

PADMORE PRIMARY SCHOOL INSPECTION REPORT

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Board Chair: Mr. Vivian Thomas**

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Introduction

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

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

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

Key Questions

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

1. How effectively is the school led and managed by the Board, the Principal and Senior Management Team and Middle Leadership?
2. How effectively does the teaching support the students' learning?
3. How well do students perform in national and/or regional tests and assessments? (For infants: in relation to age-related expectations)
4. How much progress do students make in relation to their starting points?
5. How good is the students' personal and social development?
6. How effectively does the school use the human and material resources at its disposal to help the students achieve as well as they can?
7. How well do the curriculum and any enhancement programmes meet the needs of the students?
8. How well does the school ensure everyone's security, health, safety and 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: The quality is 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: The quality is very low. Schools are expected to take immediate action to improve the quality of any aspect of their performance or provision that is judged at this level. Action on the Inspectors' recommendations for improvement is mandatory.

Consistency in terminology

The following terms are used consistently throughout the indicators with the following definitions:

All	100%
Almost all	90% to 99%
Most	75% to 89%
Many	50% to 74%
Some	49% and below

Profile

School Demographics

School organization:	Whole Day
Region:	1
Parish:	St. Andrew
Level:	Primary
Category:	Extra Small
Locale:	Rural
Gender:	Co-educational
Number of Teachers:	4
Student/Teacher Ratio:	12:1
Attendance Rate:	77%
Capacity:	200
Enrolment:	49
Owned by:	Anglican Church

Socio-economic Context

The school's intake of Grade 1 students is mainly from the nearby Padmore Basic School. There has been a decline in enrolment over the years as some parents have enrolled their children in other schools, mainly Red Hills All Age. Based on students' Grade Six Achievement Test (GSAT) attainment, they are mostly placed at Red Hills All Age, and Swallowfield Primary and Junior High. Most students are from very low socio-economic households where one or both parents are unemployed. A few parents are subsistence farmers and some are unskilled workers who from time to time receive odd jobs in neighbouring communities.

Executive Summary

Overall effectiveness of the school

The overall effectiveness of the Padmore Primary school is failing

Leadership and management are failing

The School's Management Team does not display a clear and realistic understanding of the school's needs. The Principal's vision of holistic development is good, but does not speak sufficiently to areas of academic improvement and excellence. There is no clear agenda for academic improvement, as a result; students' attainment and progress in key academic areas continue to decline. The Board offers little support to management and, in a very limited and informal way, it holds the Principal and teachers accountable for performance. Nevertheless, ongoing communication between the school and the parents has fostered a satisfactory relationship.

Teaching and learning is unsatisfactory

Teachers display satisfactory knowledge of the subjects they teach but many do not know how best to teach and how students learn. Poor teaching strategies negatively impact the teaching and learning process, resulting in most students underachieving and unable to apply concepts taught to real life situations.

Attainment in English is unsatisfactory and in mathematics it is failing

The school's performance is consistently well below national and Region 1 averages for extra small school in the Grade Four Literacy Test, Grade Four Numeracy Test and Grade Six Achievement Test (GSAT).

Progress in English and mathematics is unsatisfactory

Across most grade levels students show little progress and content coverage is low. Many students show little understanding of concepts taught and most are unable to demonstrate understanding in a practical way.

Students' personal and social development is satisfactory

Across all grade levels, most students display satisfactory behaviour and good spiritual practices. They understand how they are able to make positive contributions to the economy.

Human and material resources are satisfactory, but use of resources is unsatisfactory

Although human and material resources are of satisfactory quality and sufficiency, teachers make very little use of them in the teaching and learning process.

Curriculum and enhancement programmes are unsatisfactory

Despite being a multi-grade school, very little modification of the curriculum is done to cater to students' different ability levels and varying learning styles. The integrated approach to learning at Grades 1 to 3 is not practised.

Safety security and health are unsatisfactory, but well-being is satisfactory

Whilst students' well-being is satisfactorily catered to, policies to ensure and maintain safety are not in place, and some health and safety regulations are not adhered to.

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

- Students display a high level of courtesy to visitors, teachers and peers.
- A high level of spirituality is demonstrated at devotion and throughout the day by students.
- Students' personal appearance is good; they are always very clean and neatly dressed
- Student/teacher relationships in and out of classes are good.
- Punctuality: Most students and teachers are on time for school.
- Student/teacher ratio is only 12:1

How effective is the school overall?

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

Findings of School Inspection

1) School Leadership and Management

How effectively is the school led and managed by the Board, the Principal and Senior Management Team and Middle Leadership?

Overall, leadership and management of the school are failing

School-based leadership and management are failing

The school's leadership lacks drive and vision and is ineffective in managing the affairs of the school to ensure improvements in performance and standards. This was further endorsed by parents during interviews and on questionnaires returned; only a few expressed confidence in management and many are not proud that their children attend the school. Instructional leadership is not effectively conducted by the Principal. Monitoring of lesson plans and curriculum adaptation has been delegated to a Senior Teacher who is unable to assess lesson delivery due to her physical disability. The Principal's instructional leadership is narrowed down to: random checks of lesson plans, visits to some planning sessions, observation of a few lessons unnoticed, and team teaching at times as she is a teaching Principal.

The Principal was never observed teaching during the inspection process even when a teacher was absent. The Principal speaks well of the policies and procedures to be put in place for academic and social development. The school's document management system is inadequate; where records of students' performance in national examinations are available, they are raw scores and are unable to give a true picture of the school's academic status. Whilst many students and some parents are aware of the existing rules of the school, they are not documented for reference.

The school's self-evaluation and improvement planning are failing

The school has no clear agenda for academic improvement; neither is there a realistic view of its strengths and weaknesses. The draft Development Plan does not reflect the level or areas of weakness nor does it set measurable targets of achievement with practical approaches for attainment. There is almost no monitoring and evaluation of teaching and learning; appraisal highlights are not followed through with programmes for professional development.

Governance of the school is failing

The Board has very little knowledge of its roles and responsibility. It has insufficient influence on the work of the school and does almost nothing to support management. In fact, the Board is not cognisant of its role extending beyond signing documents and ratifying the decisions made by the Principal. The Board is not involved in the development of the Improvement Plan and was only recently informed of the school's present mission and vision. The Board states its awareness of parental concerns of the academic performance and the subsequent withdrawal of students, but has offered very little support in addressing this issue. Board meetings are irregular and there is no formal process of holding the Principal and teachers accountable for performance.

The relationship that the school shares with parents and the local community is satisfactory

There is ongoing communication between the school and parents. Parents receive progress reports each term and are encouraged to visit the school for further discussion. Parent Teachers Association (PTA) meetings are held regularly and are well supported by a few who embrace the opportunity to discuss the development of the school. The members have embarked on a drive to encourage parents of the community to support the school in all areas, including sending their children there. The committed few volunteer their services frequently, especially when employees are absent, and they give full support to all school programmes. Some community members offer to watch the school free of cost, which has significantly reduced vandalism. There are some community members who withhold their support as they prefer the school compound be used as a skills training centre.

How effectively is the school led and managed by the Board, the Principal and Senior Management Team?	
Grades	1 – 6
Leadership and management	Failing
Self-evaluation and improvement planning	Failing
Governance	Failing
Relations with parents and community	Satisfactory

2) Teaching Support for Learning

How effectively does the teaching support the students' learning?

Overall, teaching in support for learning is unsatisfactory

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

Most teachers display satisfactory knowledge of content, but demonstrate limited knowledge of how to effectively plan and deliver instruction to address students' varying learning styles and ability levels. Many integrated lessons are insufficiently challenging in scope, and sometimes reflect gaps in teachers' knowledge of the subject, as in the case where students are told that some National Heroes, such as Paul Bogle, were former slaves. Preparation for multi-grade teaching is woefully inadequate, and there is little evidence of teachers' reflection in lessons evaluated or during teaching.

Teaching methods overall are failing

Although all teachers plan their lessons regularly, many are poorly structured. In some plans, attainment of objectives is not supported by content or students' activity, and some do not indicate any procedures for the development of the lessons. Teachers' evaluation and reflection on previous lessons are also missing. Teaching methods are often poorly matched to students' needs. In most classes, lessons are teacher-centred; teachers 'tell' and students simply listen. There are few instances when appropriate techniques are used. In Grade 1 students make groups of tens using manipulatives, and in a few other lessons textbooks and student-made models bring classes to life. Where some attempts at differentiation are made, high achievers are not sufficiently challenged and slow learners are not catered to. Students in multi-grade classes are often taught as a whole group. Poor time management and class control negatively impact students' learning; too much time is spent correcting disruptive behaviour as was seen repeatedly in Grade 3. In the multi-grade class of Grades 4 to 6 too much time is also spent calling students to the table to give them instructions for seat work activity. These periods of inactivity and ineffective time management not only disrupt the schedule, but do not allow for the completion of assessment activities.

Assessment is unsatisfactory

While procedures are in place for regular testing, the use of assessment as a tool for teaching, learning and forward planning is ineffective. Most teachers' record books are unavailable and students' notebooks do not bear evaluative comments to help in corrections and improvement. Assessment during lessons consists mostly of recall questions. Some teachers answer their own questions, while others facilitate chorus answering; only the few students who raise their hands repeatedly are allowed to answer. Differentiation in assessment activities is not usually ensured, and in the few instances where this is done, efforts are limited to textbook exercises. In the multi-grade classes, assessment activities are mostly at the same level for all students. For example, in Grades 1 and 2 integrated studies, Grade 1 students put vowels into an external body part while Grade 2 students put vowels into internal parts; the teacher provided the words for the activity. Most assessments given require factual responses or transcribing from the chalkboard.

Student learning is unsatisfactory

Most students are unable to work independently, and as such are constantly disruptive. Interaction and collaboration are seldom seen as group work is not facilitated except for the sharing of textbooks or completing of assignments at grade levels. Application of learning is

minimal and few demonstrations are seen; one example was where some students were able to say who their personal hero is, and why. Across all grade levels students are seldom challenged and are given almost no opportunity for the development of inquiry, research and problem solving skills.

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

3) Students' Academic Performance

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

Overall, students' academic performance is unsatisfactory

Attainment in English is unsatisfactory

Many students' performance is low when compared with those of Region 1 extra small school average and the national average. Performance in Grade 4 Literacy has been well below national and regional averages over the past five years except in 2007, when three students sat the examination and received 100 per cent mastery. In 2006 the Grade Six Achievement Test (GSAT) performance was above the Region 1 extra small school average, at 47 per cent. This performance declined drastically to 28 per cent in 2007. Marginal improvement was seen in 2008 and 2009; however, the school's average remains below both regional and national averages.

Attainment in mathematics is failing

In Grade 4 numeracy students' performance was way below the national average at 13 per cent. Performance at GSAT has been of a similar nature for the past four years, with averages of 39, 28, and 38 per cent. There was minimal improvement in 2008 when the average moved from 28 per cent to 38 per cent, but this was still way below national and Region 1 extra small school averages. Many parents are deeply concerned with the school's academic performance and are troubled by the fact that most GSAT students are placed in junior high and all age 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?	Unsatisfactory	Unsatisfactory
How well do the students perform in National or regional tests and examinations in mathematics?	Failing	Unsatisfactory

4) Students' Academic Progress

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

Overall, students' academic progress is unsatisfactory

Progress in English is unsatisfactory

Some students are able to read their grade level textbook. At Grade 3, girls who form the majority are confident readers, but only a few demonstrate the required level of fluency. Grades 1 and 2 students can recognize vowels but many are unable to identify words beginning with the "d" sound. At Grades 4 to 6 students display limited knowledge of letter and composition writing, comprehension skills and grammar, but are able to identify pairs of rhyming words. Many students do not form letters properly when writing which makes their written work difficult to read and often untidy. Simple sentences seen in students' workbooks are similar and do not reflect individual effort, indicating that sentences were transcribed from the chalkboard. In many instances, assessment seen in students' workbooks is incomplete, reflecting insufficient practice and demonstration of understanding. Content coverage at all grade levels is minimal and there is a noticeable absence of key language arts content such: as grammar, story writing and comprehension.

Students are making unsatisfactory progress in mathematics

Many students are underachieving and have made little progress. Grades 1 and 2 do addition and subtraction of one and two digit numbers, grouping with tens and ones, sets and ordinal numbers. Grade 3 does addition and subtraction of two digit numbers, place value and describing sets. At Grades 4 to 6 content coverage lacks depth and students' understanding is insufficiently displayed as coverage is too wide. Venn diagrams, types of numbers, addition properties, place value, graphs are examples which are covered. In multi-grade classes, assessments are mostly similar, subsequently, content is usually not in line with grade level requirements. For example, Grade 4 students did three intersection Venn diagrams in a lesson on sets, and Grade 6 also use shaded diagrams to demonstrate fractions during the lesson. Many lessons lack challenge and do not promote problem solving and critical thinking. In Grade 3, steps for solving problems are seen, however, there is no evidence of application of the procedure. In 2008 the Grade One Individual Learning Profile (GOILP) showed 100 percent mastery in Number Letter Knowledge (NLK). In 2010 these same students lacked skills in basic operation, estimation and measurement and statistics, and were unable to master the Grade 3 diagnostic test.

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	Unsatisfactory
How much progress do the students make in relationship to their starting points in mathematics?	Unsatisfactory

5) Students' Personal and Social Development

How good is the students' personal and social development?

Overall, students' personal and social development is satisfactory

Students' attitudes and behaviour are satisfactory

Almost all the students enter and exit the compound in an orderly manner and demonstrate proper conduct at break and lunch time. Many students arrive on time for the start of school, and respond promptly to the call for devotions. Most students are well mannered and display courtesy to visitors. They have a good relationship with members of staff and fellow students and consequently the school is free of bullying. Not many students are able to work unsupervised. Some are disruptive and restless in some classes, mainly because of poor classroom management and inappropriate challenges.

Students' civic understanding and spiritual awareness are satisfactory

Many students are developing a satisfactory understanding of national identity and local traditions and culture and are aware of cultural celebrations such as, Heroes Day, Christmas and Independence Day. They express pride in being Jamaican, linking this pride to the National Heroes, and success of our footballers and athletes. Many students state their love for the country because of its beauty, bright sunshine, wide variety of fruits and beautiful people. Students' spiritual understanding and awareness is high and is highlighted in the school's mission. Students participate reverently in devotions and always pray before and after their meals.

Economic awareness of students is satisfactory

Many are aware of how they can contribute to the economic development of the country. They believe that a good education will allow them to become teachers, nurses, doctors and soldiers. They see these jobs as helping to build a better economy and make their standard of living better.

The environmental awareness and understanding of students is satisfactory

Most students assist in keeping the environment clean. Their classrooms are clean and tidy and the school compound free of litter. Older students express concern for the wider environment and are aware that un-cleaned gullies will cause flooding. They are hopeful that everyone will try to keep Jamaica and the things around them beautiful. However, their understanding of global environmental issues is limited.

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

6) Use of Human and Material Resources

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

Overall, the use of human and material resources is satisfactory

The quality and quantity of the human resources are satisfactory

The school is sufficiently staffed and retains its teachers. Most teachers have the basic qualifications needed to deliver the curriculum in full. However, they have not had much success in stimulating students' learning to a satisfactory standard. There is a cook, a janitor and regular parental assistance that prove adequate to efficiently see to the needs of all and keep the premises hygienic.

The quality and quantity of material resources are satisfactory

The school has an adequate supply of appropriate books and instructional materials such as Ministry of Education textbooks, mathematics kits, charts and models. All classrooms have more than sufficient furniture and have very large spaces which can be effectively used for group exercises. There are some areas of the building, particularly the roof, that are in need of repair; there are leaks in a number of places which could affect electrical circuits. However these do not interfere with the daily teaching and learning as most of these areas are not being used at present. Many parents believe that the school compound is ideal for learning as it is quiet and relatively safe.

The use of the material resources is unsatisfactory

The Grade 4 - 6 teacher makes satisfactory use of the available materials, and where unavailable, creates her own. Other teachers make very little use of available resources. Classrooms are spacious and used effectively by teachers to facilitate cooperative group or other activities. Students sit outside to eat even though there are a number of unused classrooms with adequate seating. Although the school has ICT equipment and the internet this is not used to facilitate students' development for their future lives in a highly technological society.

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	Satisfactory
Use of material resources	Unsatisfactory

7) Curriculum and Enhancement Programmes

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

The curriculum and enhancement programmes are unsatisfactory

The school uses the Ministry of Education’s Revised Primary Curriculum. While this provides basic guidance for coverage, planning and execution of lessons do not take students’ varying needs into consideration. Consequently, lesson plans lack adequate content and methodology to facilitate learning at different levels and meaningful challenges for high achievers. Adaptation and modification of the curriculum is merely done in weekly planning sessions, where teachers sit and write their plans. This does not even facilitate the multi-grade teaching and learning or integrated approach.

Lesson plans and execution of lessons reveal that teachers do not understand how to effectively use the integrated approach; hence subjects are still taught discreetly at the lower levels. There is limitation in the enrichment of the curriculum. There is very little use of instructional materials to enhance lessons and the inclusion of activities such as field trips and the use of technology are not practised. There is an overall heavy reliance on the chalkboard and class texts.

Monitoring of curriculum coverage is restricted as the teacher in charge of this process is unable to assess lessons. There are significant gaps in coverage in mathematics and English language at the lower school, while at the upper school coverage is too wide and lacking in scope. Whilst the school places some emphasis on reading in order to improve literacy, it is unstructured, unplanned and not integrated into the teaching process.

The school’s extracurricular programme is limited to house meetings which are convened during sports season. Spiritual and moral values are a vital part of the school’s plan and are well facilitated in the curriculum.

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

8) Student Safety, Security, Health and Well-Being

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

The safety, security, health and well-being in the school are unsatisfactory

Programmes to ensure the safety, security and health of everyone are unsatisfactory

Whilst the school is completely fenced and students express feelings of safety on the compound, the absence of policies and procedures has jeopardised safety. Health and safety standards are not regularised and is evident in the absence of fire extinguishers and health certification for the kitchen staff. Fire and earthquake drills are not done, and the leaking roofs present the possibility of interference with electrical circuits. Students' safety is further compromised by an unfenced pond near the entrance to the school and a rocky slope at the front of the school that students use as a short cut. Nevertheless, students' safety awareness is occasionally addressed by visits from the police department. The sections of the school that are presently in use are adequate and hygienic. The bathrooms are sufficient and are regularly cleaned, and the kitchen provides a hot meal for students who are on the Programme for Advancement Through Health and Education (PATH) as well as those who can pay.

Students' well-being is satisfactorily catered to

Teachers know the students well and try to foster a family-type relationship. Students have an excellent rapport with teachers and love is expressed in frequent hugs. The Principal and teachers treat minor injuries, but more serious cases are taken to the nearby clinic. Guidance and counselling sessions are conducted by a qualified member of staff. Average daily attendance of students is 77 per cent. This is regularly assessed and monitored by the Principal and teachers. However, students sit outside on the ground to have their lunches as teachers fear they will dirty the classrooms and encourage flies.

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

Recommendations

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

1. The National Council on Education needs to provide training for the Board this will allow members to effectively carry out their responsibilities to ensure the improvement of teaching and learning.
2. Governance to be more active in the daily administration of the school and formalise accountability measures of school leaders and teachers.
3. The Principal and Senior Managers must be more rigorous in instructional leadership to ensure the following:
 - a. Effective planning and execution of lessons, making provision for and facilitating workshops for professional development.
 - b. Development of an efficient data management system to track the students' academic progress which should be used to inform planning and development.
 - c. Creation and maintenance of an atmosphere that will improve the school's ethos and ultimately create a culture of academic excellence.
 - d. In collaboration with all stakeholders, develop a School Improvement Plan that will be used to steer the developmental process of the school.
4. Teachers, with the support of the Principal, need to improve the quality of teaching by:
 - a. developing and adopting a wider range of teaching strategies and designing learning activities that will better address the needs of all students.
 - b. Creating a more child friendly atmosphere in the classroom that will make learning more enjoyable while facilitating the development of students' higher order learning skills.

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.



Maureen Dwyer
Chief Inspector
National Educational Inspectorate

List of Abbreviations and Acronyms

CAPE	Caribbean Advanced Proficiency Examination
CCSLC	Caribbean Certificate of Secondary Level Competence
CSEC	Caribbean Secondary Education Certificate
GNAT	Grade Nine Achievement Test
GOILP	Grade One Individual Learning Profile
GSAT	Grade Six Achievement Test
HEART	Human Employment and Resource Training
ICT	Information and Communication Technology
IT	Information Technology
ISSA	Inter Secondary Schools' Association
JSAS	Jamaica Schools Administration System
JTA	Jamaica Teachers Association
MOE	Ministry of Education
NEI	National Education Inspectorate
PATH	Programme of Advancement Through Health and Education
PTA	Parent Teacher Association
SIP	School Improvement Plan
SJE	Standard Jamaican English
SMT	School Management Team

Appendices

Appendix 1 - Record of Inspection Activities

Appendix 2 - Inspection Indicators

Appendix 3 – National Test Data

Appendix 1 - Record of Inspection Activities

Evidence for this report was based on the following:

Total number of lessons or part lessons observed	16
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	English	Maths	Other
Number of lessons or part lessons observed [Primary]	4	5	7
Number of lessons or part lessons observed [Secondary, either grades 7 – 11 or 7 – 9 in an all-age school]			

Number of scheduled interviews completed with members of staff, governing body and parents	9
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Number of scheduled interviews completed with students (Group discussion with students of Grades 6-9)	2
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	Parents	Students	Teachers
Number of questionnaires returned and analysed	20	23	0

Appendix 2 - Inspection Indicators

Inspection indicators serve a number of purposes:

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

Inspection Indicators

1. How effectively is the school led and managed by the Board, the Principal and Senior Management Team and Middle Leadership?

1.1 Leadership and management

Key features:

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

Short descriptions to illustrate the five-point scale:

Level 1 Failing	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
<p>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</p>	<p>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.</p>	<p>The school has a strong sense of direction, which focuses on improving students' achievements and well-being. 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</p>	<p>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</p>	<p>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</p>

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
<p>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</p>	<p>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</p>	<p>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</p>	<p>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.</p>	<p>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.</p>

1.3 Governance

Key features:

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

Short descriptions to illustrate the five-point scale:

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

1.4 Relations with parents and the local community

Key features:

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

Short descriptions to illustrate the five-point scale:

Level 1 Failing	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
<p>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</p>	<p>The school gives parents insufficient information about their children's progress and well-being. Community involvement is limited and the school does not actively seek relationships with outside agencies to support the well-being and progress of students</p>	<p>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 well-being and progress of students</p>	<p>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</p>	<p>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</p>

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
<p>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</p>	<p>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</p>	<p>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</p>	<p>Lessons are well planned with teaching methods that are effective in securing intended outcomes. The needs of individual students are well catered for. Teachers challenge and extend the students' thinking, which helps them to make good progress and achieve high standards</p>	<p>The teaching methods are effective. Lessons are often imaginative and consistently stimulate and challenge the students to achieve as well as they can. Activities are chosen to match the needs of the students, to secure intended outcomes and to achieve excellent standards</p>

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

8.2 Well-being

Key features:

- Staff' relationship with students
- Staff management of behavioural issues
- Staff support of, and advice to students
- Guidance and counselling arrangements
- Tracking of students' 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 well-being 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

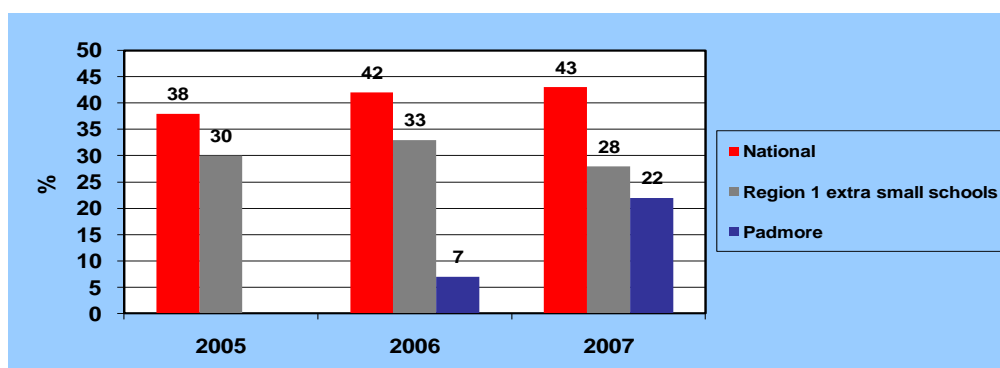
National Averages (%)			
Subject Area	2005	2006	2007
Overall Mastery	38	42	43

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

Padmore Primary Averages (%)			
Subject Area	2005 (n=)	2006 (n=15)	2007 (n=9)
Overall Mastery	na	7	22
VMC	na	60	100
VP	na	60	33
AP	na	20	44
NLK	na	7	89

Grade 1 Learning Profile Proficiency 2008		
Subject Area	National Scores	Padmore (n=8)
General Knowledge	47	38
Number Concept	67	100
Oral Language	48	75
Reading	68	88
Writing and Drawing	62	88

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



No data available for Padmore Primary for 2005

Grade 1 averages for Padmore Primary were far below the region 1 and national averages for the years 2006 and 2007. In 2006 it stood at 7% and increased to 22% in 2007.

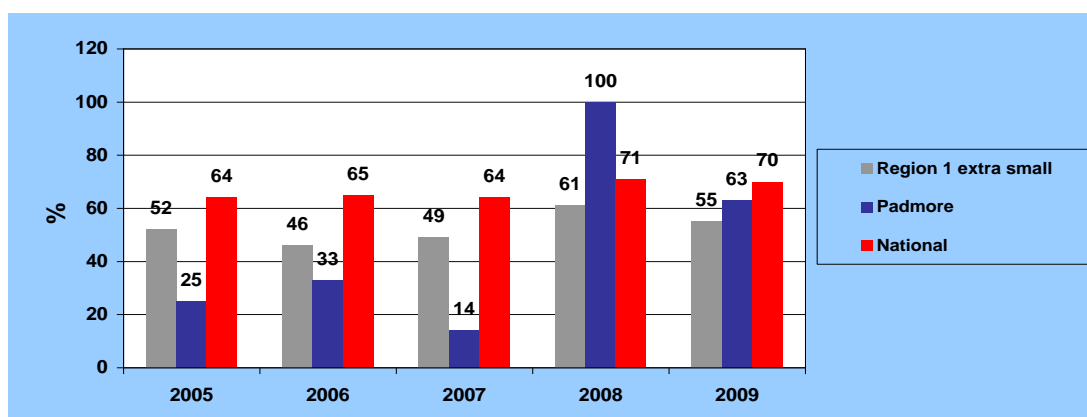
Grade 4 Literacy Test Averages

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

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

Padmore Primary Averages (%)					
Subject Area	2005 (n=8)	2006 (n=12)	2007 (n=7)	2008 (n=3)	2009 (n=8)
Overall Mastery	25	33	14	100	63
Word Rec.	86	83	71	100	86
Reading	25	33	29	100	63
Writing	25	50	14	100	86

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



The Grade 4 averages for Padmore Primary remained below the national and region 1 averages for all years with the exception of 2008 when it was at 100%.

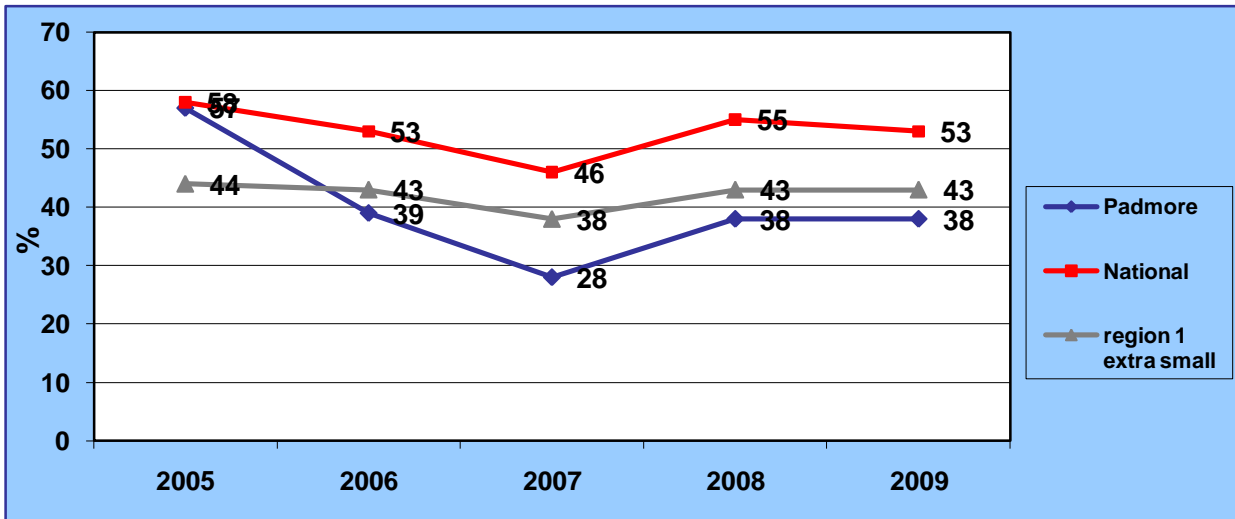
MOE's Projected increase in Mastery at Gr. 4 for 2010 for Padmore Primary		
% mastery	Projected rate of increase	Decile Ranking
63	8	7

Grade Six Achievement Test (GSAT)

	2005 (n=5)	2006 (n=16)	2007 (n=5)	2008 (n=3)	2009 (n=11)
Mathematics					
Padmore	57%	39%	28%	38%	38%
Region 1 x-small	44%	43%	38%	43%	43%
National	58%	53%	46%	55%	53%
Science	2005	2006	2007	2008	2009
Padmore	59%	51%	27%	43%	45%
Region 1 x-small	39%	45%	45%	43%	43%
National	52%	55%	52%	52%	53%
Social Studies	2005	2006	2007	2008	2009
Padmore	56%	41%	28%	48%	39%
Region 1 x-small	47%	47%	46%	49%	46%
National	57%	51%	51%	56%	53%
Language Arts	2005	2006	2007	2008	2009
Padmore	52%	47%	28%	39%	42%
Region 1 x-small	40%	45%	42%	42%	47%
National	54%	54%	48%	53%	57%
Communication	2005	2006	2007	2008	2009
Padmore	5	4	4	5	6
Region 1 x small	4	5	7	6	7
National	5	6	8	7	7

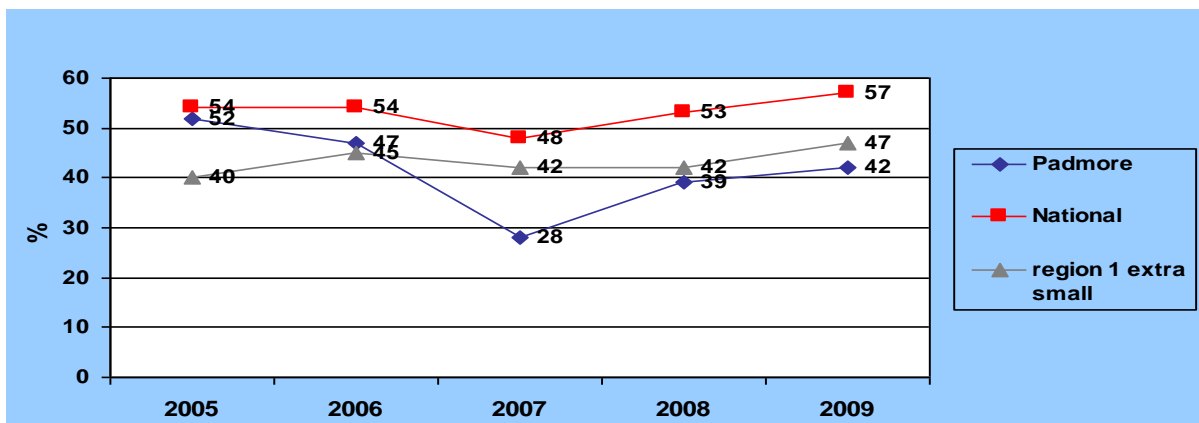
* All subjects are scored out of 100 with the exception of **Communication** which is scored out of 12

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



The GSAT mathematics average for Padmore Primary fell from 57% in 2005 to 39% in 2006. It remained below the region 1 and national average for 2007, 2008 and 2009 at 28%, 38% and 38% respectively.

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



Average GSAT language arts scores for Padmore Primary fell below the region 1 average in 2007 to 28%. It climbed gradually to 39% in 2008 and then to 42% in 2009, but remained below the national averages for all 5 years.