

JACKS HILL PRIMARY AND INFANT SCHOOL

INSPECTION REPORT

Principal: Ms. Beverly Jones
Board Chair: Dr. Christine Marrett

National Education Inspectorate
Inspection Date: 11-14 May 2010
Report Issued: June 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

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Basic information about the School

Jacks Hill Primary and Infant School is located in the parish of St. Andrew. It is the only school located in the semi-rural community of Jacks Hill and provides education for students from the infant department to Grade 6. The school was established in 1955 and was known as the Jacks Hill All Age and Infant School. The name was officially changed to the Jacks Hill Primary and Infant School in 2007. This is a small school built to accommodate 150 students; but currently has a student population of 57. The teaching staff of four, are involved in multi-grade teaching. The teacher-student ratio is 14:1.

Students from the surrounding areas of Jacks Hill attend the school; and are mostly from lower income families. Many of the parents are only functionally literate and most are not involved in the life of the school. The school's mission is to "create an effective teaching and learning environment to nurture the individual's desire to aim high, academically, culturally, spiritually and socially."

Overall effectiveness of the school

Jacks Hill Primary and Infant School is judged an unsatisfactory school

Leadership and management are unsatisfactory. The Principal knows her school and the direction in which she wants to take it. However, there are gaps in how widely the vision is shared. Self-evaluation and improvement planning is not sufficiently driven by student performance data. There are no clear mechanisms in place to effectively monitor the work of the school and to guarantee accountability.

While the Chairperson of the Board and the Principal enjoy a good relationship and the Chairperson offers advice, and ensures accountability in spending, the Board as a whole is inactive.

The school's relationship with parents and the local community is satisfactory. The school has established meaningful links with the wider community including the Community Council, Jamaica Agricultural Society (JAS), and the Rural Agricultural Development Authority (RADA).

The quality of teaching to support learning is unsatisfactory. In most lessons the teaching does not sufficiently indicate that teachers understand how best to teach their subjects. Therefore, many lessons are teacher-centred and provide students with limited independent learning opportunities. Teacher-student interaction varies across grades.

While the school has seen an improvement and was on par with the national average in the Grade Six Achievement Test (GSAT) for Language Arts in 2009, the performance in the Grade 4 Literacy Test continues to decline. Performance averages in mathematics are below the regional and national averages. Students make satisfactory progress in English but progress is unsatisfactory in mathematics.

Most students behave well during lessons especially those in the infant department. However, their behaviour is unsatisfactory when they are unsupervised. Students show satisfactory levels of civic, economic, environmental and spiritual awareness. Most students know about the national heroes of Jamaica and their struggles to better the country. The school has a sufficient number of qualified teachers. However, because of other responsibilities teachers are not as effectively deployed during lunch to monitor students'

safety and to maintain standards in behaviour. The unsatisfactory quality and quantity of material resources does little to advance teaching and learning.

Some classrooms are divided by chalkboards and some students struggle to concentrate during lessons as a result of distracting sounds from other classes. Information and Communication Technology (ICT) and other resources are insufficiently utilized. The curriculum and enhancement programmes in the school satisfactorily contribute to the students' overall growth and development. Some provision for special educational needs is made through the referral of slow learners to the Mico CARE assessment programme.

Provisions for the safety, security and health of the students and staff are unsatisfactory. The lack of perimeter fencing and security on the compound cause the staff to feel unsafe. Satisfactory arrangements such as Programme of Advancement Through Health (PATH) and other welfare programmes effectively support the well-being of students.

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

- The school's improved performance in Language Arts in the 2009 Grade Six Achievement Test (GSAT).
- The involvement of the community in programmes that help to advance the overall well-being of its students.
- Students' understanding and awareness of civic, economic, environmental and spiritual issues.

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?

Leadership and management are unsatisfactory

The Principal knows her school and the direction in which she wants to take it. However, the vision is not clearly articulated and shared with all stakeholders. The Principal is establishing a culture and ethos that reflects family values and this is shared by staff members. There has been some improvement in the performance of students in mathematics and language arts in GSAT. However, students' average performance in the Grade 4 Literacy Test continues to decline. Teachers are held accountable in a limited way for their teaching skills and performance. The Principal's method of assessment of the teachers' performance is by observation and having staff meetings.

Self evaluation and improvement planning are unsatisfactory

The school has a two year School Improvement Plan (SIP) with priority areas such as: literacy, numeracy and nutrition. Whilst the Board, teachers, parents, students and community members were involved in the planning process, the SIP is not sufficiently detailed to include: success criteria and time lines which support careful monitoring and accountability. There is little use of school performance data to inform the priority areas and action plans are not contained in the overall SIP. Individual action plans are in place. Teacher

appraisal takes place throughout the year. The Principal observes lessons, reviews lesson plans and gives feedback to teachers regularly, on how to improve teaching and learning. However, procedures for monitoring their progress on recommendations made to them are limited. Workshops in Social Studies and Science have been held, to build the skills and capacity of the teachers.

The governance of the school is unsatisfactory

The Chairperson of the Board is now in her second term. The Board is new and has met twice since it was convened. The newest community member has not yet met with the Board chair or the Principal. The Chairperson and the Principal enjoy a good relationship and the Chairperson offers advice, and ensures accountability in spending. She is also involved in the school’s reading initiative. The Principal is only required to provide oral reports to the Board. Furthermore, the Board is unsure, and is not informed, as to how targets in the SIP are met and monitored.

The school’s relationship with parents and the local community is satisfactory

The school uses various means of communicating with parents including: telephone calls and home visits by the Principal. Parents indicated that they feel comfortable in coming to speak with the staff. However, despite those efforts many parents do not attend Home School Association (HSA) meetings and are not involved in their children’s learning at school or the life of the school. The school has established meaningful links with the wider community. Members from the Community Council offer sponsorship for individual children. The Jamaica Agricultural Society (JAS) and the Rural Agricultural Development Agency (RADA) work with the school on a farming project. Members of the community visit the school weekly to read with students.

How effectively is the school led and managed by the Board, the principal and senior management team and middle leadership?	
Grades	Infant, 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 are unsatisfactory overall

Although all teachers have satisfactory knowledge of the subjects that they teach, in most lessons, their teaching methods do not indicate that they understand how best to teach the subjects; or that they possess a satisfactory understanding of how students learn best. For example, in one lesson, students were required to repeat the activity of drawing a house. This activity was ineffective in reinforcing concepts or promoting new learning.

Teaching methods across the school are unsatisfactory,

Lesson plans are detailed and in some instances include evaluation. However, most lesson plans do not include the use of diverse teaching methods which will cater to the needs of students. Many lessons are teacher-centred and provide students with limited independent learning opportunities. For example, whilst there is a range of learning environments provided in the infant department, children are often led by the teacher in formal learning, and they have few opportunities throughout the day to explore and develop their own interests. Teacher-student interaction varies across grades. In the infant department relationships are mutually respectful while in the primary school some classes are poorly managed and many students do not obey their teachers.

The quality of assessment is unsatisfactory

Tests are conducted monthly and termly. In some lessons, on-going assessment activities are limited and do not always offer challenges to students. For example, in a mathematics lesson, students were given only one problem to solve independently before the teacher moved to another activity. Some teachers rely mostly on chorused responses with little effort to target individual students. Students' workbooks are regularly marked, but there are very few evaluative comments to help students improve their work. Teachers give few opportunities to students in assessing their own work.

Students' attitude to learning is unsatisfactory

The infants have a positive attitude towards learning. They are engaged in the lessons and demonstrate a keen interest in participating. However, older students' attitudes to learning are inconsistent. In the better lessons, students work with interest to complete their tasks. However, in many lessons, students work with little enthusiasm and interest. For example, Grades 4, 5 and 6 students offered little response to questions even when a few of them clearly knew the answers. Some students work well when opportunities exist for them to work together. In some lessons, boys were disengaged when the teacher directed attention to other individuals and groups. Most boys worked slowly, as they did not have pencils to complete the activities. However, many Grades 4, 5, and 6 students struggle to work in groups. Students have developed limited inquiry and research skills. Many students are unable to solve problems independently. For example, in Grades 5 and 6 only a few students are able to solve a word problem involving addition and subtraction, unaided.

How effectively does the teaching support the students' learning?	
Grades	Infant, 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?

Students' performance in Grade 4 is failing and in Grade 6 is satisfactory

There has been a steady decline in the average scores for overall mastery of the Grade 4 literacy Test, since 2006. The overall mastery for students was 57 percent in 2006. This was above the regional figure but below the national average. However, the average scores fell to 40 percent in 2007 and to 38 percent in 2009, well below both the regional and national averages. This performance is 62 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, Jack's Hill needs to improve Grade 4 student achievement in this area by 18 percentage points by 2010. The average scores in GSAT Language Arts, fell from 42 percent in 2006 to 33 percent and 31 percent in 2007 and 2008 respectively. These scores were well below the regional and national averages. Significantly, the performance in 2009 improved to 57 percent, on par with the national average and 10 percentage points above the averages for Region 1 extra-small schools.

Performance in Grade 6 mathematics is satisfactory

Students' average scores fell to 27 percent in 2007 and to 23 percent in 2008. These figures were significantly below both the national and regional averages. However, average scores in 2009 showed marked improvement and overall performance rose by 25 percentage points to reach 48 percent. This performance, while below the national average, was above the averages for Region 1 extra-small schools.

How well do the students perform in national and/or regional tests and assessments?		
Grades	4	6
How well do the students perform in National or regional tests and examinations in English?	Failing	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 make satisfactory progress in English

In the infant class students have good listening skills. Most students are able to identify the letter y, give words that begin with y and say how many syllables there are in a selection of words. In Grades 1 and 2, all students speak confidently using Standard Jamaican English and have appropriate fine motor skills, forming letters carefully with a focus on good presentation. Some students can identify adjectives and draw pictures demonstrating their understanding. Whilst many are able to identify adjectives, some students have a difficulty in spelling the words. In Grades 3 and 4, some of the students can read a text and answer basic questions. For example, some students are able to first read, then give the names of places of worship and say who the leaders are. In Grades 5 and 6 only some students are able to read advertisements from newspapers and identify the kind of vehicles on sale.

The progress that students make in relation to their starting point in mathematics is unsatisfactory

Some students in Grades 5 and 6 have knowledge of the vocabulary associated with subtraction and they know that the words minus and subtract have the same meaning. However, only few students in these grades are able to solve word problems involving addition and subtraction. Most students in Grades 3 and 4 are able to name and differentiate types of angles. Most students also lack the knowledge of appropriate strategies to use in calculation. Most students in Grades 1 and 2 are unable to put numbers in the correct column under tens and ones, and when doing addition they start from the right.

How much progress do the students make, in relation to their starting points?	
Grades	Infant, 1-6
How much progress do the students make in relationship to their starting points in English?	Satisfactory
How much progress do the students make in relationship to their starting points in mathematics?	Unsatisfactory

How good is the students’ personal and social development?

The behaviour and attitude of the students are unsatisfactory

Most students behave well during lessons, especially those in the infant department. However, there is a marked difference in their behaviour when they are unsupervised. There are regular fights especially among the boys. Although most students respond promptly to the bell after lunch, the boys behave poorly in their lines and sometimes in classes. Average attendance is unsatisfactory at 71 per cent, and students are generally late for school. For example, only seven students were present for the start of school on one day of the inspection.

The students’ civic understanding and spiritual awareness are satisfactory

Almost all the students are actively involved in devotional exercises. Most are able to say the National Pledge and sing the National Anthem. Students are able to give examples of their culture in terms of food and music. Most students know about the National Heroes and their struggles to better the country. They are proud of successful Jamaican sports personalities such as Usain Bolt and Shelley-Ann Fraser, and are happy when the Sunshine Girls succeed in netball. However, there are some weaknesses in the lower school where most students in Grades 1 to 4 are not aware of Jamaica as a country and refer to Jacks Hill as the country in which they live.

The economic awareness and understanding of the students are satisfactory

Many students indicate that money is important as it can pay for people’s education, purchase goods and improve schools. They identify unemployment as a problem affecting the country. Students clearly understand that the government has a responsibility, and needs to build houses for poor people, improve road conditions and provide jobs. Grade 6 students are able to discuss the effect that drought has on the farmers in the community; but are less aware of their own potential to contribute to the continuing economic progress of Jamaica.

The environmental awareness and understanding of the students are satisfactory

Most students know about the earthquake in Haiti and the impact that it has had on the environment. Most students are aware of ways in which the environment can be cared for such as planting trees and the proper disposal of garbage. They keep their immediate environment clean by not littering. Most students in Grade 6, however, are not able to talk about any environmental issues affecting Jamaica or the rest of the world.

How good is the students' personal and social development?	
Grades	Infant, 1-6
Students' behavior and attitudes	Unsatisfactory
Civic understanding and spiritual awareness	Satisfactory
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 qualified and there is a low rate of staff turnover. Support staff is sufficient for the needs of the school. The Principal takes classes when teachers are absent. The deployment of teachers during the lunch break is not effective as there is little monitoring of students to ensure their safety.

The quality and quantity of material resources are unsatisfactory

The play area is inadequate especially for the infants; as there is only a slide and broken swings available; while the rugged surface and nearby gully pose potential danger for the primary students. Some classrooms are divided by chalkboards resulting in distracting sounds between classroom spaces, and some students therefore struggle to concentrate during lessons. The placement of the blackboards as dividers between the two infant groups, and between Grade 1 and Grade 2, in their multi-grade classes, does not allow for whole-class interaction. There are many colourful charts and students' work displayed, particularly in the infants and Grades 1 and 2 classes. The infant class has many materials to promote learning. There are insufficient audio-visual resources available to support teaching. For example, the television and overhead projector do not work. The school has eight functional computers, but some computers are still packed away in the resource room. The computer room is too small to accommodate the number of students in one class. There is an adequate supply of books and other literary resources. However, some of the books in the library are old and outdated and do not relate to the curriculum.

The use of material resource is unsatisfactory

Insufficient use is made of the available space in the infants department. The set-up of tables, and the storage of materials, leave no space for age-appropriate activities requiring students to be physically active. In Grades 1 and 2 the class teacher makes effective use of the charts on the wall during the lessons. Overall, teachers make inadequate use of computers and other equipment. Although there is internet access at the school, the service is intermittent and this reduces the opportunities students would have had to enrich their research skills.

How effectively does the school use the human and material resources at its disposal to help the students achieve as well as they were able?	
Grades	Infant, 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 and enhancement programmes in the school are satisfactory

They contribute to the students' overall growth and development. Teachers follow the national curriculum in relation to topics to be covered, but curriculum coverage is behind schedule. There is an integrated approach to curriculum planning for Grades 1 to 3 and Grades 4 to 6. Teachers appropriately adjust their lessons to meet the needs of specific learners. Workshops and teaching sessions are held by a teaching specialist to better equip teachers to improve literacy and to meet the special educational needs of students.

Additionally, volunteers visit the school each week in order to assist the students with reading. Some provisions for special educational needs are also made through the school's action of referring slow learners to the Mico CARE assessment programme. The extra curricular programme nurtures some of the students' social, emotional and physical development through clubs such as the 4H club, the Environmental Club and the Visual Arts Club. The Speech and Drama Club also meet but not on a regular basis. The community council forges strong links with the school by providing academic sponsorship and also make various other contributions.

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

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

The provision for safety, security and health in the school is unsatisfactory

There is easy access to the compound and to the classrooms, with the lack of fencing and security on the compound, which causes the staff to feel unsafe. There are some potentially hazardous zones such as the gully area and the road leading to the school. The students enjoy running up and down the hill and accidents are very rare. Limited supervision of students is done by staff during break. The school building, classrooms and bathrooms are maintained in a clean condition. Resource persons such as firemen visit the school to talk with the students about safety. There are two new fire extinguishers in the school. Fire drills are done once per year. A nurse also visits the school to address health-related topics and the police talk with the children about road safety.

The breakfast programme was discontinued due to lack of funds. The school provides a cooked meal once a week. Nutri bulla and milk are served in the snack shop along with a larger selection of junk food.

Provisions to ensure everyone's well-being are satisfactory

Most students get along well with their teachers, but some students do not listen sufficiently to their teachers outside of the classroom. There is no guidance counsellor at the school and teachers provide counselling to their students as needed. Some programmes, such as PATH, are in place to support student's well-being.

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

Recommendations

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

Teaching quality be improved, and teachers supported by the school in this regard:

- Teachers to learn best practices in the Art of Teaching.
 - Implement a wider range of teaching methods to enhance learning.
 - Pay more attention to the areas of literacy and numeracy.
 - Use formative assessment to evaluate and track students' progress.
1. Use ICT and other resources in the practice of teaching, by teachers to promote effective learning.
 2. Put in place infrastructure to aid in the improvement of the overall behaviour of students.
 3. Implement performance measures for the teachers' work performance and accountability.
 4. Hold the principal and the school board responsible for the overall performance of the school.
 5. Review the school's self evaluation and school improvement planning process to include the analysis of student performance data to drive targets.
 6. Support for the school, by the Ministry of Education is needed; in its improvements to facilitate good safety and security of the school's population.

Further Action

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

Elaine Foster-Allen
Chief Inspector
National Education Inspectorate

Abbreviations & Acronyms

CAPE	Caribbean Advanced Proficiency Examination
CCSLC	Caribbean Certificate of Secondary Level Competence
CSEC	Caribbean Secondary Education Certificate
GNAT	Grade Nine Achievement Test
GSAT	Grade Six Achievement Test
HEART	Human Employment and Resource Training
ICTs	Information Communication Technologies
ISSA	Inter Secondary Schools' Association
IT	Information Technology
JAS	Jamaica Agricultural Society
JSAS	Jamaica Schools Administrative System
JSIF	Jamaica Social Investment Fund
JTA	Jamaica Teachers Association
MOE	Ministry of Education
NEI	National Education Inspectorate
PATH	Programme of Advancement through Health and Education
PTA	Parent-Teacher Association
RADA	Rural Agricultural Development Agency
SDP	School Development Plan
SIP	School Improvement Plan
SJE	Standard Jamaican English
SMT	Senior 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]	10	7	13

Number of scheduled interviews completed with members of staff, governing body and parents	9
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Number of scheduled interviews completed with students	7
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	Parents	Students	Teachers
Number of questionnaires returned and analysed	51	41	4

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

1.2 Self-evaluation and improvement planning

Key features:

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

Short descriptions to illustrate the five-point scale:

Level 1 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.
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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 curriculum through the use of community resources	The school gives parents insufficient information about their children's progress and wellbeing. Community involvement is limited and the school does not actively seek relationships with outside agencies to support the wellbeing and progress of students	Parents receive regular, detailed reports about their children's progress. There are regular opportunities to talk to teachers and some parents are actively involved in school life. The school works with outside agencies to enhance the wellbeing and progress of students	Methods for communicating between home and school are well established. Many parents are involved in school activities. The school has productive links with the local community and uses them to enrich the curriculum and strengthen teaching and learning	The school has a strong educational partnership with parents, who are actively involved in many aspects of school life and play an important role in decision-making. The school capitalises on the expertise and resources in the community to improve its performance and benefit students

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

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

Key features:

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

Short descriptions to illustrate the five-point scale:

Level 1 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	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

			achieve high standards	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 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 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

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 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 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 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 safety, security and health checks. Many parts of the buildings and equipment are unsafe and/or unhygienic and poorly	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	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	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

maintained	unhygienic	and maintained in sound repair		
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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)

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

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

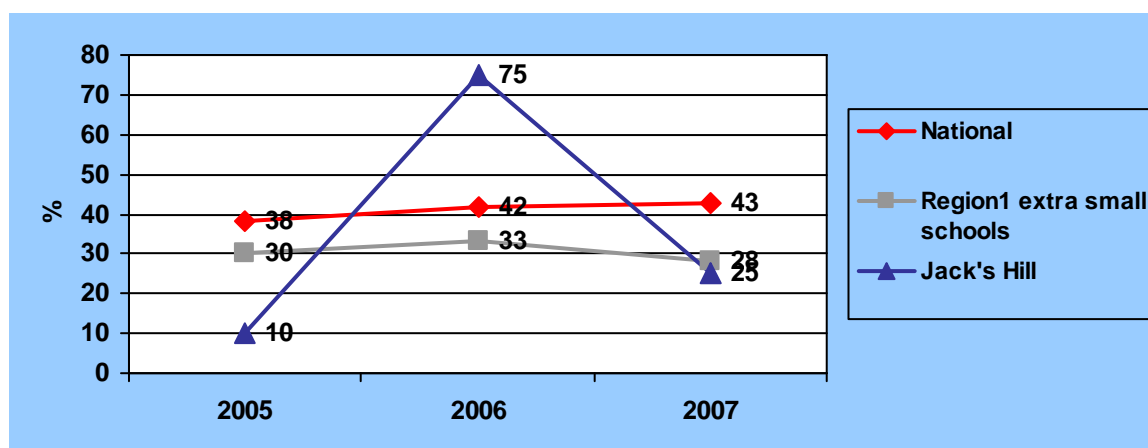
Jack's Hill Primary and Infant Averages (%)

Subject Area	2005 (<i>n=10</i>)	2006 (<i>n=4</i>)	2007 (<i>n=8</i>)
Overall Mastery	10	75	25
VMC	90	75	89
VP	30	75	63
AP	20	75	75
NLK	40	75	50

Grade 1 Learning Profile Proficiency 2008

Subject Area	National Scores	Jack's Hill (<i>n=7</i>)
General Knowledge	46.7	43
Number Concept	67.1	57
Oral Language	48.2	100
Reading	67.6	71
Writing and Drawing	62	29

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



The overall average mastery for Jack’s Hill Primary and Infant rose dramatically between 2005 and 2006 from 10% to 75% taking it well above both the national and regional averages. It however declined to 25% in 2007, below both national and regional averages.

Grade 4 Literacy Test Averages

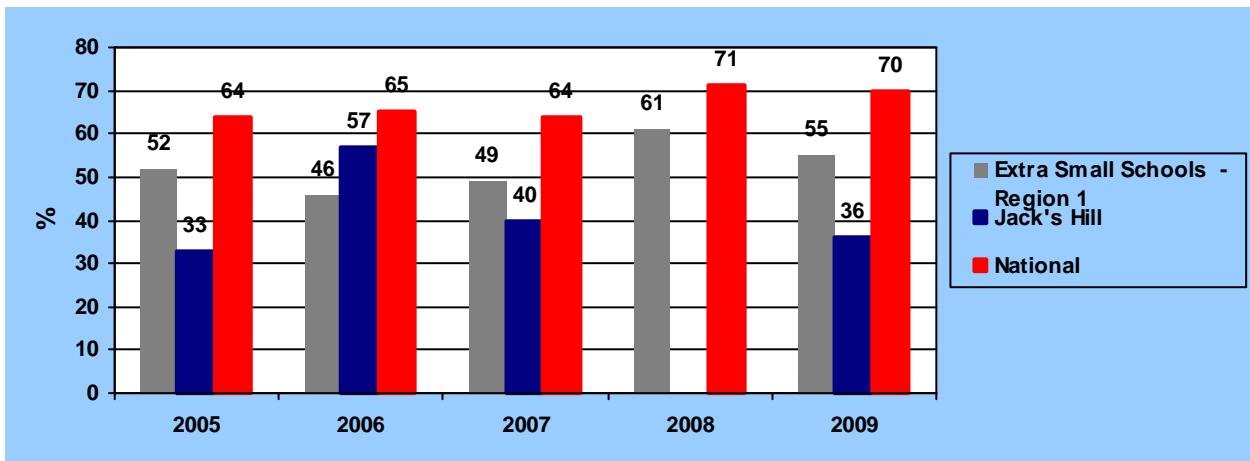
Region 1 Extra Small School Averages (%)					
Subject Area	2005	2006	2007	2008	2009
Overall Mastery	52	46	49	61	55
Word Rec.	75	73	73	85	79
Reading	63	52	55	68	66
Writing	61	60	69	74	63

Jack’s Hill Primary and Infant Averages (%)					
Subject Area	2005 (n=9)	2006 (n=7)	2007 (n=10)	2008 (n=)	2009 (n=8)
Overall Mastery	33	57	40	na	36
Word Rec.	78	71	60	na	75
Reading	33	57	70	na	50
Writing	77	71	50	na	50

The graph below shows the average **overall mastery** of the Grade 4 Inventory Test for Jack’s Hill Primary and Infant as compared with the national average and the region 1 extra small school average – (2005 to 2009)

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

*no data available for Jack’s Hill Primary and Infant for 2008

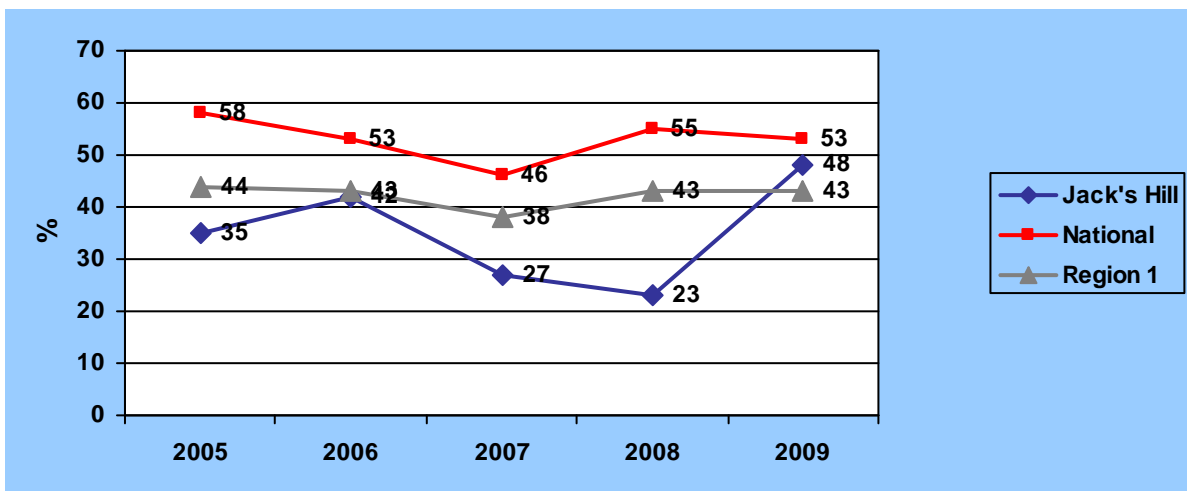


Grade Six Achievement Test (GSAT) Averages

Mathematics	2005	2006	2007	2008	2009
Jack's Hill	35% (n=5)	42% (n=12)	27% (n=6)	23% (n=4)	48% (n=9)
Region1 x-small	44%	43%	38%	43%	43%
National	58%	53%	46%	55%	53%
Science	2005	2006	2007	2008	2009
Jack's Hill	30%	41%	34%	30%	36%
Region1 x-small	39%	45%	45%	43%	43%
National	52%	55%	52%	52%	53%
Social Studies	2005	2006	2007	2008	2009
Jack's Hill	32%	38%	33%	32%	47%
Region1 x-small	42%	42%	45%	46%	44%
National	57%	51%	51%	56%	53%
Language Arts	2005	2006	2007	2008	2009
Jack's Hill	32%	42%	33%	31%	57%
Region1 x-small	40%	45%	42%	42%	47%
National	54%	54%	48%	53%	57%
Communication	2005	2006	2007	2008	2009
Jack's Hill	3	5	6	4	7
Region1 x small	4	5	7	6	7
National	5	6	8	7	7

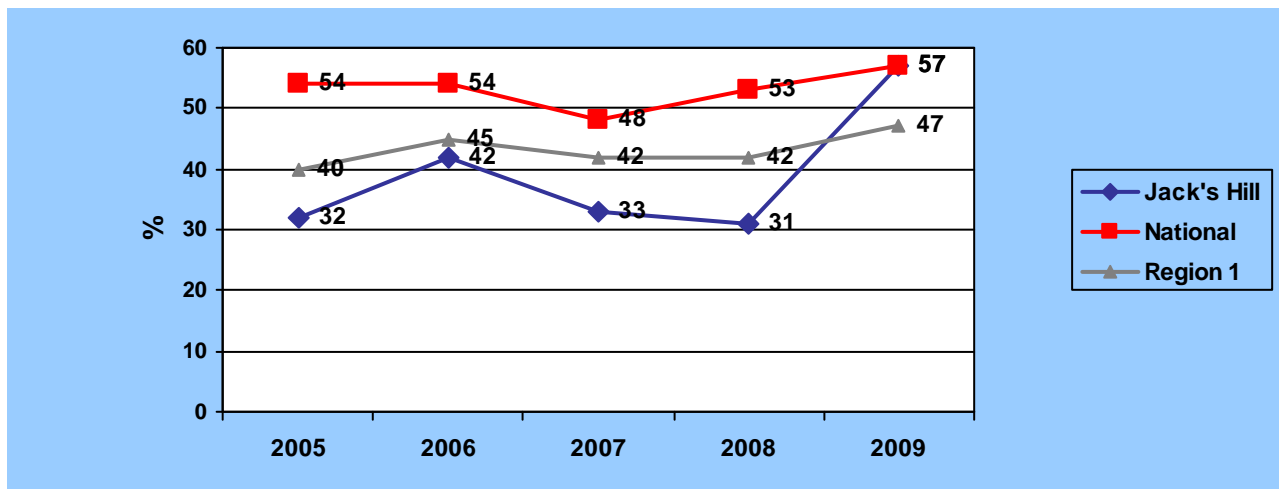
* All subjects are scored out of 100 with the exception of **Communication** which is scored out of 12

The graph below shows the average GSAT **mathematics** scores for Jack's Hill Primary and Infant as compared with the region 1 small school average and national average (2005 – 2009)



The average GSAT mathematics score for Jack's Hill Primary rose from 35% in 2005 to 42% in 2006. It declined to 27% in 2007 and continued to decline, falling to 23% in 2008. It rose to 48% in 2009 below the national average and slightly above the region 1 extra small school average.

The graph below shows the average GSAT **language arts** scores for Jack's Hill Primary and Infant as compared with the region 1 average national average (2005 – 2009)



The average GSAT language arts score for Jack's Hill Primary rose from 32% in 2005 to 42% in 2006. It then declined to 33% in 2007. It continued its downward trend in 2008 falling to 31%. However, it climbed sharply in 2009 to 57%, on par with the national average and above the region 1 extra small school average.