

CAVALIERS ALL AGE
INSPECTION REPORT

Principal: Mrs. Louise Forrest
Board Chair: Mr. Jeff Silvera

National Education Inspectorate
Date of Inspection:
Report Issued: April 29, 2010

Introduction

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

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

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

Key Questions

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

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

The Five-Point Scale

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

Level 5 – Exceptionally high quality of performance or provision

Level 4 – Good. The expected level for every school. Achieving this level in all aspects of its performance and provision should be a realistic goal for every school

Level 3– Satisfactory: the minimum level of acceptability required. All key aspects of performance and provision in every school should reach or exceed this level

Level 2 – Unsatisfactory: quality not yet at the level acceptable for schools. Schools are expected to take urgent measures to improve the quality of any aspect of their performance or provision that is judged at this level. Action on the inspectors’ recommendations for improvement is mandatory

Level 1 – Failing: 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

Table of Contents

Introduction	2
Key Questions.....	2
The Five-Point Scale	2
Consistency in Terminology	3
Basic information about the School	5
Overall effectiveness of the school	5
How effectively is the school led and managed by the Board, the principal and senior management team and middle leadership?.....	6
How effectively does the teaching support the students' learning?	7
How well do the students perform in national and/or regional tests and assessments?.....	8
Students' attainment in English is unsatisfactory.....	8
How much progress do the students make in relation to their starting points?	9
How good is the students' personal and social development?	10
How effectively does the school use the human and material resources at its disposal to help the students achieve as well as they can?.....	11
How well do the curriculum and any enhancement programmes meet the needs of the students?	12
How well does the school ensure everyone's safety, security, health and well-being?.....	13
Recommendations	14
Further Action.....	15
Abbreviations and Acronyms.....	16
Appendices	17
Appendix 1 (Record of Inspection Activities).....	18
Appendix 2 (Inspection Indicators)	19
Appendix 3 (National Test Data).....	31

Basic information about the School

Cavaliers All Age School was established on its present site in 1951 and is located in the parish of St. Andrew. It is a small multi-grade school with approximately 99 students, and it has a capacity of 250. With eight teachers, the student teacher ratio is 17:1. The average daily attendance is 64 per cent. Most students are from the rural communities of Cavaliers, Burnt Shop and Golden Spring. The school previously participated in the New Horizons Project and is a current participant in the British Council sponsored, School Leadership and New Tools for Learning (SLANT) programme. This is in addition to being recently selected to be featured in an international magazine highlighting agriculture and entrepreneurship. The school has a strong Christian ethos that is supportive and contributes significantly to students' satisfactory personal development. The institution enjoys a high reputation for its initiatives and results in agriculture.

Overall effectiveness of the school

The overall effectiveness of Cavaliers All Age School is unsatisfactory

The school's leadership and management are unsatisfactory. The Board is committed to the school and offers support and advice to the principal. However, there is insufficient monitoring of the work of the school, particularly with respect to achievement, and too little involvement in strategic development. Leaders and managers at all levels are yet to be held to account for students' achievement. The impact of teaching on learning is unsatisfactory. Teachers have satisfactory subject knowledge. However, teaching does not build on students' knowledge and understanding and lacks sufficient attention as to how lessons might be organised to promote effective learning. Attainment in English is satisfactory but attainment in mathematics is unsatisfactory. Students make little progress from their starting points when joining the school, and levels of attainment at the end of Grades 4 and 6 are consistently below the national averages in both English and mathematics. The school evaluates the overall personal and social development of its students as satisfactory. However, students' behaviour and attitudes are unsatisfactory and school attendance and punctuality are poor.

Students' spiritual and civic development is satisfactory. They have a good understanding of their heritage, roles as citizens of the future and of the economic systems in which they live. Students take pride in their environment and care for their surroundings. The school has sufficient teachers, all of whom are suitably qualified, and class sizes are generally small. The school has a satisfactory supply of material resources but does not use them effectively to improve teaching and learning and cater to students' well-being. The curriculum is enhanced minimally to integrate agriculture into core subjects but further adaptations need to be made to cater to the needs and abilities of all learners. The school has strong links with the church and is making an effort to improve links with parents. It uses contacts with the British Council sponsored SLANT programme to incorporate technology in teaching and to improve agricultural and entrepreneurial skills. Students' safety, security, health and well-being are satisfactory and effective procedures are in place with rigorous supervision. Guidance programmes and clubs help students build healthy relationships.

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

- Students' good and developing civic and spiritual awareness.

- Students' economic understanding which is well developed.
- The school's partnership with the British Council SLANT programme which enhances learning and provision throughout the school.

How effective is the school overall?

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

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

Overall the leadership and management of the school are unsatisfactory

The Principal is caring and has a clear vision, endeavouring to create an environment and school ethos where learning takes place in a systematic manner. However the vision is not always shared with the Board and the senior management team. Within the organisational structure, the principal delegates responsibilities to the senior staff members; however, instructional leadership focusing on improving the overall quality of teaching and learning is not evident. Neither the mathematics nor English subject leaders have knowledge of how well students attain in relation to national standards. They provide some professional development for teachers through planning meetings but leave most of this to the specialists from the Ministry of Education. Leaders do not regularly monitor teaching in the various grades due to teaching responsibilities and there is no dedicated time for such activity. Although there is no structured input for teachers' self evaluation, teachers are encouraged to reflect on their practice.

Self-evaluation and improvement planning are unsatisfactory

The school undertakes a self-evaluation process. The principal highlights areas of strength and accurately identifies priorities for development. However, some of her judgements are inflated and do not reflect the quality of provision as accurately as they might. Whilst all stakeholders are encouraged to share their ideas, there is little whole school community involvement in the school's strategic planning process. The principal and vice principal conduct regular teacher appraisals which include: the review of lesson plans, lesson observations, and scrutiny of students' work. Oral and written feedback is given to teachers on how to improve. However, the feedback given is sometimes limited and areas of weaknesses are occasionally overlooked.

Governance is unsatisfactory

Whilst the Chairman of the Board, along with other members, supports the principal and offers advice, there is little first-hand monitoring or evaluation of the impact of strategic planning. The Board is representative of the school community with members from the school, the church and the surrounding locality. The principal uses board meetings to keep the members informed and up to date with happenings in school. There is evidence that the Board occasionally acts as a critical friend to the principal, ensuring that she carries out her duties according to regulations.

Relations with parents and the local community are satisfactory

The school is making an effort to develop links with parents through ‘fun’ parent teacher meetings where refreshments are served, and parents are encouraged to incorporate their views to effect change. However, many parents are not involved and less than 30 per cent of parents attend. A few parents volunteer to work in the green house and clean the school regularly. Other parents support the school through small monetary contributions; for example, for the breakfast programme and school sports day. The school has established a partnership with Food for the Poor allowing them to provide food packages to students and homes of students in need. The school has a meaningful global link with the Peace Corps organization. This provides staff and students with valuable opportunities for learning through information technology.

How effectively is the school led and managed by the Board, the principal and senior management team and middle leadership?	
Grades	1-5
Leadership and management	Unsatisfactory
Self-evaluation and improvement planning	Unsatisfactory
Governance	Unsatisfactory
Relations with parents and community	Satisfactory

How effectively does the teaching support the students’ learning?

Teaching and learning across the school is unsatisfactory

Teachers’ knowledge of the subjects they teach and how best to teach them is unsatisfactory. Although, teachers’ subject knowledge is generally satisfactory, most teachers do not know how to meet the needs of the various learners in their classes. This results in inaccurate and ineffective teaching. For example, in Grades 4 and 5, students are taught to merely move the decimal point in multiplication and do not understand the underlying concept. Evidence from lesson plans indicates that most teachers reflect on their teaching through the evaluation done at the end of lessons. However, evaluations are not being used to develop activities that match the learning styles or abilities of individual learners. Higher attaining students are not being challenged in the majority of classes and lower achieving students struggle to complete tasks.

Teaching methods are unsatisfactory

Lesson plans are detailed but most teaching is dull and slow-paced and usually teacher directed. Students are given information and learning is dependent on memory rather than on understanding. Students are insufficiently engaged in lessons, leading to disruptive behaviour and difficulties in classroom management. Where there are multi-grade classes, there is little differentiation to meet the needs of students of different ages and/or abilities in the same class. Lessons that promote student participation and active learning, especially in the lower school, result in

motivated students who participate in lively discussions. This approach also promotes participation in other class activities. Students in these lessons express their thoughts and ideas freely, and are encouraged to think critically and solve problems.

Assessment is unsatisfactory

Assessments are given regularly in most classes but in many instances lack challenge as they are mostly recall questions and are sometimes below grade level. Work scrutiny in mathematics and English reveals that most activities are undertaken as whole class or copied from the board, thus very little individuality is encouraged. Marking is mainly ticks with no evaluative comments. In some classes students are unable to read instructions to complete assessments, and some assessments are not aligned to objectives. Where teaching is satisfactory with clear instructions, most students are able to complete tasks correctly and on time. Students are given the opportunity to evaluate their peers. They correct their mistakes and are commended for doing so. In a few classes teachers give individual attention to the weaker students. For example, lower achievers in Grades 2 and 3 are able to identify syllables because of guidance given.

Students' learning is unsatisfactory

In most lessons students are not given the opportunity to think and work independently or collaborate with each other. The tasks are impractical and do not allow students to be active learners, constructing their own meaning and solving problems. Instead, students are frequently passive recipients of information. This often leads to students' lack of motivation and participation in lessons. Student learning is transferred to real life situations in some classes. For example, after learning division, students were able to share 'apples' equally amongst one another.

How effectively does the teaching support the students' learning?	
Grades	1-5
Teachers' subject knowledge and how best to teach the subject	Unsatisfactory
Teaching methods	Unsatisfactory
Assessment	Unsatisfactory
Students' learning	Unsatisfactory

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

Students' attainment in English is unsatisfactory

English is broadly in line with the performance of extra-small schools in Region 1 for both the Grade Four Literacy Test and the Grade Six Achievement Test (GSAT). Students consistently attain below the national averages and this is unsatisfactory. In

2007 the school achieved its highest ever result of 70 per cent in the Grade Four Literacy Test. However, by 2009, only 55 per cent of the Grade 4 students achieved mastery in this test; this is 45 percentage points below the Ministry of Education's (MOE) target of 100 per cent. According to the MOE's projections, the school is required to show in the results for students sitting the examination in 2010 an improvement of 11 percentage points. Entry level records from the Grade One Inventory and the Grade One Individual Learning Profile reveal that students have consistently performed below the national averages in the last three years in basic literacy skills.

Students' attainment in mathematics is unsatisfactory

The performance of students in mathematics in national tests is low in comparison with those in similar schools. Since 2006, with the exception of 2008, the average for Cavaliers All Age has been consistently below the averages for the Region's extra-small schools. The average GSAT mathematics score for the school remained below the national average from 2006 to 2009.

How well do the students perform in national and/or regional tests and assessments?	
Grades	1-5
How well do the students perform in National or regional tests and examinations in English?	Unsatisfactory
How well do the students perform in National or regional tests and examinations in mathematics?	Unsatisfactory

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

Overall students' progress in English is unsatisfactory across the school

Students enter school with varying levels of attainment. Many do not make the progress expected of them by the time they leave the school. Older students make the best progress during lessons. Almost all students who find reading challenging make insufficient progress. In Grade 6 students are able to spell commonly used words correctly demonstrating a satisfactory knowledge of spelling patterns and rules. They can spot syllables in words and use this knowledge to break them down when learning how to spell them. Some students are able to use personification in sentences correctly and use dictionaries efficiently. Overall, there appears to be little significant difference in the progress achieved by boys and girls in most classes.

Progress in mathematics is unsatisfactory

Although some students have a grasp of basic mathematical concepts, many are unable to use these concepts to make simple calculations. For example, in Grade 4, although some students have knowledge of the properties of a rectangle, none are able to utilize this knowledge to find the area of a compound shape. Some younger students are beginning to develop their understanding of division through sharing, and a few can record their findings pictorially. Apart from Grades 2 and 3, the

students' capacity to apply mathematics to real life circumstances is minimal. This demonstrates below average attainment and unsatisfactory progress.

How much progress do the students make in relation to their starting points?	
Grades	1-5
How much progress do the students make in relationship to their starting points in English?	Unsatisfactory
How much progress do the students make in relationship to their starting points in mathematics?	Unsatisfactory

How good is the students' personal and social development?

Students' behaviour and attitudes are unsatisfactory

Whilst the children behave well in classes and show a willingness to learn, the principal and some parents believe that some students lack discipline. Negative behaviours such as pick-pocketing and fighting are displayed by some students. Relationships between teachers and students are unsatisfactory because the unacceptable forms of punishment used by some teachers prevent the development of mutual respect and trust. At 64 per cent, attendance is unsatisfactory. Many students arrive late for school and punctuality is unsatisfactory.

Students' civic and spiritual awareness is satisfactory

Students have a good understanding of their heritage and many can identify national emblems of Jamaica and explain their relevance. Many students participate meaningfully in devotional exercises and can identify important aspects of Christianity such as the significance of Jesus dying on the cross and the need for Christians to love and cooperate with one another.

Students' economic awareness and understanding is good

Students' economic awareness and understanding is supported in some classes by 'morning news time'. Most students show an awareness of their potential for contributing to society; for example, they know that taxes must be paid. Many identify the Caribbean Community (CARICOM) as a regional organization of trade and can discuss the economic impact on countries caused by the global recession.

Students' environmental awareness and understanding is satisfactory

Many students show an awareness of the importance of conservation and the environment and they try to keep the school free of litter. Some students assume positions of personal responsibility; for example, as prefects and environmental wardens. Many students can discuss with confidence global issues such as the human immunodeficiency virus (HIV), Influenza A (H1N1) and malnutrition.

How good is the students' personal and social development?	
Grades	1-5
Students' behavior and attitudes	Unsatisfactory
Civic understanding and spiritual awareness	Satisfactory
Economic awareness and understanding	Good
Environmental awareness and understanding	Satisfactory

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

Human resources are satisfactory

The school is sufficiently staffed, with all teachers diploma trained and many having first degrees. The attrition rate among academic staff is low. Additional support staff make highly effective contributions to the daily operations of the school. The school makes satisfactory use of human resources, in particular the deployment of staff.

Material resources are satisfactory in quality and quantity

There is a well-equipped computer laboratory, and a library. The books, however, are outdated and not always age appropriate. Whilst all classrooms are spacious and attractively arranged with instructional materials and resource corners, some are only separated by blackboards and students find it difficult to hear during lessons. This affects the quality of both the teaching and learning negatively. The asphalt area used for physical education is inappropriate and unsafe, and in some classes physical education is used as an incentive and reward for good behaviour.

Teachers' use of the material resources is unsatisfactory

The unsatisfactory use of material resources restricts some aspects of students' academic achievement. Whilst some teachers use technology, the information technology (IT) facilities and library are underutilized. Added to this, lessons seldom include the use of instructional materials outside of the chalkboard and textbooks.

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	1-5
Human resources	Satisfactory
Material resources – quality and quantity	Satisfactory
Use of material resources	Unsatisfactory

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

The curriculum provision is unsatisfactory

The curriculum has been adapted minimally to include agricultural science. This has become a major focus of the school and attempts are being made to integrate agriculture into core subjects. This is successful in English where specific vocabulary is taught in some reading lessons. As yet, such an approach is not reflected in the planning of other subjects. No provision is made to facilitate students who do not wish to focus on agriculture. There is common planning weekly. Teachers meet in groups to review the curriculum and discuss lesson ideas and delivery methods. This, however, is inadequate as most plans and lessons reflect little provision for the different ability levels and multi-grade aspect of the school. Although students with special needs are identified, little provision is made for them to develop academically and socially. Satisfactory coverage of the curriculum is evident in some lesson plans and work samples. In Grade 6, the mathematics and English curricula are sufficiently covered. In many grades however there is insufficient coverage, as standards and pace in lessons are too low; for example, in Grade 4 too much time is spent teaching the area of rectangles. There are no formal systems in place to ensure continuity and progression of the curriculum. There are a few sparks of differentiation seen in some lessons. Students are placed in ability groups to do appropriate activities. In Grades 4 and 5, some plans reflect separate science lessons; for example, Grade 5 students study forces while Grade 4 students study machines.

Some teachers believe the curriculum in its original form is not relevant to the needs of rural schools. They believe the language and concepts of focus are above the understanding of the students as expectations of students are low. However, others, including the principal, believe the curriculum is relevant and offers opportunities for academic and personal development. The school partners with the Peace Corps to facilitate curriculum delivery through technology. However, not all students benefit from this arrangement.

How well do the curriculum and any enhancement programmes meet the needs of the students?	
Grades	1-4
Curriculum	Unsatisfactory

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

The school's provision for safety, security, health and well-being is satisfactory

The entire compound is enclosed by a perimeter fence and the gates are kept closed and monitored by a watchman. All visitors are checked by the watchman before they are allowed to enter the compound and students are not allowed to leave the compound without a formal request made by their parents or guardian. The buildings, school grounds and facilities are clean and in good condition. Fire and earthquake drills are carried out at least once per year. Inspectors witnessed a fire drill during the inspection. However, during the drill, students ran from their classrooms and had little knowledge or understanding of how to conduct themselves safely in the event of a fire. Whilst staff were aware of their duties, and most took registers at assembly points, there was no member of staff checking the building to ensure that it was clear of staff, students or visitors. This left all in the building in a vulnerable position.

Many teachers and students have satisfactory relationships but a few students receive unacceptable forms of punishments. They are occasionally disciplined by being made to stand in the sun or are beaten. There is a full guidance programme integrated into devotions and clubs. This helps students to manage behaviour, develop relationships and ensures that students are aware of their rights and responsibilities. The attendance of students is carefully and regularly checked and students who are absent for two weeks are visited by the principal or guidance counsellor. Needy students are supported through the breakfast programme and welfare initiatives.

How well does the school ensure everyone's safety, security, health and well-being?	
Grades	1-5
Safety, security and health	Satisfactory
Well-being	Satisfactory

Recommendations

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

1. To improve the progress of students who find learning difficult and challenge the more able students by:
 - Planning to meet their specific needs in lessons.
 - Offering practical support for those few who find learning difficult.
 - Ensuring teachers involve all students in their learning and use a wide array of methods and resources to meet individual needs.
2. Ensure that the staff and students are aware of the principal's expectations for managing discipline with a focus on students' behaviour, attendance and punctuality.
3. Develop the role of the vice principal and subject leaders to ensure that they prioritise the goals of improving standards in English and mathematics
 - Setting clear targets for students as individuals and groups and monitoring students' performance.
 - Monitoring staff for whom they are responsible to assure high quality teaching and learning.
4. Develop the expertise and capacity of leaders and managers at all levels to enable them to contribute to school improvement.
5. The Ministry of Education needs to provide the financial assistance needed by the school to install the most appropriate stable partitioning between classrooms in order to reduce the impact on learning of noise and distraction that now exists.

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 receiving the written report. The next inspection will report on the progress made by the school.

Elaine Foster-Allen
Chief Inspector
National Educational Inspectorate

Abbreviations and Acronyms

CAPE	Caribbean Advanced Proficiency Examination
CARICOM	Caribbean Community
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
HIV	Human Immunodeficiency Virus
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
PALS	Peace and Love in Society
PATH	Programme of Advancement Through Health and Education
PTA	Parent Teacher Association
SIP	School Improvement Plan
SJE	Standard Jamaican English
SLANT	School Leadership and New Tools for Learning
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	28
--	----

	English	Maths	Other
Number of lessons or part lessons observed [Primary]	14	11	3

Number of scheduled interviews completed with members of staff, governing body and parents	10
--	----

Number of scheduled interviews completed with students	3
--	---

	Parents	Students	Teachers
Number of questionnaires returned and analysed	17	70	6

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 senior management team and middle leadership?

1.1 Leadership and management

Key features:

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

Short descriptions to illustrate the five-point scale:

Level 1 Failing	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	Staff in leadership positions are insufficiently rigorous in focussing on improvement.	The school has a strong sense of direction, which focuses on improving students' achievements	Leadership is firm and decisive. The staff work well together, with clear lines of responsibility.	Leadership is dynamic and often inspirational. A clear vision for the future directs and guides staff

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	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.	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	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	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 Failing	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 Failing	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 Failing	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.	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	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.	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	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

Opportunities are missed to enrich the curriculum through the use of community resources	agencies to support the wellbeing and progress of students	The school works with outside agencies to enhance the wellbeing and progress of students	strengthen teaching and learning	and resources in the community to improve its performance and benefit students
--	--	---	----------------------------------	--

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

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

Key features:

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

Short descriptions to illustrate the five-point scale:

Level 1 Failing	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 Failing	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 Failing	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	A thorough programme of assessment and review, including students' evaluation of their work, is used consistently throughout the school. Teachers are highly

			improve. Students are sometimes involved in evaluating their own work	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 Failing	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 Failing	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 Failing	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
Most students are under-achieving and make almost no progress	Many students are under-achieving and progress is unsatisfactory	The achievement of most students is adequate and they make satisfactory progress	The progress of most students is good. Most students achieve well compared with their earlier attainment	Almost all students make excellent progress and achieve very well in relation to their earlier attainment

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

5.1 Students' behaviour and attitudes

Key features:

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

Short descriptions to illustrate the five-point scale:

Level 1 Failing	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	The poor behaviour of some students disrupts some lessons and	Behaviour and relationships are generally good. Rules are respected. The	Good behaviour and relationships prevail throughout the	Almost all students are self-disciplined, respond very well to adults

many lessons. Student attendance is 69% or less	causes difficulties. Students often do not obey rules and regulations. Student attendance is 70% - 79%	school is orderly and safe. Student attendance is 80% - 89%	school. Most students exercise self-control. Student attendance is 90% - 95%	and resolve difficulties in mature ways. Student attendance is 96% or higher
---	---	---	--	--

5.2 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 Failing	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

5.3 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 Failing	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	Many students are unaware of the importance of Jamaica's continued economic progress and of	Many students understand the importance of Jamaica's continued economic progress and	Most students understand the importance of Jamaica's continued economic progress and	Almost all students understand the importance of securing Jamaica's economic

their potential to contribute to it. Most students have little or no understanding and awareness of economic issues.	their potential to contribute to it.	that they will have a role in contributing to it.	know that they can contribute to it.	progress and are well equipped and willing to contribute to it.
--	--------------------------------------	---	---	---

5.4. 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 Failing	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 Failing	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
The school is inadequately staffed to deliver its curriculum	The school lacks, or fails to deploy, teaching and support staff	The school retains and deploys sufficient	The school has the well qualified teaching and support staff it	The school has a full complement of well qualified

effectively. The quality of the education the students receive is seriously reduced in consequence	with the knowledge and expertise required to deliver the curriculum in full	qualified staff to deliver the curriculum and achieve satisfactory standards	needs to deliver the curriculum and enable the students to achieve good standards	staff and deploys them to achieve the best standards possible for students
--	---	---	---	--

6.2. 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 Failing	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

6.3. 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 Failing	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?

Key features:

- Adaptation and modification of curriculum
- Review and planning
- Continuity, progression and coverage
- Relevance to all students
- Cross-curricular links and extra-curricular activities
- Links with the local environment and community

Short descriptions to illustrate the five-point scale:

Level 1 Failing	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

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

8.1 Safety, security and health

Key features:

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

Short descriptions to illustrate the five-point scale:

Level 1 Failing	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
Policies for safety and health are non-existent or ignored. There are almost no	Policies for safety and health are poorly implemented. Safety, security	Policies and procedures are implemented and accidents are rare. Requirements	Regular and thorough checks are made and acted upon to ensure that a safe, secure and	The school provides an exceptionally safe, secure and hygienic environment for

safety, security and health checks. Many parts of the buildings and equipment are unsafe and/or unhygienic and poorly maintained	and health checks are irregular and not rigorous. Some parts of the buildings or equipment are unsafe and/or unhygienic	for maintaining the safety, security and health of students are met. Buildings and equipment are safe, secure, hygienic and maintained in sound repair	healthy environment is maintained. Buildings and equipment are hygienic and kept in a good state of repair	students and staff. Buildings and equipment are regularly maintained in excellent condition
--	---	---	--	---

8.2 Well-being

Key features:

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

Short descriptions to illustrate the five-point scale:

Level 1 Failing	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
Most staff have poor relationships with most students. Guidance and Counselling arrangements are poor and the school is ineffective in responding to students' needs. Arrangements for the suspension and exclusion of students are poorly handled	The staff are slow to diagnose and respond to students' needs. Guidance and Counselling arrangements are weak or are not applied consistently. Arrangements for the suspension and exclusion of students are unsatisfactory	Staff know students well. They show them respect and respond promptly to their personal needs. Students know they can trust and confide in staff. Arrangements for the suspension and exclusion of students are satisfactory	Students' personal wellbeing is a high priority for staff. There are systems for tracking students' personal welfare and for supporting individuals and groups. Arrangements for the suspension and exclusion of students are well-handled	Staff have very good relationships with all students. There are well developed systems for tracking students' personal welfare and for supporting individuals or groups. Staff consistently provide well-judged advice and guidance. Arrangements for the suspension and exclusion of students are exceptionally well-handled

Appendix 3 (National Test Data)

School Name: Cavaliers All Age School
Region: 1
Parish: St. Andrew
Level: Primary
Size: Extra Small
Type: Rural/ Whole Day
of Teachers: 8
Pupil/Teacher Ratio: 17:1
Attendance: 64%
Capacity: 180
Enrolment: 118

Grade 1 Readiness Inventory- Subject Key

VMC – Visual Motor Coordination

VP – Visual Perception

AP – Auditory Perception

NLK – Number Letter Knowledge

n indicates the number of candidates per grade sitting each exam

*Overall Mastery indicates the mastery of all subject areas

Grade 1 Inventory Test Averages

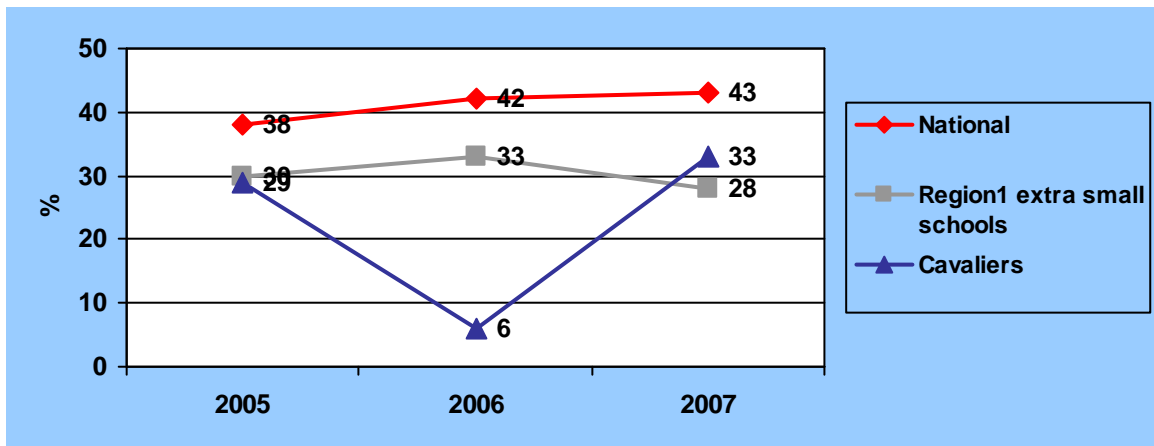
National Averages (%)			
Subject Area	2005	2006	2007
Overall Mastery	38	42	43

Region 1 Extra Small School Averages (%)			
Subject Area	2005	2006	2007
Overall Mastery	30	33	28
VMC	89	89	87
VP	60	63	50
AP	53	59	51
NLK	47	48	63

Cavaliers All Age Averages (%)			
Subject Area	2005 (<i>n=14</i>)	2006 (<i>n=16</i>)	2007 (<i>n=12</i>)
Overall Mastery	29	6	33
VMC	100	75	100
VP	21	50	50
AP	29	25	8
NLK	36	25	50

Grade 1 Learning Profile Proficiency 2008		
Subject Area	National Scores	Cavaliers All Age (<i>n=14</i>)
General Knowledge	46.7	43
Number Concept	67.1	43
Oral Language	48.2	43
Reading	67.6	50
Writing and Drawing	62	29

The graph below shows the average **overall mastery** of the Grade 1 Inventory Test for Cavaliers All Age as compared with the national average and the region 1 extra small school average – (2005 to 2007)



The overall mastery for Cavalier's All Age declined dramatically from 29% to 6% between 2005 and 2006 then climbed dramatically to 33% in 2008, just above the regional average, but below the national average.

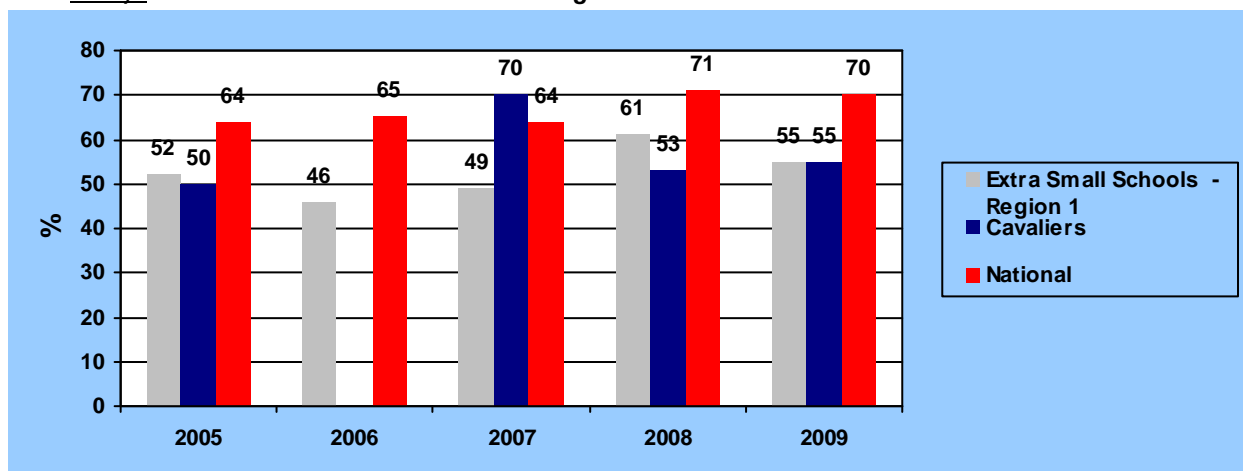
Grade 4 Literacy Test Averages

National Averages (%)					
Subject Area	2005	2006	2007	2008	2009
Overall Mastery	64	65	64	71	70

Region 1 Extra Small School Average (%)					
Subject Area	2005	2006	2007	2008	2009
Overall Mastery	52	46	49	61	55
Word Rec.	75	73	73	85	79
Reading	63	52	55	68	66
Writing	61	60	69	74	63

Cavaliers All Age Averages (%)					
Subject Area	2005 (n=24)	2006	2007 (n=13)	2008 (n=19)	2009 (n=11)
Overall Mastery	50	na	70	53	55
Word Rec.	63	na	70	89	82
Reading	63	na	70	63	64
Writing	63	na	77	58	64

The graph below shows the average **overall mastery** of the Grade 1 Inventory Test for Cavalier's All Age as compared with the national average and the region 1 extra small school average – (2005 to 2009) **No data available for Cavalier's All Age School for 2006*

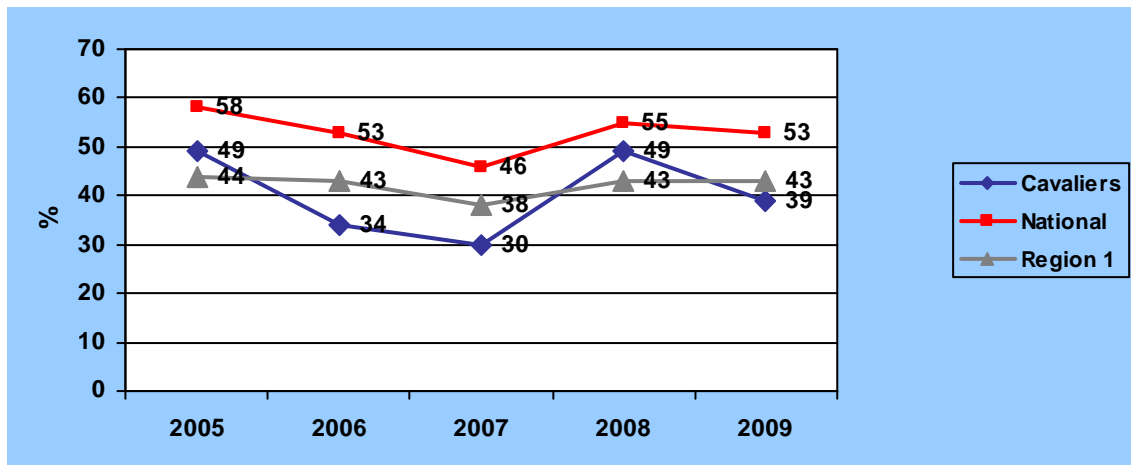


**Grade Six Achievement Test (GSAT) Averages
2005-2009**

Mathematics	2005	2006	2007	2008	2009
Cavaliers	49% (n=20)	34% (n=24)	30% (n=21)	49% (n=23)	39% (n=20)
Region1 x-small	44%	43%	38%	43%	43%
National	58%	53%	46%	55%	53%
Science	2005	2006	2007	2008	2009
Cavaliers	48%	44%	41%	51%	39%
Region1 x-small	39%	45%	45%	43%	43%
National	52%	55%	52%	52%	53%
Social Studies	2005	2006	2007	2008	2009
Cavaliers	48%	38%	41%	49%	39%
Region1 x-small	42%	42%	45%	46%	44%
National	57%	51%	51%	56%	53%
Language Arts	2005	2006	2007	2008	2009
Cavaliers	44%	40%	38%	46%	44%
Region1 x-small	40%	45%	42%	42%	47%
National	54%	54%	48%	53%	57%
Communication	2005	2006	2007	2008	2009
Cavaliers	4	4	6	5	5
Region1 x small	4	5	7	6	7
National	5	6	8	7	7

* All subjects are scored out of 100 with the exception of **Communication** which is scored out of 12

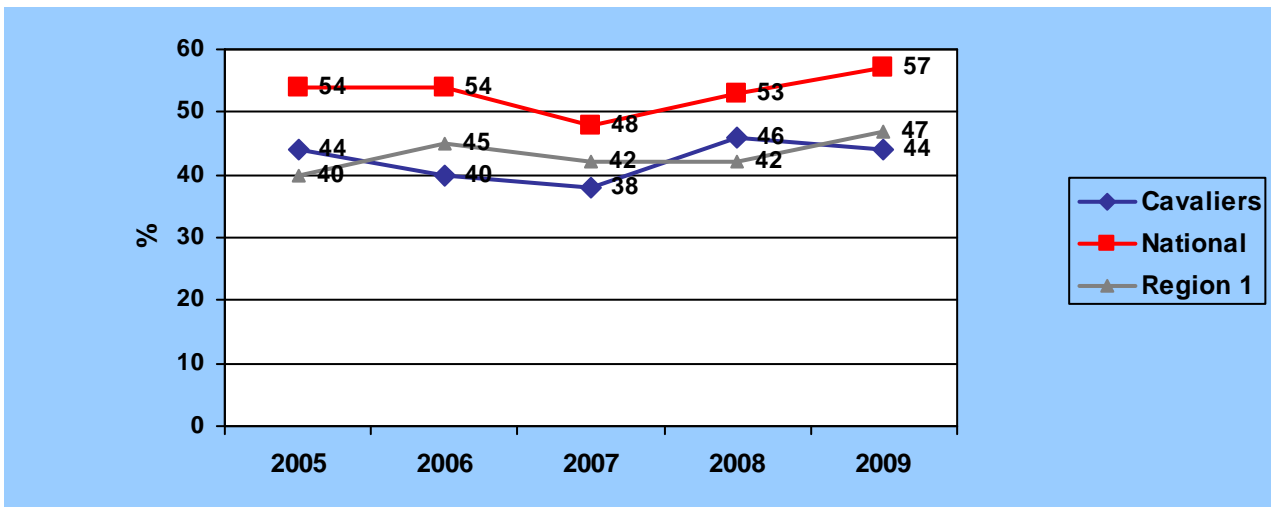
The graph below shows the average GSAT **mathematics** scores for Cavalier's All Age as compared with the region 1 extra small school and national average GSAT **mathematics** scores (2005 – 2009)



The average GSAT mathematics scores for Cavaliers All Age remained below the national averages for the four years. It was at 49% in 2005. It declined to 34% and then further to 30% in 2006 and 2007 respectively. It then climbed to 49% in 2008.

The graph below shows the average GSAT **language arts** scores for Cavalier's All Age as compared with the region 1 extra small school and national average GSAT **language arts** scores

(2005 – 2009)



The average GSAT language arts scores for Cavaliers All Age remained below the national average for the four years with 44%, 40%, 38% and 46% respectively.