GREATER PORTMORE HIGH SCHOOL

INSPECTION REPORT

Principal: Mr. Eric Scott
Board Chairman: Mr. Barrington Graham

FINAL

TABLE OF CONTENTS

FINAL

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 wellbeing?

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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 – Needs Immediate Support: 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	21% to 49%
Few	1% to 20%
None	0

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Profile

School's Demographics

School Name:	Greater Portmore High School
Locale:	Urban
Parish:	St. Catherine
Region:	VI
Gender:	Co-educational
School Code:	14142
School Organization:	Whole Day
Size:	Class IV
Attendance Rate:	66%
Capacity:	1200
Enrolment:	1318
No. of Teachers:	74
Pupil-Teacher Ratio:	24:1
Owned By:	Government
School Board:	Active Board

Socio-economic Context

The school opened its doors on a phase basis in 1995. In the earlier years the school was dubbed the General Penitentiary because of the severe disciplinary problems that existed. Today, much has changed and there is marked improvement in the discipline and academic performance of the students, who are mainly from the Portmore community and from other areas of St Catherine and Kingston. Students come from varying socio-economic backgrounds and their parents are involved in a wide variety of economic activities.

Students are exposed to a wide variety of technical and vocational subjects and are certified at the end of Grade 11 by Caribbean Certificate of Secondary Level Competence (CCSLC), Caribbean Secondary Education Certificate (CSEC) City and Guilds and National Vocational Qualification of Jamaica (NVQJ).

Satisfaction Survey

As part of the inspection process, questionnaires were given to parents, students and teachers and the responses evaluated. One hundred and thirty six parents, 498 students and 78 teachers responded. Most parents believe that their children like school and are making progress, but some are concerned about the level of unacceptable behaviour. Many believe that the staff expects their children to do well and that the school is well led and managed. Most students believe that the level of education they receive at the school is helping them to become better persons. They also indicate that at school, there is an adult in whom they can confide. Most state that they are proud to be a student of the school. Most teachers believe that the school's culture is built on discipline, students' attainment and achievement, but many are silent on the notion that the students' achievement reflects the efforts of the teacher.

FINAL

Executive Summary

Overall effectiveness of the school

The overall effectiveness of Greater Portmore High School is unsatisfactory

Leadership and management is unsatisfactory

Although many stakeholders speak well of the effective leadership of the school and the positive changes in behaviour and academic performance over the past few years, this, along with the strategies for improvements in the school, have not yet created a culture of excellence among staff and students. Senior management conducts much of their duties in a professional manner and maintains a good data system. However, much of the information available is not effectively used to identify root causes of poor performance so that workable plans can be implemented. The governing Board provides satisfactory support for management and ensures that accountability measures are applied to guarantee efficiency in the various departments. A satisfactory relationship is also maintained with parents and some corporate entities. However, some community members do not take care of the school's facilities.

Teaching and learning is unsatisfactory

Despite having good knowledge of the subjects they teach. However, many teachers are unable to impart content effectively. Assessment policies are in place, but in many cases the policies do not address the varying learning levels of students. In addition, many students do not utilize their time well, so despite being attentive while in classes they lose out on much instructional time due to gross disregard for punctuality.

Attainment in mathematics and English is in need of immediate support

Most students perform poorly in national examinations at the CSEC level in mathematics and English. Less than 30 per cent of the students attain a level that allows them to sit the CSEC examination, with only between six and 12 per cent of the cohort attaining passes in English and three to six per cent passing mathematics.

Progress in English and mathematics is unsatisfactory

Students make little progress in relation to their starting points, with only a few reaching the level required to sit national examinations. Many students at the lower grades are able to perform tasks in mathematics and English only because they are set a low level. At Grades 10 and 11 students' progress is unsatisfactory.

Students' personal and social development is barely satisfactory

Many of the students display acceptable behaviours, but their level of commitment to learning is demonstrated in their irregular attendance and lateness for both school and classes. Nevertheless, they display good understanding of their civic responsibilities and of economic and environmental issues at the national and global levels.

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Resources and their use are satisfactory

The school's human and material resources are sufficient and of fairly good quality. While good use is made of the premises, many teachers do not make effective use of the teaching materials.

Curriculum is good

The curriculum is monitored continuously and is well balanced to address the varying needs of the students. Additionally, extra-curricular activities and other social programmes provide rich enhancement.

Safety, security, health and well-being is satisfactory

The school implements good policies to ensure the security of everyone, but there are some deficiencies that pose safety concerns. Some good health and well-being programmes are in place, but the management of some issues is inefficient.

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

- Well-balanced curriculum that caters to the needs of the students.
- Students' wealth of knowledge and understanding of economic and environmental issues
- Well-kept environs
- Good security measures, policies and maintenance practices to ensure the security of all.
- Good documentation system as data is well organized, analysed and readily available.

How effective is the school overall?
The overall effectiveness of the school is **unsatisfactory**

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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, the school is unsatisfactorily led and managed

School-based leadership and management is unsatisfactory

Although many stakeholders, including teachers, have lauded the dedication and efforts of the school's management in directing the school towards a positive change, most of the students are not making satisfactory progress. While the stakeholders speak glowingly of the school's vision, which seeks to transition the school into one of choice, there are critical problems that impede progress. Senior managers monitor the compound ensuring that all classes are manned and at times they take over unsupervised classes. At the start of the day, they are seen at the entrance ensuring that loitering is minimised. However, there is an obvious culture of nonchalance and lethargy among students, and many teachers seem undisturbed by this. On a typical morning - 30 minutes to an hour into the day - scores of students are seen sauntering through the inner gate, socializing and eating, while many teachers go about their business, scarcely stopping to interfere.

The School Management Team (SMT) conducts class visits and offers advice to teachers on how to make their teaching more effective. Members of the SMT vet lesson plans and make evaluative comments for teachers' development. This, according to many stakeholders, has resulted in improvements in the academic performance and social behaviour of students. It is also evident in the marginal improvement in the number of students who progress to the CSEC examinations.

The SMT presides over many aspects of management with efficiency. Much data is collected, analysed and used in planning and development. Programmes are developed to improve students' literacy performance and discipline. However, crucial aspects such as the monitoring of punctuality and attendance are not well managed. In fact, there is much data on students' punctuality and attendance available in the guidance department but the information is seldom analysed to ascertain the adverse effects of this habit on content coverage and ultimately students' academic performance.

Self-evaluation and improvement planning is unsatisfactory

The school's management has a fair knowledge of the strengths and weaknesses of the institution but is unaware of one of the major causes. Despite continuous evaluation of teachers' and students' performance at departmental levels, academic attainment remains very low. Poor performance is attributed to the low entry level of the students and many programmes are put in place to address this, but often to no avail, as students are either late or absent and do not benefit sufficiently from the efforts. Additionally, the school improvement plan and action plan prepared by the Principal and teachers do not identify lateness as an issue needing priority attention.

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Governance is satisfactory

The Board is well established and provides effective support to the school. Members are divided into sub-committees that focus on areas such as finance and social and personnel matters. Board members support the management on crucial issues such as discipline and academic performance. They provide important links with agencies such as the National Environment and Planning Agency, the public health department and the parish council, and assist with the students' welfare programmes.

Accountability measures are effectively applied and regular reporting on academic performance and social development is required of all departments including the Principal and bursar. Much emphasis is placed on reporting against action sheets that outline targets and time lines and which also identify the persons responsible for carrying out specific actions.

Relationships with parents and the community are satisfactory

The school maintains effective communication with parents and many express delight in the development of the school and the ease at which they can relate to management and staff. Parents receive progress reports in a timely manner and are often accommodated during the term for one to one meetings with teachers. Some parents give good support to the programmes of the school, but this is not widespread. Many stay away and have limited knowledge of the school's development and activities. Many meaningful links have been formed and maintained with the immediate and corporate communities, but there are those who resort to destroying the school's property to gain access to some facilities such as the garbage disposal areas.

How effectively is the school led and managed by the Board, the principal and senior management team?	
Grades	**7 - 11**
School-based leadership and management	**Unsatisfactory**
Self-evaluation and improvement planning	**Unsatisfactory**
Governance	**Satisfactory**
Relations with parents and community	**Satisfactory**

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2) Teaching Support for Learning

How effectively does the teaching support the students' learning?

Overall, teaching in support of learning is unsatisfactory

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

Many teachers have good knowledge of their subject content and are able to accurately explain concepts relating to the topics they teach. However, they often revert to the same teaching strategy for most lessons; lecturing. Additionally, some teachers impart incorrect information to students. In a Grade 10 science lesson, students are told that protein provides energy, and in Grade 9 mathematics, the teacher states that gradient can be calculated with any triangle. Nevertheless, in the vocational areas effective strategies are used and lessons are mostly for conceptual understanding. Few teachers reflect on the impact of their teaching or review previous concepts and address misunderstandings before moving on.

Teaching methods are unsatisfactory

Many teachers write lesson plans with logical sequence and appropriate content for students' ability levels. But some lesson plans lack details and many have no evaluation and do not bear current dates. While some teachers manage instructional time well, teaching time and assessment activities are often cut short as many students arrive late and teachers stop frequently to allow them to join classes.

Although textbooks, audio and visual materials are available to teachers, many do not use them to enhance their lessons. Instead, they depend heavily on the chalkboard and textbooks as the main instructional material; most students do not take textbooks to school. In the few instances where the projector and laptops are used, they are mostly to project notes on the screen and display lesson plans. Nevertheless, teachers in the vocational areas make their lesson interesting and informative with the inclusion of different instructional material. In an agricultural lesson, harvesting was projected on the board, providing students with a practical demonstration of the activity.

Many lessons are centred around questioning and to a lesser extent, discussions. However, in many cases the questions require recall responses and where students are not swift in responding, the teacher gives the answers and move on. In mathematics, focus is placed on recall rather than an understanding of concepts, so a typical class has the teacher working a few examples and the students' copying the steps then reproducing. Notwithstanding, some good strategies are employed in the lower grades where demonstrations and meaningful discussions are often features of some lessons.

Assessment is unsatisfactory

The school's assessment policy is well outlined and teachers' markbooks bear evidence of conformity. However, assessment information is insufficiently used to track student achievement and to help them move to the next level. For some teachers, assessment is ongoing and their classes end with a written task or homework. However, feedback given is insufficient to help students make improvements and motivate them to work harder. Assessment is not necessarily based on the different ability levels of students, as teachers do not realistically indicate that they have true knowledge of students' strengths and weaknesses.

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Student learning is unsatisfactory

Some students are attentive and whenever they are on time and given the opportunity, they participate willingly in lessons. Some display a high level of confidence as they engage in discussions and questioning. However, many lose out on these opportunities during the first two or three sessions of the day as they arrive very late and move casually to classes. Where the chance is given, students work well together, apply learning to real-life situations, solve problems and complete tasks, but activities to develop research and problem solving skills are seldom provided, especially in mathematics and English.

How effectively does the teaching support the students´ learning?	
Grades	**7 – 11**
Teachers´ subject knowledge and how best to teach the subject	**Unsatisfactory**
Teaching methods	**Unsatisfactory**
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' performance in national tests needs immediate support

Attainment in English is in need of immediate support

Most students who sit CSEC English fail the subject, and most of the cohort do not achieve the level set by the school to even qualify them to sit the examination. In 2011, for example, only 95 of the 295 students in the cohort sat the examination that year. In 2012, 126 students were entered for the sitting. Over the past three years, performance in CSEC has been extremely poor. In 2008, six per cent of the cohort attained passes in English, 8.6 per cent gained passes in 2009 and 12 per cent in 2010, compared to a national pass rates of 55, 62 and 70.8 per cent for the respective years. For the same period, attainment in five or more subjects including mathematics and English was equally low. In 2008 only 1.7 per cent of the cohort attained this level, two per cent did so in 2009 and 1.1 per cent in 2010, while the national averages were 14.4, 15 and 29.4 per cent respectively.

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Attainment in mathematics is in need of immediate support

Over the past three years, performance in CSEC mathematics has been well below the national averages. For the period in review; 2008 to 2010, the percentage of the cohort attaining passes in CSEC mathematics was 3.2, 5.8 and 3.6 respectively, while pass rates at the national level were 43, 41 and 44.7 per cent. Of the 295 students enrolled in the Grade 11 cohort in 2011, 101 sat the external examination and only 19 attained passes.

How well do the students perform in national and/or regional tests and assessments?	
Grades	**11**
How well do the students perform in national or regional tests and examinations in English?	**Needs immediate support**
How well do the students perform in national or regional tests and examinations in mathematics?	**Needs immediate support**

4) Students' Academic Progress

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

Overall, students make unsatisfactory progress in relation to their starting points

Overall, students' progress in English is unsatisfactory

Most of the students entering Grade 7 have a low average performance. Many do not show much improvement from their starting point at the end of the five years that they spend at the school. Most do not qualify for entry in the CSEC programme even with the intervention programmes in place. Most who sit the CSEC examinations perform poorly. In 2010, only 12 per cent gained passes in CSEC English Language. Over time, the school has recorded a marginal improvement in CSEC performance, but it is still well below the national level.

In the lower grades, most students appear to make adequate progress. They display adequate reading, writing and listening skills. Some students communicate in Standard Jamaican English during lessons and in the lower grades they display competence in using parts of speech and constructing sentences. In the upper grades, some are able to punctuate sentences correctly and show understanding of argumentative writing. However, some students are unable to participate in class discussions or use Standard English, and many are not entered for the external examinations because of poor writing skills and poor performance linked to the low interest in the subject.

Overall students' progress in mathematics is unsatisfactory

Many students enter at Grade 7 or at Grade 9 with scores of over 50 per cent in the Grade Six Achievement Test (GSAT). The 2006, Grade 7 cohort had 207 of the 350 students with entry scores of 50 per cent and over. The lowest score for that cohort was 30 per cent. Tracking of these students in 2011 revealed that 101 sat CSEC mathematics, but only 19 obtained passing grades. In addition, performance declined to 3.6 per cent in 2010, from 5.8 per cent the previous year, having increased from the 3.2 per cent attained in 2008. There

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was also a decline in the number of students passing five or more subjects including mathematics and English. That figure fell from two per cent in 2009 to 1.1 per cent in 2010.

During lessons observed, lower school students display more competence in calculation and application of concepts. Many are able to work with direct numbers, while a few are able to calculate gradient. However, work given is usually identical to examples worked and do not allow students to extend their learning. At Grade 10, the students become really challenged when required to work at a higher level. Many Grade 10 students are unable to solve simultaneous equations, some are able to state the rules in calculating integers, but are unable to apply them in solving problems. At Grade 11, they draw lines of symmetry, but are unaware that some shapes have several lines of symmetry.

How much progress do the students make, in relation to their starting points?		
Grades	**7-9**	**10, 11**
How much progress do the students make in relationship to their starting points in English?	**Satisfactory**	**Unsatisfactory**
How much progress do the students make in relationship to their starting points in mathematics?	**Satisfactory**	**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' overall behaviour and attitudes are satisfactory

Many students behave appropriately once they get to class. This is also true of their general behaviour around the school compound. They are polite, respectful and helpful in their interactions. Many leave classes in an orderly manner. Some participate enthusiastically in class, are self-motivated and work independently on assigned activities. However, such admirable practices are not embraced by some students who disrupt classes as they enter the classrooms loudly, despite being late. In some classes, students shout answers or respond in chorus and many do not take textbooks to classes.

Punctuality and attendance is in need of immediate support

Many students are late for school and classes. At the start of the first class more than half the students are often not present. An observation one morning revealed that 165 students arrived at school between 8:17 a.m. and 9:10 a.m. In one class observed at 8:15 a.m. only 18 of the 36 students were present. The school's attendance rate is 66 per cent, with girls attending less frequently than boys. Attendance also decreases on Thursdays and Fridays and towards the end of the school term.

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Civic understanding and spiritual awareness is satisfactory

Most students are proud to be Jamaicans and enjoy Jamaican food, music and celebrations such as Jamaica Day. Many have a strong sense of responsibility to help people such as the homeless, and express concerns about the negative portrayals in the media. They believe the media promote immoral practices and encourage the view that appearance is to be valued more than education. Students in each class participate and conduct meaningful devotions and are also made more spiritually aware through religious education lessons.

Economic awareness and understanding is good

Most students have a good understanding of economic matters and displeasure with the sale of national assets is evident. They identify tourism and agriculture as important foreign exchange earners and appreciate the inter-relatedness of world economies, the International Monetary Fund and interest payments. Most students are aware of the origin of income tax and the General Consumption Tax and see programmes such as PATH and free education as foundations for economic development. Many students aim to become doctors, policemen, record producers and political analysts in order to help Jamaica in various ways.

Environmental awareness and understanding is good

Most students are aware of environmental issues and the impact of industries on the environment. They speak freely about natural disasters such as hurricanes, tornados and tsunamis. Most are concerned that the school is situated near a swamp and sewage treatment plant; both resulting in unpleasant odours and mosquito infestation. They appreciate the cleanliness of the school compound and most respect the green areas and dispose of their garbage appropriately.

How good is the students´ personal and social development?	
Grades	**7-11**
Students´ behaviour and attitudes	**Satisfactory**
Punctuality and attendance	**Needs immediate support**
Civic understanding and spiritual awareness	**Satisfactory**
Economic awareness and understanding	**Good**
Environmental awareness and understanding	**Good**

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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

Human resource is satisfactory

The school has the full complement of teachers and sufficient support workers to ensure effective delivery of the curriculum and the smooth running of the institution. Most teachers are adequately trained with some having additional qualification. The support staff includes 11 administrative members and 16 ancillary workers.

Use of human resources is satisfactory

Most teachers are deployed according to their level of competence and experience. Many attend school regularly and on time. Staff members are provided with regular training and developmental seminars to enhance their skills for greater efficiency. The support staff provides adequate maintenance of the compound, ensuring a friendly learning environment. In some cases, however, substitution is not provided when a teacher is absent; as a result students are left on their own.

Appropriateness and quality of the school premises is satisfactory

The school grounds are fairly clean and are maintained throughout the day. Classrooms are well ventilated and are fairly clean, particularly for the morning session. There is ample furniture in some classrooms. Most classrooms are also well organized. Material resources are sufficient and of good quality; these include laptops, multimedia projectors, a library, a reading resource room and equipped vocational laboratories. The book room provides stationery for students and teachers and most students are provided with grade level rental textbooks. However, classroom space is a challenge as some classes are held under trees and some students' desks and chairs are in a state of disrepair.

Use of material resources is satisfactory

The use of the school premises is good, but material for teaching is unsatisfactory. The walls are used to display timely reminders of school rules, motivational thoughts and other important information. For example, 'Do not take weapons to school' is written on the front wall and the school's vision is mounted at the entrance. There is also a small garden, created and maintained by the agricultural science students. Classrooms, including resource room are effectively utilized by teachers and students, and in most cases projectors and lap tops are used to project notes for the content area. Despite the availability of a variety of teaching materials, teachers mainly resort to worksheets and textbooks as the main enhancement materials. In a mathematics lesson for example, the plotting of points and gradient is done without the use of the graph board, resulting in students being unable to conceptualize changes in X and Y values.

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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	**7-11**
Human resources	**Satisfactory**
Use of human resources	**Satisfactory**
Material resources – quality and quantity	**Satisfactory**
Use of material resources	**Satisfactory**

7) Curriculum and Enhancement Programmes

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

Overall, provisions for the curriculum and enhancement programmes are good

Provisions for curriculum are good

The curriculum is reviewed and modified periodically to meet the needs of students and their emerging careers. Common lesson plans, driven by scope of work, assist in the coverage of the syllabus. Special interventions are in place to facilitate improved performance in internal and external examinations. These include the introduction of a common examination paper for all students at the different grade levels and ensuring adequate content coverage (in English) for Grades 7 to 9. The initiatives also include writing drills for upper school students and vocabulary and diagnostic testing. However, many of these programmes do not realize much success as many students are either absent from classes or late, causing them to miss out on much of the efforts. The curriculum offers a wide range of academic and vocational subjects which cater to students' needs. These include chemistry, biology, agricultural science, food preparation, building technology, cosmetology, metal work, wood work, physical education and visual arts. A vocational subject is mandatory for all upper school students and exposure to resource and technology provides the foundation for the selection of subjects. At the end of Grade 11, students are certified through CSEC, CCSLC, NVQJ and City and Guilds. Presently, a group of Grade 7 students is engaged in a special E-learning pilot project which is aimed at improving their literacy skills.

Enhancement programmes are good

The work experience programme forms a part of the school's curriculum and provides linkages to the world of work, as well as employment for a few students after completing their period of training. Extra-curricular and co-curricular activities are held after school and provide additional opportunities to foster the development of students. Participation in these activities is linked to the criteria for graduation. Clubs include Spanish, Math, 4-H, Gents and Key clubs. Students also participate in many national competitions including the TVJ All Together sing and have won many awards. The curriculum is further enhanced by Careers Day and Boys' and Girls' Days.

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How well do the curriculum and any enhancement programmes meet the needs of the students?	
Grades	**7-11**
How well does the curriculum meet the needs of the students?	**Good**
How well do the enhancement programmes meet the needs of the students?	**Good**

8) Student Safety, Security, Health and Wellbeing

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

Overall, student safety, security, health and wellbeing is satisfactory

Policies and procedures to ensure safety and security are satisfactory

There are policies in place which have clear guidelines aimed at ensuring the safety and security of all. Security personnel monitor the entrance and visitors are screened before they are granted access. Additionally, the Principal and other senior teachers often monitor the gates at the start of the day. On entering the buildings, there is a timely reminder on the wall outlining the penalty for taking weapons to school. The school conducts fire and earthquake drills and has nine fire extinguishers, strategically placed. The entrance and exit points are clearly labelled and students are aware of what is to be done in case of emergency. The security guards, dean of discipline, school resource officers and a response team consisting of various stakeholders, help with student management off-site.

Despite the policies and efforts to maintain them, there are a number of mitigating factors. For example, there is broken furniture lying around, open trenches are visible throughout the compound and a hole exists in the perimeter fencing. There are also exposed electrical wires and protruding nails on the Grade 11 block. The school's playing field is not fenced.

Policies governing health and wellbeing are satisfactory

The Guidance Department has well established programmes. Breakfast and lunch are provided for needy students and parents are encouraged to utilize the PATH. Students are also encouraged to utilize the services of the counsellors. The school nurse provides emergency medical assistance to students and supports parents when children require critical health care. Students are guided in personal development and social graces in guidance counselling sessions. Good teacher student relations are seen in some classes and during form time where teachers nurture and motivate students. However, there is an obvious disconnect once outside the classrooms as teachers pass loitering students during transition and hours after the start of school, without intervening.

Teachers report challenging behaviours to grade coordinators, Vice Principals and the dean of discipline; however they do not keep incident logs. Attendance registers do not show attendance of some students or lateness, making it difficult to track students' attendance and punctuality. Additionally, very little is being done with the dean's records that show more

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than one third of the population being late on a daily basis. Detention is widely used to deter students' misbehaviour, but in severe cases suspension is given. While students are not usually expelled, their parents are encouraged to transfer them to another school.

How well does the school ensure everyone´s safety, security, health and wellbeing?	
Grades	**7-11**
Provisions for safety and security	**Satisfactory**
Provision for health and well-being	**Satisfactory**

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Recommendations

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

1. The SMT should:
   a. Do an effective evaluation of the effects of poor punctuality on academic performance and develop creative means of address this problem.
   b. Ensure that teachers become more proactive in the drive to improve and maintain discipline, particularly punctuality, and provide continuous monitoring of students throughout the day.
   c. Create staff development opportunities to remind teachers how to teach at a higher level.

2. Teachers should:
   a. Make use of the available technology and manipulatives in the teaching of core subjects, particularly mathematics and English, and make lessons more student centred and stimulating.
   b. Employ a variety of strategies in lesson delivery to better engage students and address their various learning styles.

3. The Ministry of Health (MOH) should do regular fogging of the area to reduce the mosquito infestation, so that teaching and learning can be conducted in a more comfortable atmosphere.

Further Action

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

Maureen Dwyer
Chief Inspector of Education
National Education Inspectorate

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List of Abbreviations and Acronyms

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

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Appendices

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School Inspection Report

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Appendix 1 - Record of Inspection Activities

Evidence for this report was based on the following:

Total number of lessons or part lessons observed	84

	English	Maths	Other
Number of lessons or part lessons observed [Primary]			
Number of lessons or part lessons observed [Secondary, either grades 7 – 11 or 7 – 9 in an all-age school]	16	20	48

Number of scheduled interviews completed with members of staff, governing body and parents	16

Number of scheduled interviews completed with students	6

	Parents	Students	Teachers
Number of questionnaires returned and analysed			

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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.

FINAL

Inspection Indicators

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

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

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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 Needs Immediate Support	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.

FINAL

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 Needs Immediate Support	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.

FINAL

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 Needs Immediate Support	Level 2 Unsatisfactory	**Level 3** **Satisfactory**	Level 4 Good	Level 5 Exceptionally high
Communications with parents are infrequent and of poor quality. Many parents know too little about the work their children are doing to be able to help them effectively. The school has very little to do with its local community. Opportunities are missed to enrich the curriculum through the use of community resources	The school gives parents insufficient information about their children's progress and wellbeing. Community involvement is limited and the school does not actively seek relationships with outside agencies to support the wellbeing and progress of students	**Parents receive regular, detailed reports about their children's progress. There are regular opportunities to talk to teachers and some parents are actively involved in school life.** **The school works with outside agencies to enhance the wellbeing and progress of students**	Methods for communicating between home and school are well established. Many parents are involved in school activities. The school has productive links with the local community and uses them to enrich the curriculum and strengthen teaching and learning	The school has a strong educational partnership with parents, who are actively involved in many aspects of school life and play an important role in decision-making. The school capitalises on the expertise and resources in the community to improve its performance and benefit students

FINAL

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
- Teachers reflect on their teaching

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	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

FINAL

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 Needs Immediate Support	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

FINAL

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 Needs Immediate Support	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

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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 Needs Immediate Support	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 **Needs Immediate Support**	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

FINAL

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 Needs Immediate Support	**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
- Social graces

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	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. Many students display poor mannerism especially to adults and their peers.	The poor behaviour of some students disrupts some lessons and causes difficulties. Students often do not obey rules and regulations. Many students display poor mannerism especially to their peers.	**Behaviour and relationships are generally good. Rules are respected. The school is orderly and safe. Many students are well mannered and display this to their peers and adults.**	Good behaviour and relationships prevail throughout the school. Most students exercise self-control. Most students display mastery of the social graces all around.	Almost all students are self-disciplined, respond very well to adults and resolve difficulties in mature ways. Almost all students display excellent mastery of the social graces all around.

FINAL

5.2 Punctuality and Attendance

Key features:
- Punctuality to school lessons
- Attendance to school

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
Most students attend school and classes poorly and are unpunctual as well. Attendance overall is 69% and less.	Many students attend school and classes irregularly and are unpunctual as well. Attendance overall is 70 - 79%.	Many students attend school and classes regularly and are punctual as well. Attendance overall is 80 - 89%.	Most students attend school and classes regularly and are punctual as well. Attendance overall is 90 – 95 %.	Almost all students attend school and classes regularly and are punctual as well. Attendance overall is 96% and higher.

5.3 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 Needs Immediate Support	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

FINAL

5.4 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 Needs Immediate Support	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.

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5.5. 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 Needs Immediate Support	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

FINAL

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 Needs Immediate Support	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

FINAL

6.2 Use of human resources

Key features
- Effective deployment of staff
- Attendance and punctuality to class and school
- Professional development

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	**Level 3 Satisfactory**	Level 4 Good	Level 5 Exceptionally high
Members of the academic staff are inefficiently deployed to enable the school to achieve satisfactory standards for students. Most teachers attend classes and school irregularly and are regularly late. Most teachers seldom engage in professional development opportunities	Many members of the academic staff are inefficiently deployed to enable the school to achieve satisfactory standards for students. Some teachers attend classes and school irregularly and are regularly late. Many teachers seldom engage in professional development opportunities.	**Many members of the academic staff are efficiently deployed to enable the school to achieve satisfactory standards for students. Staff attendance to classes and school is regular and punctuality rate is fair. Teachers are adequately engaged in professional development opportunities.**	Most members of the academic staff are efficiently deployed to enable the school to achieve good possible standards for students. Staff attendance and punctuality to school and classes are good. Teachers regularly engage in professional development opportunities.	Members of the academic staff are efficiently deployed to enable the school to achieve the best standards possible for students. Staff attendance and punctuality to school and classes are good. Teachers often engage in professional development opportunities.

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6.3 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 Needs Immediate Support	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

6.4 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 Needs Immediate Support	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

FINAL

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

7.1 Relevance

Key features:
- Adaptation and modification of curriculum
- Review and planning
- Continuity progression and coverage
- Relevance to all students

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	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

FINAL

7.2 Enhancement Programmes

Key features:
- Cross-curricular links and extra-curricular activities
- Links with the local environment and community

Short descriptions to illustrate the five-point scale

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	**Level 4 Good**	Level 5 Exceptionally high
Links between subject areas is basically lacking and do not allow students to make connections. Opportunities for students to participate in extra-curricular activities are limited and little effort made to integrate the community in the development of the curriculum.	Attempts to create links between the subject areas are inadequate to make meaningful connections. Some opportunities exist for extra-curricular activities and there is some community impact on the curriculum.	Links between the many subject areas are adequate and many students are able to make connection between subjects. Many Students have opportunities to participate in a variety of extra-curricular activities and the community is used to enhance the curriculum.	**Links between the most subject areas are adequate and most students are able to make connection between subjects. Most students have opportunities to participate in a variety of extra-curricular activities and the community is used to enhance the delivery of the curriculum.**	Links between the subject areas are adequate and students are able to make connection between subjects. Students have opportunities to participate in a variety of extra-curricular activities and the community is well used to enhance the delivery of the curriculum.

FINAL

8. **How well does the school ensure everyone's safety, security, health and wellbeing?**

   8.1 Safety and security

   Key features:
   - Policies and procedures to ensure the safety and security of all members of the school community
   - Quality of monitoring and maintenance

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	**Level 3 Satisfactory**	Level 4 Good	Level 5 Exceptionally high
Policies for safety and security are non-existent or ignored. There are almost no safety and security checks. Many parts of the buildings and equipment are unsafe and poorly maintained	Policies for safety and security are poorly implemented. Safety and security checks are irregular and not rigorous. Some parts of the buildings or equipment are unsafe.	**Policies and procedures are implemented and accidents are rare. Requirements for maintaining the safety and security of students are met. Buildings and equipment are safe and securely maintained in sound repair**	Regular and thorough checks are made and acted upon to ensure that a safe and secure environment is maintained. Buildings and equipment are kept in a good state of repair	The school provides an exceptionally safe and secure environment for students and staff. Buildings and equipment are regularly maintained in excellent condition

FINAL

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

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	**Level 3** **Satisfactory**	Level 4 Good	Level 5 Exceptionally high
Most members of 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 Many parts of the buildings are unhygienic and students' nutritional needs are not addressed.	Most members of 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 Some parts of the buildings are unhygienic and provisions for students' nutritional needs are inadequate.	**Most members of 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.** **Most buildings are hygienic and provisions in place to satisfy nutritional needs.**	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. Buildings are hygienic and good provisions in place to satisfy students' nutritional needs and other health concerns	Staff has very good relationships with all students. There are well developed systems for tracking students´ personal welfare and for supporting individuals or groups. Staff consistently provides well-judged advice and guidance. Arrangements for the suspension and exclusion of students are exceptionally well-handled. Buildings are hygienic and a health policy provision in place to satisfy nutritional needs and other health needs

FINAL

Appendix 3 - National Test Data

Starting Point

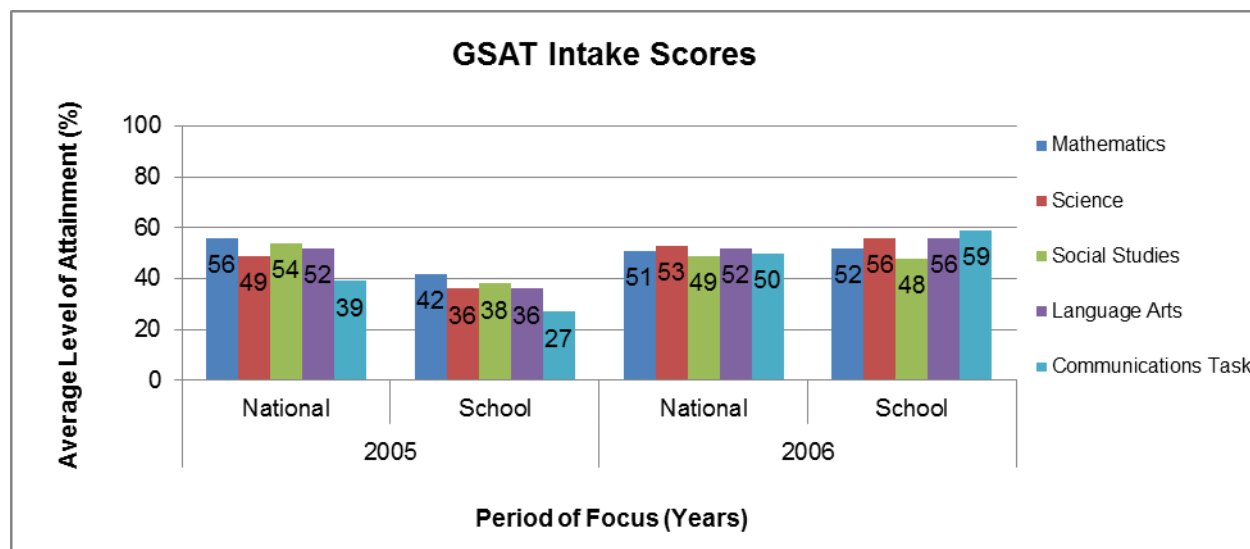**Graph 1: Average GSAT Scores for Students Entering School- 2005**

GSAT Intake Scores

Table 1: Average GSAT Scores for Students Entering School- 2005

Greater Portmore High	2006		
Assessment	Candidates	2006 Averages	
GSAT Intake Scores	Placed	National	School
	350	51	54
Greater Portmore High	**2005 (Cohort data)**		
Assessment	Candidates	2005 Averages	
GSAT Intake Scores	Placed	National	School
	342	50	36

The overall GSAT intake average for students entering Greater Portmore High in **2005 (cohort 1)** was 36 per cent. This was 14 percentage points below the national average (50 per cent). The students who entered Greater Portmore High school performed below the national averages in all subjects.

In 2006, the school's average (54 per cent) significantly improved by 18 percentage points and was above the national average (51 per cent). More students entered Greater Portmore High school when compared with the previous year. The students' averages were above the national averages in all subjects.

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Starting Point

Graph 2: Student Performance in the Grade Nine Achievement Test 2008
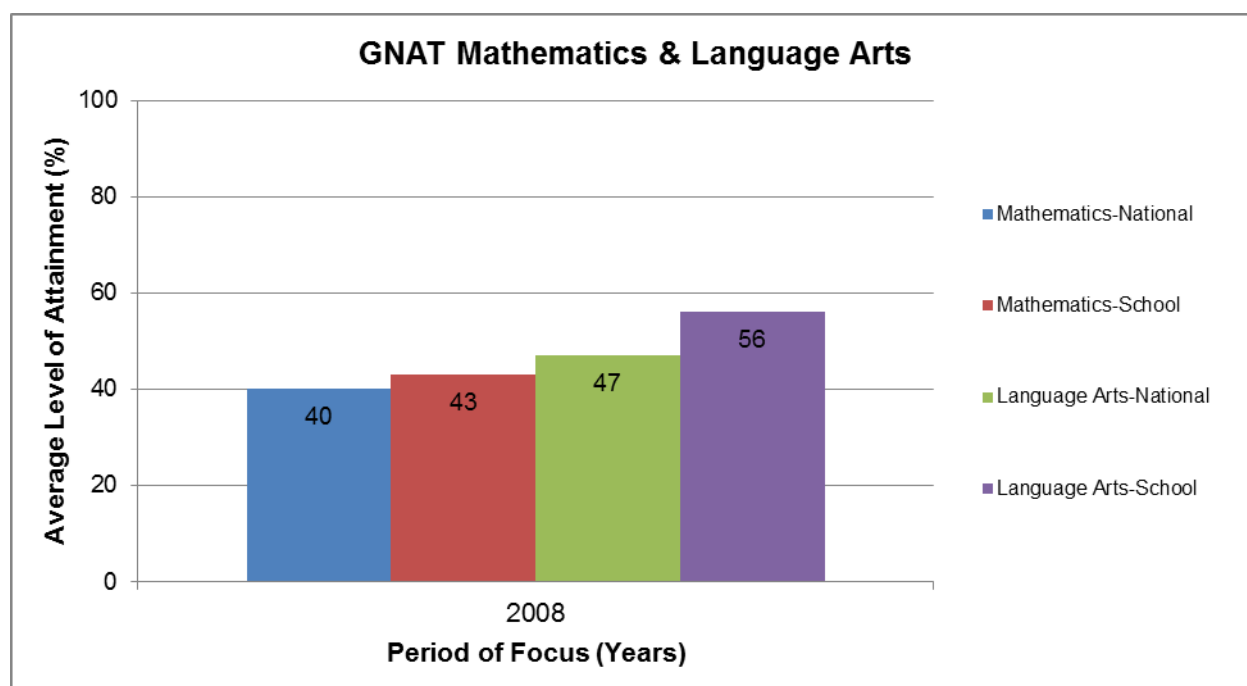
Greater Portmore High School performed above the national averages in both mathematics and language arts. The student's performed better in language arts when compared with mathematics.

**Table 2: Student Performance in Grade Nine Achievement Test 2008**

Greater Portmore High			
2008			
Assessment	Candidates Placed	**2008 Averages**	
	in the School	National	School
GNAT Mathematics	**10**	**40**	**43**
Female	4	44	47
Male	6	37	40
GNAT Language Arts	**10**	**47**	**56**
Female	4	53	57
Male	6	43	55

[1]Ten students were placed at Greater Portmore High through the Grade Nine Achievement Test in 2008. The students' averages were above the national averages in both subjects; mathematics and language arts, by three and nine percentage points respectively. The female students performed better than the male students in both subjects.

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[1] The original cohort (2005) was joined by the GNAT intake students (2008) which may influence school progress results in CSEC.

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ATTAINMENT

**Graph 3: Passes in CSEC Mathematics and English Language 2008 to 2010**
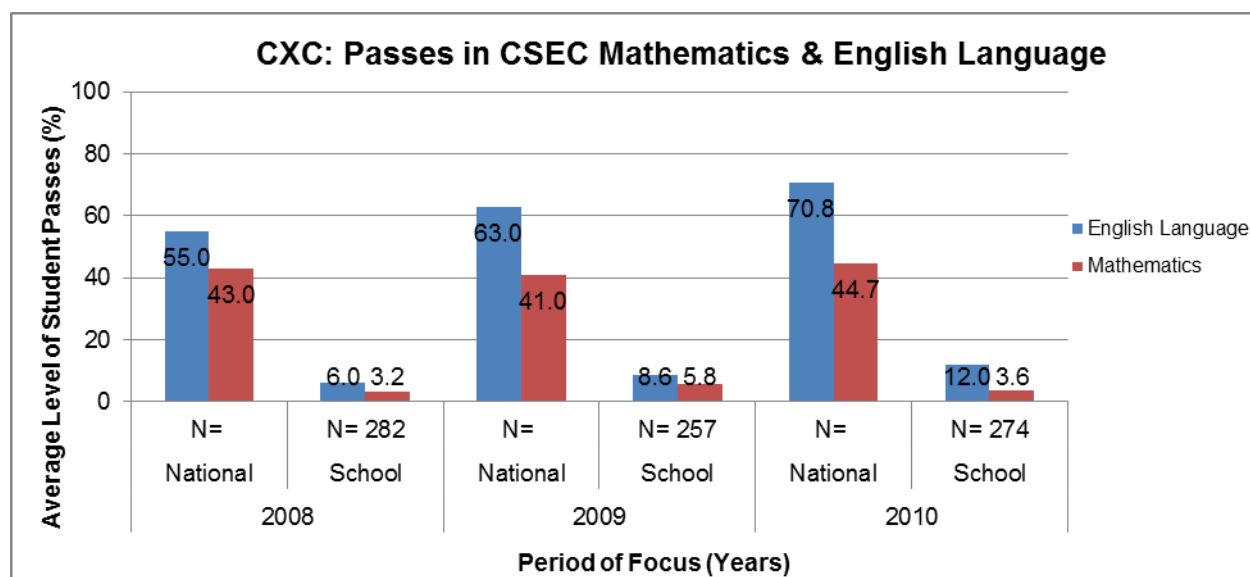
School averages for CSEC English language and mathematics were drastically below the national averages throughout the period.

For mathematics the averages fluctuated over the period. In 2008, the students average passes were three point two (3.2) per cent. This average improved in 2009 (5.8 per cent) by two point six percentage points, and declined slightly in 2010 (3.6 per cent). This was a significant 41.1 percentage points below the national average.

In 2008, the school's average for passes in English language was 6.0 per cent. This average slightly improved in 2009 by two point six (2.6) percentage points (8.6 per cent). In 2010, the average increased by three point four (3.4) percentage points which was 12.0 per cent. The school's average remained significantly below the national average by 58.8 percentage points.

**Graph 4: Student Attaining Five or More Passes including CSEC Mathematics and English Language 2008 to 2010**
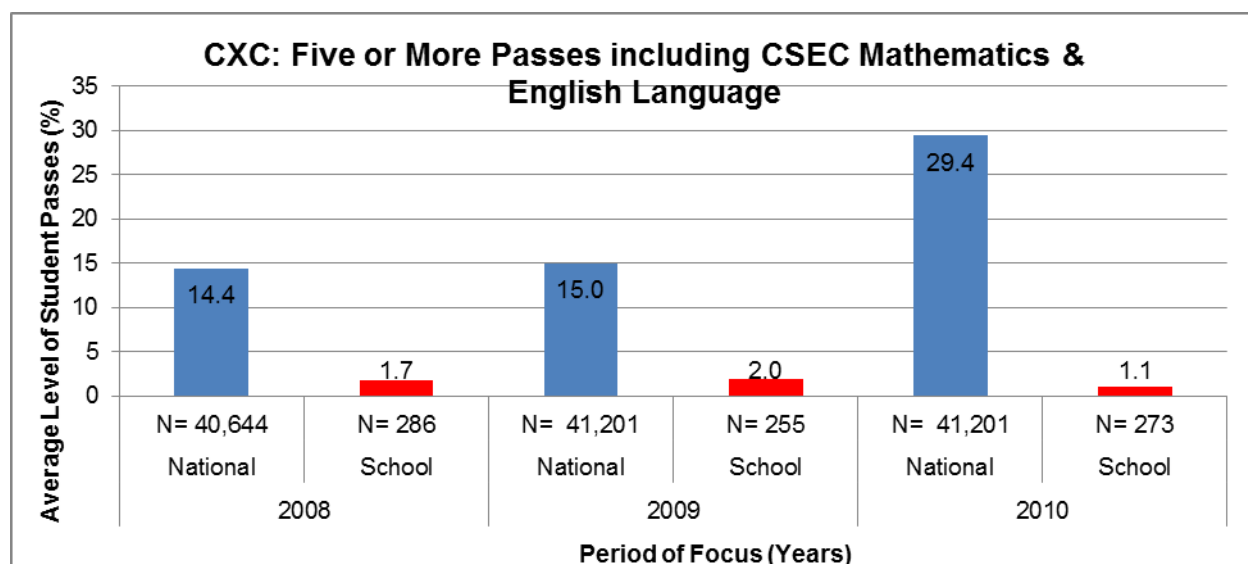
[2]In 2008, 1.7 per cent of students at the school passed five or more subjects (including mathematics and English language). The school's average improved slightly the following year (2.0 per cent). **In 2010 (cohort 1)**, the school's average (1.1 per cent) decreased slightly by 0.9 percentage point. The school's average remained significantly below the national average by 28.3 percentage points.

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[2] The secondary school matriculation target set out by the Education Task Force in the National Education Strategic Plan (2011-2020) is to have **100 per cent** of the age cohort sitting CSEC exams in mathematics and English language by 2016 as well as *54 per cent or more of the successful students sitting CSEC attaining **five** or more equivalent passes by 2016.*
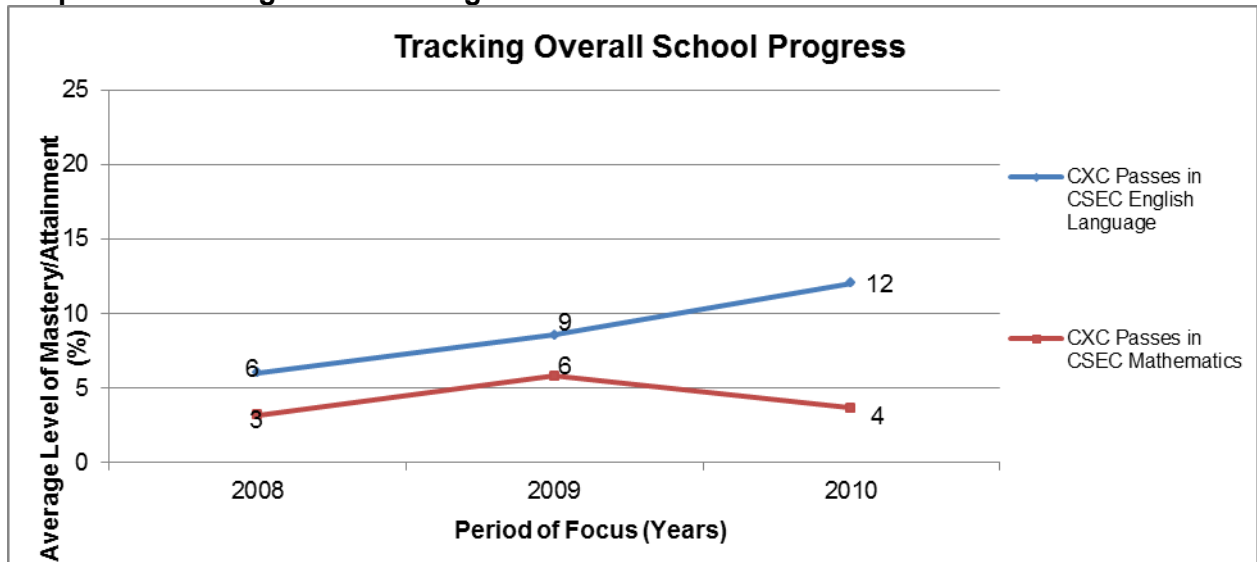
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PROGRESS

Graph 6a: Tracking Cohort 1(2005 to 2010) Progress in English Language and
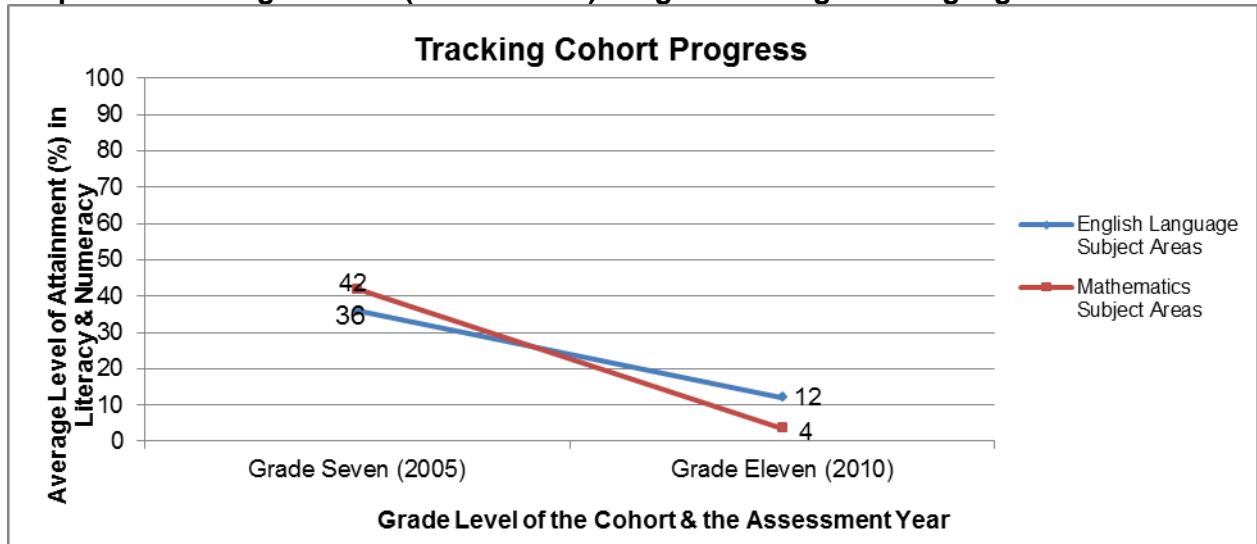
[3]**Cohort One (1)** declined steadily from Grade Seven (entry level) to Grade Eleven in both English language and mathematics from 2005 to 2010

Graph 6b: Tracking School's Progress from 2008 – 2010

English language steadily progressed from 2008 to. Mathematics averages fluctuated over the period.

[4]Overall, progress was made at the school level between 2008 and 2010.

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[3] Progress tracking is a proxy measure and is combined with cohort output and school output to reflect progress.

[4] Please collect 2011 Data from school to measure the school's overall progress

FINAL

Sources

1. Grade Six Achievement Test (2008-2010). Student Assessment Unit, Ministry of Education

2. Jamaica Directory of Public Educational Institutions 2009-2010. Planning and Development Division, Statistics Section, Ministry of Education

3. Jamaica School Profiles 2009-2010. Planning and Development Division, Statistics Section, Ministry of Education

4. Enrollment Data 2001-2010. Planning and Development Division, Statistics Section, Ministry of Education

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