



ST. CATHERINE PRIMARY SCHOOL

INSPECTION REPORT

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National Education Inspectorate
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FINAL

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Introduction

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

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

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

Key Questions

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

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

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 Name:	St. Catherine Primary
Locale:	Urban
Parish:	St. Catherine
Gender:	Co-educational
School Code:	14050
School Organization:	Whole Day
Size:	Class V
Attendance Rate:	92%
Capacity:	1190
Enrollment:	1280
No. of Teachers:	41
Pupil-Teacher Ratio:	37:1
Owned By:	Roman Catholic

Socio-economic Context

The St Catherine Primary School is a Roman Catholic institution, which operates within the Archdiocese of Kingston. It is publicly funded, and is located in the volatile and densely populated urban center of the historical community of Spanish Town.

The school is housed in a very old building, built around 1890 by the Franciscan Sisters of Alleghany. And, as consequence of this, there are some challenges, especially in terms of layout. For example, it is situated very close to the roadway, and the constant honking of horns or the revving of engines from vehicular traffic very often disturbs classes.

Many students are from a low socio-economic background and are from communities within the parishes of St. Catherine, Kingston, St. Andrew, and Clarendon. There are approximately 175 students on the Programme of Advancement Through Health and Education (PATH).

Executive Summary

The effectiveness of the school

The overall effectiveness of St Catherine Primary School is good

Leadership and management is good

The school leadership team fosters a culture of professionalism and collaboration that has resulted in a sense of shared mission among all the stakeholders.

Teaching and learning is good

Most teachers demonstrate the ability to plan effectively to impact learning: as demonstrated in their detailed and well-structured lesson plans. Teaching methods are good, as approaches vary, to cater to differing learning styles and capture students' interest. The school's policy allows for progress to be tracked from entry to exit, and for continuous feedback to be given. Student learning is good, as opportunities are given for independent as well as collaborative learning.

Performance in English and mathematics is good

The school's averages in national tests at Grades 4 and 6 in literacy and numeracy were above the national average for the 2008 to 2011 period.

Progress in English and mathematics is good

Many students make sufficient grade-appropriate progress from their starting points and in their lessons.

Overall, students' personal and social development is good

Students are well behaved, disciplined, courteous and helpful. A cordial relationship also exists between students and staff. With regards to civic understanding and spiritual awareness, most students show appreciation for local traditions and display patriotism.

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

There is a full complement of qualified academic, and support staff. There is effective use of material resources, as classrooms that are designed to house two classes, now accommodate three or four partitioned by chalkboards.

Curriculum and enhancement programmes are good

The curriculum is constantly reviewed to meet the needs of students and there are co-curricular activities to complement. There are various intervention measures, which are implemented to meet the needs of students.

Provisions for safety, security, health and wellbeing are good

The safety policy is reinforced and the welfare programme helps to provide students with lunch, learning materials, and uniforms.

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

- A sufficiently detailed SIP that is monitored, evaluated, and reviewed, for progress.
- Good interpersonal relationship is developed and maintained among staff, students and other stakeholders.
- Outstanding efforts made to improve the literacy levels in the school, through a variety of programmes implemented.
- Excellent attendance and punctuality of students, who are well behaved and have a positive attitude.
- Good documentation of data to track students' performance and wellbeing.
- The interest taken by the staff in the wellbeing of all the students.

How effective is the school overall?

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

Findings of School Inspection

1) School Leadership and Management

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

Overall, leadership and management is good

School-based leadership and management is good

The school's leadership fosters a culture of professionalism and collaboration that has resulted in a shared sense of mission among the stakeholders. There is a vision for school improvement and this is shared by all stakeholders. This is evidenced in both the teachers' action plans and parents being able to speak about the overall plans for the school. Various teams have also been established to share the management of the school. For example, there is a School Improvement Plan (SIP) committee, as well as, Literacy and Numeracy committees that ensure that the vision of the school is not only promoted but also continuously embraced by all. This team approach is practised by all members of staff. For example, the security guard and ancillary workers assist with the monitoring of students during break periods and after school. There is also a mentorship programme for both staff and students, which is led by two members of the senior management team. In addition, the management of teacher performance contributes to the maintenance of the culture of professionalism. The Principal observes lessons and giving feedback. She also monitors lesson plans to ensure standards in format, content, quality, and relevance. The Ministry of Education's staff appraisal system is in place and is operational, and most staff performance is in keeping with the expectations. Standards of achievement and student progress are, almost always, discussed formally and informally, and there is the systematic analysis of student performance. The school's documentation is good, and is very useful.

Self-evaluation and school improvement planning are good

The Ministry of Education's staff appraisal system is in place and is operational. The School Improvement Plan (SIP), for 2009 to 2012, outlines the school's vision, mission and goals, based on a situation analysis. The Principal has conducted a school self-evaluation in collaboration with the stakeholders and has itemized good ideas for the future development of the school. The current SIP is detailed, sufficiently analytical, and the targets, particularly those relating to student achievement, are clear. There is also some evidence of monitoring or evaluation of the SIP.

Governance is satisfactory

The school benefits from a supportive Board of Governors. However, some of the strategic functions of the Board are underdeveloped.

Relationship with parents and local community is good

There is a vibrant Parent Teacher Association (PTA) that meets regularly and has good attendance. Parents report that they are very happy with most aspects of the school. A few parents volunteer and assist at the school on a daily basis. There is also good co-operation between the business community and local agencies.

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

2) Teaching Support for Learning

How effectively does the teaching support the students' learning?

Overall, teaching in support of learning is good

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

Almost all teachers have a sound knowledge of their subject matter and, this is evidenced in the precise and detailed content in lesson plans as well as the ability to explain concepts with confidence and clarity. Most teachers are able to guide students and ensure maximum learning through a range of strategies such as jingles, repetition and drill, flash cards, role play, demonstrations, questioning, experimentation, drawing on students' experiences, and using everyday objects and situations to illustrate concepts and help students to understand more easily. Many teachers write objectives on the chalkboard to focus students and review previous concepts before introducing new ideas, which show they are aware that learning is easier when adding to prior knowledge. Although not all lessons are evaluated adequately, many teachers do detailed evaluations, comment on their impact, and indicate interventions to be used for remediation of misunderstood concepts. This is done, in order to assist those who need reinforcement.

Teaching methods are good

For nearly all lessons there are detailed, well-structured lesson plans, with clearly identified objectives matched by appropriate daily activities and assessment tasks. The majority of lessons are well paced and class control is good. A wide range of resources such as the chalkboard, hand outs, word cards, pictures, readers and everyday materials, are effectively used to reinforce concepts and ensure learning. There is excellent interaction between students and teachers, with a student friendly atmosphere, which facilitates eager participation in discussions. Motivation of students is evident in lessons where classmates and teachers use praise and encouragement to reward students for their efforts. Most teachers utilize a wide range of teaching strategies in order to cater to the learning needs of all their students, stimulate interest and ensure that optimum levels of learning takes place. For example, in a Grade 4 mathematics class the teacher utilized group work, questioning and answers, context clues and integration of subject matter and demonstration by students to ensure learning. Some teachers make an effort to cater to all students by providing appropriate activities, while in others the teaching strategies do not optimize students' different ability levels and learning styles.

Student assessment is good

In most classes, on-going and summative assessment is appropriately managed with continuous oral questioning and written tasks to drive lesson delivery, and to effectively identify and monitor students' comprehension and learning. The school's structured assessment policy clearly outlines periodicity and methods for measuring student learning and class teachers design assessment plans for each unit of the curriculum. Records of students' performance in diagnostic tests and other tasks are maintained and used to inform adaptations to the curriculum, stream students and to plan interventions. Some students are given the opportunity to complete tasks, both orally and on the chalkboard, and are often assessed by their peers. Many teachers provide feedback orally and some make comments in students' workbooks to assist them to improve. Teachers' knowledge of students' strengths and weaknesses are reflected in the comments in the marks records.

Student learning is good

Most students are highly motivated and focused, have a positive attitude, participate well in lessons, and work independently. There is a high level of interaction and collaboration between students; this results in the building of their social skills. This is seen in the manner in which they help and support each other and successfully complete group tasks. In almost all classes there is evidence of learning, with students being able to use concepts in new situations. For example, Grade 2 students apply their knowledge of different sources of water by placing them into categories. Students' enquiry and research skills are demonstrated, not only in their own research in preparation for a debate, but also through experimentation to demonstrate principles. Problem solving skills are seen in completion of worded mathematical problems accurately.

How effectively does the teaching support the students' learning?	
Grades	1-6
Teachers' subject knowledge and how best to teach their 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 good

Students' performance in English is good

Performance in the Grade Four Literacy Test and Grade Six Achievement Test was above the national average for the 2008 to 2011 period.

The school's average in the Grade Four Literacy Test (GFLT) was consistently above the national average by at least 16 percentage points for the 2008 to 2011 period. In 2008, the school's average of 95 per cent mastery was 26 percentage points above the national average. Between 2009 and 2011, the school's average was 83, 84 and 87 per cent, respectively. In those three years, the school's average was 16, 19 and 18 percentage points above the national average. For each year of the review period, an average of 210 students sat the GFLT. The school will need to increase its annual performance by 3 percentage points to meet the national literacy target of 100 per cent mastery by 2015 set out in the National Education Strategic Plan 2011 to 2020.

In the Grade Six Achievement Test (GSAT) language arts, the school's average remained slightly above the national average for the 2008 to 2011 period. For each year of the period, the school's average was at least 62 per cent; this was at least 4 percentage points above the national average for each year during the period. Each year an average of 206 students sat the GSAT.

Students' performance in mathematics is good

The school's performance in the Grade Four Numeracy Test (GFNT) and Grade Six Achievement Test (GSAT) was above the national average for the 2008 to 2011 period.

The school's average in the GFNT increased and was above the national average for the 2008 to 2011 period. In 2009 and 2010, the school's average of 61 and 60 per cent mastery was 19 and 22 percentage points above the national average, respectively. In 2011, 71 per cent of students attained mastery in the GFNT, 25 percentage points above the national average. For each year of the review period, an average of 210 students sat the GFNT. The school will need to increase its annual performance by 4.7 percentage points to meet the national numeracy target of 85 per cent mastery by 2015 set out in the National Education Strategic Plan 2011 to 2020.

In the GSAT mathematics, the school's average remained slightly above the national average for the 2008 to 2011 period. For each year of the period, the school's average was at least 66 per cent; this was at least 12 percentage points above the national average for each year during the period. Each year an average of 206 students sat the GSAT.

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

4) Students' Academic Progress

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

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

Students' progress in English is good

Many students make adequate grade-appropriate progress from their starting point to Grade 6. For instance, just over 70 per cent of the 2005 cohort (of 227 students) had the required number/letter readiness for Grade 1. By 2009, 83 per cent of this cohort (now at 222 students) had attained the expected levels in their literacy skill development at Grade 4. Many of these students continued to attain the expected levels of literacy skill development between Grades 5 and 6; the cohort averages in language arts and communication task were 62 and 75 per cent, respectively.

Additionally, many students across the grades make sufficient progress in lessons. Most students in the current Grade 6 cohort are making adequate grade-level progress. Over 30 per cent of these students maintain grades in excess of 80 per cent while only five per cent of students had grades that were below 40 per cent. Teachers assessment records and samples of student work indicate that most students make satisfactory progress. For example, in Grade 2, students demonstrate clear understanding of the concept of forming past tense. At all levels students have an adequate grasp of curriculum content that is suitable for their grade. In many classes most students have achieved an appropriate level in reading and understanding of language concepts. For example, in a Grade 5 class all students are reading at, or above, their grade level.

Students' progress in mathematics is good

Many students make adequate progress from their starting point to Grade 6. For instance, 74 per cent of the 2005 cohort (of 227 students) had the required number/letter readiness for Grade 1. By 2009, 61 per cent of the cohort (now at 222 students) had developed mastery in the mathematical competencies up to Grade 4; 39 per cent of the students (or about 86 of them) in Grade 4 had not attained the expected levels in their mathematical development. By Grade 6, many of the students from that Grade 4 group continued to meet the expected levels; their cohort average in GSAT mathematics was 67 per cent.

Many students across the grades also make adequate progress in their lessons. Student records show that for the current Grade 6 students, two thirds have made steady progress with 25 per cent maintaining consistently high grades. Teachers' assessment records and

students' work reflect that since the start of the school year many students in lower grades made satisfactory improvement while in the upper school progress was good. During lessons, most students at all levels demonstrate satisfactory understanding of concepts as reflected in their ability to solve mathematical problems. For example, Grade 2 students can do simple multiplication and subtraction. Students' performance of tasks shows that they are appropriately challenged, and at all grades levels the concepts mastered are at the expected level of achievement outlined in the 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?	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 attitude are good

Most students are well behaved, courteous and helpful. A cordial relationship exists between most students and staff.

Punctuality and attendance are good

The school's attendance rate is 92 per cent. On any given morning students are rarely late. They move to and from devotion orderly in lines, and after break periods they move promptly back to classes.

Students' civic understanding and spiritual awareness are good

Most students understand and show appreciation for local culture evidenced in the number of trophies won at the Jamaica Cultural Development Commission (JCDC) festivals. Some students wrote an essay entitled: "What Jamaica 50 Means to Me", and in it they expressed some important occurrences during the 50 years since independence, indicating an understanding of aspects of Jamaica's past. Students also understand clearly, the significance of the national emblems. They assume the correct posture when reciting the National Pledge and singing of the National Anthem. Almost all students participate well in devotional activities.

Students' economic awareness and understanding is satisfactory

Some students are aware that cruise ships bring tourists to Jamaica and that cargo ships bring goods to Port Bustamante. They can also relate to the fact that tourism, bauxite and agriculture are Jamaica's main industries, and that cars are imported from Japan.

Connections are being made with the difficult economic conditions, and statements such as “businesses are slowing down”, characterize this awareness. Students benefit from lessons that develop such awareness; for example, in a Grade 6 lesson, in an effort to enhance students’ understanding of trade and economic activities in the country, students discuss economic activities in Jamaica.

Students’ knowledge and understanding of their environment is good

Students’ are environmentally aware, as evidenced in how they maintain a clean school compound. Students are observed watering plants that are located at various points in the school. Most students are concerned about the disposal of oil in the sea and rivers, and the fact that this has a very negative impact on the environment. In addition to this, environmental responsibilities and awareness are reinforced in lessons across grade levels and in the Environmental Club.

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

6) Use of Human and Material Resources

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

Overall, the use of human and material resources is good

The quality and quantity of human resources are good

The school is adequately staffed with 33 competent and dedicated teachers who all aspire to maintain the vision of the institution as evidenced in the quality of lesson delivery and student learning. This includes a guidance counsellor and two teachers with specialist training in literacy studies and managing learning difficulties. Most teachers are primary trained. There is on-going professional development for staff members by internal and external personnel, especially in the areas of mathematics and English language. Ancillary staff with clearly defined duties ably supports the school.

The use of human resources is good

Teachers are deployed based on their level of competencies and appraisal outcomes. Attendance records indicate that most teachers are generally present and punctual. The attrition rate is low. The support staff also functions in other capacities such as monitoring

younger students in the use of bathrooms and the selling of snacks during break. Additionally, there are two parent volunteers who function as teacher assistants.

The quality and quantity of material resources are satisfactory

The school, which has been established for over one hundred years, has exceeded its enrolment capacity. As a result, there is overcrowding and restriction with respect to mobility within classrooms. Poor ventilation and the use of chalkboards as partition at times negatively impact learning. Classrooms are adequately furnished and are print rich with a variety of age-appropriate teaching aids.

The use of material resources is good

Teachers and students effectively utilize textbooks. Learning is not confined to the classroom as exterior walls also provide subject specific information to reinforce learning. In addition, there are two photocopiers to facilitate the printing of materials. The limited number of computers impact on the wider use throughout the school. However, ICT is effectively utilized in the literacy programme. There is no library or playfield. However, reading corners in classrooms are equipped with a variety of books. The area designated for car park and an existing quadrangle are effectively utilized for sports and devotional activities. The canteen facility, although small and poorly ventilated, has the necessary equipment to provide for the nutritional needs of students.

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 – quality and quantity	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, curriculum and enhancement programmes are good

Provisions for curriculum are good

The school adapts the Revised Primary Curriculum (RPC) and modifies it to meet the varying learning styles and ability levels of the students. Interventions which are implemented include: the DEAR (Drop Everything and Read) Programme done every Friday after break and a Read Aloud Everyday Programme is done daily in each class to enhance performance in literacy. There is also a special literacy intervention at Grade 5 to help students who will re-sit the Grade 4 Literacy Test in December 2012. Also, at Grade 4, peer assessment of students' writing is done, with students in the lower stream writing to those in the upper stream and the letters are corrected. In addition, all Grade 6 students sitting the Grade Six Achievement Test (GSAT) get the opportunity to access the 'Go GSAT' programme in the computer room. Across grade levels, a specialist-reading teacher assists students identified as reading below their grade level with basic skills. A Literacy Committee organizes workshops with parents, not only to improve interest in reading at home, but also to improve their involvement in assisting students with assignments. A Numeracy Committee has been formed and is currently in the process of working with a MoE specialist to have a numeracy symposium; this is, in an effort to raise numeracy performance rate. The school has weekly common planning sessions where teachers reflect on their teaching and students' performance, identify students' needs, and modify the curriculum. The Principal and Vice Principal give effective feedback and suggestions on how to improve practice when they vet lesson plans. Despite this, there is little differentiation to challenge the more able students.

Enhancement programmes are good

Various clubs and societies operated by the school support student learning. These clubs and societies include, but are not limited to, the Builders Club, 4H Club, Boys' Scouts, Swimming, Netball, Cricket, and Gymnastics. Through these clubs, linkages with the local environment and community are fostered.

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?	Good
How well do the enhancement programmes meet the needs of the students?	Good

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 are good

Provisions for safety and security are good

The school ensures that the Safety and Security Policy and Guidelines developed by the Ministry of Education, which has been modified and adapted by the school, are effectively implemented. In addition to this, the Critical Incidents Plan and school rules provide support to the policy.

The entire school is enclosed and there is consistent monitoring of the school's compound by all members of staff. There is a traffic warden who assists students in crossing the road to get on to the school's compound and security personnel who ensures the legitimacy of the business of those visiting the school. Emergency evacuation drills are frequently conducted to ensure the organised evacuation of school personnel and fire extinguishers are strategically placed. Cylinders are grided and out of the reach of students. However, security measures aside, there is need for a programme of building repair, as most buildings are in need of repair and a few classes are located too near to the roadway.

Provisions for students' health and well-being are good

A nurturing environment is encouraged for the learning process to be optimised. Meals promoting healthy lifestyle are prepared and served from a clean and secured canteen by cooks with the requisite Food Handlers' Permit required by the Ministry of Health. Two hundred students registered on the PATH benefit from the food programme. Students are encouraged to snack on fruits through two initiatives: Fruit Day where students snack on fruits during break and on Fridays when fruits are sold during break. There are no incidents of students drop out because of misbehaviour and where suspensions occur, students benefit from rehabilitation programme administered for two weeks by the Dispute Resolution Foundation (DRF). The Guidance Counsellor is instrumental in forging partnership with healthcare providers who give assistance for example in the testing of eyes and the provision of free eyeglasses. Relationship between students and teachers is good as teachers respond lovingly and caringly to students who are very polite and loving as well.

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

Recommendations

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

1. The School Management Team (SMT) should continue to promote instructional effectiveness by:
 - a. monitoring lesson delivery to ensure that teachers continually improve;
 - b. promoting a culture of more regular evaluation of teaching episodes in order to provide adequate information to inform planning for subsequent lessons; and
 - c. ensuring that the tasks and activities used in the teaching/learning process be more challenging for the high achieving students, yet catering to the needs of those who are slower in each class.

2. The School Management should seek the support of the MoE in providing students with a playfield to enhance their participation in sports and games.

Further Action

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



Maureen Dwyer
Chief Inspector
National Educational Inspectorate

List of Abbreviations and Acronyms

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

Appendices

Appendix 1 - Record of Inspection Activities

Appendix 2 - Inspection Indicators

Appendix 3 – National Test Data

Appendix 1 - Record of Inspection Activities

Evidence for this report was based on the following:

Total number of lessons or part lessons observed	92
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	English	Maths	Other
Number of lessons or part lessons observed [Primary]	34	31	27
Number of lessons or part lessons observed [Secondary, either grades 7 – 11 or 7 – 9 in an all-age school]	n/a	n/a	n/a

Number of scheduled interviews completed with members of staff, governing body and parents	6
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Number of scheduled interviews completed with students	4
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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 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
- Teacher 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, security and health

Key features:

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

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
Policies for safety and health are non-existent or ignored. There are almost no safety, security and health checks. Many parts of the buildings and equipment are unsafe and/or unhygienic and poorly maintained	Policies for safety and health are poorly implemented. Safety, security and health checks are irregular and not rigorous. Some parts of the buildings or equipment are unsafe and/or unhygienic	Policies and procedures are implemented and accidents are rare. Requirements for maintaining the safety, security and health of students are met. Buildings and equipment are safe, secure, hygienic and maintained in sound repair	Regular and thorough checks are made and acted upon to ensure that a safe, secure and healthy environment is maintained. Buildings and equipment are hygienic and kept in a good state of repair	The school provides an exceptionally safe, secure and hygienic environment for students and staff. Buildings and equipment are regularly maintained in excellent condition

8.2 Well-being

Key features:

- 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 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	The 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	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	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	Staff have very good relationships with all students. There are well developed systems for tracking students' personal welfare and for supporting individuals or groups. Staff consistently provide well-judged advice and guidance. Arrangements for the suspension and exclusion of students are exceptionally well-handled

Appendix 3 - National Test Data

Starting Point

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

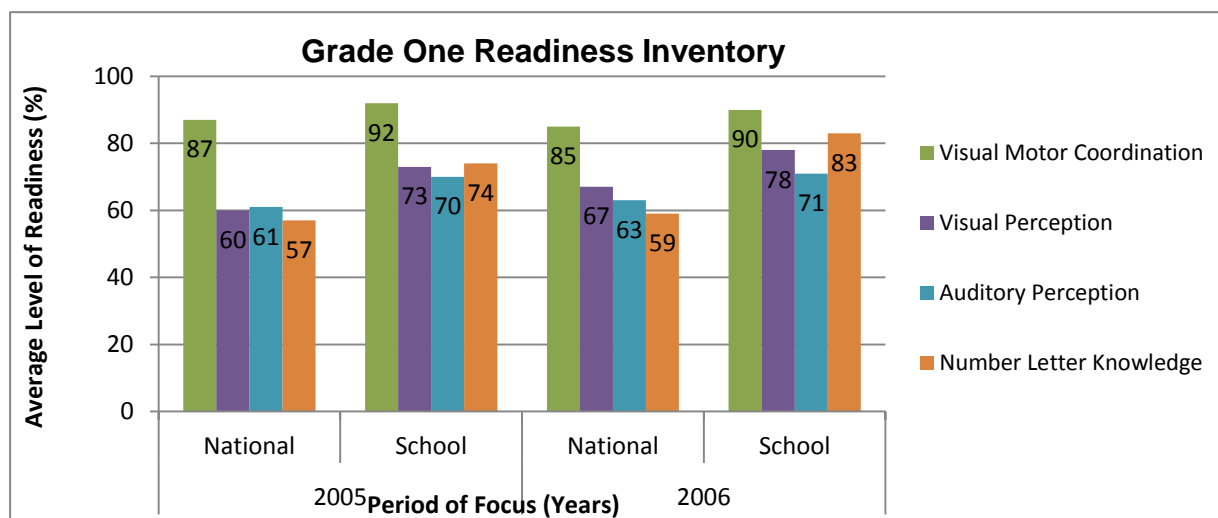


Table 1: Student Performance in Grade One Readiness Inventory (2005 – 2006)

St Catherine Primary				
2006				
Assessment	Candidates		2006 Averages	
Grade One Readiness	Enrolled	Sitting	National	School
		187	185	69
2005 (Cohort data)				
Assessment	Candidates		2005 Averages	
Grade One Readiness	Enrolled	Sitting	National	School
	208	227	66	77

The overall average for St. Catherine Primary in 2005 (**Cohort 1**) was 77 per cent, which was 11 percentage points above the national average (66 per cent). The participation rate for this exam was greater than the number enrolled. The students' averages were above the national averages for each subject.

In 2006, the students' average increased by four percentage points and was 12 percentage points above the national average. The students' averages were once again above the national average in all subject areas. The participation rate for this exam was 99 per cent.

ATTAINMENT

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

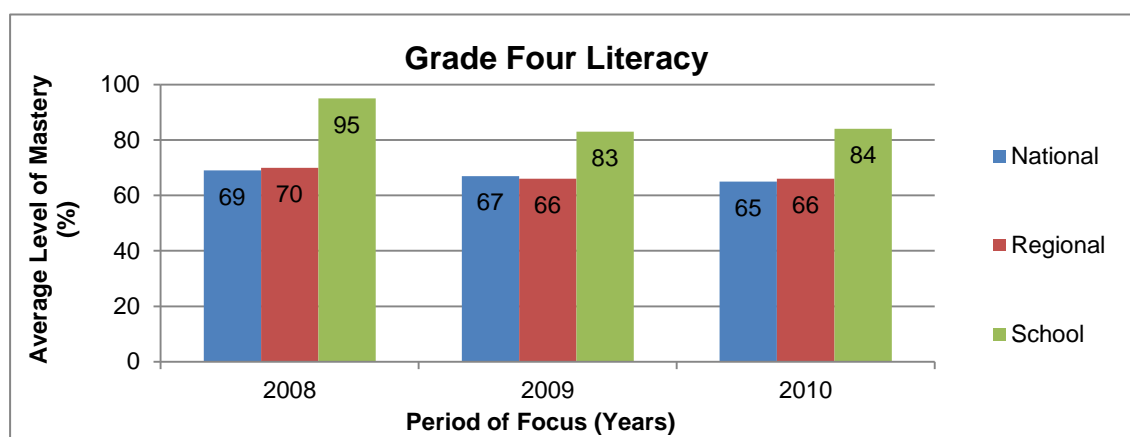


Table 2: Student Attainment in Grade Four Literacy 2008-2010

St Catherine Primary					
2010					
Assessment	Candidates		2010 Averages		
Grade Four Literacy	Enrolled	Sitting	National	Regional	School
	205	198	65	66	84
2009 (Cohort data)					
Assessment	Candidates		2009 Averages		
Grade Four Literacy	Enrolled	Sitting	National	Regional	School
	226	222	67	66	83
2008					
Assessment	Candidates		2008 Averages		
Grade Four Literacy	Enrolled	Sitting	National	Regional	School
	209	205	69	70	95

Grade Four Literacy results showed that the school's average mastery fluctuated throughout the period (2008-2010). However, averages remained above the national scores.

In 2008, the school attained an overall average mastery of 95 per cent. This was a significant 26 and 25 percentage points above both the national (69 per cent) and regional (70 per cent) averages respectively. The participation rate for this exam was 98 per cent. **In 2009 (cohort 1)**, the school's average (83 per cent) declined by 12 percentage points, but remained 16 and 17 percentage points above both the national (67 per cent) and regional (66 per cent) averages respectively. The participation rate for this exam was 98 per cent, similar to the previous year. There was a one percentage point improvement in 2010. The school's average remained above the national (65 per cent) and regional (66 per cent) averages by 19 and 18 percentage points correspondingly. The participation rate was 97 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, St. Catherine Primary will need to increase their average by 4% each year to meet the target.

ATTAINMENT

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

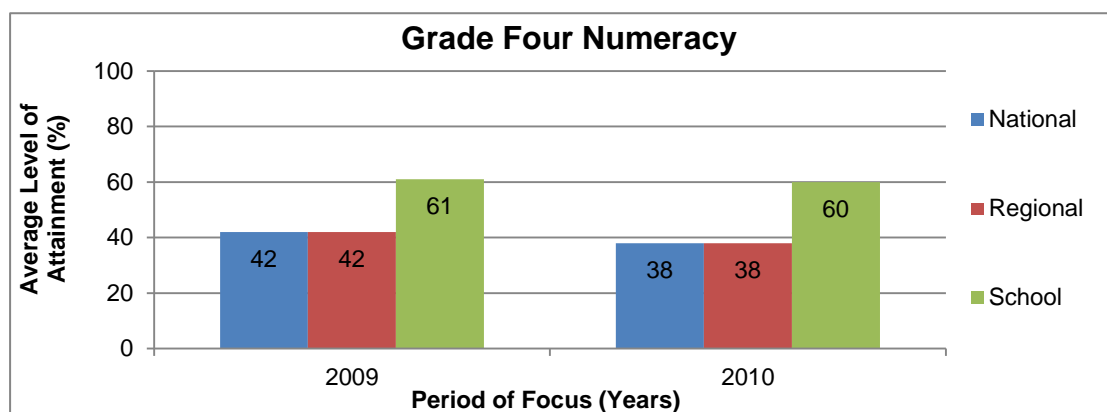


Table 3: Student Attainment in Grade Four Numeracy 2009-2010

St Catherine Primary					
2010					
Assessment	Candidates		2010 Averages		
Grade Four Numeracy	Enrolled	Sitting	National	Regional	School
	205	198	38	38	60
2009 (Cohort data)					
Assessment	Candidates		2009 Averages		
Grade Four Numeracy	Enrolled	Sitting	National	Regional	School
	226	222	42	42	61

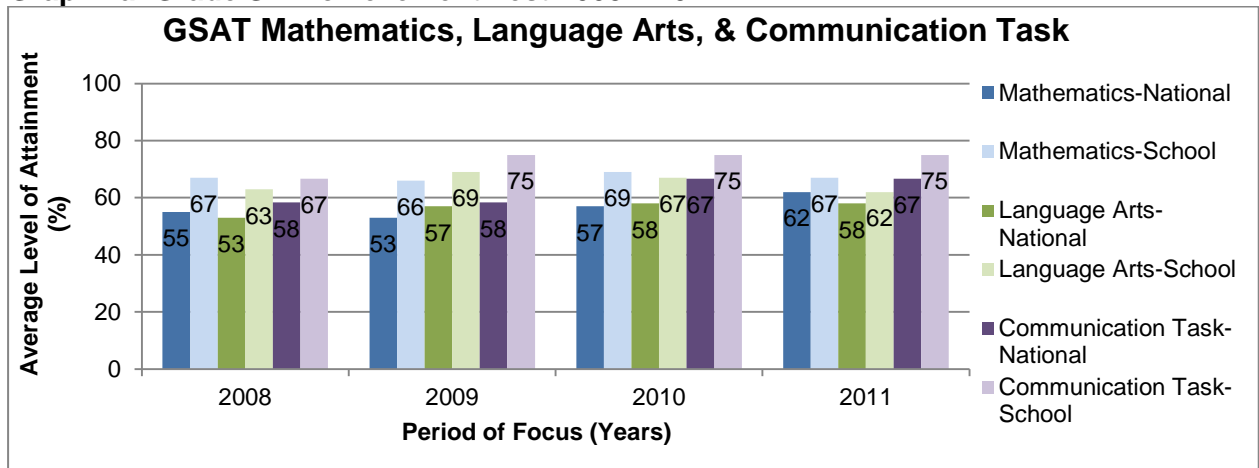
The Grade Four Numeracy results indicated a slight decline in the school's averages. However, averages remained above the national scores throughout the period (2009 to 2010).

In 2009 (cohort 1), the school's average mastery (61 per cent) was above both the national and regional (42 per cent) averages by 19 percentage points. The participation rate for this exam was 98 per cent. In 2010, the school average (60 per cent) declined marginally by one percentage point. It remained above both national and regional averages (38 per cent) by 22 percentage points. The participation rate for this exam was 97 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, St. Catherine Primary will need to increase their average by 7.2% each year to meet the target.

ATTAINMENT

Graph 4a: Grade Six Achievement Test 2008 – 2011

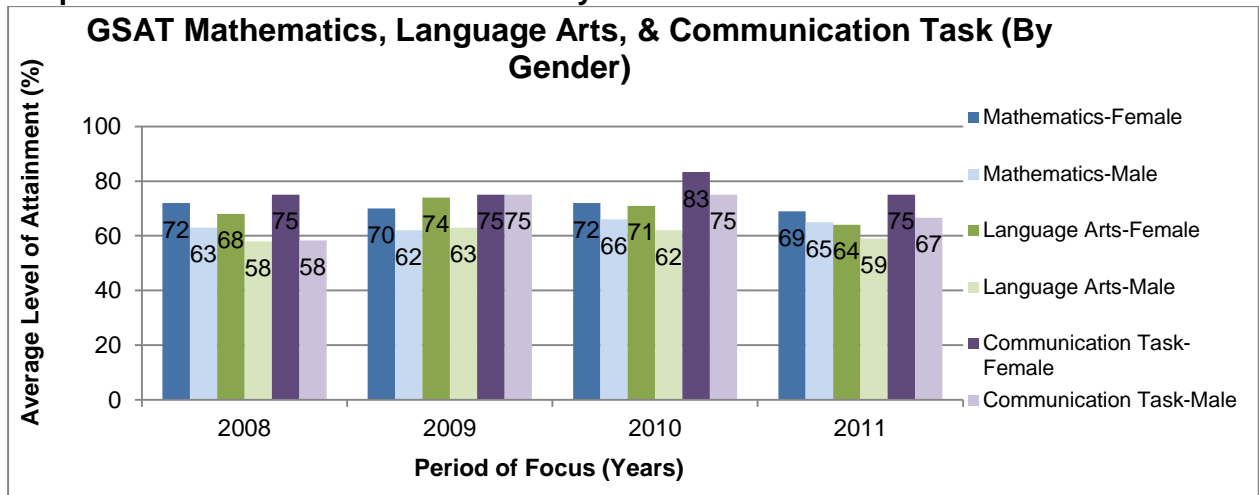


The school performed above the national average in all three subjects throughout the period (2008-2011). The mathematics averages fluctuated slightly. They were 67, 66, 69 and 67 per cent respectively for 2008, 2009, 2010 and 2011.

For language arts, the averages also fluctuated. They were 63, 69, 67 and 62 per cent respectively for 2008, 2009, 2010 and 2011.

The communication tasks average was 67 per cent in 2008. It improved by eight percentage points in 2009 and remained steady for 2010 and 2011 at 75 per cent.

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



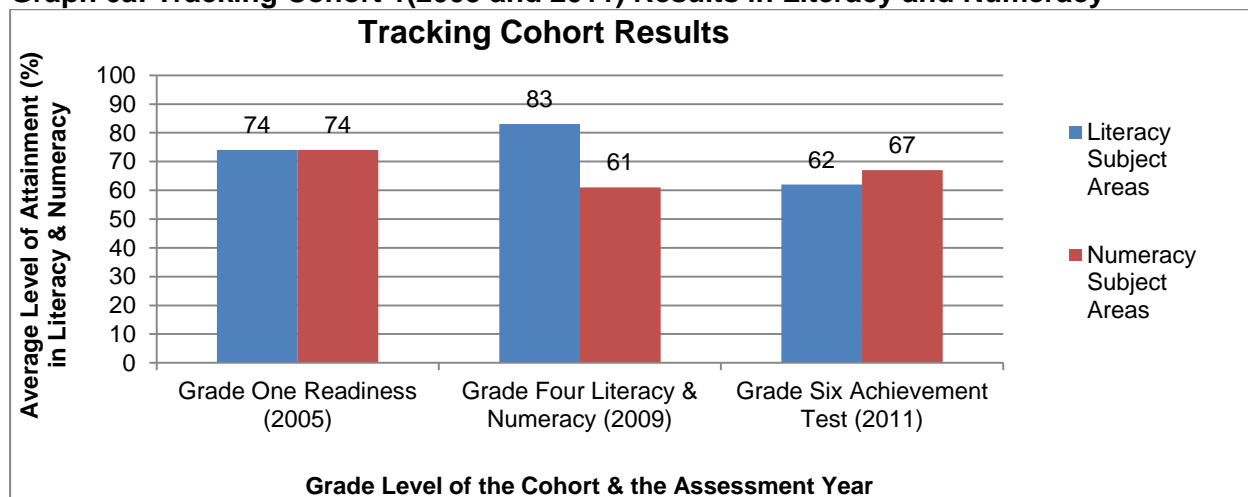
By Gender:

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

The gender achievement gap was narrow throughout the period for all three subjects. The girls outperformed the boys throughout the period with the exception of communication tasks in 2009, where both genders were on par.

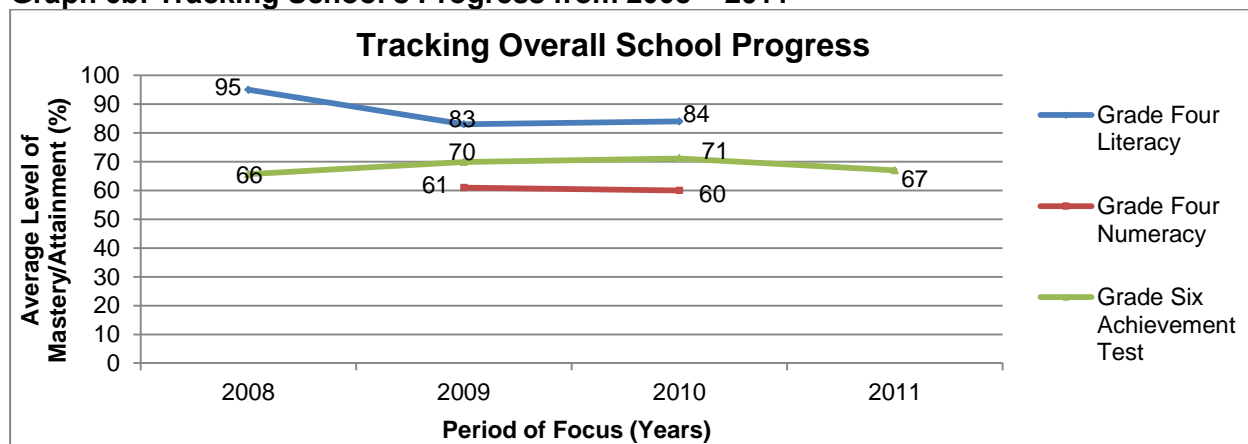
PROGRESS

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



Cohort One had an average of 74 per cent in numeracy and literacy in 2005. When **Cohort One** sat the Grade Four Numeracy and Literacy exams the students performed better in literacy when compared with numeracy. However, at GSAT (2011) the students' averages were better in numeracy than literacy.

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



The school declined in Grade Four Literacy between 2008 and 2009, but progressed in literacy between 2009 and 2010. There was a slight decline in Grade Four Numeracy between 2009 and 2010. GSAT averages increased slightly 2008 and 2010. However, there was a decline in this area between 2010 and 2011.

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

Grade Six Achievement Test 2008-2011

St Catherine Primary					
2011					
Assessment	Candidates			2011 Averages	
	Enrolled	Registered	Sitting	National	School
GSAT Mathematics	N/A	201	198	62	67
Female	N/A	121	118	64	69
Male	N/A	80	80	59	65
GSAT Language Arts	N/A	201	198	58	62
Female	N/A	121	118	61	64
Male	N/A	80	80	54	59
GSAT Communication Task	N/A	201	198	67	75
Female	N/A	121	118	75	75
Male	N/A	80	80	67	67
2010					
Assessment	Candidates			2010 Averages	
	Enrolled	Registered	Sitting	National	School
GSAT Mathematics		206	202	57	69
Female	N/A	112	109	61	72
Male	N/A	94	93	53	66
GSAT Language Arts		206	202	58	67
Female	N/A	112	109	63	71
Male	N/A	94	93	53	62
GSAT Communication Task		206	202	67	75
Female	N/A	112	109	75	83
Male	N/A	94	93	58	75
2009					
Assessment	Candidates			2009 Averages	
	Enrolled	Registered	Sitting	National	School
GSAT Mathematics	N/A	195	194	53	66
Female	N/A	103	103	57	70
Male	N/A	92	91	49	62
GSAT Language Arts	N/A	195	194	57	69
Female	N/A	103	103	62	74
Male	N/A	92	91	51	63
GSAT Communication Task	N/A	195	194	58	75
Female	N/A	103	103	67	75
Male	N/A	92	91	58	75

2008					
Assessment	Candidates			2008 Averages	
GSAT Mathematics		219	218	55	67
Female	N/A	115	115	59	72
Male	N/A	104	103	50	63
GSAT Language Arts		219	218	53	63
Female	N/A	115	115	58	68
Male	N/A	104	103	48	58
GSAT Communication Task		219	218	58	67
Female	N/A	115	115	67	75
Male	N/A	104	103	50	58

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