

CRAIGHTON PRIMARY

INSPECTION REPORT

Principal (Acting): Mrs. Blossom Dunbar
Board Chair: Father Louis Hurst

National Education Inspectorate
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Introduction

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

During school inspections, our trained inspectors observe classroom lessons, interview members of the school's staff and students individually and in groups. Inspectors also look at samples of students' work and study various school documents provided before and during the inspection. Additionally, school inspectors hold meetings with the principal and senior members of 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 judgments 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 judgments 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% - 99%
Most	75% to 89%
Many	50% to 74%
Some	49% and below

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Basic Information about the School

Craighton Primary is a 200-year-old school situated in Irish Town in east rural St Andrew. It sits atop a precipitous but scenic hill overlooking Kingston and the surrounding areas. The school is owned by the Anglican Church. The board chairman is the priest of that church, and membership is predominantly from the church. The capacity of the school is 140, but there are currently only 101 students on roll as parents have been moving their children to other schools. Presently, the school is led by an acting principal who has been in that position since 2009. In addition there are three teachers, making for a student/teacher ratio of 25:1. The school serves communities within a three-mile radius of the area. The average daily attendance is generally high at 92 per cent. The school receives help from its business neighbours to enhance its play area, its music and other programmes.

Overall Effectiveness of the School

The overall effectiveness of Craighton Primary is unsatisfactory

School leaders have not sufficiently developed structures to fulfill the school's capacity for improvement. The partnership between the principal and the board is not yet effective in providing a clear vision to focus on improvement. The board does not ensure that it is sufficiently informed nor is it actively involved in the life of the school.

Overall, teaching and learning are unsatisfactory. The quality of teaching varies across the school and therefore students' learning is highly dependent on the individual teacher. Teaching is clearly impacting more effectively on students' learning in two grades where their teachers use a range of strategies and students participate more actively. However, there are many lessons with unsatisfactory teaching, especially in classes where very few materials are used, where students lack challenge and lessons are uninspiring. Assessment is inconsistent throughout the school, both in the systems used and in the way that teachers use the information gathered to plan for students' learning. As a result, not all students achieve as well as they might. Students' performance and progress in English and mathematics are satisfactory for all age groups. Average scores in national tests are at or below the national averages but are considerably above regional averages in English and mathematics. The students have consistently done better at English than in mathematics and teaching in English is stronger. Students' attitudes and behaviour are satisfactory both in lessons and around the school compound.

A caring climate is created for the students and they enjoy being at school. They appear comfortable with their teachers and most students and teachers share respectful and open relationships. Students have good civic and spiritual understanding. They are keen to take part in activities and are not shy to explain their thoughts about economic and environmental issues. There are sufficient teachers and support staff. However, two teachers are not primary trained. The quality and quantity of material resources is unsatisfactory and such resources as are available are not being effectively utilised to support children's learning.

The building and grounds are not well maintained and the lack of an appropriate playground is a concern. The curriculum provision is satisfactory and generally relevant. The multi-grade class arrangement poses a challenge for the efficient delivery of the curriculum. Safety, security and health are unsatisfactory. There are many areas of concern which need prompt attention to help ensure students' safety. The well-being of students is satisfactory and teachers know students well and provide a supporting environment.

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

- Good attendance
- Students' civic awareness and spiritual understanding
- Teacher-student relationships

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?

The quality of leadership and management is unsatisfactory

Parents and teachers agree that the principal is approachable, well organized and takes care of the school. However, leadership and management are not sufficiently impacting on the quality of teaching and learning. The school's vision does not sufficiently focus on the improvement of standards and the progress of students. The school is not fulfilling its mission to have every child take responsibility for his own actions; currently it does not provide any opportunities for students to assume leadership positions such as head boy and head girl, monitors or prefects. The principal does some demonstration of lessons and mentoring of teachers, yet the initiative is having only a limited impact on standards and progress. There is a good relationship between the principal and the staff but staff is not held sufficiently accountable for improving their teaching in order to enhance their lessons and impact students' learning. The principal has a good understanding of the strengths and weaknesses of the school. There are few systems in place to allow delegation and so facilitate shared leadership.

Self-evaluation and assessment planning are unsatisfactory

There is a School Improvement Plan (SIP) with short, medium and long term goals which are focused on a number of relevant areas, including parental development and increased achievement in numeracy and literacy. However, it does not outline the activities to be undertaken to address the issues identified, the achievable success criteria, or clear plans as to how progress will be monitored. The five-year plan is outdated and lacks a review structure, so the school has no clear agenda for improvement. The principal credits the staff with helping to develop the plan; however, parents and students were not involved. The size of the staff does not allow for teams to assess teachers during lessons and the principal has not devised a workable solution for staff appraisal and development.

Governance is unsatisfactory

The secretary of the board is a member of the community and a past student; she speaks passionately about returning the school to its former standing in the community. However, there is a sense of disconnect between the board and the school. There is no financial committee and the board holds the school's leadership accountable in a limited way. The board has had only one meeting with the principal since January 2009 and has a limited impact on the management of the school.

Relations with parents and the local community are satisfactory

The principal and staff cooperate well with parents. The frequency of reporting insufficiently informs parents on students' progress. However, there are regular opportunities for parents to talk to teachers and to be actively involved in assisting the school's programmes. The school recognises the difficulty it faces with some uninvolved and reluctant parents but has not been successful in its efforts to involve them. However, some parents are very active; for example, ensuring homework is completed and also helping to mix cement for the building of a retaining wall. Local agencies are supportive of the school and contribute resources; for example, equipment in the Learning Centre came from the constituency development fund and free Internet service is provided by LIME.

How effectively is the school led and managed?	
Grades	1-6
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?

Teachers' subject knowledge and knowledge of how best to teach the subjects is unsatisfactory

Teachers' subject knowledge is satisfactory and some teachers have good knowledge of the subjects they teach. However, most teachers have a limited knowledge of how best to teach multi-grade lessons. Throughout the school teachers lack techniques for providing opportunities for students to develop the skills of logical and critical thinking.

Teaching methods are unsatisfactory

While most teachers have lesson plans, they lack detailed focus and there is inadequate evaluation. Teachers make limited use of different teaching strategies. Sometimes time management is slack and some subjects are either not allocated sufficient time or planned activities are not completed. Poor use is made of resources; for example, the library and computers are ineffectively and insufficiently used to promote students' learning. Throughout the school the predominant teaching method involves mainly the teacher talking with students being passive learners and having few opportunities for independent work. There are very good teacher-student relations, particularly in Grades 1, 2 and 6 where teachers involve students in open discussions and use questioning in lessons to develop their understanding.

Assessment is unsatisfactory

Teachers' lesson plans have assessment exercises at the end of each unit of work and in the best lessons the teacher gives regular constructive feedback and periodically checks for students' understanding. However, across the school, teachers are not using the information to plan their lessons. Students' workbooks show that the thoroughness of the marking is inconsistent and only a few evaluative comments were present. A few teachers sometimes comment constructively on the students' work and indicate what students need to do to improve. The closed questioning technique, used by most teachers to check students' recall of lesson content, does not support critical thinking. Teaching in many lessons is at one level only and gives little attention to the different abilities of the students.

Students' learning is unsatisfactory

Across the school, students are polite and most students display good attitudes to learning, participating eagerly. Most students throughout the school can respond promptly to questions and can recall facts from previous lessons. They use routine methods to tackle familiar challenges. Students in one grade are highly motivated and participate enthusiastically when involved in activities based on real situations. However, across the school many students are not actively involved in their learning and there are too few opportunities for them to develop their problem solving and critical thinking skills.

How effectively does the teaching support the students' learning?	
Grades	1-6
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?

Performance in English is satisfactory

Some students enter Grade 1 without prior schooling and have variable performance in the Grade One Individual Learning Profile. In the 2008 Grade One Individual Learning Profile (GOILP), students performed at or above the national average in all areas of learning except oral language, where results fell way below the national average. In the Grade Four Literacy Test, average scores have tended to fluctuate. Since 2007 they have remained above the averages for the region's extra small schools but below the national averages. The performance of the students in the Grade Four Literacy Test in 2009, at 64 percent mastery, fell 36 percentage points short of the national target of 100 per cent. According to the

Ministry of Education projections that have been set for each school, Craighton needs to improve student achievement in this area by 8 percentage points by 2010.

In the Grade Six Achievement Test (GSAT), average scores in Literacy have fluctuated. They have been consistently above the regional averages for extra-small school. In 2009, average scores rose to 61 per cent, 4 percentage points above the national averages. The performance of boys is below that of girls.

Students’ performance in mathematics is satisfactory

In the Grade Four Numeracy Test, students’ average scores in 2009 were well below the national averages. Students’ average scores in GSAT are consistently above the averages of extra small schools in Region 1, and are currently in line with the national averages.

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

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

Students’ progress in English is satisfactory throughout the school

Most students in Grades 1 and 2 can read and write simple sentences, identify rhyming words - for example, cat and rat, plate and slate. They know the difference between singular and plural words, and can pronounce “leptospirosis” accurately. In Grade 3, most students are able to decline regular verbs and can write sentences using the correct verb tense with accuracy. They can define different groups of animals such as carnivore, herbivore, omnivore, and use these correctly when placing animals into sets. Some students can read accurately from age appropriate texts and can pronounce a range of age appropriate sight words written on the board. Most students in Grades 4, 5 and 6 can discuss topical issues and give their own opinions, demonstrating satisfactory speaking and listening skills. Some students in Grade 6 can report accurately on completed group work. However, others, especially among the boys, read aloud haltingly. Students are unaware of the key features of a range of different writing genres.

Students’ progress in mathematics is satisfactory

Some students in Grades 1 and 2 are able to demonstrate an understanding of fractions by writing the correct representation of the fraction on the board. However, many struggle to estimate when using measures; for example, when asked to estimate the height of a person, they are unable to use what they know to work out an estimation. In Grade 3, many students are still using their fingers to count on when solving simple addition and subtraction problems. Older students in Grades 4 and 5 can identify which measures to use when given real life examples of quantities by the teacher. Most are able to represent the unknown

quantity in an algebraic expression of the type $200+n=500$, using real life examples. Many students in Grade 6 can solve an equation of the type $x-19=19$, demonstrating satisfactory progress.

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

How good is the students' personal and social development?

Students' behaviour and attitudes are satisfactory both in lessons and around the school compound

They appear comfortable with their teachers and most students and teachers share respectful and open relationships. School attendance is good with an average daily attendance of 92 per cent; however some students are late for school and some fail to respond to the bell with urgency.

Civic understanding and spiritual awareness are good

Most students have an understanding of national identity and are able to talk about Jamaican culture by describing cultural dances, food, dress, national symbols and Jamaica's early history. Students are able to describe, and share an appreciation for, their regional culture. They are also aware of current events and their obligation to the future development of Jamaica; for example, many are able to discuss the extradition of 'Dudus' and can articulate their opinions regarding the penalty for gun crimes. Spiritual awareness is good. Students across all grades can share ideas about the importance of God.

Students' economic awareness and understanding are satisfactory

Some upper school students can discuss the impact of the Caribbean Single Market and Economy on employment of Jamaicans locally and overseas. Many students indicate a desire to remain in Jamaica and contribute to the country's development. However, the school has no student leaders and club meetings are teacher led giving no opportunities to students to develop their leadership and management skills.

Students' environmental awareness and understanding are satisfactory

Students are concerned for the environment, and one student remarked, "If you look after the environment the environment will look after you." Many students are able to tell how to make and use compost thus regenerating the environment. However, potted plants on the compound appear to be in need of care. Some students have a satisfactory knowledge and

understanding of national, regional and global current environmental issues; for example, students can tell of recent oil spills resulting in the death of sea creatures and the impact of the devastating earthquakes in Haiti and South America.

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

Teachers are appropriately deployed based on their skills. Two teachers are not trained for the primary level. However, whilst there are sufficient numbers of staff according to regulations, in the absence of a teacher, the students have to be absorbed by teachers in other classes.

The quality and quantity of material resources is unsatisfactory

Throughout the school there is an inadequate supply of resources in classrooms. There are no playgrounds for students. A small dusty area has been converted but this is totally inappropriate. An additional area is available for sports purposes three miles away. The grounds are not well maintained. Classrooms are spacious. The school library is disorganised and is not a user friendly space for students to work in. The books are old and many are inappropriate for the ages and stages of the students. There is a range of fiction and non-fiction books, mainly for topic work but there are no areas for students to conduct research. Whilst there are two computers, neither is in working order. An overhead projector is operational and is stored in the library along with 2 printers and a photocopier. The storage of unused equipment in the library restricts full utilization of the space.

The use of material resources is unsatisfactory

Classroom space is not always well utilized and in some classes the students are clustered into one area. Very little use is made of manipulatives to support learning in mathematics. Poor use is made of reading resources in most lessons; for example, in a social studies lesson the teacher used only atlases, and many students were unaware of the meaning of migration but there was no attempt to use dictionaries.

How effectively does the school use the human and material resources at its disposal to help the students achieve as well as they can?	
Grades	1-6
Human resources	Satisfactory
Material resources – quality and quantity	Unsatisfactory
Use of material resources	Unsatisfactory

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

The curriculum is satisfactory

The curriculum successfully meets the values and objectives set out by the Ministry of Education and it effectively addresses the personal and social development of almost all students. The modifications to the curriculum create relevance to the rural setting of the school and the academic needs of the students. For example, when the lesson is on important buildings in the community, the topic includes important landmarks such as Hollywell National Park, Strawberry Hill Hotel and Spa, and the Uschema Coffee Company. Teachers meet bi-monthly in order to develop common lesson plans for the upper and lower schools. Although the teachers use grouping and collaboration to enhance learning, they fail to use collaborative groups which would help to develop the learner's accountability and responsibility to the group and to their own learning. There is appropriate continuity and progression in topics studied, although the content within some topics lacks variety and depth. Topics and concepts are specifically presented within the range of the students' experience and address their specific needs. For example, one teacher has increased the number of language arts lessons to meet the needs of the students as identified through consistent planned assessment of students' abilities. However, the limited number of physical education classes and few co-curricular activities limit the holistic development of the students. Students with learning difficulties are supported effectively through extra classes.

How well do the curriculum and any enhancement programmes meet the needs of the students?	
Grades	1-6
Curriculum	Satisfactory

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

Provision for safety, security and health is unsatisfactory

The school does not undertake any regular health and safety checks of its own. There are potential hazards which require urgent attention. The school has only one fire extinguisher which is not maintained, and gas cylinders are not protected. The perimeter fencing is incomplete and the rough-edged steel jutting out of the walls is dangerous and a potential risk to students at play. The playing area is unpaved with an uneven surface and no grass, and boys play beneath the road in bushes which is potentially hazardous. Stairways to the school are uneven; some edges could be dangerous, and the first step is very high. There is an offensive odour from the outdoor toilets and the boys' urinal is unsightly. Water rises on the floor of the Grade 3 classroom when it rains. However, the school undertakes safety and earthquake drills, and teachers encourage students to flush toilets and wash their hands

Students' well-being is satisfactory

Teachers maintain good relationships with students. Most children are well behaved, and agree with staff about any punishments enforced. Students are happy to speak to teachers if they have a problem, and say that "teachers are here to protect students" and that they feel safe in school. Tracking of students' well-being is done by each teacher through the use of the 'minute book', suspension or by talking with students. Guidance and counselling are offered as needed and parents are contacted if students are persistent absentees. If students are very late for class, they are given 'time out'. The school provides nutritional meals at a cost as well as welfare lunches for needy students. Additionally, approximately 16 per cent of students have access to the PATH programme. There are clear procedures for suspension and exclusion of students but in the past year there has only been one suspension.

How well does the school ensure everyone's safety, security, health and well-being?	
Grades	1-6
Safety, security and health	Unsatisfactory
Well-being	Satisfactory

Recommendations

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

1. Develop procedures to ensure that buildings and premises are checked regularly and remedial work is carried out in a timely manner, in particular, areas of potential danger to students.
2. Improve the quality of leadership and management at all levels, so that they increase accountability of teachers for their performance and have an impact on improving standards.
3. Ensure that staff development is planned and implemented to target weak areas so teachers get a better understanding of how students learn, and cater for different learning styles and ability levels in their lessons.
4. Improve assessment practices and ensure that (i) teachers regularly assess their students and use the valuable information to inform their planning to meet the needs of all the children; and (ii) tracking systems are established and used effectively by teachers to set appropriate targets.
5. Ensure that students are more actively involved in their learning with a variety of activities which encourage them to be independent learners.
6. Ensure that the school is adequately resourced and that teachers use a greater variety of materials to enhance the quality of teaching and learning, especially in the teaching of mathematics and science.

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

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
GOILP	Grade One Individual Learning Profile
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	30
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	English	Maths	Other
Number of lessons or part lessons observed [Primary]	7	10	13

Number of scheduled interviews completed with members of staff, governing body and parents	7
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Number of scheduled interviews completed with students	8
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	Parents	Students	Teachers
Number of questionnaires returned and analysed	40	33	3

Appendix 2 (Inspection Indicators)

Inspection indicators serve a number of purposes:

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

Inspection Indicators

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

1.1 Leadership and management

Key features:

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

Short descriptions to illustrate the five-point scale:

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

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	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 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	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	The leadership holds the staff highly accountable for their performance. The school is successful with all groups of students, including those who do not respond well to school or have difficulties with learning
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1.2 Self-evaluation and improvement planning

Key features:

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

Short descriptions to illustrate the five-point scale:

Level 1 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. Opportunities are missed to enrich the	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	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	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

curriculum through the use of community resources	progress of students	agencies to enhance the wellbeing and progress of students		performance and benefit students
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2. How effectively does the teaching support the students' learning?

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

Key features:

- Teachers' knowledge of their subjects
- Teachers' knowledge of how best to teach their subjects
- Teachers' understanding of how students learn best in their subjects
- 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
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2.3 Assessment

Key features:

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

Short descriptions to illustrate the five-point scale:

Level 1 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 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 Students' learning

Key features:

- Attitudes and motivation to learn
- Interaction 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 many lessons. Student attendance is 69% or less	The poor behaviour of some students disrupts some lessons and causes difficulties. Students often do not obey rules and regulations. Student attendance is 70% - 79%	Behaviour and relationships are generally good. Rules are respected. The school is orderly and safe. Student attendance is 80% - 89%	Good behaviour and relationships prevail throughout the school. Most students exercise self-control. Student attendance is 90% - 95%	Almost all students are self-disciplined, respond very well to adults 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
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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 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.

5.4. 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	Many students have little	Many students are aware of	Most students know that	Almost all students

awareness of national or global environmental issues and they show little concern for their immediate environment	awareness of national or global environmental issues and make little effort to take care of their immediate environment	national and global environmental issues and they take care of their immediate environment	national and world resources need to be protected and used responsibly and they take care of their immediate environment	understand the importance of securing a sustainable environment. They take care of their immediate environment and some are involved in related co-curricular activities
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6. How effectively does the school use the human and material resources at its disposal to help the students achieve as well as they can?

6.1. Human resources

Key features:

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

Short descriptions to illustrate the five-point scale:

Level 1 Failing	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. 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	There are significant deficiencies in premises	Premises and resources are sufficient in quality and	Premises and resources are of good quality and	Premises and resources are plentiful and of

quality and quantity	and/or resources	quantity	sufficiency	high quality
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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	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	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	who need it	need it
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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 safety, security and health checks. Many parts of the buildings and equipment are unsafe and/or unhygienic and poorly maintained	Policies for safety and health are poorly implemented. Safety, security and health checks are irregular and not rigorous. Some parts of the buildings or equipment are unsafe and/or unhygienic	Policies and procedures are implemented and accidents are rare. Requirements for maintaining the safety, security and health of students are met. Buildings and equipment are safe, secure, hygienic and maintained in sound repair	Regular and thorough checks are made and acted upon to ensure that a safe, secure and healthy environment is maintained. Buildings and equipment are hygienic and kept in a good state of repair	The school provides an exceptionally safe, secure and hygienic environment for students and staff. Buildings and equipment are regularly maintained in excellent condition

8.2 Well-being

Key features:

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

Short descriptions to illustrate the five-point scale:

Level 1 Failing	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high

<p>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</p>	<p>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</p>	<p>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</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</p>	<p>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</p>
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Appendix 3 (National Test Data)

School Name: Craighton Primary
Location: Irish Town, Irish Town P.O.
Region: 1
Parish: St. Andrew
Level: Primary
Size: Extra Small
Type: Rural/ Whole Day
of Teachers: 5
Pupil/Teacher Ratio: 28:1
Attendance: 82%
Capacity: 195
Enrolment: 110
Owned by: Anglican

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

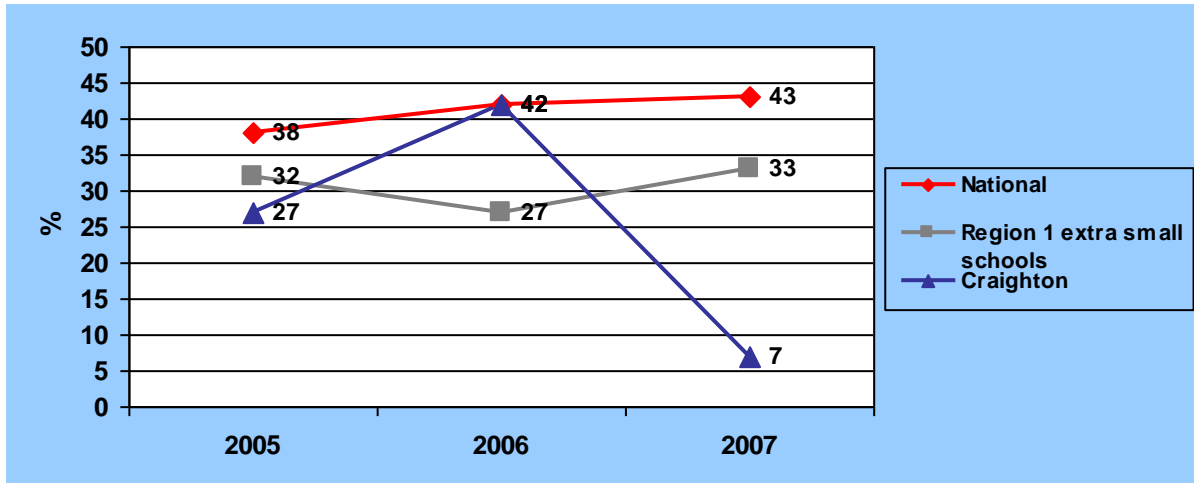
National Averages (%)			
Subject Area	2005	2006	2007
Overall Mastery	38	42	43

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

Craighton Primary Averages (%)			
Subject Area	2005 (<i>n=23</i>)	2006 (<i>n=12</i>)	2007 (<i>n=14</i>)
Overall Mastery	27	42	7
VMC	91	92	73
VP	68	58	21
AP	68	75	29
NLK	36	58	29

Grade 1 Learning Profile Proficiency 2008		
Subject Area	National Scores	Craighton (<i>n=21</i>)
General Knowledge	46.7	67
Number Concept	67.1	67
Oral Language	48.2	10
Reading	67.6	81
Writing and Drawing	62	67

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



Average overall mastery for Craighton Primary was at 27% in 2005. It increased to 42% in 2006, to meet the national average, but declined sharply in 2007 to 7%.

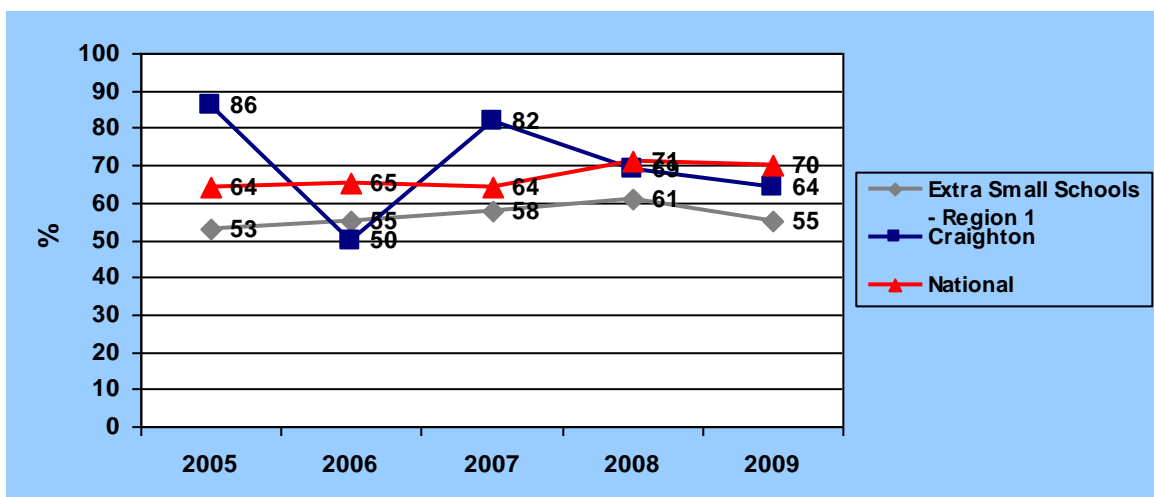
Grade 4 Literacy Test Averages

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

Region 1 Extra Small School Averages (%)					
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

Craighton Primary Averages (%)					
Subject Area	2005 (n=21)	2006 (n=22)	2007 (n=11)	2008 (n=16)	2009 (n=25)
Overall Mastery	86	50	82	69	64
Word Rec.	86	86	100	88	88
Reading	90	55	82	69	72
Writing	86	59	82	69	64

The graph below shows the average **overall mastery** of the Grade 4 Literacy Test for Craighton Primary as compared with the national average and the region 1 extra small school average – (2005 to 2009)



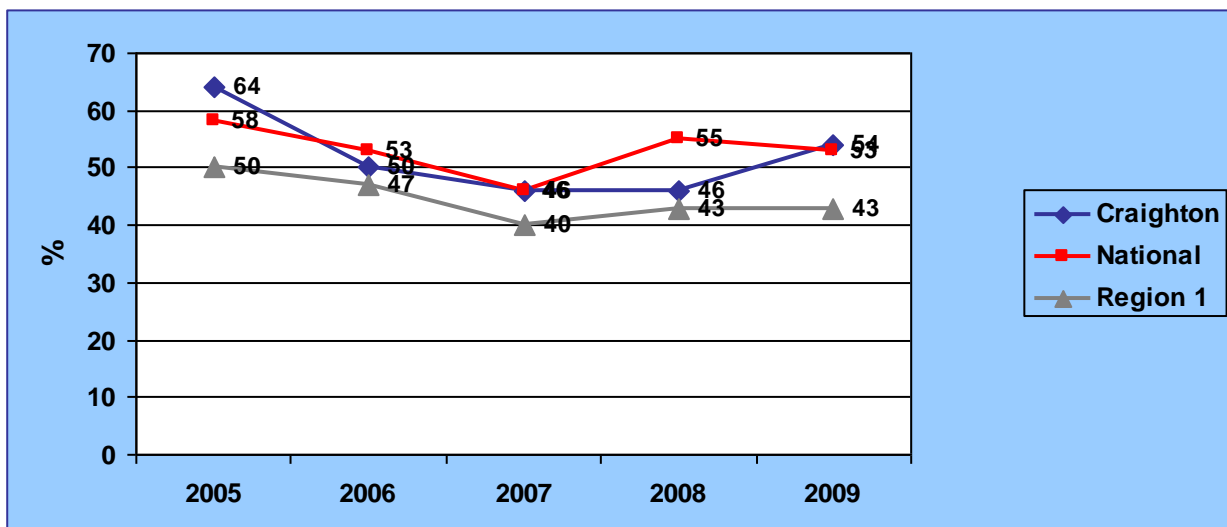
Grade 4 Literacy Test averages for Craighton Primary was at 86% in 2005, above the national and region 1 extra small school averages. In 2006 it declined sharply to 50%, but rose again in 2007 to 82%. In 2008 it fell to 69%, slightly below the national average but above the regional average. It declined slightly to 64% in 2009.

Grade Six Achievement Test (GSAT)

Mathematics	2005	2006	2007	2008	2009
Craighton	64% (n=19)	50% (n=30)	46% (n=20)	46% (n=15)	54% (n=16)
Region 1 x-small	50%	47%	40%	43%	43%
National	58%	53%	46%	55%	53%
Science	2005	2006	2007	2008	2009
Craighton	54%	50%	50%	46%	52%
Region 1 x-small	44%	50%	47%	43%	43%
National	52%	55%	52%	52%	53%
Social Studies	2005	2006	2007	2008	2009
Craighton	60%	49%	54%	51%	53%
Region 1 x-small	47%	47%	46%	46%	44%
National	57%	51%	51%	56%	53%
Language Arts	2005	2006	2007	2008	2009
Craighton	60%	53%	48%	47%	61%
Region 1 x-small	46%	49%	43%	42%	47%
National	54%	54%	48%	53%	57%
Communication	2005	2006	2007	2008	2009
Craighton	5	7	8	6	9
Region 1 x small	5	6	8	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

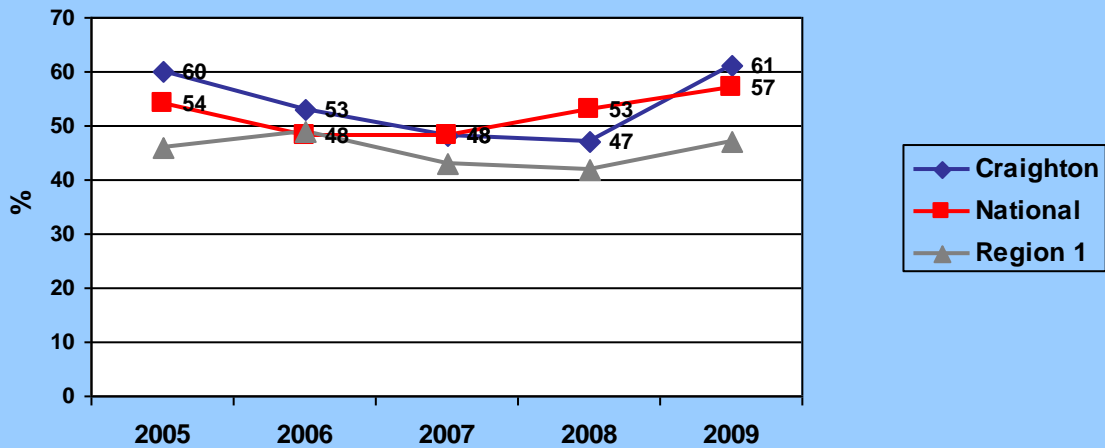
The graph below shows the average GSAT **mathematics** scores for Craighton Primary as compared with the region 1 extra small and national average GSAT **mathematics** scores (2005 – 2009)



The average GSAT mathematics scores for Craighton Primary remained declined from 64% to 50% between 2005 and 2006. It declined further to 46% in 2007 and 2008. In 2009 the average was at 54%, just above the national average.

The graph below shows the average GSAT **language arts** scores for Craighton Primary as compared with the region 1 extra small and national average GSAT **language arts** scores

(2005 – 2009)



The average GSAT language arts scores for Craighton Primary declined from 60% to 53% between 2005 and 2006. In 2007 it was on par with the national average at 48%, but it declined slightly in 2008 to 47%. The average increased to 61% in 2009, slightly above the national average.

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

GRADE1	2005	2006	2007	2008 (LPP)
Craighton	27	42	7	67
Extra Small Schools	30	33	28	NA
National	38	42	43	46.7

GRADE 4	2006	2007	2008	2009
Craighton	50	82	69	64
Extra Small Schools	46	49	61	55
National	65	64	71	70

GRADE 6	2006	2007	2008	2009
Craighton	53	48	47	61
Extra Small Schools	49	43	42	47
National	54	48	53	57