

HOLY TRINITY HIGH SCHOOL

INSPECTION REPORT

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National Education Inspectorate
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FINAL

TABLE OF CONTENTS

	Page
Introduction	1
Key Questions.....	1
The Five-point Scale	2
Consistency in terminology	2
Profile.....	3
School's Demographics.....	3
Socio-economic Context.....	3
Executive Summary	4
Overall effectiveness of the school.....	4
Findings of School Inspection	5
1) School Leadership and Management.....	6
2) Teaching Support for Learning.....	8
3) Students' Academic Performance	9
4) Students' Academic Progress	10
5) Students' Personal and Social Development.....	11
6) Use of Human and Material Resources.....	13
7) Curriculum and Enhancement Programmes.....	14
8) Student Safety, Security, Health and Wellbeing.....	16
RECOMMENDATIONS	18
Further Action.....	19
List of Abbreviations and Acronyms	20
Appendices	21
Appendix 1 - Record of Inspection Activities	22
Appendix 2 - Inspection Indicators.....	23
Appendix 3 - National Test Data.....	42

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?

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

Profile

School's Demographics

Locale:	Urban
Parish:	Kingston
School Code:	01017
Gender:	Co-education
School Organization:	Shift
Size:	IV
Attendance Rate:	N/A
Capacity:	1000
Enrolment:	1646
No. of Teachers:	110
Pupil-Teacher Ratio:	15:1
Owned by:	Roman Catholic Church

Socio-economic Context

Holy Trinity High School is a Catholic institution established in the 1940's and was formerly known as St. Anthony's Senior School. It was originally established on West Street in Kingston by the Franciscan Sisters. In 1953, it moved to its current location at Emerald Road, off South Camp Road. The school is operated on the shift system and has 4 shifts.

Students placed at the school, based on the results of the Grade Six Achievement Test (GSAT) are generally performing below the national average. The majority of the students attending the school are from inner city communities, which are nearby. A smaller percentage of the intake is from the wider environs of Kingston and St. Andrew. A significant percentage of the students' families are unemployed and unskilled. Four hundred and sixty five students are on the Programme of Advancement Through Health and Education (PATH). An additional 430 students, benefit from the school's welfare programme, which is funded by the Ministry of Education.

School Satisfaction Survey

The National Education Inspectorate issued school satisfaction questionnaires to parents, teachers and students. Nine parents, four students and 32 teachers responded. The parents indicated satisfaction with the efforts being made to help their children progress but like students, they indicated that the behaviour of some students is a serious concern.

Students pointed out that they like the school and appreciate the fact that some teachers try to help them improve. However, they also say that some do not mark their work frequently and others do not attend their classes on time. Students felt that the school compound was dirty and not well kept. Teachers, like the students, indicated that some of them do not feel safe at school. Almost 80 per cent of the teachers expressed a concern that they did not have sufficient teaching resources.

Executive Summary

Overall effectiveness of the school

The overall effectiveness of Holy Trinity High School is unsatisfactory

Leadership and management is in need of immediate support

The leadership and management have been unsuccessful in implementing the changes that are necessary to support and strengthen the school's culture and ethos. Insufficient focus is placed on improving teaching and learning and building the self-esteem of students. The leadership is aware of the shortfalls and has a system for holding teachers accountable, but there is a general lackadaisical attitude towards the monitoring of the system. Consequently, most students continue to fail as many teachers display poor levels of instructional mastery and ramble through lessons without guidance.

Teaching and learning is unsatisfactory

The quality of teaching and learning throughout the school is unsatisfactory because of the inconsistent and ineffective approaches used in teaching. This has severely affected students' performance at all levels, including external examinations. Most teachers have good subject knowledge but have challenges in creatively and effectively delivering interesting and stimulating lessons.

Performance in English and mathematics is in need of immediate support

Almost all students underachieve in English and mathematics at the Caribbean Secondary Examination Certificate (CSEC) level, with very low pass rates when compared to the national picture. Only an average of six students of the approximately 290 in a cohort are able to pass five or more subjects including mathematics and English in the CSEC examinations over the last four years. For the period 2008 to 2011, the school's pass rates for CSEC English language and mathematics were well below the national averages.

Progress in English and mathematics is in need of immediate support

Almost all students make unsatisfactory progress in English and mathematics, overtime. Many students are performing below levels that would result in success at CSEC. Some students are performing at their grade level, for example, in mathematics, some Grade 8 students can calculate the areas of triangles and circles accurately but many do not understand the four basic mathematical operations. In English, at the Grade 11 level, some students have poor literacy skills; they struggle to read a given passage, mispronounce simple words and leave off word endings such as 's' and 'ed'.

Overall, students' personal and social development is unsatisfactory

Some students demonstrate respect for self and others and display good behaviour when in class. However, many struggle with self-discipline when left unsupervised. They display disruptive and very challenging behaviour including being involved in fights or engaging in the smoking of marijuana. However, all stakeholders agree that there has been a marked improvement in behaviour since the start of the school year. The level of environmental awareness is also unsatisfactory. Most students do not take care of the school environment; the school compound is littered after the lunch break and the toilet facilities are unhygienic.

The use of human and material resources is unsatisfactory

The premises are spacious but are overcrowded because of the large number of students attending the school. The situation is compounded by ineffective use of human and material resources. The school has a sufficient number of teachers, who are suitably qualified, but some are not effectively deployed and there are concerns regarding the attendance and punctuality of some teachers. The quality and quantity of material resources is unsatisfactory and their use ineffective.

Curriculum and enhancement programmes are unsatisfactory

The school has made some attempts to modify the curriculum to meet the needs of students, but this is not done consistently. For most students, the work is not differentiated to meet the variety of needs. Curriculum enhancement programmes are unsatisfactory. There is a limited range of extra curricula programmes on offer but students are encouraged to participate in them.

Provisions for safety, security, health and wellbeing are satisfactory

There are clear procedures and there is also an active safety and security committee which works to ensure that actions are carried out to improve the safety and security of all. Students emotional and health needs are satisfactorily met through support offered by the guidance counsellors and school nurse.

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

- Qualified, teaching and support staff
- Many members of the staff care about the students' wellbeing
- A well crafted handbook for staff and students
- Active and interested Board Chairman who is committed to the school's development

How effective is the school overall?

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

Findings of School Inspection

1) School Leadership and Management

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

Overall, leadership and management is in need of immediate support

School-based leadership and management needs immediate support

Almost all the leaders of the school are able to articulate a common vision of attaining credibility, accountability, discipline and dedication. However, the systems and procedures necessary to make it a reality are not implemented and so leadership and management are unsuccessful in creating the culture and ethos necessary to improve the school. Although the school's leadership can speak to what needs to be done, in many instances there is very little action or follow up. Instructional leadership is lacking and accountability is weak. There is some monitoring of the performance of staff and students, but this is not consistent. Problems with the attendance and punctuality of some teachers and some students are not addressed and as the situation worsens some students report that some teachers even sleep during their lessons. The conduct of some teachers and students is cause for concern and lends itself to gossiping around the school campus about inappropriate behaviour. Teachers are not held to account for students' poor performance or conduct.

There is insufficient focus on improving the outputs of the school: namely attainment, progress and students' personal and social development which are either in need of immediate support and unsatisfactory. There are also insufficient systems and procedures to strengthen the capacity of leaders and improve standards. Consequently, most students continue to fail as many teachers display poor levels of instruction and ramble through without guidance. The documentation system is also inadequate. While some records are readily available, ways and means of tracking students' progress is lacking at all levels.

Self-evaluation and improvement planning needs immediate support

There is a clear organizational structure and a strategic plan for 2012 to 2015, which focuses on the development and implementation of a curriculum. The current plan ends in 2011 and focuses mainly on infrastructure. However, the formulation of the new plan does not include some stakeholders. For instance, the opinions of parents and students are excluded and the input represents the views of the Heads of Departments (HOD) and the Principal. The use of data to guide the school's direction is not evident; data such as the GSAT, GNAT and CSEC results are not methodically analysed to monitor the effectiveness of teaching and how it supports students' learning. There is available data on areas such as number of passes or failures but there is no breakdown to identify the weaknesses leading to the results. Consequently, although it is obvious that most students are failing, the school is unaware of their strengths and weaknesses and have placed the blame solely at the level at which the students enter the school.

Staff appraisals are conducted but they are not done systematically, nor do they provide meaningful feedback for the classroom teachers to improve their practice. Regular classroom visits are not carried out by the Principal or Heads of Departments. As a result there is a difficulty providing formal feedback on how teachers can improve their performance. Many teachers therefore continue to perform their duties poorly. Evidence to

prove that departments have set targets for improvement is not available and in most subject areas, teachers plan lessons without the use of any form of data to drive their planning.

Governance is unsatisfactory

The Board does not have its full complement of members. Its work is mainly satisfactory due to the diligence of the Board Chairman who visits the school regularly in order to get a sense of what is happening and is in regular contact with the Principal. He also makes significant efforts to hold the Principal accountable in guiding the development of the school. For example, matters for action are strongly followed up at the Board level, although there are sometimes difficulties in doing so because minutes of meetings are not presented in a timely manner. Although the Board meets regularly, keep records of minutes and establishes sub-committee for overseeing different areas of school management, only the finance committee is active. The Board is also tardy in setting targets for the school and some Board members do not attend meetings regularly or visit the school in order to obtain a firsthand experience of what happens in the school.

Relationship with parents and local community is unsatisfactory

There is very little parental involvement and limited communication with parents; some information is sent to parents but this is not done regularly. Some parents however, relate directly with teachers or with other parents in order to get information about what is happening with their children and the school. Some parents have access to the telephone number of some teachers' and call only when it is necessary. Communication with parents is mainly through standardised letters regarding behavioural problems or graduation exercises. General newsletters, other communication or records of Parent Teacher Association (PTA) meetings about what is happening in the school are absent.

Community involvement is limited. The Principal has a negative view of the community in that he feels that at any given opportunity, the community members will break into the school and steal school property. There are few links with the community however; for example, the auto mechanics department has fostered effective links with local entities. However, more can be done to establish other links, especially with companies that could support the school in the form of sponsorship or mentorship.

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	Needs immediate support
Self-evaluation and improvement planning	Needs immediate support
Governance	Unsatisfactory
Relations with parents and community	Unsatisfactory

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 is unsatisfactory

Some teachers have good content knowledge and this is reflected in their lesson plans; their ability to clarify concepts, guide discussions and their fluent delivery, often with little or no reliance on lesson notes. However, teachers' knowledge of how best to teach is unsatisfactory. For the most part, the varying needs and abilities of students are not incorporated into their lessons. Slower students of the lower grades in particular, struggle with the pace of learning. While most teachers refer to previous lessons to advance current lessons, reflection as an evaluative component of teaching and learning is not sufficiently practised.

Teaching methods are unsatisfactory

Lesson planning, a critical part of teaching and learning is not adequately supervised and monitored. Most teachers do not complete plans and those presented are often lacking in substance. Some teachers however make an effort to present well written plans with clear achievable objectives. Time management, especially in the lower school is unsatisfactory. Much time is spent on preliminary activities, disciplining students and transitioning from one class to another. Strategies for learning are satisfactory in the practical areas where most students employ various skills and are actively engaged in their own learning. While some teachers incorporate information technology and non-traditional approaches to teaching and learning, most lessons are void of creativity and do not sustain students' interest or cater to their multiple ability levels and interests. Best practices were observed in some business and practical areas where the teachers had solid grasp of their content and were able to make the lessons relevant to the students' experiences.

Students' assessment is unsatisfactory

Assessment is a common feature during most lessons but is ineffectively organised or utilised. Assessment is mainly through the use of weak questioning techniques, discussions and seat work activity from texts, white boards or work sheets. Written policies on assessment are contained in the Teachers' Handbook. In practice however, these policies are not sufficiently followed and provisions for students to self-assess are limited. Although tests are done, there is inadequate information available to inform teaching and learning because the assessment process is not rigorous or systematic. Additionally, assessment strategies are mostly traditional and do not adequately challenge students' abilities. For example, there is little evidence of assessment in the form of journals and projects.

Student learning is unsatisfactory

Many students demonstrate a poor attitude and lack of motivation to learn. This often results in indiscipline and much time is wasted as some teachers address disciplinary issues. In most grades, students tend to be loud and answer questions in chorus. In some classes however, students demonstrate the ability to work together in groups to complete worksheets. In others, the stronger students are supportive of the slower ones and help them to work through problems. This was observed as students solved an arithmetic problem in one class. Some students can apply concepts learnt to new and similar

situations. For example, they associate praying for others as stewardship and being co-workers with God. In general however, students show little interest in finding information on their own and there is insufficient focus from the staff in providing meaningful activities which develop skills needed for problem solving, research and inquiry. Only few students' workbooks show evidence of homework being done and few ask questions in class or ask for explanations.

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' academic attainment is in need of immediate support

Students' performance in English and mathematics is in need of immediate support

For the period 2008 to 2010, the school's pass rates for CSEC English language consistently increased but were well below the national averages. In 2008, the school's pass rate for CSEC English language was 3.9 per cent. In 2009, the pass rate increased to 8.5 per cent and then to 11.5 per cent in 2010. The school is making incremental improvement but is still performing poorly in comparison to other high schools nationally. Pass rates were much better for girls than boys in 2011, with eleven girls getting Grades II and III and seven boys getting similar grades.

For the period 2008 to 2010, the school's pass rates for CSEC mathematics fluctuated and remained well below the national averages. In 2008, the mathematics average was 3.6 per cent. This average increased in the following year to 7.8 per cent and fell slightly to 5.6 per cent in 2010; 39 percentage points below the national average.

The secondary school target set by the Ministry of Education is to have at least 54 per cent of students sitting CSEC subjects successfully attaining five or more passes, including mathematics and English by 2016. In 2008, 0.4 per cent of students at the school attained this target. This increased slightly to 3.8 per cent the following year. However, in 2010, it declined slightly and only 3.2 per cent of the students at Holy Trinity High met the 2016 matriculation target. Only an average of six students of the approximately 290 in a cohort

pass five or more subjects including mathematics and English in the CSEC examinations, over the last three years. This means that the remaining 97 per cent are not qualified for tertiary studies upon completion of high school.

While the great majority of these students are never exposed to the CSEC syllabi, only a handful is prepared for other examinations. Most do not even attain the standard required to attain level 1 in NVQJ certified courses.

How well do the students perform in national and/or regional tests and assessments?	
Grades	7 - 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?

Students' progress in relation to their starting points is in need of immediate support

Students' progress in English needs immediate support

Tracking of the 2005 Grade 7 cohort indicated that most of the students made very little progress in their performance over the five years spent at the school. Performance in English declined steadily from their entry in Grade 7 to their exit point at Grade 11, in 2010. Average GSAT scores indicate that overall, students enter the school with poorly developed skills in English. Performance is usually below the national average. On entry, most are performing ten percentage points below the national average of 54 per cent and very few improve on this performance. Over the last three years, only approximately six students in each cohort pass CSEC English at the end of Grade 11.

Progress is generally better for girls than boys and varies throughout the school, especially during lessons. Progress is generally better for older students especially those who continue their education up to Grade 11. In the lower grades, progress is unsatisfactory. The more able students still make insufficient progress by the time they reach Grade 11; some students write with increasing accuracy but most fail to make sufficient progress in their creative writing skills and in more sophisticated use of written or spoken language. While many students do not leave the school certified, they do learn a skill.

Students' progress in mathematics needs immediate support

Students who entered Holy Trinity High School at the Grade 7 level in 2005 had an overall average score of 43 per cent in mathematics, in comparison to the national average of 49 per cent. However, when tracked in 2010, using the CSEC results, the students' standards declined. Only 5.6 per cent or 16 of the students were able to pass the CSEC mathematics examination. Some Grade 8 students show an understanding of the concepts taught; for example, they understand the terms radius, diameter, 'pi', can measure radius and use 'pi' to correctly calculate the area of circular objects. Some Grade 9 students are able to use formula to calculate rate, given principal, time and interest. While some students are performing at their grade level, many do not understand basic concepts such as division of whole numbers, and confuse "+" plus sign and "x" multiplication signs, thereby limiting their ability to learn more complex concepts in the next grade.

How much progress do the students make, in relation to their starting points?	
Grades	7 - 11
How much progress do the students make in relationship to their starting points in English?	Needs Immediate Support
How much progress do the students make in relationship to their starting points in mathematics?	Needs Immediate Support

5) Students' Personal and Social Development

How good is the students' personal and social development?

Overall students' personal and social development is unsatisfactory

The students' behaviour and attitudes are unsatisfactory

Some students are well behaved and greet visitors in a warm and polite manner. However, while some students are respectful to staff, well mannered, attentive and participate during lessons, many are noisy and disruptive and demonstrate a lack of respect for authority. Some students in the upper school use cellular phones during lessons to text and share pictures with their fellow classmates, while others display poor attitudes by 'kissing their teeth', and by shouting across the classroom, ignoring the teacher's frequent calls for them to behave themselves. This though is considered by many stakeholders to be an improvement over last year's behaviour when there were many instances of gambling, marijuana smoking, truancy, fighting and insubordination. A few fights were witnessed during the inspection period.

Punctuality and attendance needs immediate support

The attendance of students has improved since the start of the academic year, with the average attendance ranging from 78 per cent to 85 per cent. However, attendance fluctuates throughout the term. Students' punctuality for school and lessons is a concern of the school as some are frequently late and show little remorse. Some students arrive at school up to two hours late. Punctuality is better on the afternoon shifts. The school has implemented a

demerit system as a sanction for being late as well as to help to improve students' attendance but it has so far had limited success.

The civic understanding and spiritual awareness of the students are satisfactory

Many students display appropriate behaviour in response to the playing of the National Anthem. Most students are also aware of national issues and want to make Jamaica a better place by beautifying everywhere. They enjoy Jamaican culture, especially the music and say they celebrate cultural events in order to reflect on Jamaica's past. However, some students cannot express why special cultural days are important. Most students are participative and show reverence during devotions, which are often conducted by students and supervised by teachers. Some students say that having devotions gives them a spiritual connection to God but this does not always translate into good behaviour.

Students' economic awareness is satisfactory

Many students have an awareness of the country's economy. They are aware of some of the uses of the taxes paid by the Jamaican workers. Some students are aware of some of the service industries in Jamaica, such as banking. Many say they can contribute to the country by completing their education and getting meaningful jobs such as being teachers, agricultural entrepreneurs, computer scientists, registered nurses and members of the marine police. Some students save in partner plans to assist themselves and their family. For instance, one student saved to assist her mother to send her to school when she has no money. Another student wants to purchase a laptop and another has a bank account in which he is saving for college. Students in a Grade 9 mathematics class were able to explain the concepts: interest, principal and rate when doing simple interest. However, most do not have the depth of understanding about global implications of national and international events on the Jamaican economy.

The students' knowledge and understanding of their environment is unsatisfactory

Some students are aware of recycling and conservation practices, such as turning off lights and water faucets when not in use. Most are also aware that they can keep the environment clean by sweeping, by not littering and by burning garbage. However, they do not take care of their immediate surroundings. After break periods, the school yard and classrooms are littered with paper, empty drink bottles and wrappers. Also, the bathroom walls are covered with graffiti and are treated deplorably, resulting in unhygienic sanitary facilities. In general, many students are unaware of national and global environmental issues such as global warming, sustainability and population control.

How good is the students' personal and social development?	
Grades	7 - 11
Students' behavior and attitudes	Unsatisfactory
Punctuality and attendance	Needs Immediate Support
Civic understanding and spiritual awareness	Satisfactory
Economic awareness and understanding	Satisfactory
Environmental awareness and understanding	Unsatisfactory

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 unsatisfactory

The quality of human resources is satisfactory

The school is adequately staffed and all members of the academic and administrative staff are suitably qualified. Most teachers have at least a first degree and those without are actively pursuing degree programmes. Teachers have received some training in technology; for example, all teachers have been trained to use technology through the E-learning programme. There is an adequate number of support personnel, who take care of the facilities or provide security for the school. The presence of the School Resource Officers adds to the feeling of security.

Use of human resources is unsatisfactory

There are timetabling issues and some teachers are not effectively deployed. The problems with timetabling arose in September 2011, when the projected school enrolment for Grade 7 fell short by 80 students. This has resulted in some teachers being redeployed and under-utilised. In some cases, teachers are only timetabled for 20 or less sessions for the week; a total of less than 10 hours of work per week. Although most teachers' attendance and punctuality is satisfactory, there is cause for concern regarding others. For example, some subject teachers for Grade 7 were absent from classes and the substitute teachers arrived late. Many teachers are tardy in both punctuality and class attendance and are also late for extra curricula activities such as clubs.

The quality and quantity of material resources are unsatisfactory

While the cosmetology lab is almost state of the art, most resource and technology and vocational rooms need retooling. For example, in the carpentry and joinery room there is only one lathe, one table saw and one jointer in working condition, while other pieces of equipment lie around in need of major repair. The equipment in the home and family management rooms and the small science laboratory are insufficient to adequately cater to

the large student population. There are four equipped computer laboratories; two are dedicated for e-learning while the general IT lab only has 25 stations. The library has only one computer and doesn't have enough books for reference and recreational reading. The music rooms have very little equipment. The dance and drama room have bars, mirrors and a CD player, but the flooring is less than ideal for several planned activities.

The use of material resources is unsatisfactory

Although the metalwork department repairs furniture and assists in general maintenance of the school, much more can be done with the material resources of the school. For example, although there is adequate space that can be used for sports, it is not well utilized and little creativity or planning has gone into the use of the space. The needs and abilities of the students have been poorly assessed and so that data on how best to effectively use what is available is absent.

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	Unsatisfactory
Material resources – quality and quantity	Unsatisfactory
Use of material resources	Unsatisfactory

7) Curriculum and Enhancement Programmes

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

The curriculum and enhancement programmes are unsatisfactory in meeting the needs of students

Relevance of curriculum is unsatisfactory

The Reform of Secondary Education (ROSE) programme is used in Grades 7 to 9. It is tailored to meet the needs of students at that level. The CSEC curriculum is followed by Grades 10 and 11. The ROSE curriculum is used to transition students to CSEC. There is no documentation or supporting evidence of any rigour in the review and modification of the curriculum. The results of the GSAT and the diagnostic reading test which is administered at the start of the school year are only used to stream students. The above-average students are placed in 'Pools' while the below average are grouped as 'ARN'. The students in 'Pools' are prepared for CSEC and are exposed to two hours additional teaching time. The below average group, (ARN) is offered more vocational subjects, and is guided by the National Vocational Qualification Jamaica (NVQ) curriculum. The Pool arrangement is seen by some students as one that segregates and which eliminates 'late blooming' students who could

achieve some success in CSEC. This is evidenced by the ten students not in the 'Pool' and not timetabled for CSEC classes, who sat and passed the CSEC examinations in 2011.

'Pool' students are given the boost and encouraged, but not much is done for the students in the 'ARN' group. There is no focus from the English and mathematics departments on teaching the skills needed to have the ARN group certified using the NVQJ syllabus and there is no definite period for revision of the syllabus. One department does it yearly while another every two years. The matters reviewed are included in the teachers' action plan. Planning occurs, however, it is not consistent. Heads of department do not have a standard approach in giving feedback on the lesson plans. This is communicated either verbally or in writing on a slip of paper that is placed in the teacher's lesson plan book. The school lacks clear standards and so matters relating to curriculum delivery and review are not properly addressed.

The enhancement programmes of the curriculum is unsatisfactory

There is a limited range of extra curricula activities to aid students' social development. The few sporting activities available to the large student population are netball, football and track and field. The clubs include environmental, mathematics, drama, reading and 4H. They are timetabled and all students are expected to participate. Some students do not access this provision, as during the inspection period, they acknowledged going to club meetings for the first time since the beginning of the term. An attendance register for students is kept for each club to ensure compliance with the school's regulation and their involvement in clubs is indicated on their reports. However, minutes are not kept for meetings held.

Co-curricula activities include participation in the Spelling Bee, debating and the Jamaica Cultural Development Commission's (JCDC) performing arts competitions. The school has received several awards in these JCDC competitions. Additional learning opportunities are provided for the students, for example, in the drama club, where a selected CXC literature text is used for dramatisation. By so doing, students become more familiar with the story. The community is not involved in the running of the clubs. On special occasions, the school receives limited sponsorship from a few companies. On Careers Day, persons from the community are invited to address the Grades 9 and 11 students. Past students sometimes return to work with the present students in areas such as the dance club and to give motivational talks.

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?	Unsatisfactory
How well do the enhancement programmes meet the needs of the students?	Unsatisfactory

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

Provisions for safety and security are satisfactory

The policies for security and health are a work in-progress, but procedures are set out in the Staff and Students' Handbooks. The Safety and Security Committee is established and based on audits carried out several actions for improving sections of the building and securing the property have been undertaken. The property is fenced with barbed wire atop the concrete walls and all entrances and windows are grilled. This helps to give everyone a greater sense of security. Six security guards are employed; they adequately cover the shifts for the 24 hour day. There is rigorous logging of persons entering the compound and the guards monitor the compound throughout the school day. They also open classrooms and assist with problematic students and attend to parents and unauthorized persons coming on the compound. There is need however, for more efficient communication between the security post at the gate and the administrators on the main building.

Other provisions to ensure the safety and security of students and staff off-site include having signed permission slips from parents/guardians for field trips. The ratio of staff to student for field trips is 1:15. There has not been an evacuation drill in the last year, but plans are in place to train teacher-wardens and students. Fire extinguishers are in critical areas such as the technical and vocational classrooms, canteen and the chemistry laboratory. All have been recently serviced, but no record was seen for the one in the chemistry laboratory.

Provisions for students' health and wellbeing are satisfactory

Good first aid practices are undertaken by the school nurse and the school has arrangements with nearby medical facilities to assist with emergencies. The very serious cases are treated at the Kingston Public Hospital. In those instances parents are immediately contacted. There is a well-laid out sick bay with three beds, including one for staff. Bathroom facilities are not adequately maintained, as the floors are often wet. The male bathroom on the Grade 7 block gives off a foul odour and the urinal is in need of cleaning. Students report that the girls' bathrooms are misused and are foul. There is no Critical Incident Plan but there are provisions for healthy lifestyle, which is offered through teaching in the guidance classes. In addition, all students, up to Grade 9, are required to do physical education and the Health and Family Life Education programme which is done in form time. The guidance department gives support through areas such as nutrition, personal development and sessions on career choices. The school nurse advises the canteen staff about preparation of balanced meals and special provisions for diabetic staff and students as well as checks on the proper storage of food. She conducts regular blood pressure and blood sugar checks on both staff and students.

Many teachers relate well with the students; they are interested in the students' success and go the extra mile for them. Teachers are considered by most students to be approachable and helpful with work they do not understand. Teachers invite past students in to boost the morale of the students. Systems are in place for the management of student behaviour but some students still defy authority and exhibit anti-social behaviours. Class teachers are expected to manage the minor incidents of indiscipline and the Dean of Discipline, along

with the two School Resource Officers handle the more serious incidents such as fights, assaults and robbery through a programme of re-socialization.

Effort is made in the management of students' attendance and punctuality. In some cases registers are marked daily. In addition, the gates are closed in the mornings and the list of late comers is kept by designated persons. Prolonged absences are referred to the Guidance Department. Actions taken include calling parents and visiting homes. Suspension is handled by the Dean of Discipline, but in communication with the Principal. Currently no student is on suspension nor has been expelled. There is however no record in place of the number of dropouts.

The students benefit from a satisfactory guidance and counselling programme which is multi-pronged in its approach (interceptive, preventative, and supportive). The department also makes provision for career guidance. In so doing, students attend relevant fairs, make application forms available to National Youth Service/Human Education and Resource Training programmes for summer employment and/or financial assistance. These are publicized on the notice boards. The school operates a welfare programme for the very needy who are not on PATH. There are approximately 700 students who are catered for in the cooked meal programme daily.

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 wellbeing	Satisfactory

Recommendations

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

1. The Ministry of Education should consider changing the school from a shift system to a regular school day so that students will have more time to access the curriculum and to facilitate better management of the school.
2. The Board must immediately
 - a. Set attainable targets for the development of areas of the school that are in need of immediate support and;
 - b. Set systems in place to hold leaders accountable for continued failing performance.
3. The Principal in collaboration with the Board of Governors should:
 - a. Develop the school premises to facilitate a wider range of sporting activities to appeal to more students
 - b. Equip the vocational laboratories to allow more students to be actively engaged in their practice to meet the required standards of HEART/NTA
4. The HODs should:
 - a. Monitor the quality of teaching and learning so as to highlight specific areas for improvement
 - b. Initiate a series of mandatory, intensive workshops to help the teachers develop in critical areas of:
 - Teaching reading skills
 - The use of differentiation techniques in lesson delivery
 - Appropriate methodologies for teaching struggling learners.
5. The School Management Team should:
 - a. Review the programme being offered to senior students who are not placed in the 'pool' to ensure that they develop competence in their choice of vocational area.
 - b. Systematically review the delivery of the ROSE in the lower school
 - c. Expose the students to more offerings in sports
 - d. Review the timetable to ensure that adequate time is allocated to English and mathematics

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

List of Abbreviations and Acronyms

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

Appendices

Appendix 1 - Record of Inspection Activities

Appendix 2 - Inspection Indicators

Appendix 3 – National Test Data

Appendix 1 - Record of Inspection Activities

Evidence for this report was based on the following:

Total number of lessons or part lessons observed	111
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	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]	28	20	63

Number of scheduled interviews completed with members of staff, governing body and parents	19
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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	9	4	32

Appendix 2 - Inspection Indicators

Inspection indicators serve a number of purposes:

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

Inspection Indicators

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

1.1 Leadership and management

Key features:

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

Short descriptions to illustrate the five-point scale:

Level 1 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

1.2 Self-evaluation and improvement planning

Key features:

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

Short descriptions to illustrate the five-point scale:

Level 1 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.

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.

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

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

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

Key features:

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

Short descriptions to illustrate the five-point scale:

Level 1 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

2.2 Teaching methods

Key features:

- Quality and effectiveness of lesson planning
- Management of time
- Effective use of resources – textbooks, audio and visual materials, resource persons and ICT
- Quality of teacher and student interactions including questions and dialogue
- Teaching strategies which challenge and cater to the needs of all students

Short descriptions to illustrate the five-point scale:

Level 1 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

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

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

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.

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

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.

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

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

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.

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

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

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.

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

8.2 Health and wellbeing

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

Appendix 3 - National Test Data

Starting Point

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

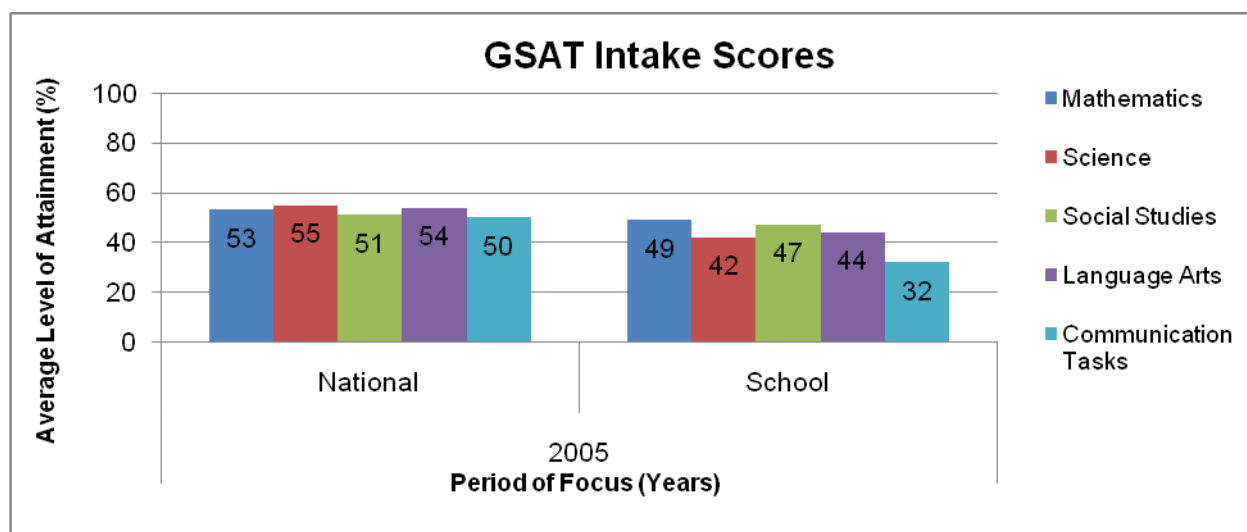


Table 1: Average GSAT Scores for Students Entering School- 2005

Holy Trinity High	2005 (Cohort data)		
Assessment	Candidates	2005 Averages	
GSAT Intake Scores	Placed	National	School
	465	53	43

The overall GSAT intake average for students entering Holy Trinity High **2005 (cohort 1)** was 43%. This was ten percentage points below the national average (53%) The students who entered Holy Trinity High School performed below the national average in all subjects. The lowest average was in communication tasks (national = 50%/ school = 32%).

Starting Point

Graph 2: Student Performance in the Grade Nine Achievement Test 2008

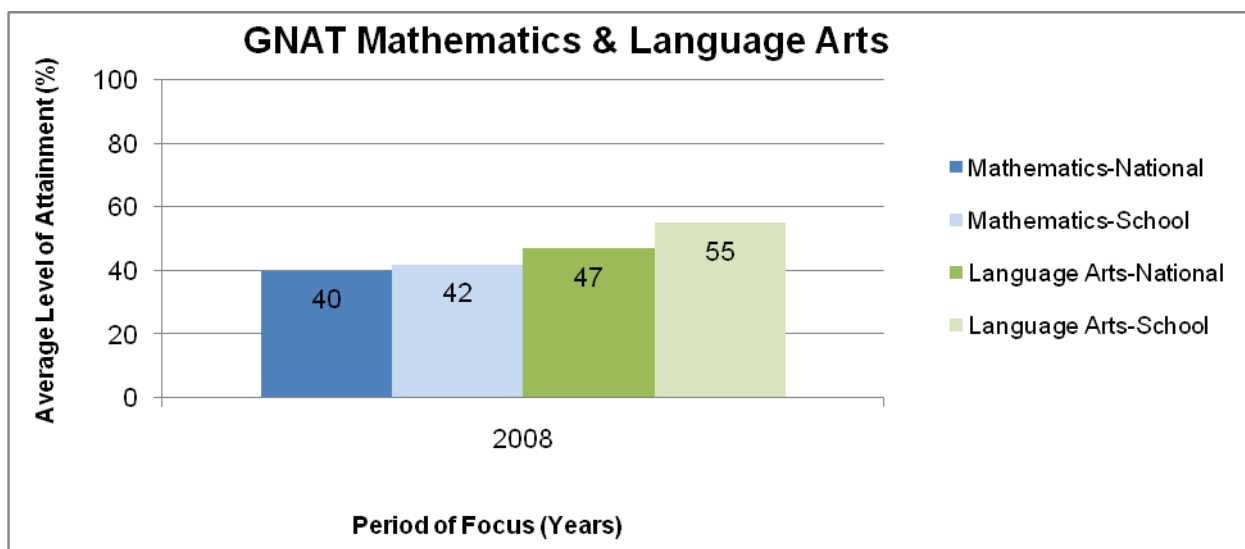


Table 2: Student Performance in Grade Nine Achievement Test 2008

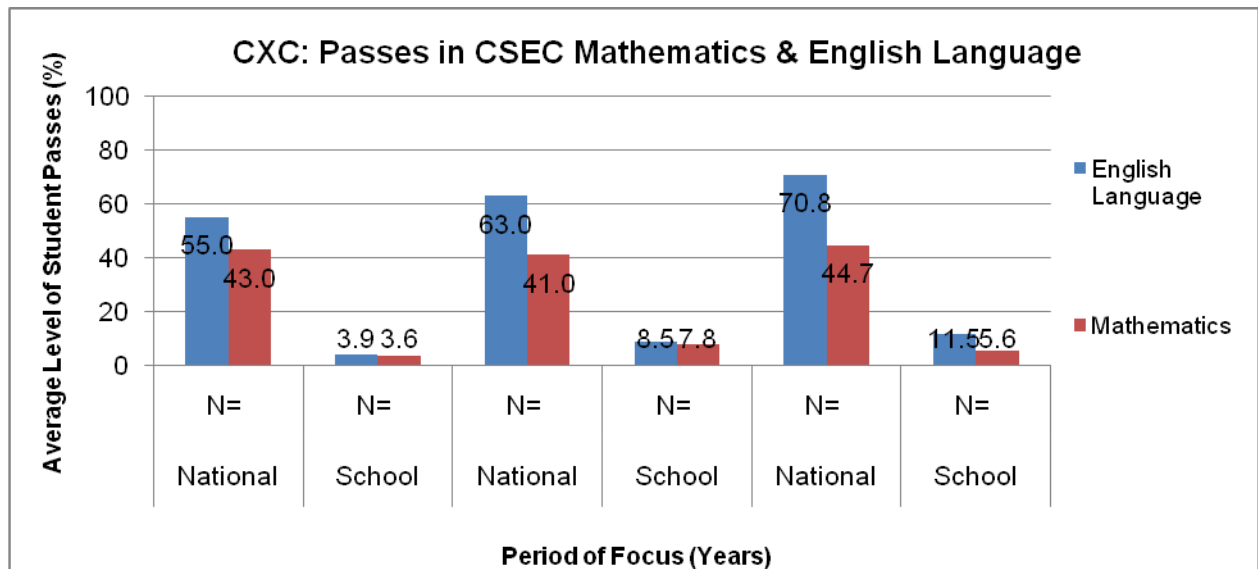
Holy Trinity High			
Assessment	Candidates Placed	2008 Averages	
	in the School	National	School
GNAT Mathematics	20	40	42
Female	10	44	43
Male	10	37	41
GNAT Language Arts	20	47	55
Female	10	53	58
Male	10	43	53

¹Twenty students were placed at Holy Trinity High through the Grade Nine Achievement Test in 2008. In mathematics, the students (42%) performed slightly above the national average (40%). They also performed above the national average in language arts (national = 47%/ school = 55%). The female students performed slightly better than male students.

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

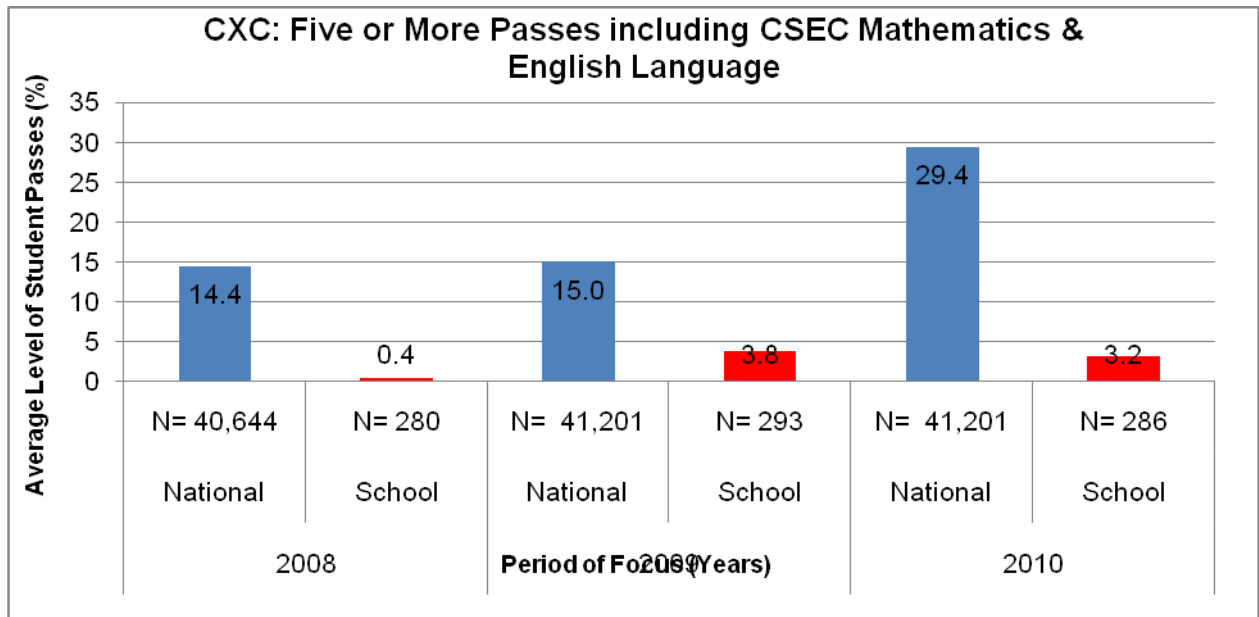
ATTAINMENT

Graph 3: Passes in CSEC Mathematics and English Language 2008 to 2010



School averages for CSEC English language and mathematics were well below the national averages throughout the period. In 2008 the mathematics average was 3.6%. This average increased in the following year to 7.8% and fell slightly to 5.6% in **2010 (cohort 1)** (thirty-nine percentage points below the national average). For English language, in 2008 the school average was 3.9%. In 2009 the average increased to 7.8%. In **2010, Cohort 1**, the average increased further to 11.5% however, it was fifty-nine percentage points below the national average.

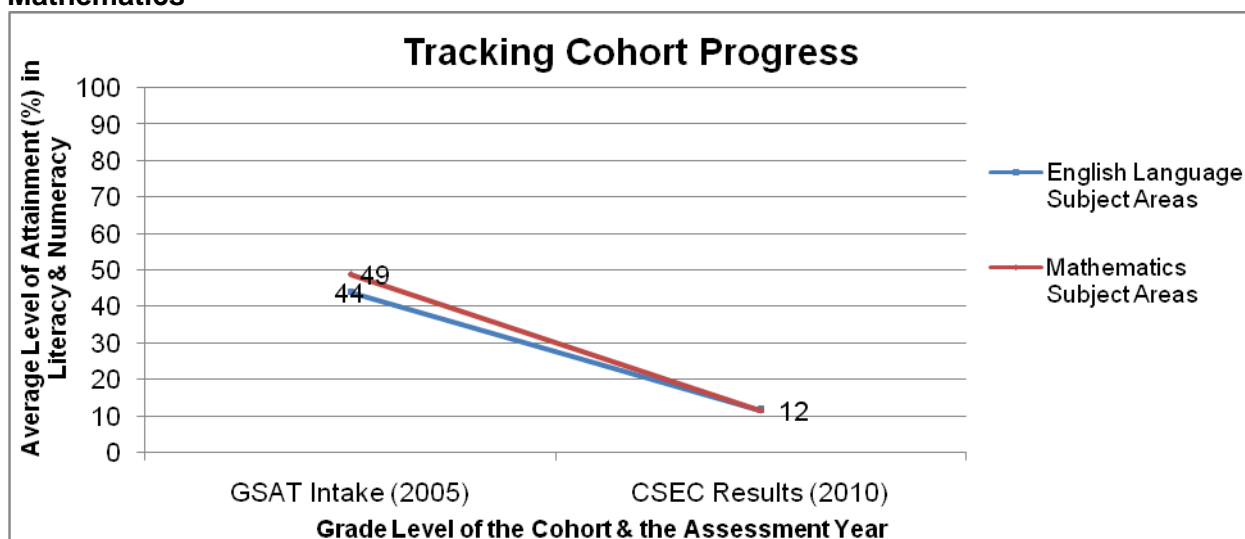
Graph 4: Student Attaining Five or More Passes including CSEC Mathematics and English Language 2008 to 2010



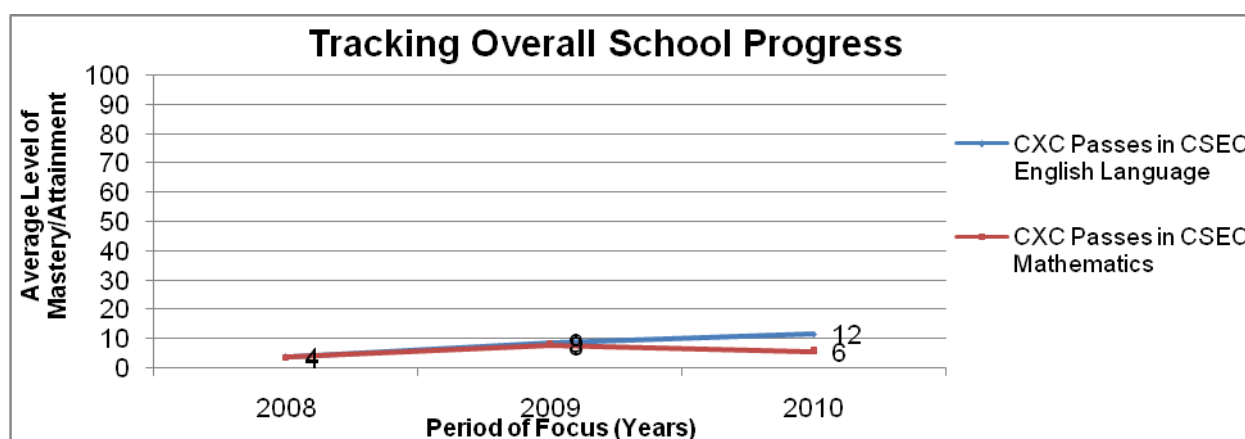
The secondary school target set by Ministry of Education is *54% of successful students sitting CSEC attaining five or more passes by 2016*. In 2008, 0.4% of students at the school passed five or more subjects (including mathematics and English language). This average increased slightly to 3.8% the following year. **In 2010 (cohort 1)**, this average declined slightly. Only 3.2% of students at Holy Trinity High met the 2016 matriculation target.

PROGRESS

Graph 6a: Tracking Cohort 1(2005 to 2010) Progress in English Language and Mathematics



²**Cohort One (1)** declined steadily from Grade Seven (entry level) to Grade Eleven in English language and mathematics from 2005 to 2010. ***Please be reminded to retrieve 2011 CSEC results from the school in order to provide a concise finding of the progress of Cohort One.***



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

There was slight progress in CSEC mathematics and English language between 2008 and 2009. Mathematics declined slightly between 2009 and 2010 while English language remained relatively constant. Overall, no progress was made in mathematics and very slight progress was made for English language at the school level between 2008 and 2010.

² Progress tracking is a proxy measure and is combined with cohort output and school output to reflect progress.

Sources

1. Grade One Learning Profile (2004-2005). Student Assessment Unit, Ministry of Education
2. Grade Four Literacy Test (2006-2008). Student Assessment Unit, Ministry of Education
3. Grade Six Achievement Test (2008-2010). Student Assessment Unit, Ministry of Education
4. Jamaica Directory of Public Educational Institutions 2009-2010. Planning and Development Division, Statistics Section, Ministry of Education
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7. Educational Reform Performance Targets (Table 13), National Education Strategic Plan (March 28, 2011). National Oversight Committee, Education System Transformation Programme, Ministry of Education