



BETHANY PRIMARY SCHOOL

INSPECTION REPORT

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National Education Inspectorate
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Introduction

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

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

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

Key Questions

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

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

The Five-point Scale

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

- Level 5** – Exceptionally high quality of performance or provision;
- Level 4** – Good: the expected level for every school. Achieving this level in all aspects of its performance and provision should be a realistic goal for every school;
- Level 3** – Satisfactory: the minimum level of acceptability required. All key aspects of performance and provision in every school should reach or exceed this level;
- Level 2** – Unsatisfactory: quality not yet at the level acceptable for schools. Schools are expected to take urgent measures to improve the quality of any aspect of their performance or provision that is judged at this level. Action on the inspectors' recommendations for improvement is mandatory;
- Level 1** – Needs Immediate Support: quality is very low. Schools are expected to take immediate action to improve the quality of any aspect of their performance or provision that is judged at this level. Action on the inspectors' recommendations for improvement is mandatory.

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

Locale:	Rural
Parish:	St. Ann
School Code:	06006
Gender:	Co-educational
School Organization:	Whole Day
Size:	Class 2
Attendance Rate:	85%
Capacity:	310
Enrolment:	221
No. of Teachers:	8
Pupil-Teacher Ratio:	27: 1
Owned by:	Government

Socio-economic Context

Bethany Primary is a rural school located in north-western St. Ann. The school was first housed in the Baptist church at Bethany in the 1800's. In 1954 it was relocated to its present site but still retained the name Bethany Primary. Students are from the communities of St. D'Acree, Rosetta, Glasgow, Retirement, Alexandria, Happy Mews and Green Hill. They are from farming communities surrounding the school. Most are from a low socio-economic background as unemployment is high. Some parents work at the Noranda Bauxite Company, a few are skilled workers such as masons, plumbers and some are domestic helpers. The community therefore is unable to provide much financial assistance to the school and some are unable to provide much for their own children. Currently there are over 100 students on the Programme of Advancement Through Health and Education (PATH) and the receive lunch at the canteen several times each week.

School satisfaction survey

As a part of the inspection process, the National Education Inspectorate issued school satisfaction questionnaires to a sample of parents, teachers and students. Ninety-nine parents, 98 students and 7 teachers responded. Many teachers are of the view that students' achievement reflects the efforts of the teachers. They all agree that the disciplinary procedures are implemented fairly and consistently; however, some do not agree that the school's culture is built on discipline, student attainment and achievement. The teachers indicated that teachers communicate regularly with parents and many participate in school activities. They say that only 50 per cent of the teachers plan for those students lagging behind and differentiate instruction to suit the varying needs of the students. Fifty-seven per cent of the teachers say that they are held accountable for their performance but some say that the leadership is ineffective in making instructional leadership the school's top-priority. All teachers feel safe at school but some do not find it a pleasure to teach at Bethany Primary.

Most students say that they like school all the time and many indicate that they enjoy their lessons. Almost all say that their teachers expect them to work hard and do their best but some report that sometimes their books are not marked and their questions are not always answered in class. Nonetheless, most say that there is an adult available to talk to if they

have a problem and many feel that they are treated well by the Principal and the teachers. Interestingly, only some students say that they are allowed to use their initiative to do things on their own. Many students always feel safe at school and 88 per cent say that their school is a good school. Parents were generally positive about Bethany Primary. Almost all were comfortable with the homework provided for their child/ward and the arrangements put in place by the school to ensure that the students settle in quickly. They were all of the view that teachers treated the children well, and made them feel comfortable approaching the school. They all said that they were given information on how to help their child at home and felt that the school was well lead and managed.

Executive Summary

Overall effectiveness of the school

The overall effectiveness of Bethany Primary School is satisfactory

Leadership and management is satisfactory

Leadership has clear a vision of the school that is focused on students' achievement and sees the process of self-evaluation as not only continuous but also participatory. In addition, leadership is supported by a Board that fully understands most of its roles and functions. They carry them out efficiently in most instances and give satisfactory guidance and supervision to the school. There is also a good working relationship between the school and community.

Teaching and learning is satisfactory

Most teachers are knowledgeable of the subjects they teach as reflected in the quality of the scope and sequence of the content that is delivered. There are varied teaching strategies that are used to enhance learning and ensure satisfactory student progress. The process of assessment however, is limited as it does not provide enough data to fully track students' attainment and progress. This has limited students' learning to mostly recall and few are able to apply content in new situations.

Overall, performance is unsatisfactory in national examinations

Over the period 2008 to 2011 performance on the Grade Four Literacy Test showed some improvement as in most instances the school was operating at or above regional and national averages. This trend was also observed for the language arts Grade Six Achievement Test (GSAT). In mathematics however, students' performance in Grade Four Numeracy showed a decline from 2009 to 2010. In GSAT mathematics the school's performance improved over the period but was below the national average by 3 percentage points in 2011.

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

As a school, progress is being made in GSAT mathematics and communication task, but performance in other areas remains a concern. The tracking of a cohort shows that students make more progress in language arts than mathematics. During lessons students do make some progress but many are performing below expected levels for their grade.

Overall, students' personal and social development is satisfactory

Most students are well behaved and display positive attitudes in lessons. Many students show an awareness of civic responsibility and spiritual understanding. Many students know about Jamaica's economy and that there is limited money to care for domestic needs, hence some persons are unemployed, unable to find jobs and some resort to crime and violence.

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

Staff are satisfactorily qualified but deployment has not yet resulted in all students achieving the required level of performance. The school has large play areas but the building is inadequate. Noise levels affect learning in classes that are partitioned and hearing during rain is a challenge. Nonetheless the teachers make fair use of what is available to them and many are creative.

Overall, provisions for curriculum and enhancement programmes are unsatisfactory

The school has a wide range of extra-curricular programmes which support the curriculum and expand student learning opportunities but enough is not done through the formal curriculum implementation process to ensure proper coverage. This means that in some subjects at some grade levels there is incomplete curriculum coverage. Therefore maximum benefits are not being achieved by all students.

Overall student safety, security, health and wellbeing is satisfactory

The school has policies and procedures in place to ensure the safety and security of all members of the school community, but there is no perimeter fence to prevent incidents from occurring. A good programme for the health and well being of students is being implemented including provisions for guidance and counselling as well as students' welfare.

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

- Courteous, well mannered students
- Well managed document system
- Programmes to support parenting
- Students who are environmentally aware
- Good provisions for health and wellbeing

How effective is the school overall?

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

Findings of School Inspection

1) School Leadership and Management

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

Overall, the school is satisfactorily led and managed

School-based leadership and management is satisfactory

Leadership has a clear vision of the school that is focused on students' achievements and sees the process of self-evaluation as continuous and involving most stakeholders and staff. The Principal's efficiency is reflected in the monitoring, supervising of staff, plant management and record keeping. The Principal is firm and decisive as she focuses on promoting the interests of the students. Guidance is provided for teachers by the Senior Management Team (SMT) who mark lesson plans and supervise instruction. Performance of the staff is monitored through lesson planning and teachers are encouraged to evaluate previous lessons before they teach other concepts. The leadership also focuses on good record keeping as attendance registers, mark books and other documents are checked frequently. Visits to classes are also conducted by the Principal who provides formal and informal feedback which outlines both strengths and weaknesses.

Self-evaluation and school improvement planning are satisfactory

Processes and activities for school evaluation are in place. The process is continuous and involves most stakeholders. Procedures for staff appraisal and evaluation are in place and are carefully monitored. The staff is appraised annually by a team comprised of the Principal, Vice-Principal and other members of the academic staff. There is a School Improvement Plan, a performance evaluation action plan and a school developed self-evaluation instrument which is used to monitor its performance. It is also used to determine possible actions to be taken and gives direction for improvement and development.

There is also an assessment policy that provides feedback on teacher and students' performance. This should allow the school to set its priorities based on sound analysis of its performance. However, many targets in the School Improvement Plan were not realistic and did not meet the 2010 deadline; for example, the objective to identify and acquire reading materials including software and set up word walls was achieved.

Governance is satisfactory

The Board fully understands most of its roles and functions and, carries them out efficiently in most instances. They provide good quality guidance and supervision to the school particularly in the area of financial management. The Board holds the school accountable and requests reports on teachers' and students' performance. They also request the schools financial management database at each quarterly or termly meeting. The Board is supportive of all school programmes and activities. However, there is little evidence to suggest that the Board is using the available information to set clear targets for school improvement.

Relations with parents and community are good

Good communication links exist between the school and the community. Parents receive information through circulars, phone calls, Parent Teachers' Association (PTA) meetings, personal visits and through school reports at the end of the first and last terms. Parents are encouraged to be an integral part of their children's learning. Some visit school and assist their children with class work during break periods. Others assist with tasks around the school while some community members assist with the breakfast programme. The school initiates programmes and development workshops for parents to help to improve the quality of the contribution they make to their children's learning, for example, on September 28, 2011 resource persons from the St. Ann Health Department held one such workshop at the school. Resource persons are also invited to make presentations at PTA meetings. The school also works with outside agencies to enhance the well being and progress of students, for example, Noranda Bauxite Company recently donated a Computer Room and Library to the school.

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

2) Teaching Support for Learning

How effectively does the teaching support the students' learning?

Overall, how effectively does teaching support students learning is satisfactory

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

Many teachers are knowledgeable of the subjects they teach. This is reflected in the quality of the scope and sequence of the content that is delivered, questions asked and how teachers respond to students' queries. Many teachers demonstrate knowledge of how best to teach students through the variety of teaching methods employed and the learning activities planned for them. In some lessons teachers constantly monitor students' work and use effective strategies to enhance learning. Many teachers show that they reflect on their teaching through activities such as revision exercises and modifications to homework. However, some teachers display challenges with the pronunciation of words or in teaching certain concepts correctly. For example, in one upper grade mathematics lesson, the teacher informs students that when they are asked to "find how many?" they are to divide.

Teaching methods are satisfactory

Many lesson plans are fairly well developed with appropriate objectives to enhance students' learning. Most are vetted with meaningful comments and suggestions for improvement. In most lessons time management is satisfactory as the pace of the lessons allows students to grasp concepts in a timely manner. Varying teaching strategies are used in some lessons to include grouping, use of jingles, songs and rhymes. An example of this was seen in one lower grade lesson where the teacher uses jingles and songs to bring students back on track during the lesson. Most lessons are geared towards the achievement of objectives at the appropriate grade level. However, in a few instances, lessons are too teacher centred; the teacher asks questions and does not allow students to respond to them. Also, in some lessons, there is insufficient use of the available resources.

Assessment is unsatisfactory

There is an assessment policy which addresses the frequency and quality of the assessment processes at the school and records are kept. However, there is no evidence of the effective use of these records to inform teaching and learning. In fact, in many cases students' grades do not demonstrate improvement. In many lessons, although it appears as if students understand the concepts, when the activity is given many have difficulty completing the tasks.

Many assessment activities also do not cater to the different ability levels in the class. For example, in some lessons, especially in the upper grades, many students complete activities and are left with nothing to do for the rest of the period. In many cases, teachers move to another topic without assessing whether or not students are able to complete activities. Little intervention is done to address the concerns identified in previous lessons. Activities involving students' self-assessment are not observed in lessons even though teachers' feedback is seen in some students' books where teachers write motivational comments for students such as "Good try".

Students' learning is satisfactory

Many students are eager to participate and use their time well in many lessons. For example, having completed their work, some boys made use of some charts hanging nearby, reading aloud and explaining the concepts to each other. However, some students patiently sit and wait on others to complete activities after which they copy. Although in many instances students can work well together when required, at times, students do not participate in group activities especially when presentations are being done. Many students have a problem applying learning to new and real life situations while some display inquiry and research skills in some lessons. Problem solving skills are not fully developed in many lessons and so some students are unable to demonstrate mastery of this skill.

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

3) Students' Academic Performance

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

Overall, students performed unsatisfactorily in national tests

Students' performance in English is satisfactory

In the Grade Four Literacy Test (GFLT), Bethany Primary's performance has declined when their 2008 average is compared to their 2011 average mastery. In 2008 and 2009, the average per cent mastery was 71 per cent respectively. Each year, this exceeded the national and regional average mastery. In 2010 however, the performance declined to 62 per cent mastery, a drop below the national average of 65 per cent. In 2011 the average mastery increased by 1 percentage point (63%) and was above the national average of 62 per cent mastery. 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. Bethany Primary will need to increase their average by 10 per cent each year to meet the target.

In the Grade Six Achievement Test (GSAT), students' attainment in language arts has fallen below their performance in communication task since 2010. For language arts, the school's performance fluctuated above and below the national average. In 2008, they attained an average of 52 per cent this was slightly below the national average of 53 per cent. In 2009 this rose to 60 and exceeded the national average. In 2010, the school's 58 per cent was equal to the national average. In 2011 however, the school's attainment (53%) fell below the national score of 58 per cent. In communication task, the school has been improving and from 2009 the school's average has been equal to the national average. From 2008 to 2011, the school's average attainment in GSAT communication task was 50, 58, 67 and 67 per cent for each year respectively. For the period under review, girls consistently performed better than boys in both language arts and communication tasks.

Students' performance in mathematics is unsatisfactory

The school's average mastery in the Grade Four Numeracy Test (GFNT) has decreased from 49 per cent mastery in 2009 to 38 per cent mastery in 2010. In 2009, their performance was above the national average of 42 per cent, and in 2010 they were performing equally with the national average mastery.

In GSAT mathematics results show the school performing below the national averages each year with the exception of 2010. In 2008 and 2009 they performed 1 percentage point below the national average and attained scores of 54 and 52 per cent respectively. In 2010, the school's 59 per cent average was above the national average of 57 per cent. Even though the school maintained their 59 per cent average in 2011 this was below the national average of 62 per cent. During the period, 2008 to 2010, the gender achievement gap for mathematics was narrow and gradually widened as it approached the end of the period.

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?	Satisfactory	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 satisfactory

Students who entered Bethany Primary in 2005 had an average of 61 per cent. This was below the national average (66%) in the Grade One Readiness Inventory Test. This cohort of students made progress up to Grade 4 where they achieved 71 per cent mastery in the GFLT in 2009. By Grade 6 in 2011, they attained language arts scores of 53 per cent (5 percentage points below the national average) and were on par with the national average on 67 per cent in communication task. Overall language arts GSAT results in the school has not made much progress between 2008 and 2011, especially since their performance has been declining since 2009.

Most students across grade levels make satisfactory progress during lessons as reflected in mark books and assessment records; for example, in one class of 32 students, 20 students made significant improvement (above 23%) over time. Students' workbooks, lesson activities and responses during lessons indicate steady progress; for example, most Grade 1 students are able to identify words which begin with the hard C sound, such as, carrot, candle, cup and comb. They are also able to use them correctly in sentences. At Grades 2 and 3 students are able to create their own stories and use story maps to aid this process. Most Grade 4 students are able to identify nouns in their environment and most Grade 5 students are able to identify and group things according to gender; for example, masculine Ram feminine ewe. Most Grade 6 students are able to make new words by adding prefixes to a root word for example, dis + appoint = disappoint, ir + regular = irregular. In most classes students are appropriately challenged and many make progress as they work at their grade level.

Students' progress in mathematics is unsatisfactory

Data gathered shows that Cohort 1 (those entering in 2005 and leaving in 2011) made slight progress, but it was not enough to maintain scores above the national average. At the entrance point, the Grade One Readiness Inventory shows that 48 per cent of the students who entered were sufficiently ready for the Grade 1 level. By Grade 4, 49 per cent were certified numerate in comparison to the national average mastery of 42 per cent. At Grade 6 (2011) however, the average for the cohort was 59 per cent, this was below the national average of 62 per cent.

As a school the performance has declined in the GFNT and marginal improvement is seen in GSAT mathematics over the period 2008 to 2011.

Records show minimal or no improvement at all in the lower grades while most students show little if any progress overtime in the upper grades. Records indicate that some students' grades decline significantly over time. In one upper grade, only 23 per cent of students received a score of 60 per cent and above on a test. In upper grades while many students can identify place value and some can round off numbers, many have difficulty working with fractions; simple addition using one, two and three digits numbers and problem solving is a challenge in most instances. Many students are performing below their age and grade levels. For example, in one upper grade class, six students are functioning at the pre-primer and primer levels, two are performing at the Grades two and three levels while three are functioning at the Grade 4 level.

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?	Satisfactory
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

In most instances students are polite and friendly, particularly to visitors. Most students behave well in lessons and around the compound. They are respectful to each other and to staff members. Most students move about quietly and orderly; for example, students line up at the classroom doors awaiting the arrival of the teacher from canteen duties. In general many conduct themselves with dignity. Many students are so anxious to respond to teachers during classes that they sometimes give chorus answers which disturb neighbouring classes. However, they usually quiet down quickly once the teacher requests order in the room.

Punctuality and attendance is satisfactory

Most students attend school regularly. The school has an average attendance of 85 per cent. Attendance at classes is good as students are not allowed to loiter on the school compound. Most students are also punctual to both school and classes.

The civic understanding and spiritual awareness of the students are satisfactory

Most students know about the national heroes and their contribution to Jamaica's freedom and history. They also have a satisfactory understanding of their civic responsibilities as well as their rights. Most students know the correct words of the national anthem, pledge, motto and the correct posture to assume for each. They are familiar with traditional celebrations; for example, Independence Day, Heroes Day and Jamaica Day. Students appreciate Jamaican food, dance, music and drama and are familiar with traditional celebrations in their communities, such as nine nights and culture yards. Most students are spiritually aware and willingly participate in school devotions. The behaviour of most students demonstrates attributes that are in line with Christian principles. They are reverent in worship and are loving and kind to each other.

Students' economic awareness is good

Many students know about Jamaica's economy and that there is limited money to care for domestic needs. They make connections between limited money available in families with unemployment and an increase in crime and violence. Some students know that the International Monetary Fund (IMF) lends money to countries like Jamaica and this will later lead to a higher national debt rate. Most students know about tourism, exports and manufacturing and their potential financial contribution to the Jamaican economy. They also know about expansion of the Falmouth Pier and how this can help the economy. Most students are eager to acquire a profession which will help them to secure jobs and contribute to the Jamaican economy.

The students' knowledge and understanding of their environment is good

Some students are knowledgeable about national and global environmental issues. They are aware of the effects of deforestation on the environment; for example, it can cause heavy rainfall which can lead to soil erosion and global warming. Most students are aware of the types of pollution and their impact on people and the environment, for example, air borne and water borne diseases which lead to serious illnesses. Most students exercise care for their environment. They practice proper garbage disposal and express that poor garbage disposal leads to pollution and diseases. The school has an environmental club and students are engaged in environmental projects around the school. The club also competed in the Regional Environmental Competition and was placed third. A few students however, have limited knowledge of global environmental issues.

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

6) Use of Human and Material Resources

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

Overall, the use of human and material resources is satisfactory

The quality of human resources is satisfactory

The school has well qualified teaching and support staff. Teachers possess the necessary training in primary education to deliver the curriculum accurately and to enable the students to achieve satisfactory standards. Four of the teachers are graduate trained and all others are diploma trained except for one. The school has satisfactory support staff that ensures that the school grounds are clean, well maintained and that nutritious meals are prepared daily.

The use of human resources is satisfactory

Many members of the academic staff are effectively deployed to teach in their area of specialization. Most teachers are comfortable with where they are placed and this, according to the leadership maximizes teachers' performance. Staff development workshops are held annually at the school and teachers are encouraged to attend others hosted by external organisations. However full impact is not felt as some students are underachieving; at Grade six some have not attained levels which will ensure their success at high school.

The quality and quantity of material is satisfactory

The school premises and resources are sufficient in quality and quantity to support delivery of the curriculum. In most classes, teaching aids and mobiles are seen and these are used by many teachers in delivering lessons. The donation of a Resource/Computer room by Noranda Bauxite Partners Jamaica Ltd has added to the schools' physical infrastructure. However, the room is not yet adequately furnished with the necessary equipment such as computers and projectors which would enhance the delivery of the curriculum and students' learning. The Principal is in the process of finalising plans to outfit the room through donations and purchases. The students' bathroom facilities need some attention as the seating is poor and graffiti on the walls done by students detract from the cleanliness and the general appearance.

The use of material resources is satisfactory

The environment in most classrooms is student friendly and conducive to learning. There are charts on the walls, posters, mobiles and special corners which all add to the print rich environment. Many teachers make satisfactory use of the available resources but some are not consistent in their use of the available materials. In most instances, the resources are maintained and organized satisfactorily to support teaching and learning. There is a spacious playing area which is used to develop students' physical wellbeing and give some students a purpose to their lives. Most of the classrooms are spacious the noise level from other classes at times interferes with the delivery of lessons as sometimes it is difficult for students to hear instructions given by teachers.

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

7) Curriculum and Enhancement Programmes

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

Overall, provisions for curriculum and enhancement programmes are unsatisfactory

Provisions for curriculum are unsatisfactory

There is a curriculum implementation team which comprises the Principal and two senior teachers at the school. This team meets regularly in an effort to adapt and modify the curriculum to cater to the needs of the students. Common planning is done only at the Grades 5 and 6 and this is done periodically. Though this is in place enough is not being done through the implementation process to address the needs of all students and to ensure proper coverage. Therefore all students do not benefit from the proposed curriculum and some do not cover all subject areas. For example, there are observed instances where content is not sufficiently differentiated to engage all students and limited modification is done to provide meaningful learning experiences for students. In some instances, during lessons there are identifiable groups but no differentiated teaching or activities to ensure collaboration between students. Some curriculum support is provided through enhancement programmes, but curriculum delivery is not carefully monitored to ensure that students learn and make satisfactory progress, as the Principal and senior staff members also teach full time.

Enhancement programmes are satisfactory

The school provides a range of extra-curricular activities, which supports the curriculum and extend students' learning opportunities. As a result of these activities, students will be better able to take on new challenges and become more knowledgeable in choosing career paths. Some clubs include; red cross, 4H, science and environmental, music and sewing. These clubs are time tabled to provide effectiveness and to ensure that most students will benefit. Students often times receive awards as a result of these extra curriculum activities.

Spiritual and moral values are vital to the curriculum taught through the inclusion of the text and HFLE. Community resources are used to enrich the curriculum. Resource persons are brought in at intervals to address key issues affecting students and staff. Students are taken on field trips which gives them the opportunity to gain new learning experiences. Cross Curricular links are done not only through the integrated curriculum Grades one to three, but was seen in other classes not on a widespread basis.

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?	Unsatisfactory
How well do the enhancement programmes meet the needs of the students?	Satisfactory

8) Student Safety, Security, Health and Wellbeing

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

Overall student safety, security, health and wellbeing is satisfactory

Provisions for safety and security are satisfactory

The Principal makes clear effort to ensure that the school premises are maintained in a condition to facilitate teaching and learning. The buildings are mostly secure and in fair condition. There is a school safety and security policy which is implemented. Dangerous areas are clearly identified and labelled with clear signs such as "out of bounds". All students obey the signs in these areas. The school has regular fire and earthquake drills and teachers have assigned duties during break and lunch, to monitor the school grounds. The school lacks perimeter fencing and a security guard (watch-man) to assist with safety.

Provisions for students' health and wellbeing are good

Students' health needs are well monitored. The nurse at the community health centre visits once every term and checks the immunization cards to ensure that they are up-to-date. Information about the cards is communicated to parents in cases where an update is required. The school has a breakfast programme which provides hot meals for needy students in the mornings. The Ministry of Education school feeding programme is in place which provides students with a warm meal or 'nutri-bun' and milk daily. Students on the PATH programme receive a cooked meal daily.

Relationship between staff and students is satisfactory. Most students display good mannerism and are respectful to peers and members of staff. All adults are respected and ancillary workers are able to supervise classes in a teacher's absence.

The school has a Guidance Counsellor, but every teacher is responsible for students' discipline; leadership sees little need for a policy on suspension and expulsion. Teachers give 'pep-talks' and monitors students' behaviour regularly. They monitor students' attendance and punctuality effectively and refer cases which require home visits to the Guidance Counsellor. Cases of school 'drop out' are almost non-existent at the school; only one instance has been recorded over the past ten years.

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

Recommendations

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

1. Board, Principal and Senior staff should:
 - a. Develop and implement procedures for more rigorous supervision of teaching and learning
 - b. Monitor curriculum coverage to ensure greater student outcomes
2. Principal should review the time table to facilitate regular common planning time to foster greater modification and adaptation of curriculum to make the curriculum relevant to the needs of all students.
3. Principal, staff and other stakeholders should:
 - a. Develop and implement enrichment programmes, particularly in the area of mathematics to ensure improved student learning and progress.
 - b. Develop and implement assessment strategies for tracking students' achievement to inform future planning and improve teaching and learning.

Further Action

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



Maureen Dwyer
Chief Inspector of Education
National Educational Inspectorate

List of Abbreviations and Acronyms

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

Appendices

Appendix 1 - Record of Inspection Activities

Appendix 2 - Inspection Indicators

Appendix 3 – National Test Data

Appendix 1 - Record of Inspection Activities

Evidence for this report was based on the following:

Total number of lessons or part lessons observed	35
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	English	Maths	Other
Number of lessons or part lessons observed [Primary]	14	9	12
Number of lessons or part lessons observed [Secondary, either grades 7 – 11 or 7 – 9 in an all-age school]			

Number of scheduled interviews completed with members of staff, governing body and parents	4
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Number of scheduled interviews completed with students	1
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	Parents	Students	Teachers
Number of questionnaires returned and analysed	99	98	7

Appendix 2 - Inspection Indicators

Inspection indicators serve a number of purposes:

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

Inspection Indicators

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

1.1 School-based leadership and management

Key features:

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

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
The school's leadership lacks drive and authority. There is widespread lack of confidence in the leadership among the staff. The leadership holds the staff accountable for their performance in a very limited way. Most students are under-achieving and make very little progress	Staff in leadership positions are insufficiently rigorous in focussing on improvement. The leadership holds the staff accountable in a limited way for their performance. Many students in one or more age groups do not make enough progress in their work and personal development.	The school has a strong sense of direction, which focuses on improving students' achievements and wellbeing. The staff share a common purpose. The leadership consistently holds the staff accountable for their performance. Most students make satisfactory progress and all groups are supported well	Leadership is firm and decisive. The staff work well together, with clear lines of responsibility. The staff respond positively to initiatives. Staff accountability systems are rigorously applied. The needs of most students are well catered for and most students make good progress	Leadership is dynamic and often inspirational. A clear vision for the future directs and guides staff and students. The leadership holds the staff highly accountable for their performance. The school is successful with all groups of students, including those who do not respond well to school or have difficulties with learning

1.2 Self-evaluation and improvement planning

Key features:

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

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
Self-evaluation is poorly developed. There is almost no monitoring or evaluation of the school's provision and performance, including teaching and learning. As a result, the school has no clear agenda for improvement	Self-evaluation is inadequately developed, so managers do not have a realistic view of the school's strengths and weaknesses, including teaching and learning. Planning for improvement is not based on realistic priorities	The school's priorities are based on sound analysis of its performance. The work of the school is monitored effectively, including the performance of staff and students, and appropriate actions are taken	Through effective self-evaluation, which takes into account the views of parents, managers know their school well. They use the outcomes of self-evaluation to plan and take action promptly to make necessary improvements. Staff appraisal procedures are effective.	Systematic and rigorous self-evaluation is embedded in the school's practice at all levels. Staff appraisal is rigorous and staff development is well-planned and highly effective. Strategic thinking is clear. Ambitious improvement planning results in the achievement of identified goals.

1.3 Governance

Key features:

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

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
The Board has almost no influence on the work of the school. It does almost nothing to support the efficient and effective management of the school. The Board holds the school leadership accountable for its performance in a very limited way.	The Board has little influence on the work of the school. It does little to support the efficient and effective management of the school. The Board holds the school leadership accountable in a limited way for its performance.	The Board meets all its responsibilities . It gives clear support and advice to the school leadership. The Board consistently holds the school leadership accountable for their performance.	The Board has a positive influence on the work of the school. It plays a significant strategic and advisory role in leading the school's development. . The school leadership is rigorously held to account for its performance.	The Board makes a significant contribution to the leadership of the school and its successes. It works most effectively in support of the school's educational leaders. The Board holds the school leadership highly accountable for its performance.

1.4 Relations with parents and the local community

Key features:

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

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
<p>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</p>	<p>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</p>	<p>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.</p> <p>The school works with outside agencies to enhance the wellbeing and progress of students</p>	<p>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</p>	<p>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.</p> <p>The school capitalises on the expertise and resources in the community to improve its performance and benefit students</p>

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

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

Key features:

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

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
Many teachers have insufficient knowledge of the subjects and the curriculum they teach. This seriously limits the progress that many students make and the standards they reach	Some teachers have insufficient knowledge of the subjects and the curriculum and of how to teach effectively. This results in ineffective and inaccurate teaching and incomplete curriculum coverage	Most teachers have a secure understanding of the subjects they teach. There is evidence that teachers reflect on the impact of their practice. Curriculum coverage is secure	All teachers have good subject knowledge and reflect regularly on the impact of their teaching. Coverage of curriculum is complete.	Teaching of a consistently high quality stems from the teachers' expert knowledge of their subjects and how to teach them. They reflect regularly and rigorously on the impact of their teaching

2.2 Teaching methods

Key features:

- Quality and effectiveness of lesson planning
- Management of time
- Effective use of resources – textbooks, audio and visual materials, resource persons and ICT
- Quality of teacher and student interactions including questions and dialogue
- Teaching strategies which challenge and cater to the needs of all students

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
The teaching methods in many lessons are poorly matched to the needs of the students. Activities are often only loosely related to the achievement of learning objectives. Lessons are frequently dull and unchallenging for the students	Although their planning may be detailed, the methods the teachers use often take little account of what the students already know. The work they set frequently lacks challenge and lesson objectives are often unclear	Teachers plan their lessons well and teaching methods are effective. They manage time well and make the work interesting, with realistic levels of challenge. They make sure the students have the resources they need to complete tasks successfully	Lessons are well planned with teaching methods that are effective in securing intended outcomes. The needs of individual students are well catered for. Teachers challenge and extend the students' thinking, which helps them to make good progress and achieve high standards	The teaching methods are effective. Lessons are often imaginative and consistently stimulate and challenge the students to achieve as well as they can. Activities are chosen to match the needs of the students, to secure intended outcomes and to achieve excellent standards

2.3 Assessment

Key features:

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

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
There is little, if any, systematic internal assessment of students' work. Teachers have very little detailed knowledge of students' progress and achievements	Assessment is not well developed. Teachers do not have sufficient detailed knowledge of students' progress and achievements	Assessment is used to track the achievements of students, to indicate what they have learned and to help them understand what they need to do next.	Consistent and effective assessment practices are in place for monitoring students' progress. Most staff use them to focus sharply on what students need to do to improve. Students are sometimes involved in evaluating their own work	A thorough programme of assessment and review, including students' evaluation of their work, is used consistently throughout the school. Teachers are highly effective in helping students to identify and make improvements in their work

2.4 Student learning

Key features:

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

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
Most students show little motivation to learn. They require constant supervision to stay on task	Many students find it difficult to work without supervision and too much of the teachers' time is spent managing students' behaviour	Most students use their time well in lessons. They can explain clearly what they have learned. They can work constructively with others when required	Most students are keen to learn. Many can apply what they have learned to new situations and show initiative in solving problems. They are able to work well, both independently and as part of a team	Almost all students are highly motivated to learn. Almost all students understand how current learning relates to previous work. They can apply what they have learned to new situations. They frame their own questions and solve problems independently of the teachers, working well together in teams

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

Key features:

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

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
The performance of most students is very low in comparison with those in similar schools	The performance of many students is low in comparison with those in similar schools	The students' performance is generally in line with those in similar schools	The performance of many students is good in relation to those in similar schools	The performance of most students is very high in relation to those in similar schools

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

Key features:

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

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
Most students are under-achieving and make almost no progress	Many students are under-achieving and progress is unsatisfactory	The achievement of most students is adequate and they make satisfactory progress	The progress of most students is good. Most students achieve well compared with their earlier attainment	Almost all students make excellent progress and achieve very well in relation to their earlier attainment

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

5.1 Students' behaviour and attitudes

Key features:

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

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
Most students show little self-discipline. They disobey school rules and disrupt many lessons. Many students display poor mannerism especially to adults and their peers.	The poor behaviour of some students disrupts some lessons and causes difficulties. Students often do not obey rules and regulations. Many students display poor mannerism especially to their peers.	Behaviour and relationships are generally good. Rules are respected. The school is orderly and safe. Many students are well mannered and display this to their peers and adults.	Good behaviour and relationships prevail throughout the school. Most students exercise self-control. Most students display mastery of the social graces all around.	Almost all students are self-disciplined, respond very well to adults and resolve difficulties in mature ways. Almost all students display excellent mastery of the social graces all around.

5.2 Punctuality and Attendance

Key features:

- Punctuality to school lessons
- Attendance to school

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
Most students attend school and classes poorly and are unpunctual as well. Attendance overall is 69% and less.	Many students attend school and classes irregularly and are unpunctual as well. Attendance overall is 70 - 79%.	Many students attend school and classes regularly and are punctual as well. Attendance overall is 80 - 89%.	Most students attend school and classes regularly and are punctual as well. Attendance overall is 90 – 95 %.	Almost all students attend school and classes regularly and are punctual as well. Attendance overall is 96% and higher.

5.3 Students' civic understanding and spiritual awareness

Key features:

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

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
Most students have little or no understanding of national identity and/or spiritual awareness and little appreciation of local traditions and culture	Many students lack understanding of national identity and/or spiritual awareness. Many students lack appreciation of local traditions and culture.	Many students are developing an understanding of national identity, and an appreciation of local traditions and culture together with spiritual understanding	Most students understand the concept of national identity. They understand and appreciate local traditions and culture. They have a good spiritual understanding	Almost all students understand and appreciate the defining characteristics of Jamaican society, and the region's traditions and culture. They have a high level of spiritual understanding

5.4 Students' economic awareness and understanding

Key features:

- Awareness and understanding of Jamaica's economic progress and importance both regionally and globally
- Awareness of their potential contribution to Jamaica

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
Most students are unaware of the importance of Jamaica's continued economic progress and of their potential to contribute to it. Most students have little or no understanding and awareness of economic issues.	Many students are unaware of the importance of Jamaica's continued economic progress and of their potential to contribute to it.	Many students understand the importance of Jamaica's continued economic progress and that they will have a role in contributing to it.	Most students understand the importance of Jamaica's continued economic progress and know that they can contribute to it.	Almost all students understand the importance of securing Jamaica's economic progress and are well equipped and willing to contribute to it.

5.5. Environmental awareness and understanding

Key features:

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

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
Most students have little or no awareness of national or global environmental issues and they show little concern for their immediate environment	Many students have little awareness of national or global environmental issues and make little effort to take care of their immediate environment	Many students are aware of national and global environmental issues and they take care of their immediate environment	Most students know that national and world resources need to be protected and used responsibly and they take care of their immediate environment	Almost all students understand the importance of securing a sustainable environment. They take care of their immediate environment and some are involved in related co-curricular activities

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

6.1. Human resources

Key features:

- Sufficiency of suitably qualified and knowledgeable teaching and support staff
- Effective deployment of staff

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
The school is inadequately staffed to deliver its curriculum effectively. The quality of the education the students receive is seriously reduced in consequence	The school lacks, or fails to deploy, teaching and support staff with the knowledge and expertise required to deliver the curriculum in full	The school retains and deploys sufficient qualified staff to deliver the curriculum and achieve satisfactory standards	The school has the well qualified teaching and support staff it needs to deliver the curriculum and enable the students to achieve good standards	The school has a full complement of well qualified staff and deploys them to achieve the best standards possible for students

6.2 Use of human resources

Key features

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

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
Members of the academic staff are inefficiently deployed to enable the school to achieve satisfactory standards for students. Most teachers attend classes and school irregularly and are regularly late. Most teachers seldom engage in professional development opportunities	Many members of the academic staff are inefficiently deployed to enable the school to achieve satisfactory standards for students. Some teachers attend classes and school irregularly and are regularly late. Many teachers seldom engage in professional development opportunities.	Many members of the academic staff are efficiently deployed to enable the school to achieve satisfactory standards for students. Staff attendance to classes and school is regular and punctuality rate is fair. Teachers are adequately engaged in professional development opportunities.	Most members of the academic staff are efficiently deployed to enable the school to achieve good possible standards for students. Staff attendance and punctuality to school and classes are good. Teachers regularly engage in professional development opportunities.	Members of the academic staff are efficiently deployed to enable the school to achieve the best standards possible for students. Staff attendance and punctuality to school and classes are good. Teachers often engage in professional development opportunities.

6.3 Material resources – Quality and Quantity

Key features:

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

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
Premises and resources are significantly below expected quality and quantity	There are significant deficiencies in premises and/or resources	Premises and resources are sufficient in quality and quantity	Premises and resources are of good quality and sufficiency	Premises and resources are plentiful and of high quality

6.4 Use of material resources

Key features:

- Effective use of school premises
- Effective organisation and use of available resources for teaching and learning

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
The staff make poor use of the available premises and/or resources	Deficiencies in premises and/or resources restrict some aspects of the students' academic achievement and personal development	Premises and resources are maintained and organised to satisfactorily support teaching and learning	Premises and resources are well maintained, and well organised. Staff and students have easy access to resources and make good use of them	The school is creative in its use of premises and resources and makes exceptionally good use of the available resources to achieve high standards

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

7.1 Relevance

Key features:

- Adaptation and modification of curriculum
- Review and planning
- Continuity progression and coverage
- Relevance to all students

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
There is almost no adaptation or modification of the curriculum or curriculum guides. Most teachers do not adapt or enrich the curriculum to meet the students' needs	There is discontinuity in the modified or adapted curriculum in some subjects from year to year. There are significant gaps in content. Additional support for students is minimal	The curriculum is modified or adapted and regularly reviewed to make learning worthwhile. There are few significant gaps in content. Some additional support is provided for students who need it	The curriculum is well balanced, and reviewed and updated regularly to maintain its relevance to all students. There are no significant gaps in content. Additional support is provided for most students who need it	There is imaginative modification and/or adaptation of curriculum. The curriculum is broad, balanced and regularly evaluated to ensure that it meets changing needs and maintains the students' interest. There is extensive additional support for all students who need it

7.2 Enhancement Programmes

Key features:

- Cross-curricular links and extra-curricular activities
- Links with the local environment and community

Short descriptions to illustrate the five-point scale

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
Links between subject areas is basically lacking and do not allow students to make connections. Opportunities for students to participate in extra-curricular activities are limited and little effort made to integrate the community in the development of the curriculum.	Attempts to create links between the subject areas are inadequate to make meaningful connections. Some opportunities exist for extra-curricular activities and there is some community impact on the curriculum.	Links between the many subject areas are adequate and many students are able to make connection between subjects. Many Students have opportunities to participate in a variety of extra-curricular activities and the community is used to enhance the curriculum.	Links between the most subject areas are adequate and most students are able to make connection between subjects. Most students have opportunities to participate in a variety of extra-curricular activities and the community is used to enhance the delivery of the curriculum.	Links between the subject areas are adequate and students are able to make connection between subjects. Students have opportunities to participate in a variety of extra-curricular activities and the community is well used to enhance the delivery of the curriculum.

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

8.1 Safety and security

Key features:

- Policies and procedures to ensure the safety and security of all members of the school community
- Quality of monitoring and maintenance

Short descriptions to illustrate the five-point scale:

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

8.2 Health and wellbeing

Key features:

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

Short descriptions to illustrate the five-point scale:

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

Appendix 3 - National Test Data

Starting Point

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

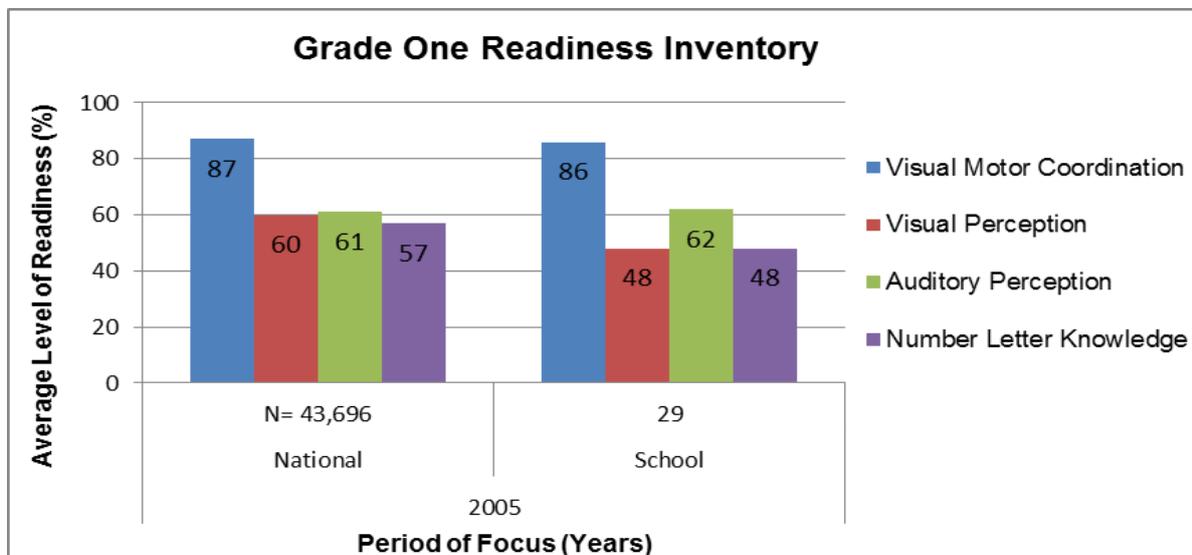


Table 1: Student Performance in Grade One Readiness Inventory for 2005

Bethany Primary	2005 (Cohort data)				
Assessment	Candidates			2005 Averages	
Grade One Readiness	Enrolled	Registered	Sitting	National	School
		32	N/A	29	66

The average overall mastery for Bethany Primary in **2005 (Cohort 1)** was 61%. This was five percentage points below the national average (66%). The participation rate was lower than the number enrolled. The students performed below the national averages for Visual Motor Coordination, Visual Perception and Number Letter Knowledge. **Auditory Perception** was slightly above the national average by one percentage point.

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

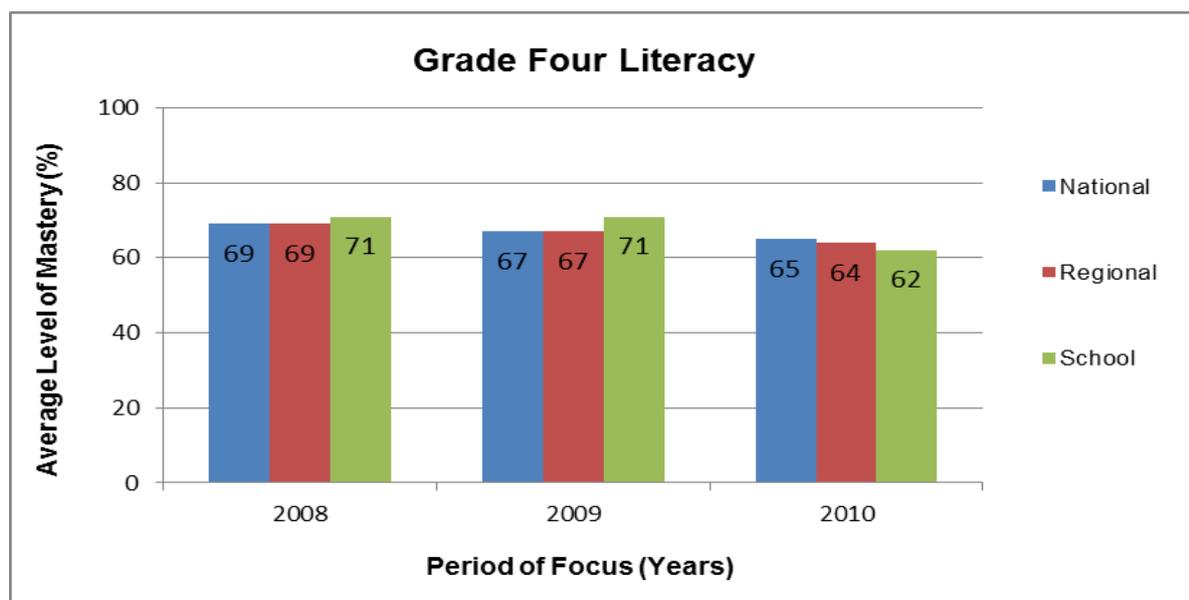


Table 2: Student Attainment in Grade Four Literacy 2008 - 2010

Bethany Primary						
2010						
Assessment	Candidates			2010 Averages		
Grade Four Literacy	Enrolled	Registered	Sitting	National	Regional	School
		55	N/A	50	65	64
2009 (Cohort data)						
Assessment	Candidates			2009 Averages		
Grade Four Literacy	Enrolled	Registered	Sitting	National	Regional	School
		38	N/A	35	67	67
2008						
Assessment	Candidates			2008 Averages		
Grade Four Literacy	Enrolled	Registered	Sitting	National	Regional	School
		56	N/A	56	69	69

In 2008 the school (71%) performed above the national and regional averages (69%).

In 2009 (cohort 1), the school's average (71%) was once again above the national and regional averages (67%) by four percentage points respectively. The participation rate for Cohort 1 was 92%. In 2010, the school's average (62%) declined by nine percentage points, and remained below both the national (65%) and regional (64%) averages.

The Grade Four Literacy target set for each primary level school by the Ministry of Education is 85% mastery, which is to be achieved by 2015. Bethany Primary will need to increase their average by 10% each year to meet the target.

ATTAINMENT

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

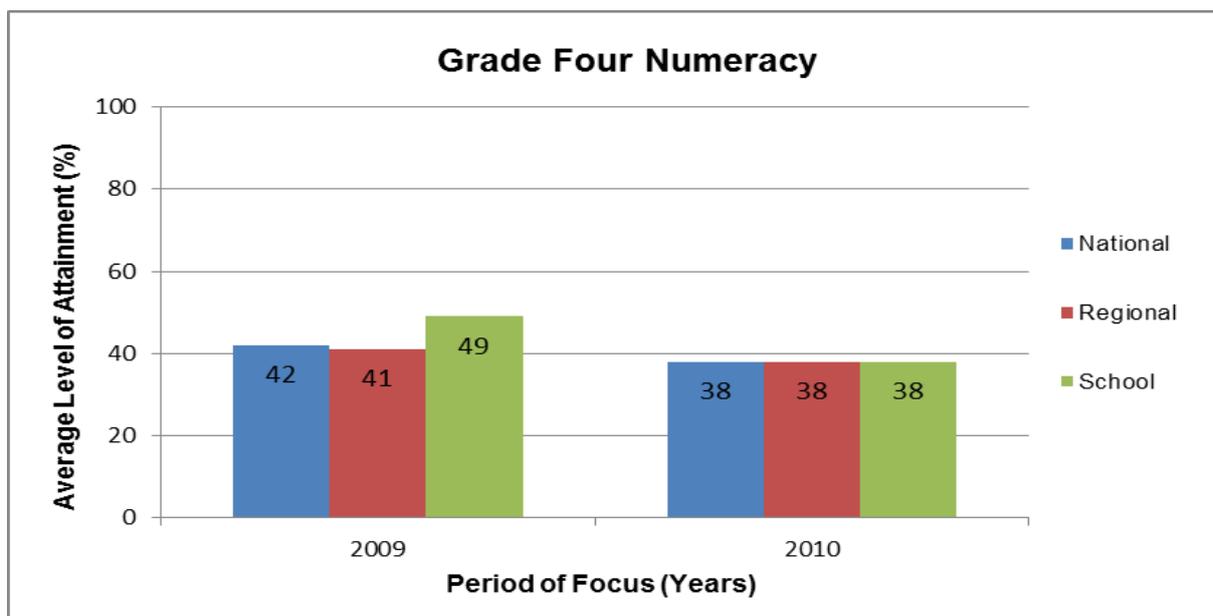


Table 3: Student Attainment in Grade Four Numeracy 2009 - 2010

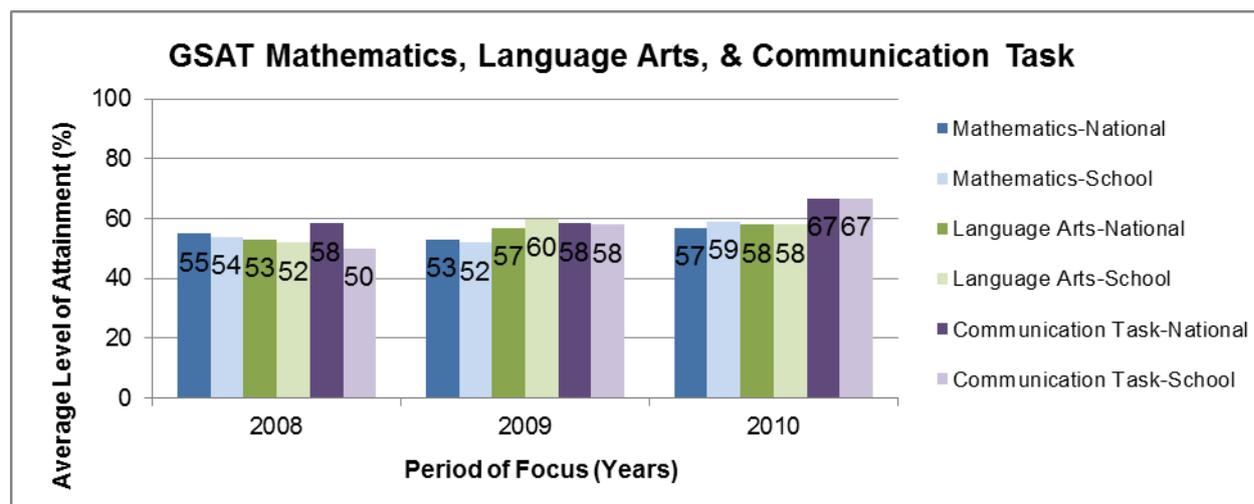
Bethany Primary						
2010						
Assessment	Candidates			2010 Averages		
Grade Four Numeracy	Enrolled	Registered	Sitting	National	Regional	School
	N/A	N/A	50	38	38	38
2009 (Cohort data)						
Assessment	Candidates			2009 Averages		
Grade Four Numeracy	Enrolled	Registered	Sitting	National	Regional	School
	38	N/A	35	42	41	49

In 2009 (cohort 1), the school's average (49%) was above the national (42%) and regional averages (41%) by seven and eight percentage points respectively. The participation rate for Cohort 1 was 92%. In 2010, the school's average declined by eleven percentage points but remained on par with the both the national (38%) and regional (38%) averages.

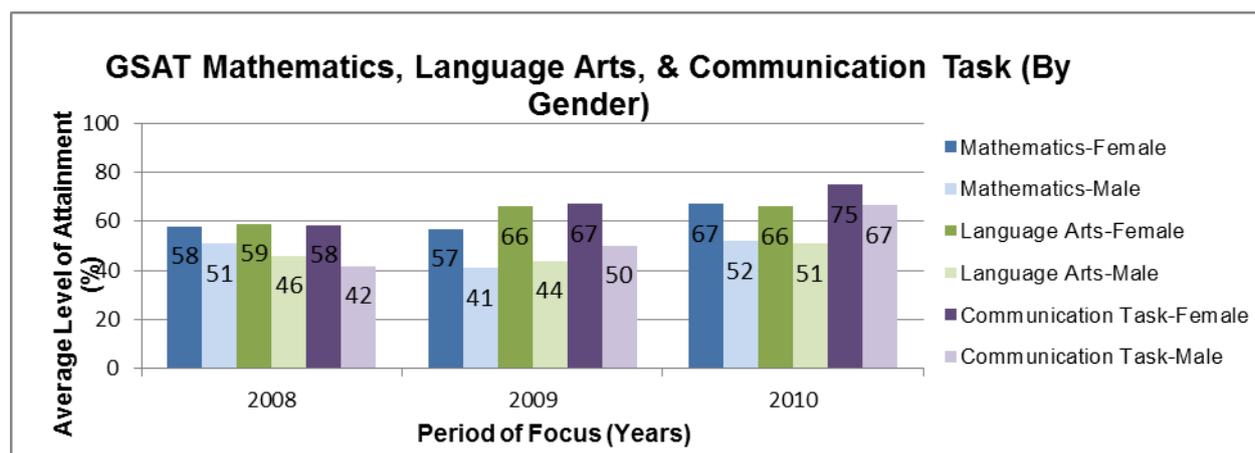
The Grade Four Numeracy target set for each primary level school by the Ministry of Education is 85% mastery, which is to be achieved by 2015. Bethany Primary will need to increase their average by 17.5% each year to meet the target.

ATTAINMENT

Graph 4a: Grade Six Achievement Test 2008 – 2010



In 2008, the school performed below the national averages in mathematics (national = 55%, school = 54%), language arts (national = 53%, school = 52%) and communication tasks (national = 58%, school = 50%). The following year the school performed above the national average in language arts (national = 57%, school = 60%), was on par in communication tasks (national = 58%, school = 58%), and slightly fell in mathematics (national = 53%, school = 52%). In 2010 the school scored above the national average in mathematics and remained on par in language arts and communication tasks. (See table in appendix).



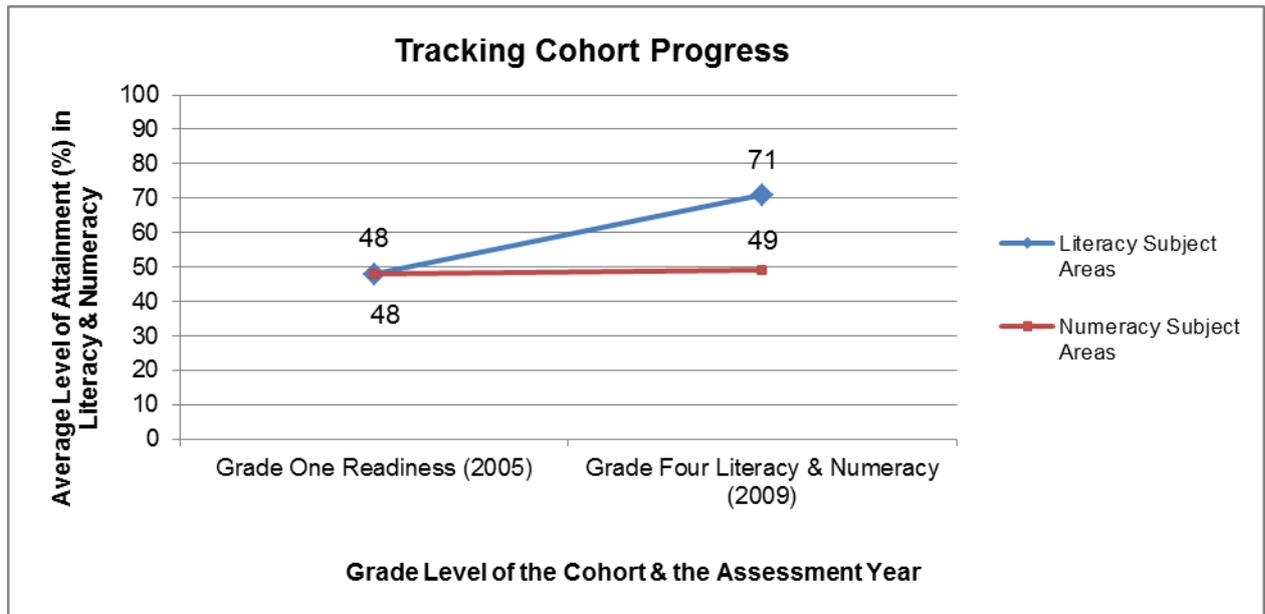
Graph 4b: Grade Six Achievement Test by Gender 2008 – 2010

By Gender:

The gender gap looks at the percentage point difference between male and female students over the entire period (2008-2010). The gender achievement gap for mathematics was narrow and gradually widened as it approached the end of the period. In language arts the gender achievement gap was very narrow and closed while approaching the end of the period. The gender achievement gap for communication tasks was wide and slightly narrowed at the end of the period. (See table in the appendix)

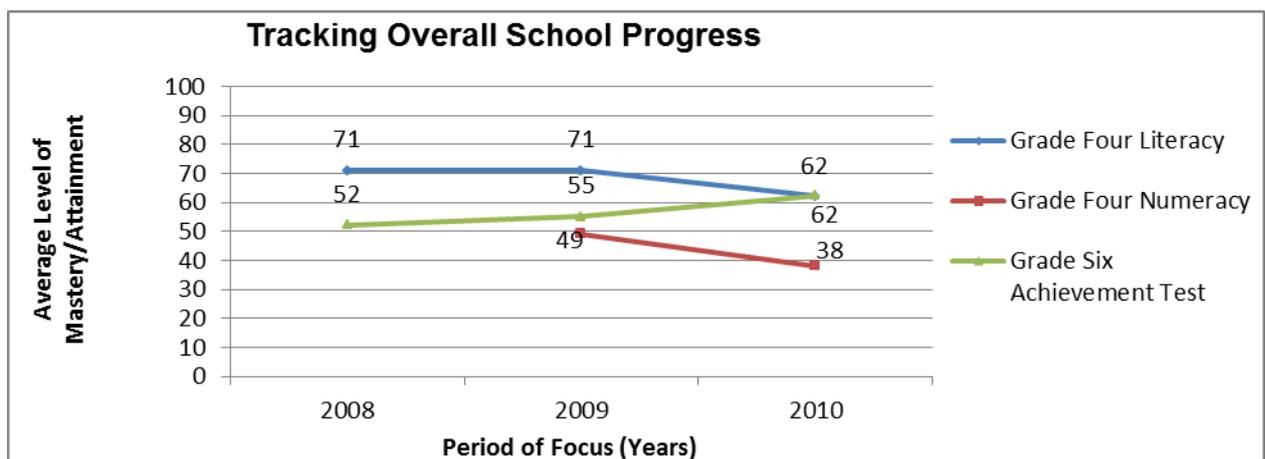
PROGRESS

Graph 6a: Tracking Cohort 1(2005 and 2009) Progress in Literacy and Numeracy



Cohort 1(2005 & 2009) progressed in literacy and remained slightly constant for numeracy. This is seen in the performance gap. **Please be reminded to retrieve 2011 GSAT results from the school in order to provide a concise finding of the progress of Cohort One.**

Graph 6b: Tracking School's Progress from 2008 – 2010



In Grade Four Literacy the school's progress remained constant from 2008 to 2009 and steadily declined for the period 2009 to 2010. The GSAT results indicated that slight improvement was made from 2008 to 2009, while in 2009 to 2010 greater improvements were made. Grade Four Numeracy steadily declined between 2009 and 2010.

Overall, the **school has not adequately progressed** over the period 2008 to 2010.

Grade Six Achievement Test 2008 - 2010

Bethany Primary					
2010					
Assessment	Candidates			2010 Averages	
	Enrolled	Registered	Sitting	National	School
GSAT Mathematics	N/A	48	47	57	59
Female	N/A	24	23	61	67
Male	N/A	24	24	53	52
GSAT Language Arts	N/A	48	47	58	58
Female	N/A	24	23	63	66
Male	N/A	24	24	53	51
GSAT Communication Task	N/A	48	47	67	67
Female	N/A	24	23	75	75
Male	N/A	24	24	58	67
2009					
Assessment	Candidates			2009 Averages	
	Enrolled	Registered	Sitting	National	School
GSAT Mathematics	41	42	41	53	52
Female	N/A	30	29	57	57
Male	N/A	12	12	49	41
GSAT Language Arts	41	42	41	57	60
Female	N/A	30	29	62	66
Male	N/A	12	12	51	44
GSAT Communication Task	41	42	41	58	58
Female	N/A	30	29	67	67
Male	N/A	12	12	58	50
2008					
Assessment	Candidates			2008 Averages	
	Enrolled	Registered	Sitting	National	School
GSAT Mathematics	N/A	53	53	55	54
Female	N/A	24	24	59	58
Male	N/A	29	29	50	51
GSAT Language Arts	N/A	53	53	53	52
Female	N/A	24	24	58	59
Male	N/A	29	29	48	46
GSAT Communication Task	N/A	53	53	58	50
Female	N/A	24	24	67	58
Male	N/A	29	29	50	42

Sources

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