

INSPECTION REPORT
KING WESTON ALL AGE SCHOOL

Principal: Linnet Nicholson-Phipps
Board Chair: Father Gaston Nsongolo

National Education Inspectorate
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Introduction

The National Education Inspectorate (NEI) is responsible for making an assessment of the standards attained by 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 sample 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 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 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

King Weston All Age School was established on its present site in 1970. It is located in the district of King Weston in the hills of west rural St. Andrew which border on the parish of St Mary. It has an enrolment of 42 students, although it has a capacity for 260. There are four class teachers and the student teacher ratio is 11:1. Students in Grades 2 and 3 and Grades 5 and 6 are placed in multi-grade classes. The average daily attendance for students is 95 per cent. The school now provides for primary school students only, since it no longer has Grades 7 to 9 students. The school was founded by the Roman Catholics in 1868 and the church continues to play a supportive role in the school's development. The school serves the neighbouring communities such as Mount Cheerful, Belmont, and Florence Hill. The motto of the school is, 'Only the Best is Good Enough.'

Overall effectiveness of the school

King Weston All Age School is a satisfactory school

Leadership and management are satisfactory. The principal has positive relationships with the staff but instructional leadership is more limited, especially in regard to holding staff accountable for teaching and student performance. Teachers are included in school self-evaluation. However, the Improvement Plan for this school year is lacking in detail and success criteria. The school benefits from an effective and visible Board led by a committed chairman. The principal has a respectful, supportive relationship with parents and the local community. The school has an active and supportive Parent Teacher Association (PTA).

Teaching and learning is satisfactory. However, while teachers' know their subjects, they are less secure on how best to teach the subjects to their students. Teaching too often involves the teacher talking for too long a period of time with students not being active and participating sufficiently. The delivery of the curriculum is unsatisfactory with limited formal review and adaptation to meet the needs of all the students.

Students' performance in English at Grade 4 is good, but performance at Grade 6 is unsatisfactory in English and mathematics. Students make satisfactory progress in both English and mathematics throughout the school.

Students' attitudes towards school and their behaviour in school are good. They also show good civic and spiritual awareness. However, they are less aware of the economy of Jamaica and environmental issues, both locally and globally, and their economic and environmental understanding is unsatisfactory.

Human resources are satisfactory; material resources are good in both quantity and quality. Teachers make good use of the resources available to them to enhance their teaching and students' learning. The overhead projectors, DVD, charts and textbooks are frequently used in lessons. However, there are very few extracurricular activities.

Security, health, safety and well-being are satisfactory. However, there are safety hazards in the student bathrooms requiring immediate attention. The school compound is securely fenced and students feel safe at school. The well-being of students is a priority for all staff and the good relationships between all staff and students creates a supportive family atmosphere in the school.

How effective is the school overall?

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

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

Leadership and management are satisfactory

The school has a strong sense of direction, guided by the principal, who focuses on improving students' achievements and their well-being. Despite the shared common purpose, instructional leadership is insufficiently rigorous in holding staff accountable for their teaching, the development of their skills and their impact on improving students' academic standards. Nonetheless, the principal is passionate about the school's development; she is visible around the school, is approachable and has a respectful, supportive relationship with all members of staff and students. Members of the support staff are also respected. The principal maintains up-to-date centralised student records in the office. Effective use is made of information and communication technology (ICT) to support management processes; for example, some central records such as attendance data and test scores are stored electronically.

Self-evaluation and improvement planning are unsatisfactory

The school's priorities for improvement are based on an analysis of its performance involving the principal, teachers and the Board; but there is insufficient input by parents in both school self-evaluation and the improvement planning. The 2007-2008 Implementation Plan had a very effective structure providing clear goals and timelines. However, the 2009 to 2010 Implementation Plan provides only goals and there is no clear monitoring process to judge progress. The school uses the Ministry of Education teacher appraisal procedure, but the process followed in the school lacks the rigour needed to drive improvements in teaching and learning to promote the raising of standards.

Governance is satisfactory

The Board maintains a positive relationship with the school leadership and staff members. The Board is supportive of the school and provides advice and guidance to the school leadership on a regular basis; one member of the Board visits the school on most days. The regular meetings and reports from the principal ensure that the Board is well aware of the school's operations and is fully involved in strategic development. The Board also assists with the school feeding programme.

Relationships between the school and parents and the local community are satisfactory

Most parents are satisfied with the level of communication from the principal, and overall communication among all stakeholders is good. Parents are kept well informed of their children's performance; detailed written reports on students' progress are issued to parents and they are welcome to visit the school to speak with the principal and teachers regarding

their children's progress. Some parents are actively involved in school life in the canteen and on organised work days at the school. Parents participate well in the Parent Teacher Association activities and regularly attend the monthly meetings. They raise much-needed funds to help maintain the school plant. The school also has some contact with the church, community organisations and individuals who support its activities.

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

How effectively does the teaching support the students' learning?

Teachers' knowledge of the subjects they teach is satisfactory

While most teachers are confident, some teachers are less secure in how best to teach the subjects to their students. For example, in one lesson a teacher lacked confidence in her delivery and had to consult the textbook before teaching. In another lesson, the teacher responded promptly to students' questions and could readily clarify misconceptions.

Teaching methods are unsatisfactory

Most teachers plan their lessons thoroughly and make good use of available resources to enhance lesson delivery. There are clearly stated objectives, but these are more teacher than student-centred. In addition, in some cases, lessons are inadequately planned and inadequately delivered and so cannot cater to the needs of the high and low achieving students. In the best lessons, some teachers use a wider range of methods in the delivery of their subject matter, while others use games such as hide and seek and hop scotch to fully engage students and keep them interested. Frequent nature walks also help students to make connections between lessons and real-life.

However, although most students are eager to learn, in many lessons teaching methods are not always stimulating enough to challenge the multi-grade and mixed ability groups. In these lessons too much time is taken up with the teacher talking and too little time given to student activities and learning. Some teachers use probing and open ended questions to elicit students' responses and to promote thinking skills, but much of the questioning requires only factual recall responses. Some teachers make effective use of guided discussion, but lessons sometimes lack control and the discussion becomes unfocussed without participation by most students. Most teachers exercise effective classroom management and use a variety of technological materials to stimulate students' interest in

lessons. One teacher frequently uses congratulatory stickers as a means of motivating her students. However, lack of time management is evident in many lessons which are not completed as planned, and there is limited reflection used by teachers to inform their planning.

Assessment is unsatisfactory

Self and peer assessment is used sometimes in Grades 1 to 3, but this is not consistent across all grades. Although limited formative feedback is recorded in books, most teachers give ongoing attention to students in lessons, helping them improve their work. The school's assessment policy is limited and does not provide the means for tracking students' progress in the various subject areas. There is limited analysis of summative assessment, such as test scores and examination results, to inform further planning and teaching.

Students' learning is satisfactory

Students generally are enthusiastic and motivated to learn; for example, Grades 5 and 6 students eagerly participated in a class discussion, and Grade 1 students expressed their interest in a story being read to them. In Grades 1, 2 and 3 students collaborate well and cooperate with one another during group work. Many students show a growing ability to solve problems and conduct research; for example, this was seen in Grade 6 science and religious education lessons where students had completed research and gave oral presentations in lessons.

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

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

Students' performance in English in the Grade 4 Literacy Test is good and in the Grade Six Achievement Test (GSAT) is unsatisfactory

In the Grade 4 Literacy Test, performance averages have improved since 2007 and are now well above the national averages and averages for Region 1 extra-small schools. The 2009 performance stands at 88 per cent mastery, this is 12 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, King Weston needs to improve Grade 4 student achievement in this area by two percentage points by 2010.

Students' performance in mathematics is unsatisfactory

In GSAT, the school performs at a level below both the national average and the averages of similar schools. The performance averages have remained below the averages for extra-small schools in Region 1 since 2005. In 2009, their performance averages in the GSAT examinations was also well below national averages.

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?	Good	Unsatisfactory
How well do the students perform in National or regional tests and examinations in mathematics?	na	Unsatisfactory

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

Progress in English during classes and over time is satisfactory

In Grade 1, students' phonics skills are sound. Almost all Grade 4 students are able to produce well-written paragraphs of creative writing, with satisfactory punctuation and an awareness of the rules of grammar. These students show concern about the quality of the presentation of their work. In Grade 4 the students' progress is hampered by the teacher's tendency to 'lead' them with closed questions. Students in Grades 5 and 6 are able to carry on discussions in class using Standard Jamaican English at an age-appropriate level.

Progress in mathematics is satisfactory

Grade 1 students can successfully identify and draw shapes as requested by their teacher, while in Grade 4, most students can calculate the area of given shapes accurately. By Grade 6, students can draw and identify parts of circle. Many students are able to complete practical activities with confidence and accuracy where teaching has provided the opportunities. However, this is not consistent across the school; for example, in a lesson on telling the time, all students had cardboard clocks yet only the teacher used hers for demonstration. Although students' computation skills are satisfactory, their problem solving skills are limited.

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' attitudes and behaviour are good

Almost all students show respect to their teachers and their peers. In Grade 1, the teacher was able to leave the class for over two minutes and there was order while she was away. Most students are satisfied with the discipline of the school; for example, Grade 4 students were able to actively participate in a lively discussion in which respect was shown for everyone's opinions and they were able to keep their excitement and enthusiasm under control. Students are concerned about the good behaviour around school generally, and one student identified the behaviour of one student in particular about which she was dissatisfied. Most students state that they enjoy school and punctuality records are good. Attendance is satisfactory at 85 per cent.

Students' civic awareness and spiritual awareness are good

There is active and enthusiastic participation during worship and discipline is easily maintained. In discussion, students also display a mature respect for the religious views of others. Students show pride in being Jamaican and are able to give clear descriptions of some national symbols but are less knowledgeable about the national heroes. They also confidently express what they like and dislike about their country. Students enthusiastically talk about their pictures and writing about Jamaican culture, which are displayed in the stairwell.

Students' economic awareness and understanding is unsatisfactory

Some students have ambitions to serve their country by doing jobs which would have an impact on the country's welfare, such as becoming nurses and policemen. Most students show a limited awareness of the local and national economy and progress in the country.

Students' environmental awareness and understanding is unsatisfactory

While students are aware of the need to keep their immediate environment clean they are unaware of national and global environmental issues. For example, they take care to place litter in the bins provided, but are unable to talk about key local and global environmental concerns.

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

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

The school's use of human resources is satisfactory

All teachers are trained graduates and are strategically deployed to match the needs of the multi-grade classes. Staff turnover is minimal. There is adequate support staff, consisting of a grounds-man, a cook and a waste management helper, who all efficiently support one another in completing their duties.

Material resources are good

These include two printers, a photocopier, approximately nine computers, a range of appropriate books, and other useful gadgets; these are sufficient in quantity and quality for the number of students. There are sufficient textbooks in Grades 4 and 6 only. While there are sufficient seats for all students and teachers, many of the dual benches are in unsatisfactory condition. A single three storey building and a shed-like dining house provide sufficient room for the school's operations. However, there is inadequate outdoor space for play or physical education lessons.

Good use is made of most material resources

Most teachers make good use of the overhead projector and other resources, collecting them prior to lessons and returning them promptly. The students are able to borrow books from the school library on a weekly basis. In addition, reading books are displayed in classes and students read during the school day. Textbooks are used well by teachers to enhance students' learning.

How effectively does the school use the human and material resources at its disposal to help the students achieve as well as they can?	
Grades	1-6

Human resources	Satisfactory
Material resources – quality and quantity	Good
Use of material resources	Good

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

The use of the curriculum is generally unsatisfactory

The teachers follow the curriculum as planned by the Ministry of Education. Some teachers individually adapt the curriculum, tailoring it to meet the needs of their students, but there is limited modification school-wide to ensure continuity, progression and coverage. Limited attention is paid to adapting the curriculum to meet the needs of high or low achievers in all classes. The school has a mechanism for short-term planning to ensure that lesson plans are written and submitted on a weekly basis, and a range of subjects is taught, including science, mathematics and language arts. However despite recognition that boys perform at a consistently lower level than girls, there is limited attention given to enhancement programmes or creative methodologies to promote learning for the boys. And although integrated studies is one component of the curriculum, there are limited cross-curricular links and subject integration.

In spite of limited play space, physical education is part of the curriculum for all students and is taught successfully across all grades. Students participate in community events; however, the limited extracurricular activities do not support students adequately in developing their cultural, civic, creative, practical and artistic capabilities. There is only one structured club existing in the school, the 4H club.

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

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

Provision for safety, security and health is satisfactory

The perimeter fence and wall are excellent and the students and staff feel safe on the compound. There is only one staircase in this three-storied building but students' movement is orderly and well-monitored. The compound and the bathrooms are extremely clean. However, the use of the students' bathrooms as storerooms for planks of wood and other materials creates potential safety hazards.

A students' lunchroom has been recently created and is much appreciated. While the walls and floor are clean, the tables are in a poor condition.

A teacher has first aid training and the system to deal with minor injuries is effective. The sick bay is operational and has a bed. There is an informal plan to deal with emergencies regarding injuries and illness.

The provision for students' well-being is good

There is a genuine 'family' feeling and students feel loved and protected by their teachers. They express themselves freely with teachers who show them respect. Teachers are extra caring to needy students and wash, feed, and even facilitate their bathing in school when necessary. Students who are absent have their homework sent to them. A nutritionist has talked to the PTA and has advised the cook on nutritious meals. The school provides lunch for all students. The principal closely follows the progress of students who have behavioural and social problems. However, the tracking system is informal and limited to ongoing comments in the Log Book. Procedures for suspension are appropriately followed.

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

Recommendations

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

1. Develop effective assessment school-wide to include analysis of summative assessments to inform planning to better meet the needs of all students.
2. Share good teaching practices to develop the use of a wider range of teaching strategies by all teachers.
3. Review the curriculum regularly to adapt and modify it to better meet the needs of all students, including high achievers, low achievers and boys.
4. Develop instructional leadership to more rigorously hold teachers accountable for their teaching and the impact on improving learning and the achievement of credible standards.

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
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	23
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	English	Maths	Other
Number of lessons or part lessons observed [Primary]	10	8	5

Number of scheduled interviews completed with members of staff, governing body and parents	12
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Number of scheduled interviews completed with students	1
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	Parents	Students	Teachers
Number of questionnaires returned and analysed			

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.

1. 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

2. 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

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

3.1 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

3.2 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

3.3 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.

3.4. 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

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

4.1. 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

4.2. 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

4.3. 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

5. 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	Level 2	Level 3	Level 4	Level 5
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Failing	Unsatisfactory	Satisfactory	Good	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

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

6.1 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,	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	hygienic and maintained in sound repair		
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6.2 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' well-being
- 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

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

7.1 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

7.2 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	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	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	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

unchallenging for the students		successfully	helps them to make good progress and achieve high standards	outcomes and to achieve excellent standards
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7.3 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

7.4 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	Level 2	Level 3	Level 4	Level 5
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Failing	Unsatisfactory	Satisfactory	Good	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

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

8.1 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	Staff in leadership positions are insufficiently rigorous in focussing on improvement. The leadership holds the staff accountable in a limited way for	The school has a strong sense of direction, which focuses on improving students' achievements and wellbeing. The staff share a common purpose. The	Leadership is firm and decisive. The staff work well together, with clear lines of responsibility. The staff respond positively to initiatives. Staff	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 in a very limited way. Most students are under-achieving and make very little progress	their performance. Many students in one or more age groups do not make enough progress in their work and personal development.	leadership consistently holds the staff accountable for their performance. Most students make satisfactory progress and all groups are supported well	accountability systems are rigorously applied. The needs of most students are well catered for and most students make good progress	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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8.2 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.

8.3 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.

8.4 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	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	Parents receive regular, detailed reports about their children's progress. There are regular opportunities to talk to teachers and some parents are actively involved in school life.	Methods for communicating between home and school are well established. Many parents are involved in school activities. The school has productive links with the local community and uses them to enrich the curriculum and	The school has a strong educational partnership with parents, who are actively involved in many aspects of school life and play an important role in decision-making. The school capitalises on the expertise

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

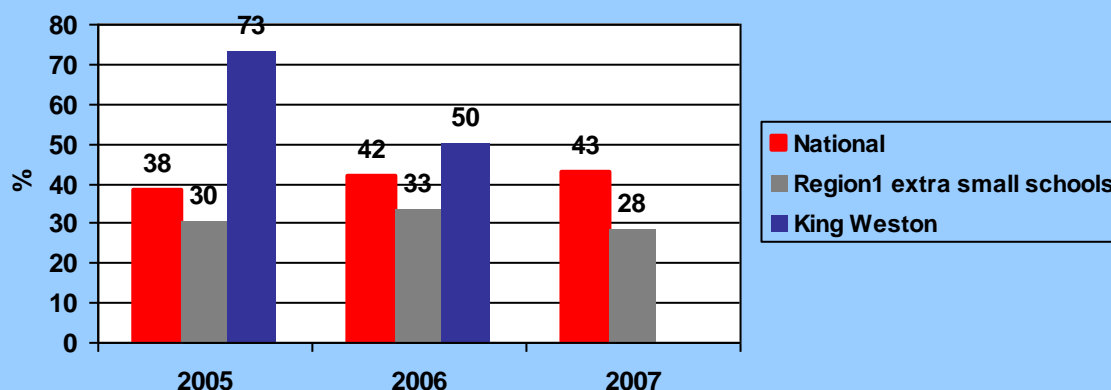
National Averages (%)			
Subject Area	2005	2006	2007
Overall Mastery	38	42	43

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

King Weston All Age Averages (%)			
Subject Area	2005 (<i>n=22</i>)	2006 (<i>n=6</i>)	2007 (<i>n=</i>)
Overall Mastery	73	50	na
VMC	100	100	na
VP	91	100	na
AP	73	50	na
NLK	82	83	na

Grade 1 Learning Profile Proficiency 2008		
Subject Area	National Scores	King Weston All Age (<i>n=9</i>)
General Knowledge	46.7	78
Number Concept	67.1	44
Oral Language	48.2	89
Reading	67.6	44
Writing and Drawing	62	33

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



**No data available for 2007 for King Weston All Age.*

Overall mastery for King Weston All Age was at 73% in 2005, well above both the national and region 1 averages. It declined in 2006 to 50% but it remained above the national and region 1 averages.

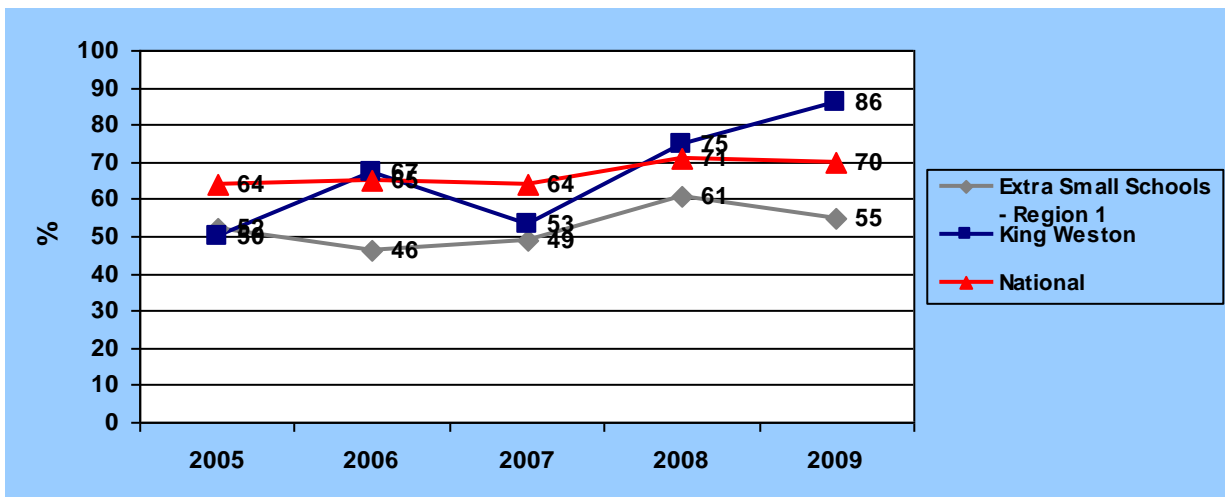
Grade 4 Literacy

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

King Weston All Age Averages (%)					
Subject Area	2005 (n=8)	2006 (n=12)	2007 (n=19)	2008 (n=8)	2009 (n=8)
Overall Mastery	50	67	53	75	86
Word Rec.	63	75	79	100	100
Reading	75	75	58	75	86
Writing	63	67	89	100	86

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



Grade Six Achievement Test (GSAT) Averages

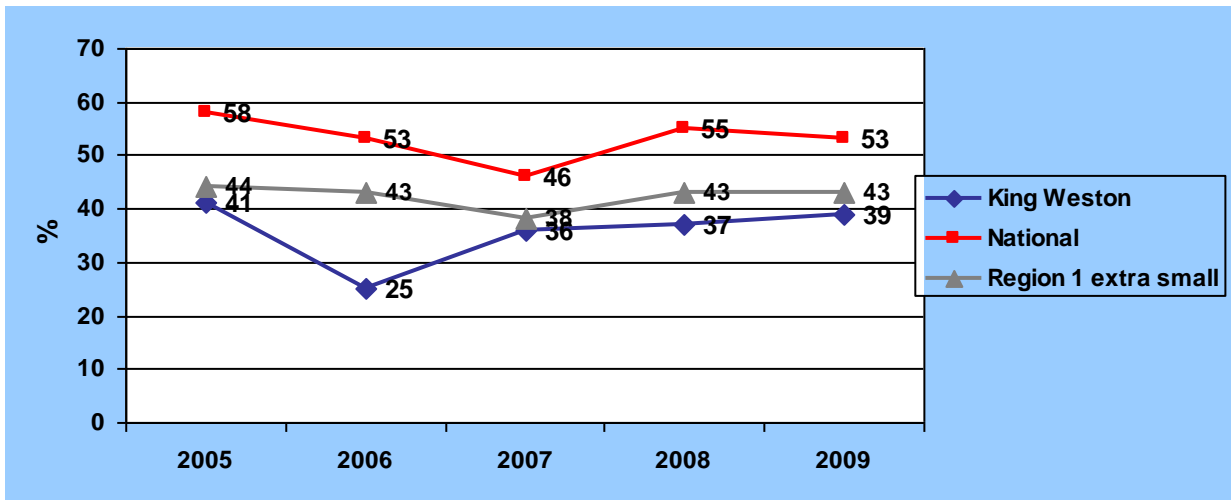
Mathematics	2005	2006	2007	2008	2009
King Weston	41% (n=11)	25% (n=3)	36% (n=7)	37% (n=8)	39% (n=10)
Region1 x-small	44%	43%	38%	43%	43%
National	58%	53%	46%	55%	53%
Science	2005	2006	2007	2008	2009
King Weston	38%	24%	39%	32%	34%

Region1 x-small	39%	45%	45%	43%	43%
National	52%	55%	52%	52%	53%
Social Studies	2005	2006	2007	2008	2009
King Weston	42%	27%	39%	35%	38%
Region1 x-small	42%	42%	45%	46%	44%
National	57%	51%	51%	56%	53%
Language Arts	2005	2006	2007	2008	2009
King Weston	41%	22%	38%	33%	34%
Region1 x-small	40%	45%	42%	42%	47%
National	54%	54%	48%	53%	57%
Communication	2005	2006	2007	2008	2009
King Weston	3	1	6	6	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

GSAT mathematics and language arts averages for King Weston All Age remained below the national averages for the five years.

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



(2005 – 2009)

