

WOODFORD ALL AGE SCHOOL

INSPECTION REPORT

**Principal: Mr Bradley Robinson
Board Chair: Father Louis Hurst**

National Education Inspectorate
Inspection Date: 11 – 13 May 2010

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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 and interview members of the school's staff and 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 were able?
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

Woodford All Age School is located in the parish of St. Andrew in the rural coffee farming community of Woodford. It is an extra-small school with approximately 80 students. With four teachers including the principal, the student teacher ratio is 20:1. The average daily attendance is 82 per cent. Most of the students are from the immediate community with some coming from Papine. They are generally from a poor socioeconomic background, with many of the families being seasonally employed on coffee farms or in low income jobs. Approximately 46 per cent of students are beneficiaries of the PATH programme. Students are generally polite and welcoming. Some students and parents express concerns about poor students' behaviour and some parents feel that there is a lack of support from parents regarding their children's behaviour. The general perception of the school is improving and this is supported by the increased number of enquiries for admission in September.

Overall Effectiveness of the School

The overall effectiveness of the school is unsatisfactory

Leadership and management are unsatisfactory. The principal has done a lot in a short time to improve the ethos of the school but he still has some way to go in moving the school from unsatisfactory to at least good. The school lacks effective instructional leadership, systems of accountability and reliable governance. It also lacks a school improvement plan to keep it focussed and to guide the process of moving the school forward. The quality of teaching and learning is unsatisfactory. Most lessons have a narrow range of activities and are not child-centred. Students are passive learners with little opportunity to apply their learning or to develop research and problem solving skills.

Students' performance in English in national and regional tests is satisfactory and they make satisfactory progress in the subject from their point of entry to performance in the Grade Six Achievement Test (GSAT). In mathematics, students' performance is good in relation to national and regional tests. However, when tracked from Grades 1 to 6, their overall progress in mathematics is only satisfactory.

The social and personal development of students is satisfactory. Most behave well, have good attitudes to school and keep their school environment clean

The school is adequately resourced but the resources are mainly underutilized. Curriculum and enhancement programmes are unsatisfactory. Although attempts have been made to modify the curriculum at Grades 4 and 5, this is not consistent across the school. For most of the students, work is not differentiated to meet their varying needs.

The safety, security, health and well-being of the school are unsatisfactory. Students feel safe at school but engage in potentially dangerous activities in the playground. The school lacks perimeter fencing and is a thoroughfare for some members of the community.

Although students' emotional needs are catered for through guidance and counselling, there is insufficient monitoring of punctuality and attendance. The reported use of corporal punishment in one class is an inappropriate means of controlling behaviour.

The following key strengths are identified in the school:

- Performance of students in mathematics and English, especially with the additional support from the homework centre and a volunteer who teaches extra lessons in mathematics.

- A clean and tidy school compound with staff and students being proud of their school environment.
- Positive attitudes of most students

How effective is the school overall?

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

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

Leadership and management are unsatisfactory

The principal has a number of roles to fulfil, namely being the Grade 6 teacher, guidance counsellor and leader of the school. He is committed and can clearly articulate his vision, which is to establish an ethos of excellence. This is not documented but is shared with the staff and the wider community. However, there are no clear strategies as to how the vision will be achieved. There is minimal instructional leadership, and few systems and procedures are in place to improve organizational management. Very little up-to-date documentary records such as minutes of staff and board meetings are available.

Self-evaluation and improvement planning are unsatisfactory

An action plan has been written by the principal which includes improvement in numeracy and literacy. However, there is no evidence of this being shared with other members of the school team or how successfully the targets are measured and are being met. The school self-evaluation was completed during the inspection process and had only the principal's input thus indicating little involvement from staff. The school does not have a school improvement plan (SIP) to guide the process of improving standards and moving the school forward.

Governance is unsatisfactory

The school board does not hold the school accountable for its performance. They have discussed the need for an SIP but no action has been taken to formulate and implement one. However, the board chairman is accessible and has some oversight of the financial management of the school. The board relies solely on the principal's report to make judgments about the school and therefore does not have sufficient objective details about the school's operations and performance.

The school's relationship with the parents and the wider community is satisfactory

Although there is very little parental involvement, the principal has made some efforts to correct this. Parents are kept informed about students' progress and well-being through newsletters and messages sent home with students. The principal has made other efforts to reach parents through home visits and community outreach. He has actively engaged the community by soliciting their views and sharing his vision of excellence with them. This is having positive results, as the community's perception of the school is changing and parents are now willing to enrol their children at the school. The community is also more responsive

to the school and has selected it as the focus for their Labour Day project. The principal has had some success in his application for sponsorships and donations to improve the school—for example, the recent acquisition of new computers.

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

How effectively does the teaching support the students' learning?

Teachers' knowledge of the subject they teach and how best to teach them are unsatisfactory

While some teachers have good knowledge of their subject areas, others have insufficient knowledge and as a result pass on inaccurate information to students. Some teachers do not know how best to teach their subject and so teach with minimal variation in methodology or incorporation of differentiation techniques. In a multi-grade class, students in one grade were ignored while the other grade was being taught. Daily reflection on teaching is not evident. In many cases, lesson plans for classes taught are not available and where seen, evaluation is limited.

Teaching methods are also unsatisfactory

Although there are some instances of detailed planning, most teachers fail to present written plans for their classes. As a result, time management in some classes is poor and in most cases, more able students are insufficiently challenged. Teachers mostly employ the didactic method of teaching, which is limited to teacher instruction with the use of textbooks, and students are passive learners. In most classes students are simply expected to listen and read text and then answer factual questions. Some teachers effectively use questions to stimulate the students' interest and thinking but this rarely happens.

Assessment practices are unsatisfactory

Students are tested regularly but the results have limited impact on directing instruction as in most cases all students in the classes receive the same level of work. In one multi-grade class, the teacher's employment of differentiated activities for the students reveals that she has knowledge of her students' strengths and weaknesses. However, this is inconsistent across the school. Most teachers either mark students' books or ask them to mark their own work. However, this is mainly limited to corrections and does not help students to understand how to improve their work and progress.

Students' learning is unsatisfactory

Although most students are keen to learn, use their time in classes well and work well together on assigned tasks, most are unable to explain clearly what they learn in class. Most students are unable to transfer their learning and apply it to real life situations as too few opportunities are given for them to develop their problem solving skills. Overall, students are too passive in their learning. As a result they are not always able to take responsibility for improving their skills and meeting their targets themselves. Too many lessons give insufficient attention to the need for children of this age to be actively engaged in their own learning; so, despite carrying out some practical type tasks, they are not frequently making decisions, thinking, being creative or imaginative in order to develop high order thinking skills and secure understanding.

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

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

Students' performance in English is satisfactory

In the Grade 4 Literacy Test, performance averages are consistently well above the averages of other extra small schools in Region 1. In 2007 and 2008 average scores were above national averages; however, they fell slightly below the national averages in 2009. In the GSAT between 2005 and 2008, students' average language arts scores were low and below both the averages for extra small schools in Region 1 and national averages. However, a dramatic increase to 54 per cent in 2009 took their average scores seven percentage points above the extra-small schools in Region 1 and only three percentage points below national averages.

Students' performance in mathematics is good in Grade 4 and in Grade 6

In the 2009 Grade 4 Numeracy Test, students' average scores were well above the regional and national averages. In GSAT, the average scores for the students remained below the national and regional averages from 2005 to 2008. However, a significant increase from 40 per cent to 56 per cent in 2009 took their average scores 13 percentage points above the extra small schools in Region 1 and three percentage points above the national averages.

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

Grades	1-6
How well do the students perform in National or regional tests and examinations in English?	Satisfactory
How well do the students perform in National or regional tests and examinations in mathematics?	Good

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

Progress in English is satisfactory

Most students throughout the school are able to respond accurately to questions at varying levels. Grade 1 students demonstrate progress by reading and understanding age-appropriate texts. They can read words depicting family relationships from their lesson; for example, uncle, grandfather, grandmother and sister. Many Grade 3 students are able to identify the correct number of syllables in a word and confidently use data about the environment to make a pictograph. Most Grades 4 and 5 students are able to explain the roles and responsibilities of different categories of workers at an international airport. They explain in detail what happens at an airport and use a good range of appropriate vocabulary such as radar, air traffic controller and tower as well as explain that radar detects positions and identifies locations of aeroplanes. Student tracking from Grade 1 through to Grade 6 shows satisfactory progress.

In mathematics, progress is satisfactory

In Grade 1 students show little progress in lessons. In their final term, they are still adding objects in sets and recording the amounts. By Grade 4 however, students cover enough content to push the school's performance well above the national and regional averages; most are able to add, subtract and invert fractions. By Grade 5, they are able to divide, multiply and change fractions to decimals. Many are therefore able to solve equations and do simple algebra to confidently meet the requirements of the Grade 6 mathematics curriculum.

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

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

How good is the students' personal and social development?

Students' behaviour and attitudes are satisfactory

Most students demonstrate positive attitudes by greeting teachers and visitors on arrival, and by ensuring that their peers display similar courtesies. Some demonstrate leadership abilities, and many are motivated to learn and assume some responsibility for their learning. This is demonstrated by Grade 5 students who remain focused while completing work assigned; however, in other cases, students become restless with little motivation to remain on task. Punctuality and average daily attendance of 82 per cent are satisfactory.

Students' civic understanding and spiritual awareness are satisfactory

They are aware of their identity and are able to name some national emblems and symbols. They know the national anthem and the national pledge, but do not have a clear understanding of their cultural heritage. For example, they demonstrate some misunderstandings around the topics of Emancipation and Independence. Many have an awareness of their national heroes, but cannot explain what they admire about them. Most students participate in devotion with enthusiasm and some older students are able to discuss the commandments, demonstrating a growing spirituality.

Students' economic awareness and understanding is satisfactory

Some are aware of economic activities both within their community and nationwide, such as fishing, farming, manufacturing and tourism. They understand how foreign exchange is earned and how it is used; for example, they say it enables the country to build schools, hospitals and roads. Many have a career goal in mind, but are unable to give reasons for their choices.

Students' environmental awareness and understanding are also satisfactory

Students are aware of the importance of protecting their environment by keeping it clean. They say that they should refrain from burning garbage in order to protect the ozone layer. Some students understand the effects of cutting down trees which they say can cause soil erosion. In particular, one student remarked "for every tree we cut down, we should plant two".

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

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

The school's human resources are satisfactory

The school has a teacher-student ratio of 1:20 and is sufficiently staffed with three diploma trained teachers and the principal who is graduate trained. One teacher is presently upgrading to become a trained graduate. A volunteer teacher comes to school once per week to teach ICT. The school has five watchmen who are rostered over 24 hours on weekdays and weekends. The weekday watchman who works between 7.00 a.m. and 3.00 p.m. is fully aware of her role, which includes other duties such as making visitors to the school feel welcome. The school also employs a cook and a cleaner. Whilst there are sufficient numbers of staff, the school has no formal written policy in place for teaching the students when a teacher is absent.

The quality and quantity of material resources are satisfactory

In most instances classrooms are spacious and have adequate teaching learning aids, allowing for a variety of teaching and learning activities. The school has nine new working computers which are accessible to staff and students, an overhead projector, a copier, a video camera, a television set, radio cassette, CD player and a DVD player. The school also has a library with an appropriate range of books to meet the needs of all students. The school's play area is small but adequate for the number of students at the school.

The use of material resources is unsatisfactory

Although there are good quality materials in sufficient quantities in the school, very limited use is made of these in most classes. Little use is made of charts and other resource materials which are in the classrooms. In most instances lessons are taught with only textbooks although teachers have access to printing facilities, computers and other teaching and learning aids that could enhance student learning and enrich their knowledge base. The library, with its appropriate range of books, is not utilised.

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

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

Curriculum review, adaptation and enhancement are unsatisfactory

While at the Grades 4 and 5 levels attempts are made to modify the curriculum, very little is done in other multi-grade classes. In particular, the needs of students with learning

challenges and those who are higher achievers are not fully met. Teachers are aware of the need to ensure curriculum relevance by means of review, adaptation and planning, as this has been discussed at staff meetings. However, limited attempts at implementation have been made to date.

Sampling of students' workbooks indicates that there is some degree of continuity and progression at Grade 6, but this has not been established at the lower grade levels. Textbook sampling shows adequate coverage of topics in some areas; however, the Grade 5 language arts curriculum is reflective of the Grade Six Achievement Test (GSAT), and is narrowed to focus on the Communication Task instead of the broader and more creative writing process.

Some cross-curricular and extra-curricular links are undertaken through integrated studies. These include social studies, science and religious education; for example, students in all classes are involved in gardening activities.

Environmental and 4H clubs further support this. However, topics in the curriculum such as "Workers in the Community" and "The Circulatory System", which could facilitate links with the local environment and community, have not yet been fully explored.

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?

The quality of arrangements for the health, safety and security of students is unsatisfactory

Although the principal indicates that the school has a well designed security and critical incident plan, this was not visible in classrooms or produced on request. Health and safety checks lack attention and these result in situations that are potentially dangerous to students, who frequently jump off walls or stand on a high wall with a severe drop below. The school compound lacks a complete perimeter fence and the material used as fencing is inadequate and presents a risk to students' health and safety. Toilet facilities are sufficient and hygienic but are located some distance from the main building. This presents a problem when it rains. The canteen provides nutritious meals for students on PATH and those who can afford it, but the kitchen windows lack meshing and the permits for food handlers are out of date. Irregular collection of garbage and the burning of it at the rear of the school results in air pollution and which can impact on the health and well-being of persons at the school.

The quality of well-being is unsatisfactory

Teachers relate well with students. Some teachers motivate students by providing incentives in class and encouraging them to celebrate each other's achievements. The principal is an experienced guidance counsellor and acts in that capacity to the students; some students report that if they have a problem, they go to the principal or the security guard. There are no

clear policies for the management of students' attendance and punctuality or behaviour issues. Students in one class report that corporal punishment is used as a disciplinary measure. Such incidents seriously impact on the students' well-being and personal development.

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

Recommendations

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

1. Ensure that teachers use a variety of resources including information communication technologies (ICT) so that they cater to different learning styles and meet the needs of all students.
2. Urgently address health and safety matters. Ensure that regular health and safety checks of the premises are undertaken and remedial work carried out in a timely manner, in particular in the playground area.
3. Cease all forms of corporal punishment immediately and develop appropriate disciplinary procedures to promote good behaviour.
4. Teachers with the support of the principal, improve the quality of teaching by:
 - ensuring that all lessons have clear objectives that are shared with students, and are used in ongoing assessment to ensure that students know what to do to improve
 - developing differentiation in all classes to provide challenges for the most able students and to support students with learning difficulties
5. Ensure that staff use the information gathered from assessments to inform lesson plans and delivery in order to meet the needs of all the students.
6. Create a wide range of opportunities for students to become actively involved in their learning thus ensuring that their creative and problem solving skills are developed.
7. Involve all stakeholders in the formulation and implementation of a School Improvement Plan (SIP) with actions being monitored and ensuring greater accountability.

Further Action

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

Elaine Foster-Allen
Chief Inspector
National Educational Inspectorate

Abbreviations and Acronyms

CAPE	Caribbean Advanced Proficiency Examination
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 Communication Technology
ISSA	Inter Secondary Schools' Association
IT	Information Technology
JSAS	Jamaica Schools Administrative System
JSIF	Jamaica Social Investment Fund
JTA	Jamaica Teachers Association
MOE	Ministry of Education
NEI	National Education Inspectorate
PATH	Programme of Advancement through Health and Education
PTA	Parent-Teacher Association
SDP	school development plan
SIP	school improvement plan
SJE	Standard Jamaican English
SMT	Senior Management Team

Appendices

Appendix 1: Record of Inspection Activities

Appendix 2: Inspection Indicators

Appendix 3: National Test Data

Appendix 1: Record of Inspection Activities

Evidence for this report was based on the following:

Total number of lessons or part lessons observed	35
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	English	Maths	Other
Number of lessons or part lessons observed [Primary]	12	9	14

Number of scheduled interviews completed with members of staff, governing body and parents	6
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Number of scheduled interviews completed with students	3
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	Parents	Students	Teachers
Number of questionnaires returned and analysed	0	0	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.

How effectively is the school led and managed by the board, the principal and SMT and middle leadership?

Leadership and management

Key features:

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

Short descriptions to illustrate the five-point scale:

Level 1 Failing	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
The school's leadership lacks drive and authority. There is widespread lack of confidence in the leadership among the staff. The leadership holds the staff accountable for their performance in a very limited way. Most students are under-achieving and make very little progress	Staff in leadership positions are insufficiently rigorous in focussing on improvement. The leadership holds the staff accountable in a limited way for their performance. Many students in one or more age groups do not make enough progress in their work and personal	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	Leadership is firm and decisive. The staff work well together, with clear lines of responsibility. The staff respond positively to initiatives. Staff accountability systems are rigorously applied. The needs of most students are well catered for and most students make good progress	Leadership is dynamic and often inspirational. A clear vision for the future directs and guides staff and students. The leadership holds the staff highly accountable for their performance. The school is successful with all groups of students, including those who do not respond well to school or have difficulties with learning

	development		
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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.

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

Relations with parents and the local community

Key features:

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

Short descriptions to illustrate the five-point scale:

Level 1 Failing	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
Communications with parents are infrequent and of poor quality. Many parents know too little about the work their children are doing to be able to help them effectively. The school has very little to do with its local community. Opportunities are missed to enrich the curriculum through the use of community resources	The school gives parents insufficient information about their children's progress and 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	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	Methods for communicating between home and school are well established. Many parents are involved in school activities. The school has productive links with the local community and uses them to enrich the curriculum and strengthen teaching and learning	The school has a strong educational partnership with parents, who are actively involved in many aspects of school life and play an important role in decision making. The school capitalises on the expertise and resources in the community to improve its performance and benefit students

How effectively does the teaching support the students' learning?

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	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

curriculum coverage

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 interaction including questions and dialogue
- Teaching strategies which challenge and cater to the needs of all students

Short descriptions to illustrate the five-point scale:

Level 1 Failing	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
The teaching methods in many lessons are poorly matched to the needs of the students. Activities are often only loosely related to the achievement of learning objectives. Lessons are frequently dull and unchallenging for the students	Although their planning may be detailed, the methods the teachers use often take little account of what the students already know. The work they set frequently lacks challenge and lesson objectives are often unclear	Teachers plan their lessons well and teaching methods are effective. They manage time well and make the work interesting, with realistic levels of challenge. They make sure the students have the resources they need to complete tasks successfully	Lessons are well planned with teaching methods that are effective in securing intended outcomes. The needs of individual students are well catered for. Teachers challenge and extend the students' thinking, which helps them to make good progress and achieve high standards	The teaching methods are effective. Lessons are often imaginative and consistently stimulate and challenge the students to achieve as well as they can. Activities are chosen to match the needs of the students, to secure intended outcomes and to achieve excellent standards

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	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	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

achievements		sometimes involved in evaluating their own work	identify and make improvements in their work
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Students' learning

Key features:

- Attitudes and motivation to learn
- Interaction and collaboration between students
- Application of learning to new situations and real life
- Inquiry and research skills
- Problem solving skills

Short descriptions to illustrate the five-point scale:

Level 1 Failing	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
Most students show little motivation to learn. They require constant supervision to stay on task	Many students find it difficult to work without supervision and too much of the teachers' time is spent managing students' behaviour	Most students use their time well in lessons. They can explain clearly what they have learned. They can work constructively with others when required	Most students are keen to learn. Many can apply what they have learned to new situations and show initiative in solving problems. They are able to work well, both independently and as part of a team	Almost all students are highly motivated to learn. Almost all students understand how current learning relates to previous work. They can apply what they have learned to new situations. They frame their own questions and solve problems independently of the teachers, working well together in teams

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

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

How good is the students' personal and social development?

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

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 cultures

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 cultures. They have a high level of spiritual understanding

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

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

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

Human resources

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

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

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

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

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

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

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

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

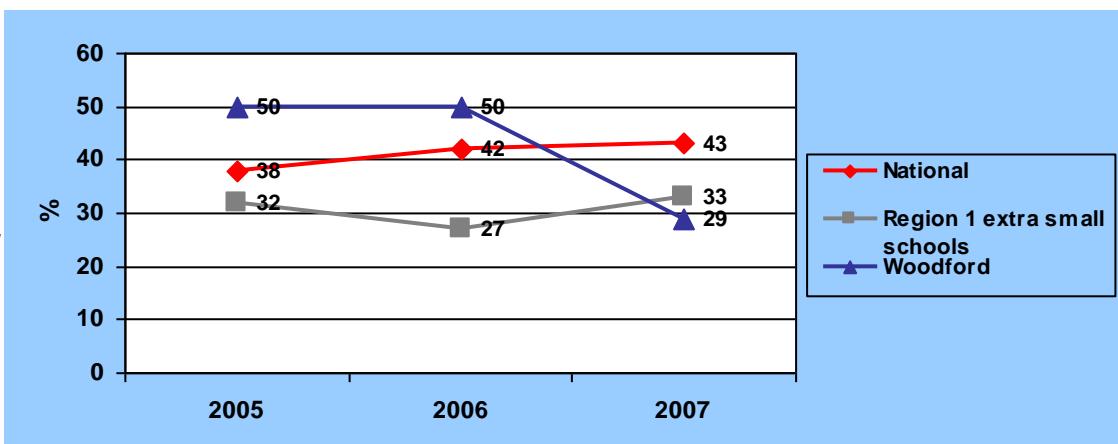
Woodford All Age Averages (%)

Subject Area	2005 (n=12)	2006 (n=8)	2007 (n=7)
Overall Mastery	50	50	29
VMC	100	88	100
VP	67	63	43
AP	67	63	57
NLK	75	50	57

Grade 1 Learning Profile Proficiency 2008

Subject Area	National Scores	Woodford All Age (n=14)
General Knowledge	46.7	71
Number Concept	67.1	86
Oral Language	48.2	29
Reading	67.6	71
Writing and Drawing	62	71

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



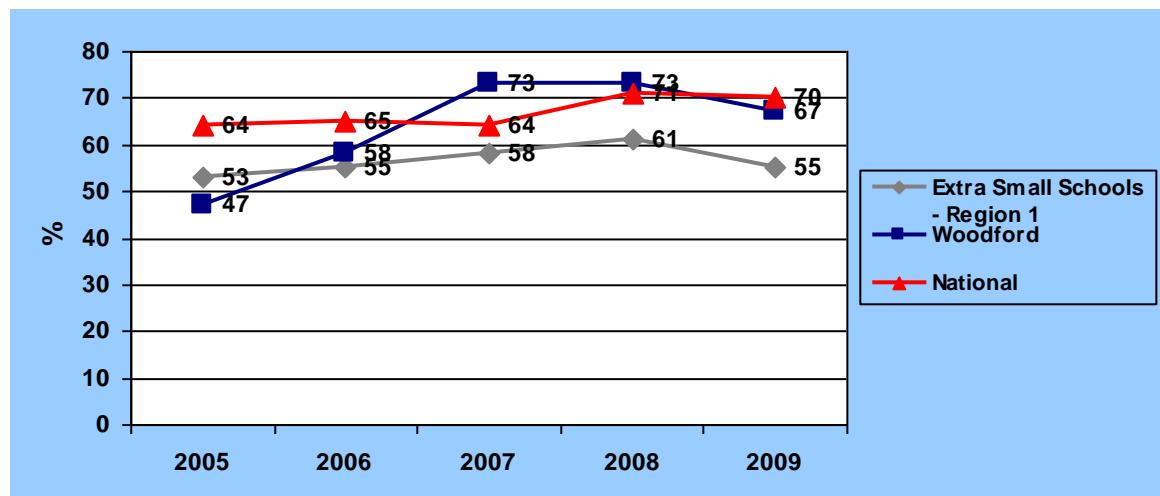
Grade 4 Literacy Test Averages

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

Woodford All Age Averages (%)					
Subject Area	2005 (n=15)	2006 (n=19)	2007 (n=11)	2008 (n=15)	2009 (n=6)
Overall Mastery	47	58	73	73	67
Word Rec.	60	58	82	93	83
Reading	47	68	82	73	83
Writing	47	68	73	73	67

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



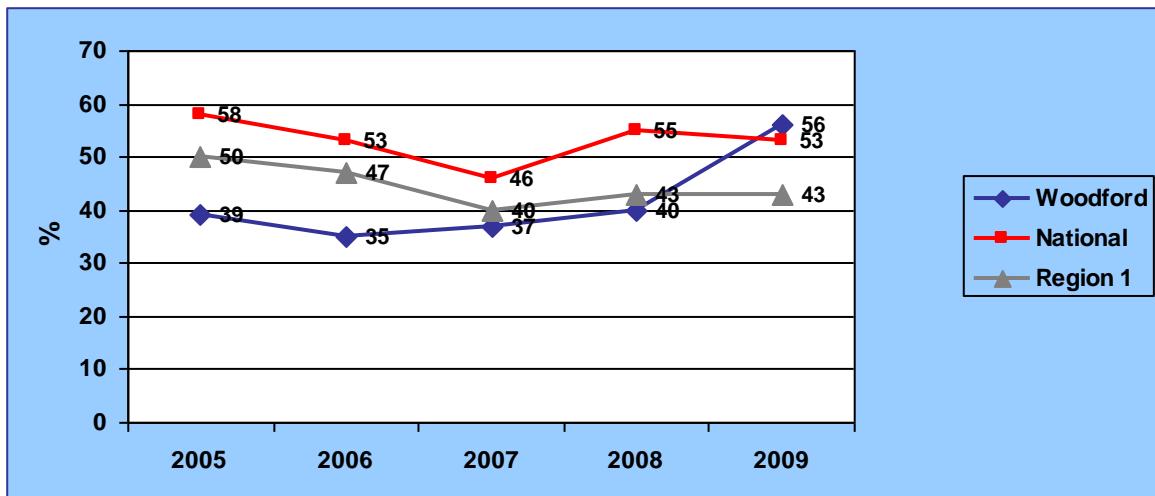
Grade 4 Literacy Test averages for Woodford All Age climbed steadily from 47% to 73% between 2005 to 2008. It fell slightly in 2009 to 67% taking it slightly below national average. It remained above region 1 average.

Grade Six Achievement Test (GSAT)

Mathematics	2005	2006	2007	2008	2009
Woodford	39% (n=12)	35% (n=14)	37% (n=13)	40% (n=14)	56% (n=15)
Region 1 x-small	50%	47%	40%	43%	43%
National	58%	53%	46%	55%	53%
Science	2005	2006	2007	2008	2009
Woodford	37%	37%	46%	38%	51%
Region 1 x-small	44%	50%	47%	43%	43%
National	52%	55%	52%	52%	53%
Social Studies	2005	2006	2007	2008	2009
Woodford	35%	34%	41%	43%	56%
Region 1 x-small	47%	47%	46%	46%	44%
National	57%	51%	51%	56%	53%
Language Arts	2005	2006	2007	2008	2009
Woodford	37%	34%	38%	36%	54%
Region 1 x-small	46%	49%	43%	42%	47%
National	54%	54%	48%	53%	57%
Communication	2005	2006	2007	2008	2009
Woodford	4	6	7	7	8
Region 1 x small	5	6	8	6	7
National	5	6	8	7	7

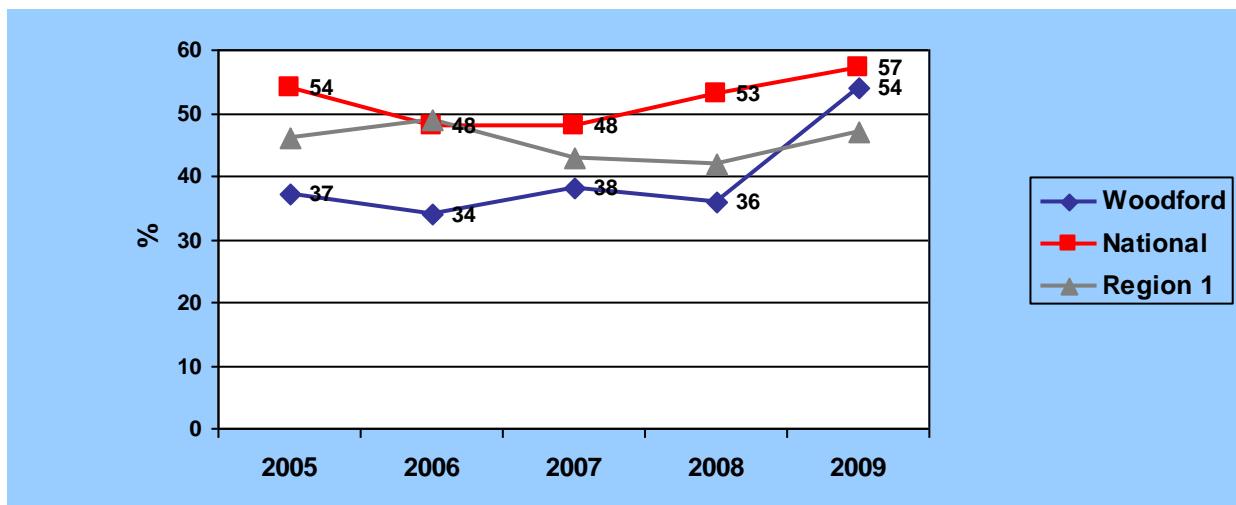
* All subjects are scored out of 100 with the exception of **Communication** which is scored out of 12

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



The average GSAT mathematics scores for Woodford All Age remained below the national and regional average from 2005 to 2008. It rose above both region1 average and slightly above national average in 2009 to 56%.

The graph below shows the average GSAT **language arts** scores for Woodford All Age as compared with the region 1 extra small and national average GSAT **language arts** scores (2005 – 2009)



The average GSAT language arts scores for Woodford All Age improved from 2005 – 2009 moving from 37% to 54%. In 2009 it surpassed the region 1 average. It however remained slightly below the national average.