The girls outperformed the boys in throughout the period.

PROGRESS

Graph 6a: Tracking Cohort 1(2005 and 2011) Results in Literacy and Numeracy
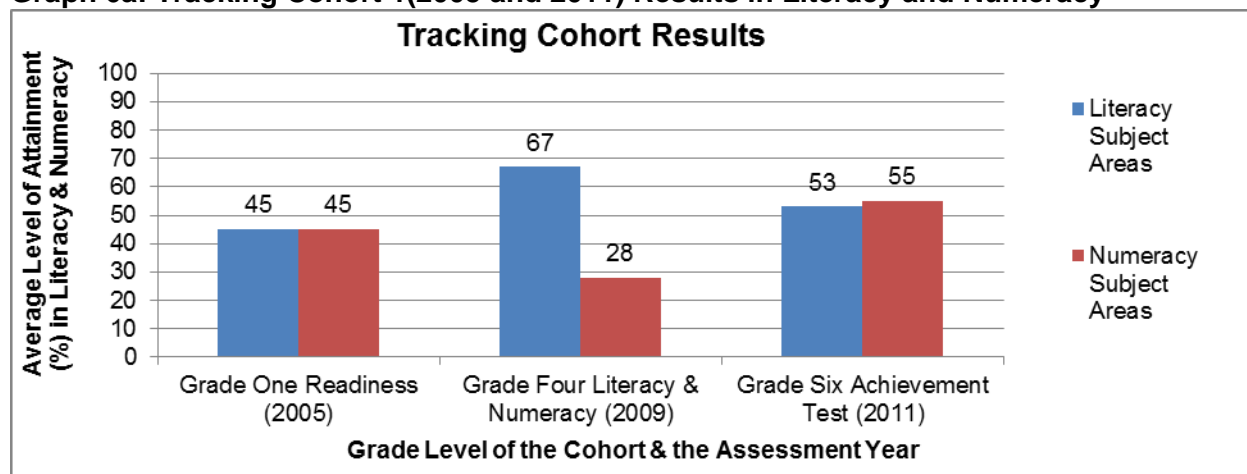
Cohort One had an average of 45 in numeracy and literacy in 2005. When Cohort One sat the Grade Four Numeracy and Literacy exams the students performed far better in literacy when compared with numeracy. However, in GSAT (2011) the students' averages were better in numeracy than literacy.

Graph 6b: Tracking School's Progress from 2008 – 2011
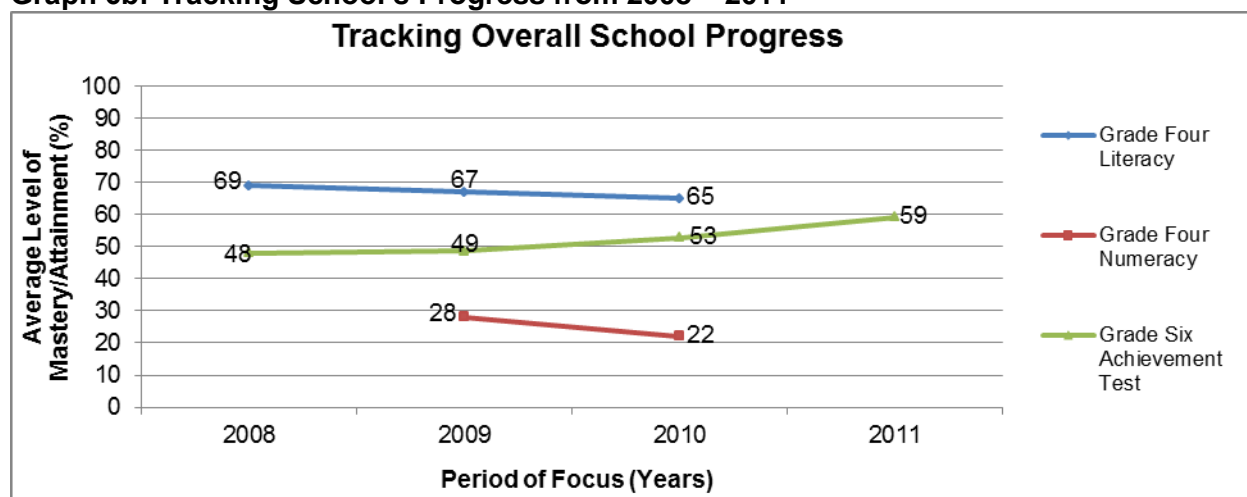
The school declined gradually in Grade Four Literacy between 2008 and 2010. There was also a decline in Grade Four Numeracy between 2009 and 2010. GSAT averages gradually increased between 2008 and 2011.

Overall, the school did not sufficiently progress throughout the period.

Grade Six Achievement Test 2008-2011

Old Harbour Primary					
2011					
Assessment	Candidates			**2011 Averages**	
GSAT Mathematics	Enrolled	Registered	Sitting	National	School
	N/A	**211**	**206**	**62**	**55**
Female	N/A	113	111	64	56
Male	N/A	98	95	59	54
GSAT Language Arts	**N/A**	**211**	**206**	**58**	**53**
Female	N/A	113	111	61	55
Male	N/A	98	95	54	51
GSAT Communication Task	**N/A**	**211**	**206**	**67**	**67**
Female	N/A	113	111	75	75
Male	N/A	98	95	67	67
2010					
Assessment	Candidates			**2010 Averages**	
GSAT Mathematics	Enrolled	Registered	Sitting	National	School
		275	**266**	**57**	**49**
Female	N/A	140	137	61	54
Male	N/A	135	129	53	44
GSAT Language Arts		**275**	**266**	**58**	**51**
Female	N/A	140	137	63	56
Male	N/A	135	129	53	46
GSAT Communication Task		**275**	**266**	**67**	**58**
Female	N/A	140	137	75	67
Male	N/A	135	129	58	50
2009					
Assessment	Candidates			**2009 Averages**	
GSAT Mathematics					
	N/A	**313**	**297**	**53**	**44**
Female	N/A	160	155	57	47
Male	N/A	153	142	49	41
GSAT Language Arts	**N/A**	**313**	**297**	**57**	**48**
Female	N/A	160	155	62	53
Male	N/A	153	142	51	43
GSAT Communication Task	**N/A**	**313**	**297**	**58**	**54**
Female	N/A	160	155	67	58
Male	N/A	153	142	58	50

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2008				
Assessment	Candidates		**2008 Averages**	
GSAT Mathematics				
		319	**306**	**55**	**48**
Female	N/A	167	159	59	53
Male	N/A	152	147	50	43
GSAT Language Arts				
		319	**306**	**53**	**46**
Female	N/A	167	159	58	52
Male	N/A	152	147	48	40
GSAT Communication Task				
		319	**306**	**58**	**50**
Female	N/A	167	159	67	58
Male	N/A	152	147	50	42

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Sources

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