



EPWORTH PRIMARY SCHOOL INSPECTION REPORT

Principal: Mr. Anthony Meredith
Board Chair: Mr. Barrington Litchmore

National Education Inspectorate
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FINAL

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Introduction

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

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

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

Key Questions

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

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

The Five-point Scale

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

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

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	49% and below

Profile

School's Demographics

School Name:	Epworth Primary
Locale:	Rural
Parish:	St. Ann
Region:	3
Gender:	Co-educational
School Code:	06024
School Organization:	Whole Day
Size:	Class I
Attendance Rate:	79%
Capacity:	90
Enrolment:	196
No. of Teachers:	7
Pupil-Teacher Ratio:	28:1
Multi-Grade:	No
Owned By:	Methodist Church
School Board:	Active

Socio-economic Context

The Epworth Primary is a small, rural school nestled in the hills of St. Ann. The school is approximately 63 years old and was established at its present location by the Epworth Methodist Church 1948. Many children attending the school (approximately 40%) were originally enrolled in the MICO Care Centre. However, parents decided to send them to Epworth as they consider it the school for "slow learners." Only 20 per cent of the student population is from Epworth. The majority is from the outskirts of Ocho Rios living in "tenements" or "captured" lands. Therefore many students travel long distances commuting by bus and taxis on a daily basis as they are not from the immediate community.

Many travel from Steer Town, Ocho Rios, Free Hill, Brown's Town, Priory, Runaway Bay and other areas. However, distances travelled do not negatively impact attendance.

The community of Epworth is in the low socio-economic strata of society and does not offer many opportunities for work; most persons live from subsistence farming while others seek employment in the major towns nearby. Financial contributions to the school are very limited and currently 47 students are on the PATH programme.

Executive Summary

Overall effectiveness of the school

The overall effectiveness of the Epworth Primary School is unsatisfactory

Leadership and management is unsatisfactory

The administrators of the Epworth Primary school do not have a clear vision for the future of the school that is shared by the stakeholder groups. Also self-evaluation is not a continuous process and does not include the input of all stakeholders. The school does not have a realistic view of its strengths and weaknesses and the Board cannot give much guidance as it has limited knowledge of its roles and functions and therefore has little influence on the work of the school. Board, Principal and parents concur that the relationship between school and community is unsatisfactory.

Teaching and learning is satisfactory

Most teachers across grade levels exhibit good knowledge of the subjects they teach, deliver with confidence, and employ effective teaching methods such as grouping, peer teaching, discussions and questioning technique to enhance learning. Assessment practices are satisfactory and are guided by the school's assessment policy. Most students demonstrate keen understanding of concepts taught and are able to apply them as they work individually or in groups

Performance in English and mathematics is satisfactory

Over the period 2008 to 2009 students of Epworth Primary school performed above national and regional averages in mathematics and English. Although GSAT saw a steady decline in mathematics, it still remained above national and regional averages.

Progress in English and mathematics is satisfactory

Performance on national tests and examinations reveal that in both mathematics and English students have progressed steadily. Evidence from class seat work, question and answer sessions, group activities show that students make satisfactory progress.

Overall, students' personal and social development is satisfactory

Most students demonstrate good behaviour and positive attitudes in class and around the compound. Records show that many students attend school regularly and are usually punctual. Most students have developed an awareness of national identity, show appreciation for local traditions and culture and are aware of global and environmental issues. However, most students are unfamiliar with the term 'economic progress' and are unable to satisfactorily explain sources of income for the Jamaican economy.

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

All categories of staff work as a team to support teaching and learning and make satisfactory use of the available material resources to facilitate the learning process and assist students in making progress. However, staff deployment at the school is unsatisfactory.

Curriculum and enhancement programmes are unsatisfactory

Provisions for the monitoring and delivery of the curriculum are unsatisfactory and very limited provisions for differentiation are observed. Enhancement programmes are insufficient. This retards student progress and deny them the opportunity to access additional support needed.

Provisions for safety, security, health and wellbeing are unsatisfactory

The school does not have a safety and security policy in place which guides its operations. School becomes a public thoroughfare as there is no perimeter fencing and students and staff are at risk. However, health and wellbeing are satisfactory as the entire school staff is responsible for the health and wellbeing of students. The school does not experience any major health issues. The St. Ann's Bay Hospital is it's the nearest health facility.

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

- Good interpersonal relationships and cohesiveness among staff
- Very polite, good behaving and well mannered students showing respect to their peers and seniors.
- Very clean school environment free from litter and ethos that is conducive to learning

How effective is the school overall?

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

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 unsatisfactorily led and managed

School-based leadership and management is unsatisfactory

There is no clear vision that is shared by stakeholder groups and used to direct and guide staff and students. Leadership holds the staff to account in a very limited way as staff is not made to account for their performance and that of the students. Instructional leadership is not visible in classrooms and lesson plans are not vetted. Little guidance and support is given to staff and the teaching and learning process, hence students' progress in national tests and examinations is declining. However, the Principal and staff work well together and have a good rapport with the students. They are warm and welcoming and there is an air of cleanliness in the school environment.

Self-evaluation and school improvement planning is unsatisfactory

Self-evaluation is not a continuous process and does not include input of all stakeholder groups. The school does not have a realistic view of its strengths and weaknesses as the process of self-evaluation is not rigid enough to identify them. Monitoring and analysis of the school's performance is not adequate; very little is done and views of students and parents are not elicited. Also, results of external tests and examinations are not used to assess performance and efficiency of teachers. However, staff members are assessed annually and the school has a School Improvement Plan (SIP), but targets are not clearly stated and timelines are not included.

Governance is unsatisfactory

The Board of the Epworth Primary school has limited knowledge of its roles and functions and therefore has little influence on the work of the school. It does not set targets for the school and does not hold the Principal and staff accountable. No financial report is required and teachers are not held accountable for their performance as well as that of their students. Unsatisfactory relationships exist between Board and school. There is however, a fairly new Board Chairman (one year in the position) who has outlined strategic plans to forge partnerships and improve relationships among stakeholders

Relationship with parents and local community is unsatisfactory

Relations with parents and the local community are unsatisfactory. Board, Principal and parents concur that the relationship between school and community is unsatisfactory. The community gives very little support, and displays very limited commitment to school and its activities. Very little is done by the school to get parents involved in their children's learning for example, no seminars, or workshops to help parents better understand all their roles and responsibilities. The staff is not represented on the School Board and the Principal is also the president of the Parent Teachers Association (PTA).

Most parents are satisfied with the channels the school uses to communicate with them, for example, through memoranda, telephone calls, messages by students and through PTA meetings .

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

2) Teaching Support for Learning

How effectively does the teaching support the students' learning?

Overall, teaching in support of learning is satisfactory

The teachers' knowledge of the subjects they teach is satisfactory

Teachers' knowledge of the subjects they teach and how best to teach them is satisfactory. Throughout the school most teachers exhibit good knowledge of the subjects they teach and deliver with confidence. Some demonstrate good understanding of how children learn. Therefore their methods of teaching cater to the needs and learning styles of students. Lesson reviews are done by some teachers and are used to revise, start discussions and to determine students understanding of previous lessons.

Teaching methods are satisfactory

Many teachers across the grades, in most instances prepare and are guided by their detailed lesson plans which are delivered through a variety of teaching and learning strategies including, class discussions, peer teaching, effective use of chalkboard, grouping and role play. Most teachers manage time well and lessons are evenly paced allowing the students to grasp concepts more readily, improving the quality of learning and progress made. Students are motivated to learn and interact in class and are engaged appropriately as some teachers use related songs, stories and poems to foster students' learning and make the work interesting. However, some lesson plans are not vetted so weaker teachers are not helped to improve themselves to be better able to help students in their development. In some instances, teaching and learning gadgets are limited.

Students' assessment is satisfactory

Assessment practices are satisfactory and exist in all classes. The school has an assessment policy which outlines the types of assessment activities in which the school should engage. These practices include oral questioning, written in-class and take home

assignments. All teachers have assessment records but these consist mainly of test scores, except for the recently administered Grade One Individual Learning Profile (GOILP) which includes hands on activities where teachers comment on some areas measured and students mastery levels. Teachers use assessment activities to inform planning and identify students' strengths and weaknesses. However no mention is made of how slow learners will be helped in order to reach the proficiency level.

Student learning is satisfactory

In most classes, students demonstrate positive attitudes to work and are highly motivated. Some work quietly in classes completing assigned tasks with some levels of collaboration. They also demonstrate keen a understanding of concepts taught and are able to apply them as they work individually or in groups. For example, lower grade students are able to place words in alphabetical (ABC) order, do comparisons by degrees and identify adjectives by degrees, while upper school students are able to create stories from given pictures, add fractions with unlike denominators, and describe, design or create three dimensional shapes. A few sessions provide opportunities for students to apply research skills. In Grade 5, students use class texts to select sentences and identify prepositions. However, in some classes there is limited provision for differentiated learning.

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

3) Students' Academic Performance

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

Overall, students' performance is satisfactory in national tests

Students' performance in English is satisfactory

In the 2008 Grade Four Literacy Test, the school attained an overall average of 100 per cent.

In 2009 the average (79%) declined by twenty one percentage points, but remained above both the national and regional averages by twelve percentage points. In 2010, the average (65%) declined by a further fourteen percentage points but was on par with the national average and one percentage point above the regional average. In 2008 female students out performed males in the Grade Four Literacy Test.

GSAT students' attainment was above the national averages for the period 2008 to 2010. However the average dropped in 2011; the school only attained an average language arts score of 46 per cent. This was 12 percentage points below the national average. Girls performed better than boys in GSAT although the gender gap was relatively narrow throughout the period.

Students' performance in mathematics is satisfactory

In 2009, the school's average mastery at the Grade Four Numeracy Test was 75 per cent. This was significantly above both the national (42%) and regional averages (41%) by thirty-three and thirty-four percentage points correspondingly. The participation rate for this test was 96 per cent. In 2010, the school's average (42%) declined significantly by thirty-three percentage points but remained above the national and regional averages (38%) by four percentage points. The Grade Four Numeracy target set for each primary level school by the Ministry of Education is 85 per cent mastery, which is to be achieved by 2015. Therefore, Epworth Primary will need to increase their average by 15.2 per cent each year to meet the target.

GSAT mathematics averages for Epworth Primary were above the national averages throughout the period. However in 2011, the average declined to fall six percentage points below the national average of 62 per cent.

How well do the students perform in national and/or regional tests and assessments?	
Grades	1-6
How well do the students perform in National or regional tests and examinations in English?	Satisfactory
How well do the students perform in National or regional tests and examinations in mathematics?	Satisfactory

4) Students' Academic Progress

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

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

Students' progress in English is satisfactory

Data gathered infer that the 2005 Grade 1 cohort progressed slightly in literacy from their starting point in Grade 1 (entry level) to Grade 4. Over time, records including the mark books with in house examination scores and cumulative records show a fluctuation in progress being made. Most students' record of performance such as results of class quizzes, quality of the answers given to questions, group activities, chalkboard work and individual seat work assignments, show that they are achieving adequately at their various grade levels and are making steady progress doing work at the appropriate level.

Satisfactory progress is also seen in what the students are able to accomplish at the various grade levels, for example, most lower school students are able to place words in ABC

(alphabetical) order on chalkboard, for example, apple, banana, cookies, dumplings and do comparisons by degrees for example, hot hotter hottest, small, smaller, smallest. They are also able to identify adjectives in given contexts such as the following sentence; 'The big birds are flying to the tall tree to eat the red cherries.' Most upper school students are able to create stories from a given picture, identify and use prepositions satisfactorily, and write poems in groups.

Students' progress in mathematics is satisfactory

Data gathered infer that the same cohort mentioned above, progressed steadily in numeracy from Grade 1 (entry level) to Grade 4 while GSAT students' progress declined but remained above the national average.

In most instances, satisfactory progress is made across grade levels during lessons. Lower school students are able to place ordinals in their correct sequence from 1st to 10th. They can show and identify 1/2 and explain that it is only when things are divided equally in two parts that a half occurs while upper school students are able to add fractions with unlike denominators, for example, $\frac{6}{7} + \frac{5}{6} = \frac{36}{42} + \frac{35}{42}$ and represent and solve problems using geometric shapes. Grades 1 and 2, and 5 and 6 mathematics student's involvement and seatwork, show levels of understanding and mastery and progress being made. In most instances students across grade levels are appropriately challenged as observed in lesson plans and actual class assignments.

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?	Satisfactory

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 good

Students' behavior and attitudes are good. Most students demonstrate good behaviour and positive attitudes in classes and around the compound. Interpersonal relationships are good as students show respect for each other in their speech and actions. Most students exercise self-control and are well mannered and display this to their peers and to adults.

Punctuality and attendance is satisfactory

The records and observation show that many students are punctual and on time for the start of school and classes and attend regularly. The average attendance rate at 79 per cent is below that considered as satisfactory by the Ministry of Education. Since the start of the

school year, average attendance has improved and is averaging about 90 per cent. If this is maintained then average attendance will improve. However, there are some students who are late because of the far distance they travel to school.

The civic understanding and spiritual awareness of the students are satisfactory

Many students, especially those in the upper grades have developed some understanding of national identity. They know who they are and appreciate local traditions and culture in relation to traditional songs and music, dances, Dinkie Minnie and Kumina. They speak freely of the different celebrations and their significance. For example, Christmas, relating to the birth of Christ. Many students show awareness of national heroes and the roles they played in obtaining Jamaica’s freedom. Most students know the national anthem and pledge and assume the correct posture when presenting them. The students are spiritually aware and their spiritual awareness is enhanced through daily devotional activities. Most students fear God and give reasons why they do. They also show appreciation of each other’s religious beliefs.

Students’ economic awareness is unsatisfactory

Most students are unfamiliar with the term ‘economic progress’ and are unable to satisfactorily explain sources of income for the Jamaican economy. Many students are unaware of the importance of Jamaica’s continued economic progress and of their potential to contribute to it. However, some students are aware that if water and light are wasted at school, then there will be less money to spend building the country.

The students’ knowledge and understanding of their environment is satisfactory

Many students are aware of national and global environmental issues, for example, they are able to explain how the burning of garbage can affect the ozone layer and their immediate environment. Students are able to speak about global warming, air, water and noise pollution, soil erosion and their effects on the environment and ultimately on human life. Most students take good care of their school environment by disposing of their garbage properly and making the compound litter free.

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

6) Use of Human and Material Resources

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

Overall, the use of human and material resources is satisfactory

The quality of human resources is good

The school has sufficient teaching and support staff to carry out its functions. The academic staff is well qualified and capable of delivering the curriculum and ensuring teaching and learning. Consequently, they allow most students to make satisfactory progress. All the teachers have the basic training needed to teach efficiently and 55 per cent have a first degree. There is adequate support staff.

The use of human resources is satisfactory

Staff registers show that most staff attend school regularly and are usually on time. The school support staff is adequate as there is a janitor who ensures total cleanliness exists on a daily basis. Also, the one certified (MOH) cook is responsible for canteen operations. All categories of staff work as a team to support teaching and learning. However, staff deployment at the school is unsatisfactory. Weaker teachers are not supported through lesson plan vetting, common planning time or professional development sessions. In house sessions to assist teachers in their development are not regular.

The quality and quantity of material resources are unsatisfactory

There are significant deficiencies in premises and resources. The school does not have adequate playing area for the students and this restricts some curriculum activities, for example, sporting activities which can be used as motivation for students learning. The school premises are inappropriate in quality and quantity and there is inadequate classroom space, for example Grades 1 to 5 are tightly packed in a building separated by chalkboards. The noise level is disturbing at times. Most classroom spaces are inadequate for the effective use of cooperative group work and the enhancement of teaching and learning.

Toilet facilities for staff and students are less than satisfactory and there is no proper playing area to facilitate students' development and to stimulate interest in sporting activities. The school has insufficient resources to enhance teaching and learning; for example, the absence of electronic and technological devices. There is just one computer and a printer and copier which are very well used. The library, although not large enough to accommodate any one class is still being used, as students are allowed to borrow books for specified time periods to do research.

The use of material resources is satisfactory

Teachers make satisfactory use of the available material resources to facilitate the learning process and assist students in making progress, for example, charts, flash cards, sentence strips, plain paper, bottle covers as counters and chalkboards. In most instances effective use is made of textbooks and other subject specific resources for example, the small library.

Most of the premises and resources are organized to satisfactorily support teaching and learning. Although space is a major challenge, teachers make satisfactory use of the available space for curriculum delivery and enhancement of student learning.

How effectively does the school use the human and material resources at its disposal to help the students achieve as well as they can?	
Grades	1-6
Human resources	Good
Use of human resources	Satisfactory
Material resources – quality and quantity	Unsatisfactory
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 no Curriculum Implementation Committee in place; neither is there any common planning time where teachers meet and critically review the curriculum as it relates to the type of students they teach and their learning styles. Limited review of curriculum is done and in most instances limited modification is done. All teachers meet once per term and develop a more comprehensive approach to literacy through the phonetic approach. This is the extent of modification to the curriculum. This limits their ability to make the curriculum relevant to the students' needs. There are observed instances where content is insufficiently differentiated to engage students and be meaningful to each child. Thus students' ability to make progress at the school is declining.

The time table is fairly well structured with adequate weighting given to each subject. This implies that there is some curriculum coverage. Students are sometimes taken on field trips, within the community as a part of the curriculum enhancement programme.

Enhancement programmes are unsatisfactory

The school has not invested much in enhancement programmes which would support the curriculum and offer students opportunities to take on new challenges and discover their true talents, which could assist in charting career paths. Absence of these programmes retard students' progress and deny them the access to additional support needed. Community resources are under-utilized which could enrich the curriculum and students' learning. For example there are no organized structured clubs and societies within the school. Some provisions are made however to participate in sports.

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?	Unsatisfactory

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 are unsatisfactory

Provisions for safety and security are unsatisfactory

The school has no written policy that speaks to safety and security of the school's personnel and property. There is no fencing, except for a low and damaged ancient built stone wall to the front of the premises. Consequently the school is used as a public thoroughfare. The unevenness of the school's yard is a potential danger for students and staff who may fall and receive serious injury. There are no security guards or watching service in place. Nevertheless, the staff and students say they feel safe at the school. This is so even though no regular fire and earthquake drills are conducted. There is concern about the board flooring in a section of the school building. It is infested with termites. This could collapse at any time posing safety hazard to all persons who use the building. The play areas have some grassy sections other areas with uncovered soil which can be very muddy whenever it rains, this is dangerous. The Principal and janitor monitor the compound.

Students' health and wellbeing is satisfactory

The entire school staff is responsible for the health and wellbeing of students. The school does not experience any major health issues and has St. Ann's Bay Hospital as its nearest health facility. The staff and students share a good relationship and behavioral problems are minimal. Students interviewed say those who misbehave are escorted to the Principal who applies the punishment. Lunch and snacks are provided in the canteen and the church house situated on the same premises. The school provides a balanced lunch daily and breakfast twice weekly for needy students and others who make a small contribution. There are forty students benefitting from PATH. The staff also assists students with lunch and travel expenses. Students also benefit from extra classes in the mornings and after school to improve academic performance. There are critical incident forms for logging accidents at school. Filed forms show cases of wounding, verbal abuse, use of indecent language and fights.

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

Recommendations

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

1. The National Council on Education should:
 - a. Arrange for early sensitization of all Board members to ensure greater understanding of their roles and responsibilities for more effective supervision and management of the school
 - b. Ensure that the School Board is fully and duly constituted.
2. The Principal, Staff, Board and PTA should:
 - a. Develop and implement strategies for the improvement of school and community relationships
 - b. Put strategies in place to improve students' rate of attendance
3. The School Management Team should:
 - a. Develop and implement strategies to monitor and ensure regular review, modification and adaptation of curriculum to meet the needs of all students and make it relevant
 - b. Put in place a committee consisting of representatives of all stakeholder groups to conduct self-valuation of the school to obtain realistic views, identify strengths and weaknesses and identify and implement approaches for learning enhancement
4. Principal should develop a daily log to include regular classroom visits to more effectively monitor staff and student performance.

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	31
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	English	Maths	Other
Number of lessons or part lessons observed [Primary]	9	11	11
Number of lessons or part lessons observed [Secondary, either grades 7 – 11 or 7 – 9 in an all-age school]			

Number of scheduled interviews completed with members of staff, governing body and parents	5
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Number of scheduled interviews completed with students	2
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	Parents	Students	Teachers
Number of questionnaires returned and analysed			

Appendix 2 - Inspection Indicators

Inspection indicators serve a number of purposes:

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

Inspection Indicators

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

1.1 School-based leadership and management

Key features:

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

Short descriptions to illustrate the five-point scale:

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

1.2 Self-evaluation and improvement planning

Key features:

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

Short descriptions to illustrate the five-point scale:

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

1.3 Governance

Key features:

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

Short descriptions to illustrate the five-point scale:

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

1.4 Relations with parents and the local community

Key features:

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

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
Communications with parents are infrequent and of poor quality. Many parents know too little about the work their children are doing to be able to help them effectively. The school has very little to do with its local community. Opportunities are missed to enrich the curriculum through the use of community resources	The school gives parents insufficient information about their children's progress and wellbeing. Community involvement is limited and the school does not actively seek relationships with outside agencies to support the wellbeing and progress of students	Parents receive regular, detailed reports about their children's progress. There are regular opportunities to talk to teachers and some parents are actively involved in school life. The school works with outside agencies to enhance the wellbeing and progress of students	Methods for communicating between home and school are well established. Many parents are involved in school activities. The school has productive links with the local community and uses them to enrich the curriculum and strengthen teaching and learning	The school has a strong educational partnership with parents, who are actively involved in many aspects of school life and play an important role in decision-making. The school capitalises on the expertise and resources in the community to improve its performance and benefit students

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

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

Key features:

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

Short descriptions to illustrate the five-point scale:

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

2.2 Teaching methods

Key features:

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

Short descriptions to illustrate the five-point scale:

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

2.3 Assessment

Key features:

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

Short descriptions to illustrate the five-point scale:

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

2.4 Student learning

Key features:

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

Short descriptions to illustrate the five-point scale:

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

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

Key features:

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

Short descriptions to illustrate the five-point scale:

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

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

Key features:

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

Short descriptions to illustrate the five-point scale:

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

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

5.1 Students' behaviour and attitudes

Key features:

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

Short descriptions to illustrate the five-point scale:

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

5.2 Punctuality and Attendance

Key features:

- Punctuality to school lessons
- Attendance to school

Short descriptions to illustrate the five-point scale:

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

5.3 Students' civic understanding and spiritual awareness

Key features:

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

Short descriptions to illustrate the five-point scale:

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

5.4 Students' economic awareness and understanding

Key features:

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

Short descriptions to illustrate the five-point scale:

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

5.5. Environmental awareness and understanding

Key features:

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

Short descriptions to illustrate the five-point scale:

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

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

6.1. Human resources

Key features:

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

Short descriptions to illustrate the five-point scale:

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

6.2 Use of human resources

Key features

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

Short descriptions to illustrate the five-point scale:

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

6.3 Material resources – Quality and Quantity

Key features:

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

Short descriptions to illustrate the five-point scale:

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

6.4 Use of material resources

Key features:

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

Short descriptions to illustrate the five-point scale:

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

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

7.1 Relevance

Key features:

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

Short descriptions to illustrate the five-point scale:

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

7.2 Enhancement Programmes

Key features:

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

Short descriptions to illustrate the five-point scale

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

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

8.1 Safety and security

Key features:

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

Short descriptions to illustrate the five-point scale:

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

8.2 Health and wellbeing

Key features:

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

Short descriptions to illustrate the five-point scale:

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

Appendix 3 - National Test Data

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

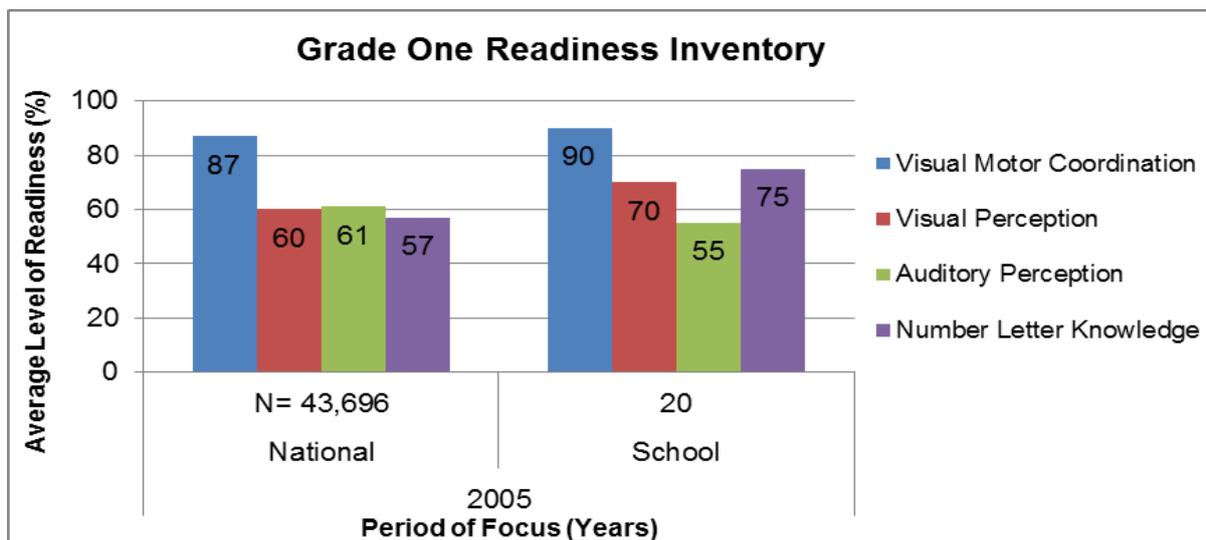


Table 1: Student Performance in Grade One Readiness Inventory for 2005

Epworth Primary	2005 (Cohort data)				
Assessment	Candidates			2005 Averages	
Grade One Readiness	Enrolled	Registered	Sitting	National	School
	20	N/A	20	66	73

The average overall mastery for Epworth Primary in 2005 (Cohort 1) was 73%. This was seven percentage points above the national average (66%). 100% of enrolled students sat the test. Averages for students at Epworth Primary were higher than national scores with the exception of Auditory Perception (55%).

ATTAINMENT

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

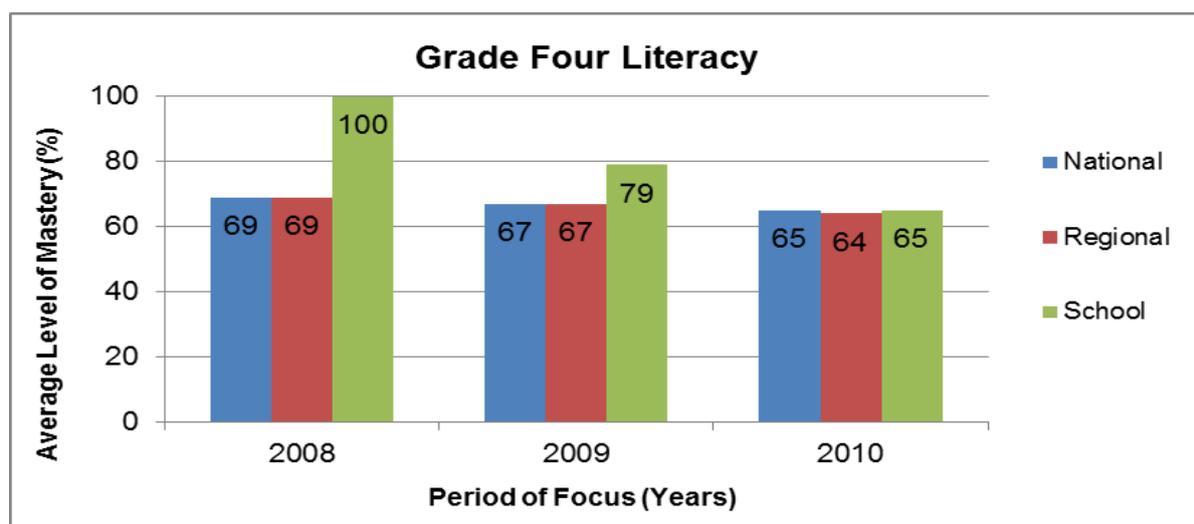


Table 2: Student Attainment in Grade Four Literacy 2008-2010

Epworth Primary						
2010						
Assessment	Candidates			2010 Averages		
Grade Four Literacy	Enrolled	Registered	Sitting	National	Regional	School
	33	N/A	31	65	64	65
2009 (Cohort data)						
Assessment	Candidates			2009 Averages		
Grade Four Literacy	Enrolled	Registered	Sitting	National	Regional	School
	25	N/A	24	67	67	79
2008						
Assessment	Candidates			2008 Averages		
Grade Four Literacy	Enrolled	Registered	Sitting	National	Regional	School
	17	N/A	17	69	69	100

In 2008, the school attained an overall average of 100%. The average (79%) declined by twenty one percentage points in **2009 (cohort 1)**, but remained above both the national and regional averages by twelve percentage points. The participation for this exam was 96%. In 2010, the average (65%) declined by a further 14 percentage points. It was on par with the national average and one percentage point above the regional average.

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, Epworth Primary will need to increase their average by 9% each year to meet the target.

ATTAINMENT

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

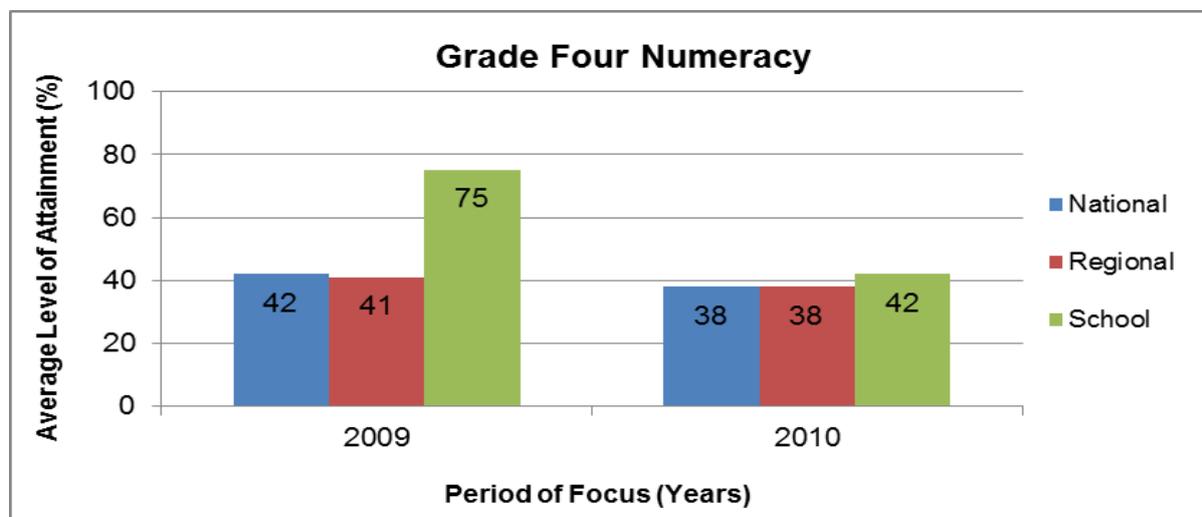


Table 3: Student Attainment in Grade Four Numeracy 2009-2010

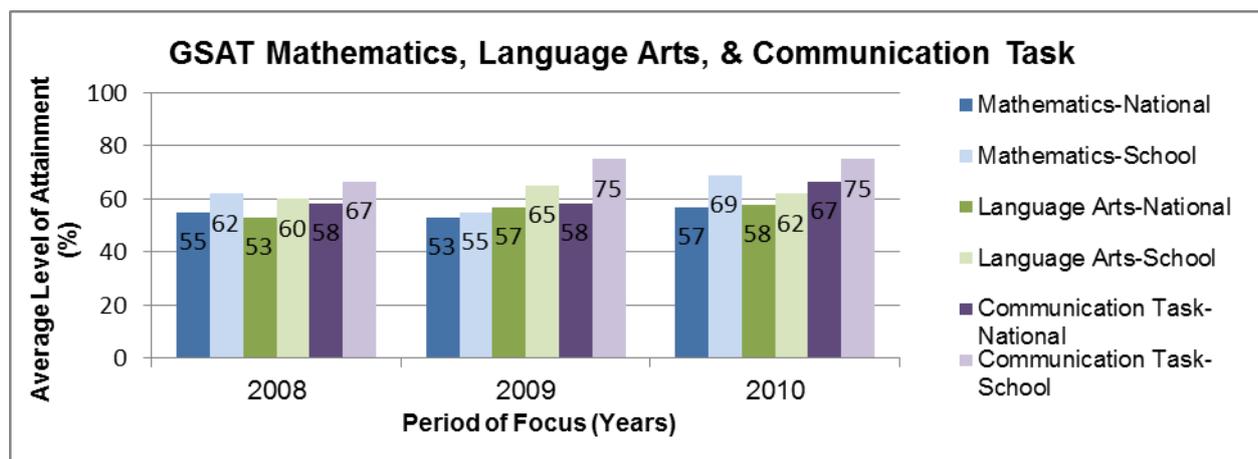
2010						
Assessment	Candidates			2010 Averages		
Grade Four Numeracy	Enrolled	Registered	Sitting	National	Regional	School
	N/A	N/A	31	38	38	42
2009 (Cohort data)						
Assessment	Candidates			2009 Averages		
Grade Four Numeracy	Enrolled	Registered	Sitting	National	Regional	School
	25	N/A	24	42	41	75

In 2009 (cohort 1), the school's average (75%) was significantly above both the national (42%) and regional averages (41%) by thirty-three and thirty-four percentage points correspondingly. The participation rate for this test was 96%. In 2010, the school's average (42%) declined significantly by thirty-three percentage points. However it remained above the national and regional averages (38%) by four percentage points.

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, Epworth Primary will need to increase their average by 15.2% each year to meet the target.

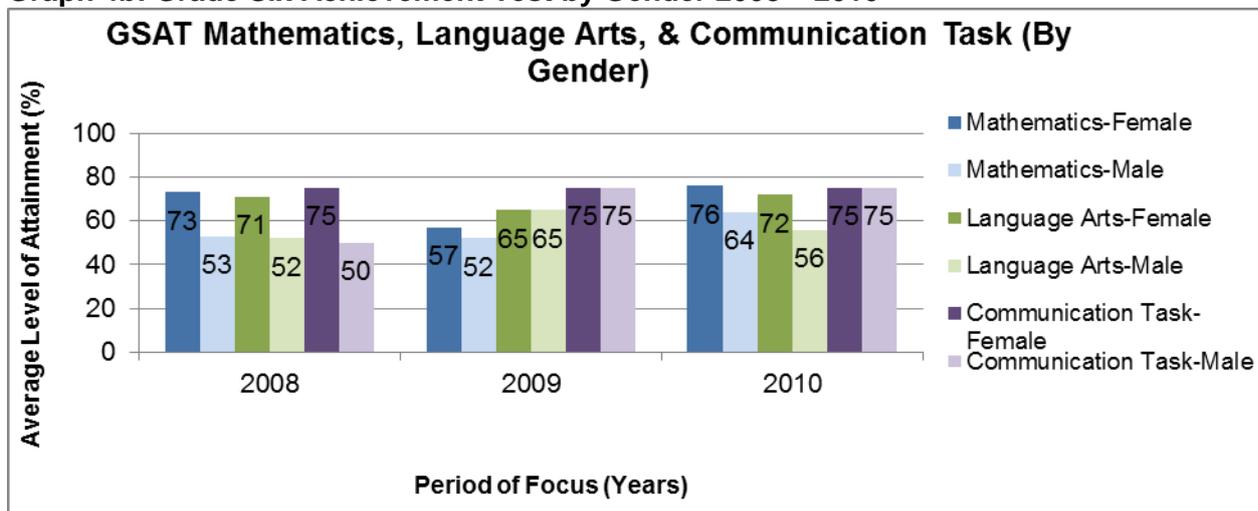
ATTAINMENT

Graph 4a: Grade Six Achievement Test 2008 – 2010



GSAT averages for Epworth Primary were above the national averages in each subject throughout the period (See table in appendix).

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

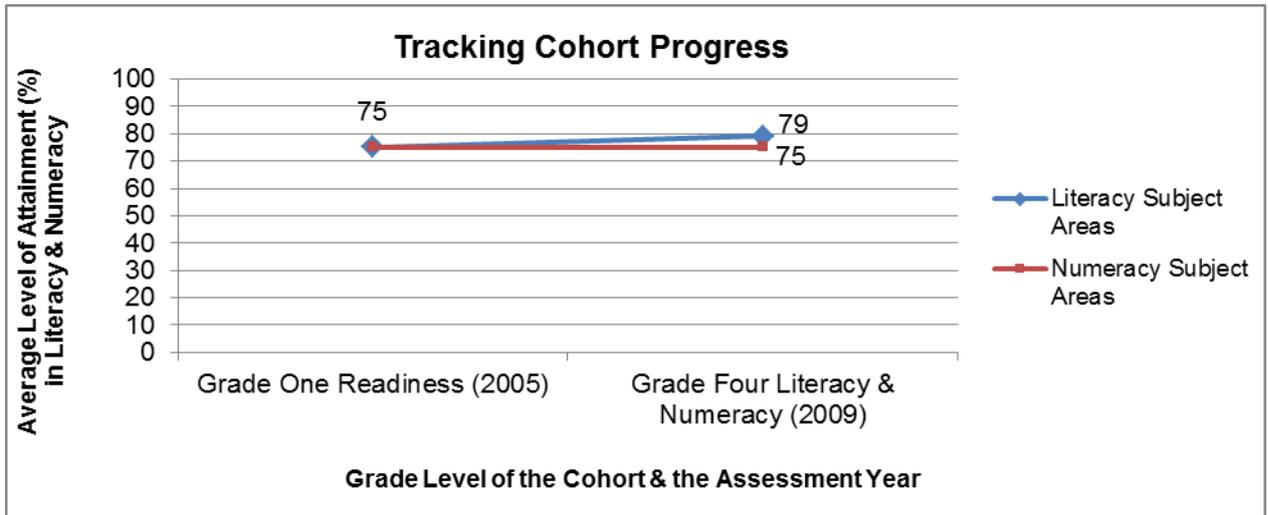


By Gender:

The gender achievement gap looks at the percentage point difference between male and female students over the entire period (2008-2010). For mathematics, the gap was relatively narrow and narrowed further toward the end of the period. For language arts, the gender gap was relatively narrow throughout the period. For communication tasks, the gap was somewhat wide but closed at the end of the period. Female students out-performed the male students in each subject area overall with the exception of language arts and communication tasks in 2009, and communications tasks in 2010, where averages were on par. (See table in appendix).

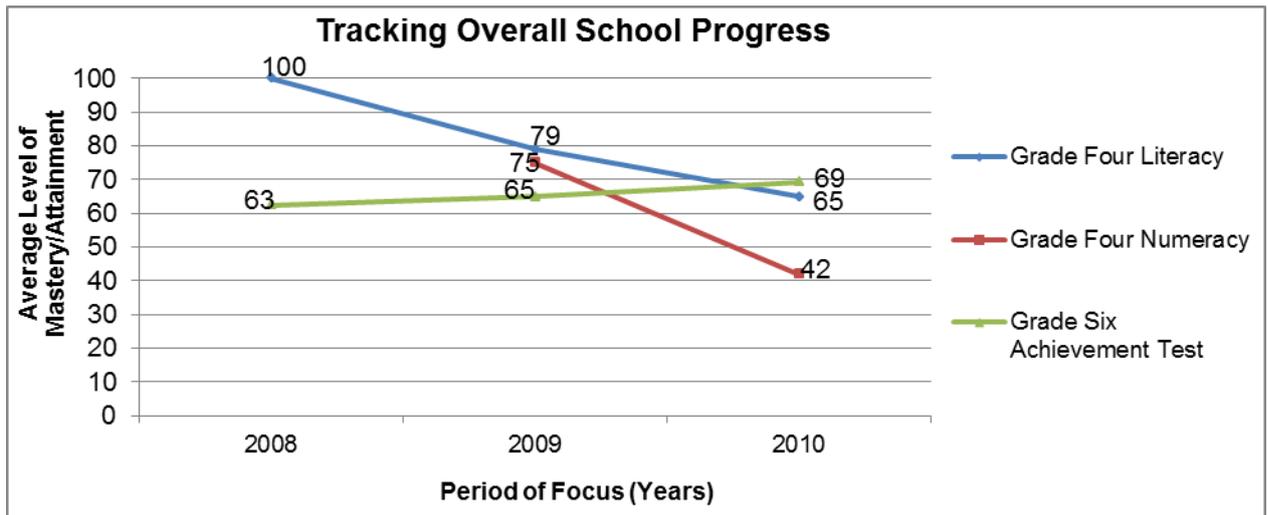
PROGRESS

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



Cohort One (1) progressed slightly in literacy and was constant in numeracy from Grade One (entry level) to Grade Four. This is seen in the performance gap.

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



For the period 2008 to 2010, Grade Four Literacy declined steadily, while GSAT gradually progressed. Numeracy declined sharply. Overall, the school did not progress over the period.

Sources

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