

MONTSERRAT PRIMARY EDUCATION

REVIEW REPORT

JANUARY 2011

Montserrat Primary Education Review Report

ABBREVIATIONS USED IN THE REPORT

CXC	Caribbean Examinations Council
DARE	Drug Awareness Resistance Education
DFID	Department for International Development
DoE	Director of Education
EDP	Education Development Plan
ESL	English as a Second Language
GoM	Government of Montserrat
ICT	Information and Communications Technology
IEP	Individual Education Plan
LEAP	Lower Education Attainment Programme
MCC	Montserrat Community College
MSS	Montserrat Secondary School
MoE	Ministry of Education
PRT	Primary Review Team
PTA	Parent Teachers Association
PTR	Student Teacher Ratio
SEN	Special Education Needs
PSME	Personal, Social and Moral Education
MYACTS	Ministry of Youth Affairs Culture Tourism and Sports

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Executive Summary

The Review of Primary Education in Montserrat was conducted to gather qualitative evidence for the primary sub-sector in preparation for the review of the Education Development Plan 2002-2007. Recommendations are based on findings gathered during reviews of the four primary schools on island. These reviews assessed the overall effectiveness of each school according to the evaluation schedule and guidelines presented in the Montserrat Schools Evaluation Schedule which highlighted the outcomes for students; the effectiveness of the provision; the effectiveness of the leadership and management and each school's capacity for improvement. The MoE's effectiveness in providing support, administration and leadership for the primary sector was also considered.

Primary education in Montserrat has produced some positive outcomes. Student achievement and progress are deemed to be satisfactory as most students are performing at an acceptable level. All schools have taken adequate steps to safeguard students and student behavior and discipline have improved. Students are encouraged to adopt healthy lifestyles and are aware of the consequences of not adhering to such a lifestyle and most have acquired skills which could augment their economic, social, moral and cultural development.

However it was noted that the slower students are placed at a disadvantage within the system as teaching is geared to the average student and attempts to use differentiated teaching and learning techniques are limited. Students with special education needs are given special attention by SEN teachers in the public schools but this support is not supplemented at the class level. Some teachers also feel restricted in dealing effectively with disciplinary problems due to the fact that corporal punishment is disallowed.

Staffing, the curriculum, the quality of teaching at the primary level and the financing of primary education were the elements of primary education assessed under provision. The primary schools in Montserrat have a well educated and experienced staff. Most teachers have had initial teacher training, a few are university graduates and most have considerable teaching and/or management experience. However continuous professional development is required to strengthen their capabilities and improve their effectiveness in the classroom.

The core curriculum at the primary level consists of Mathematics, Language Arts, Science and Social Studies. Two programmes are currently in use, the OECS curriculum which is the official curriculum for the primary schools and The Literacy and Numeracy Strategies – Frameworks for Teaching, introduced through the Isle of Wight initiative, which should be supplementary. The presence of the two programmes however appear to be creating some confusion among some teachers and has been identified as one of the causes for the poor performance in the 2010 Grade 3 and 5 Language Arts national examinations, as some teachers have not been following the OECS curriculum. The core curriculum is complemented by an enrichment programme which includes art and craft, music, dance, steel pan and sports. However ICT, a subject most crucial for the development of skills for life long learning, is not offered at some primary schools.

An overall average of 2.5 (a score of 2 is good; 3 is satisfactory) was awarded for the quality of teaching at the primary level. Elements of good/satisfactory teaching were observed at all schools but this quality of teaching was not all-encompassing at the primary level as would be expected based on the qualifications and experience of the teaching staff. Some teachers are failing to shoulder their responsibilities at the class level. They have not completed the required schemes of work/extent, there is no evidence of lesson preparation to guide the teaching/learning process, their teaching is didactic and there is no evidence to indicate that the instruments used to assess children's learning are adequate, valid or reliable and that assessment is being used to support learning.

Significant finances have been invested by GoM and several donor agencies into primary education and these have resulted in improvement in the physical plant and in initiatives to strength students' achievement. Indications are that a sizeable amount of the recurrent budget is being used for personnel emoluments to the detriment of the provision of resources such as books, furniture, materials and supplies for the implementation of the various programmes and for the continuous professional development of staff. The current level of financing per student in the primary sector does not augur well for improving student achievement and this can have disastrous effects on the country in the future.

Effective leadership and management are essential for school improvement and are crucial to students' success. Leadership in some primary schools is satisfactory. These schools have a clear vision which emphasizes individual excellence and a concern for quality. The school's development/work plans reflect a genuine interest in school self improvement and the staff are actively involved in the decision making process and feel valued. In other schools there was no evidence of a clear and shared vision, equipment was underutilized and there was no evidence of collegiality among staff.

At some schools the leadership and management of the teaching/learning process is excellent as maximizing students' learning is regarded as a key role of these schools. Teachers have the required curriculum materials, all schemes of work/extent and lesson plans are completed and perused by the head, class observation is a regular activity and assistance is provided for untrained teachers. In other schools monitoring of the teaching/learning process is minimal. Curriculum material is unavailable and heads fail to monitor what is happening in the classrooms.

The schools' engagement with parents and guardians is satisfactory. All schools have active PTAs and provide opportunities for parents to discuss with teachers, students achievement and ways of assisting those experiencing difficulties. All schools have linkages with various departments, organizations and corporate citizens in promoting learning and well being. These include the school psychologist, the police through the DARE programme and Junior Citizens' day, the Ministry of Health, MYACTS and the Department of Culture. LIME and Montserrat Associations overseas and various church organizations also assist primary schools

on island and all schools with the limited resources available have been deploying resources to ensure that they achieve value for money.

Based on the school reviews conducted at each of the four primary schools, two schools were adjudged to be good and two as barely satisfactory. It was felt however that all schools have the capacity for sustained improvement.

Ministry officials have various administrative and leadership responsibilities for primary education, roles which they endeavour to shoulder effectively and efficiently. It was revealed however that due chiefly to the various demands on the time of particularly the Education Officer Primary and the Education Officer Curriculum and Examinations, these officers have been unable to effectively implement their plans geared at assisting the primary schools in self improvement. If the quality of education at the primary level is to improve Education Officers need to have the necessary time to give the schools the support required.

Recommendations for the enhancement of the primary education sector have been divided into two major categories, firstly actions to be taken at the level of the Ministry of Education and secondly those to be taken at the school level. It is recommended that the Ministry of Education make decisions and establish systems pertaining to the curriculum to be followed at the primary level; the requirements for entry to the education system; the disciplining of students; the collection of data; performance management systems and the use of ICT as a management and instructional tool at the primary level.

For improvement of the quality of the provision at the primary level it is recommended that the Ministry of Education monitor more closely activities at the schools; build capacity at the primary level through the delivery of an in-service teacher training programme for new and untrained teachers and regular structured and continuous professional development programmes for all staff; establish performance standards for students and align the curriculum and assessment processes with the standards; provide the teachers with the necessary support material to facilitate the teaching process; implement effective maintenance services; raise standards of safety by repairing the perimeter fences of all public schools; and improve the quality and delivery of the schools' lunch programme.

Recommended actions to be taken at the school to assist with self improvement include the establishment of school improvement plans based on school self evaluations and the empowerment of staff to contribute to their implementation; regular monitoring of the teaching process by head teachers/principals; the delivery of regular staff development workshops to enhance teachers skills in the teaching/learning process; collaborating with agencies to support the learning of students with special education needs; the setting of targets for each student at each grade level and the establishment of a system to effectively track student attainment.

1. Introduction

The vision of the MoE is 'To be an organization committed to quality appropriate educational services that are holistic and respectful of diversity and emphasizing equality, self-directed and lifelong learning.'

Recent research has shown that high quality primary education is important not only in delivering high quality educational outcomes in secondary education but also in ensuring greater equity in educational outcomes.

With the above in mind the review of Primary Education in Montserrat was conducted as part of the MoE's plan to gather qualitative evidence for the primary sub-sector in preparation for the review of the 2002-2007 strategic Education Development Plan (EDP). The primary sector, which consists of four schools with an enrolment of approximately five hundred students, is the largest educational subsector of the Montserrat education system and the only area which has not experienced a detailed independent review in recent times. Such a review is crucial to the development of the education system in Montserrat as it would provide the qualitative evidence base for the EDP review.

Moreover the review of the primary subsector will provide opportunities for the development of model systems and procedures for evaluating schools in Montserrat. It would also assist in the building of expertise within the education system and enable the MoE's Technical team to implement cyclical school evaluations. Schools' Leadership teams would also be in a position to initiate self evaluation and self reviews which would inform school improvement plans thereby enhancing quality at the school level.

During the period 2004-2009 a number of initiatives have been implemented at the primary level as part of a partnership with the Isle of Wight Local Authority. The review of the primary subsector will enable an evaluation of the effectiveness of these interventions.

A Primary Review Team (PRT) was therefore selected by the MoE to evaluate the Montserrat Primary Education Sector. The members of the PRT were Mrs Elaine Samuel (former Chief Education Officer, Montserrat), Mr Alric Taylor (former Education Officer, Permanent Secretary, Montserrat and Principal of the Montserrat Secondary School) and Mrs Oeslyn Jemmotte (former Principal of the Montserrat Secondary School and Director of Education, Montserrat).

The PRT wishes to express its appreciation and gratitude to the Head Teachers and staff of the Public Primary Schools, the Principal and staff of the assisted Private Primary Schools, the parents, and students who responded to the questionnaire and the technical staff and officials at the MoE who cooperated with the PRT and made their work possible.

1.1 Rationale and Terms of Reference

The PRT was required to evaluate the effectiveness of the two public primary schools and the two assisted private primary schools on Montserrat according to agreed evaluation schedules and guidelines. The Schools Review Reports highlighted the overall effectiveness of each school based on consideration of the following:-

- Outcomes for individuals and groups of students, taking into account students attainment, the quality of their learning and their progress, the extent to which they feel safe, their behaviour, the extent to which they adopt healthy lifestyles, the extent to which they contribute to the school and wider community, their attendance and their spiritual, moral, social and cultural development;
- The effectiveness of the provision with emphasis on the quality of teaching taking into account the use of assessment to support learning, the extent to which the curriculum meets students' needs and the effectiveness of care, guidance and support;
- The effectiveness of the leadership and management focusing on the leadership and management of teaching and learning, the effectiveness of the school's engagement with parents and guardians, the effectiveness of partnerships in promoting learning and well-being, the effectiveness with which the school promoted community cohesion and the effectiveness with which the school deploys resources to achieve value for money;
- The school's capacity for sustained improvement.

The PRT was also asked to evaluate the effectiveness of the MoE's centralized support, administration and leadership for the primary sector.

1.2 Description of the Primary Sector of the Montserrat Education System

Prior to the ongoing volcanic crisis which began in 1995, the primary sector consisted of nine public primary schools with a student population of approximately one thousand and two assisted private primary schools with two hundred and fifty students. The onslaught of the volcanic activity resulted in the mass exodus of people from the island and the closure of most primary schools as they were located in the unsafe zone. The enrolment for the 1997/1998 academic year fell to one hundred and eighty two students accommodated in the Brades Primary School. The other school building in the safe zone the St. John's Primary School was converted into the island's hospital. The St. Augustine Roman Catholic School which remained opened throughout the crisis had an enrolment then of eighty six students.

In 2001 the Look Out Primary School which replaced the St. John's primary school was opened and in 2004 Samuel Community Academy an assisted private primary school came into being.

The current (November 2010) primary sector consists of two government-owned-and-operated primary schools in the north of Montserrat. The Brades Primary School with a catchment area from Salem and its environs to Carr's Bay and lower Davy Hill has an enrolment of one hundred and sixty six students and a teaching complement of a non-teaching head (a trained graduate

with a Masters Degree) and eight teachers, four of whom are trained graduates (including the SEN teacher), two trained and two untrained. The other the Look Out Primary School located in Look Out accommodates students from Carr's Bay to Look Out including Davy Hill, St. John's, Sweeney's, Barzey's, Mongo Hill, Drummonds and has an enrolment of one hundred and seventy five students. There is a non-teaching head teacher (trained undergraduate) and eight teachers are assigned to this school, one of whom is responsible for the SEN programme. Six of the teachers are either trained or trained graduates, two are untrained and three untrained teacher assistants are attached to the school.

There are two assisted private schools. The St Augustine (RC) Primary School is located in Woodlands and has an enrolment of one hundred and thirty seven students. The Principal is a trained graduate with a Master's Degree and the staff consists of two trained graduates, four trained teacher and one untrained teacher. Samuel Community Academy has a trained graduate as teacher in charge, one trained teacher and an untrained teacher assistant. The school which is in Brades has an enrolment of twelve students.

1.3 Methodology

Primary education is a key area in the education process, for it is at this level that the basic skills of literacy and numeracy are established and the foundation for further and continuing education built. Parents, students, teachers and head teachers/principals are important stakeholders in the education process and it was of critical importance to obtain their views about primary education. Surveys were therefore conducted by the MoE to investigate their perceptions on a wide range of issues related to primary education. The PRT also spent between two to four days at each school to ensure that all the critical areas of primary education were thoroughly investigated. Having completed the school reviews, the PRT then conducted interviews with officials of the MoE.

The Sample

The Students: Montserrat's primary school population is approximately five hundred students between the ages of 4+ - 11+ years. The sample comprised of two hundred and thirteen students from Grades 4, 5 and 6 from the four primary schools.

The Parents: Parents views on primary education were also investigated. A survey questionnaire was sent to each parent having child/children attending a primary school. A total of one hundred and eighty-three parents returned questionnaires.

The Teachers: The views of all primary school teachers and teaching assistants were requested through the completion of a questionnaire. A total of twenty six questionnaires were returned.

Education Officials – The Education Officers, the Director of Education and the Permanent Secretary at the MoE were interviewed.

The Instruments

The main instrument used to make judgments on the primary subsector was the Montserrat Schools Evaluation Schedule which provided the framework – guidance and grade descriptors for evaluating and reviewing the effectiveness of schools in Montserrat. The 'Schedule' presented the Review Judgment Form and sought answers to the following broad questions:

1. Outcomes: how well are students doing, taking account of any variation?
2. How effective is the Provision?
3. How effective are leadership and management?
4. Overall effectiveness: how good is the school?
5. The school's capacity for sustained improvement
6. What does the school need to do to improve further?

Parent, teacher and student respondents were required to indicate whether they agreed or disagreed with a number of items/statements which included the following issues: safety, academic progress; the quality of teaching and learning, behavior and school management. (See Appendix 1 for details relating to the questionnaires).

During the Schools Review exercise (from October 25 to November 18, 2010) the PRT carried out a range of activities at each school which included observations of general and class assemblies and students at play during the break and lunch period; focus group discussions with all teachers and a randomly selected group of students from Grades 3 – 6; perusal of teacher lesson preparation books; the extent of work for each grade; a collection of exercise books randomly selected from students in Grades 2 – 6 and a range of school documents including school's development and work plans, and the school's timetable. Lesson observations of the core subjects were also conducted. The PRT observed at least one core subject being taught at each grade, but efforts were made to see the teaching of Mathematics and Language Arts at Grades 3 and 5 as both of these grades are preparing for the National Examinations in 2011.

Each head teacher/principal was also requested to complete a School Self Evaluation Form for submission to the PRT. The PRT studied the completed document and then held discussions with the head teacher/principal. The information gleaned from all of the above sources was used to make judgments on the overall effectiveness of each primary school and its capacity for improvement. These judgments were shared with the head teacher/principal and additional information/clarification provided where necessary to arrive at a consensus regarding the PRT's rating of the school.

1.4 Summary of Review Judgments

The PRT having conducted a review of each of the four primary schools deemed the overall effectiveness of two schools to be good. For these schools the outcomes for groups of students; the quality of the teaching; the school's capacity for sustained improvement and the effectiveness of leadership and management were judged to be good. The other two schools were assessed as satisfactory as the outcomes for groups of students and the schools' capacity for sustained improvement were judged to be at least satisfactory. (Appendices 2, 3, 4 and 5 contain the review reports for the various schools).

2. Outcomes of Primary Education in Montserrat

All primary schools in Montserrat aim at providing quality education for their students and in the responses to the parent questionnaires circulated in regard to the primary school reviews, most parents indicated that students are learning a lot and progressing satisfactorily. The students themselves express a similar notion and stress that they enjoy school. The public schools expressed their visions and mission in various stages of clarity; however a compelling drive or energy toward the pursuit of a shared vision was not detected or observed. The assisted private schools on the other hand had clearly articulated visions and mission statements for their schools which emphasized a concern for quality, individual excellence and expressed very high expectations for all students. There was evidence that these were shared with staff, students and parents.

2.1 *Student Achievement*

2.1.1 *Student Attainment*

The Education Act section 139 (1) (a) states that "attainment targets that include the knowledge, skills and understanding which students of different abilities and maturities are expected to have by the end of each key stage" should be specified in the curriculum for every public and assisted private school.

Section 140 (1) (a) specifies the key stages of assessment in relation to a student as "the period beginning with his attainment of compulsory school age and ending at the same time as the school year in which the majority of students in his class attain the age of 8" (that is Grade 3), and (b) "the period beginning at the same time as the school year in which the majority of

the students in his class attain the age of 8 and ending at the same time as the school year in which the majority of students in his class attain the age of 10” (that is Grade 5). In assessing student attainment emphasis was therefore placed on the students’ performance in the two subject areas (Language Arts and Mathematics) assessed in the Grade 3 and 5 national examinations.

Students’ achievement, based on their attainment and the quality of their learning and progress, has been judged to be average. As there are no records indicating the school’s track in assessing attainment against national bench marks or subject attainment targets for Mathematics and Language Arts, it was difficult for the PRT to ascertain how successful the students were in attaining the benchmarks. However, based on the evidence provided in the document entitled ‘Performance Data from Montserrat Schools 2006-7 to 2009-2010 and the End of Year Examination results for the 2009/2010 academic year the following have been observed.

The national student performance in Grade 3 and 5 Mathematics examinations as indicated in Table 1 showed minimal variation for the period 2006 to 2010 with an average of fifty-nine percent of the students in Grade 3 and sixty percent at the Grade 5 level performing satisfactorily.

Table 1 National Student Performance in Grade 3 Mathematics

	2006-2007			2007-2008			2008-2009			2009-2010		
Math	M	F	Both	M	F	Both	M	F	Both	M	F	Both
	59.6	57.3	58.4	56.1	57.6	56.8	66.0	63.6	64.8	57.0	57.3	57.2

Table 2 National Student Performance in Grade 5 Mathematics

	2006-2007			2007-2008			2008-2009			2009-2010		
Math	M	F	Both	M	F	Both	M	F	Both	M	F	Both
	58.2	58.5	58.4	56.3	55.6	55.9	62.3	59.1	60.7	67.5	63.3	65.4

However, for both grades over 40% of the students are failing to make the pass mark in Mathematics and the performance in some schools has been below the national average for most of the period under review. Based on the classroom observations and perusal of the teachers’ work plans, it was obvious to the PRT that some teachers are not adequately equipped to effectively deliver the Mathematics curriculum.

Performance in the Grade 3 and 5 Language Arts examinations has fluctuated during the period 2006-2010 as indicated in Tables 3 and 4.

Table 3 National Student Performance in Grade 3 English

	2006-2007			2007-2008			2008-2009			2009-2010		
English	M	F	Both	M	F	Both	M	F	Both	M	F	Both
	56.4	62.1	59.3	55.1	60.0	57.6	67.3	63.0	65.1	33.0	40.3	36.7

Table 4 National Student Performance in Grade 5 English

	2006-2007			2007-2008			2008-2009			2009-2010		
English	M	F	Both	M	F	Both	M	F	Both	M	F	Both
	62.9	65.2	64.1	57.9	59.4	58.7	60.0	60.0	60.0	41.3	36.7	39.0

Many theories have been expounded for the range of performances. One Head Teacher when asked to account for the poor performance in the 2010 examination claimed that a weaker set of students had entered the school and that there were issues pertaining to the quality of the provision. The suggestion was also made that the specifications for the English tests may have been a contributing factor. Another head teacher felt that the intake of students from neighbouring islands, who had to be placed in grades because of their age and not their level of attainment, was a contributor to the poor performance. The third head teacher expressed concerns relating to the validity of the test instrument used in the 2010 English examination.

In accounting for the poor performance in the 2010 English examination, the Education Officer Curriculum and Examinations revealed that due to the weaknesses observed in students' writing as exhibited in the 2009 Grade 3 and 5 examinations, a series of workshops were held to introduce teachers to strategies which could be used to improve writing. Performance of students in the 2010 examination showed some improvement in writing, but did not yield the expected results. Moreover students did not follow the instructions given and instead of writing a report as was requested wrote a story, indicating that this item of writing was what they were prepared for. It also appeared that teachers did not pay enough attention to the requirements of the curriculum. The PRT is of the opinion that combinations of the above factors along with the quality of teaching at the primary level played a role in the students fluctuating performance.

2.1.2 Quality of Students' Learning and their Progress

As indicated above since there are no subject attainment targets for the core areas of the curriculum, it was not possible to assess students' attainment against national benchmarks. However through classroom/lesson observation, scrutiny of work preparation books, the students work books, teachers' mark books for the various grades and the yearly mark sheets, it appears to the PRT that most students are acquiring the requisite knowledge and skills and are progressing satisfactorily. Seventy-eight percent of the parent respondents indicate that

their children are “making enough progress” and the students also appear enthusiastic about their learning in all of the core areas and feel that their school helps them to prepare to move into the next class. Placement of primary school students at the secondary level during the period 2006-2010 also indicate that the majority of students are placed in the top (A) stream, or top sets. See Tables 5 (a) and (b) below.

Table 5 (a) Placement of Primary Students at the Secondary Level (MSS)

Year	A Stream			B Stream			C Stream		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
2006	40%	27%	67%	8%	11%	19%	10%	4%	14%
2007	26%	34%	60%	13%	10%	23%	13%	4%	17%
2008	34%	16%	50%	10%	17%	27%	16%	7%	23%

A new method of placement was introduced in 2009 where students are placed in sets at the secondary level based on their performance in English and Mathematics, Set 1 being the highest level and Set 3 the lowest. (Sets 1, 2, and 3 could be equated with streams “A” and “B”.) The students placed in the LEAP (Lower Education Attainment Programme) are those who have reached the age for secondary education but require remedial attention to strengthen their requisite skills to access the secondary programme. These students would have been placed in the “C” stream under the former placement system.

Table 5 (b) Placement of Primary Students at the Secondary Level (MSS)

Year	English Sets			Mathematics Sets			LEAP	
	Set 1	Set 2	Set 3	Set 1	Set 2	Set 3	English	Mathematics
2009	39%	24%	19%	33%	30%	19%	18%	18%
2010	36%	30%	20%	28%	28%	30%	14%	14%

However within the public primary school system fifty-two children (one in six) have been identified as having special education needs. Some of these students according to the SEN teachers, appear to have problems of a cognitive nature, some are ‘slow learners’, and some are students from neighbouring islands who enter the school with minimal exposure to primary education and are placed in a particular grade because of their age. Others are students whose first language is not English and with this language barrier experience difficulties in accessing and gaining meaning from the curriculum.

These students receive extra tuition on a weekly basis from the SEN teachers who use various techniques to assist them. At one school a phonic screening profile is used to determine an IEP for each student and according to the teacher all students have been making visible progress especially in the areas of reading and spelling. The SEN room also provides students with the opportunity to explore and access different learning strategies and permits students to progress at their own pace. At the other school emphasis is placed on assisting each child to

learn to read. However, although the students are making adequate progress and the SEN teachers observe the occasional class for intervention, SEN students receive limited support in the regular classroom. On the whole there was no evidence that a differentiated curriculum or teaching was offered at the class level to assist these students to develop the necessary skills for their further learning. Although it was pointed out that the necessary resources to facilitate the needs of each child were not available the PRT is convinced that under the current system the special education needs student is placed at a disadvantage in the regular classroom and this, as demonstrated from the statistics given above, causes some students to enter the secondary cycle without completing the primary cycle, thereby creating problems at the MSS.

2.2 *Students' Safety*

All schools have taken steps to ensure that adequate arrangements are made for safeguarding students. The PRT noted that all schools had fenced compounds and had procedures regarding the conduct of visitors to the compound. Eighty-three percent of the parents stated that the school kept their children safe, sixty-five percent of the teachers felt children were safe and sixty percent of the students declared that they felt safe at school. However at one public school, while the students felt safe within the classroom and in areas where a teacher's presence was conspicuous, they pointed out that they felt unsafe on the school grounds because of the trespassers who frequently used the compound as a pathway. Students also complained that relatives of some students would come on the compound and threaten students. The close proximity of the basket ball court to the school compound made it a dumping ground for garbage etc during matches and this also made the compound unsafe. The head teacher indicated that the actions taken to deal with the trespassing problem proved ineffective because of the poor state of the school's perimeter fencing and the opposition received to the closing of the school gates during the school day. At the other public school the PRT noted the poor state of repair of the perimeter fence surrounding the school compound thereby giving easy access to trespassers.

Whereas the grounds of one of the assisted private schools in its present state was a hazard for the students, the other school is securely fenced, has fenced areas for the playing of basket ball and cricket, has an established anti-bullying policy which is posted in every classroom, and teachers supervising students during the break periods. The school has embarked on an anti-littering campaign with the help of student litter wardens and has an Emergency Plan to cope with heavy ash fall or relocation due to volcanic activity. However parents expressed concern in regard to the movement of children after school because of the heavy traffic at the school's entrance. The appropriate traffic sign has been placed on the road as a way of addressing the problem but this is constantly ignored by parents when they come to collect their children, so the principal and other members of staff supervise students' departure at the end of the school day. The safety of students when dropped to school by their parents on their way to work for

eight o'clock was also raised. It was suggested that adult supervision during this period would enhance children's safety.

2.3 Students' Behaviour

Students' behaviour in the classroom as observed by the PRT was acceptable. Students attended all of their classes, adopted a positive approach to learning and there were few disruptions to learning as a result of poor behavior as all teachers exhibited good class control. It was also noted that rules for behaviour were posted in some classrooms of the public schools and that one of the topics for the guidance counseling programme for Term 1 was a 'preventative approach to the reduction and prevention of challenging behaviours'. However the students at one of the public schools tended to be loud and restless in class even when they were actively engaged in educational tasks which they seem to enjoy. Outside the classroom students were more aggressive and occasionally were involved in fights. The use of indecent language seemed to be prevalent.

Both assisted private schools have posted in each classroom, a Code of Behaviour which specifies the expectations and responsibilities of the school and its students. One of the schools also has a recognition/rewards system for exceptional and good behaviour and a demerit system for failure to adhere to the Code of Behaviour. The schools emphasize an orderly school and classroom structure to promote self-control, self respect, the safety of all students and to facilitate learning. Our observation revealed that the children were disciplined and orderly most of the time. The occasional inappropriate behaviour was promptly dealt with.

Whereas eighty percent of the parents' respondents felt that the school dealt effectively with unacceptable behavior, only sixty-nine percent of the teachers felt that unacceptable behavior by students was consistently well managed. In one school in particular, the PRT sensed that teachers felt that the overall responsibility for the maintenance of proper discipline fell within the ambit of the Head Teacher and they were dissatisfied with the manner in which the Head Teacher responded to disciplinary matters. It was also interesting to note that students interviewed at all schools felt that the behaviour was not good and thirty-five percent of the student respondents to the questionnaire have the same impression. Some teachers have been accused of being verbally abusive to students and threaten physical beatings. The PRT was assured by the head teachers/principals that all teachers were aware that they did not have the right to issue corporal punishment.

2.4 Students' Adoption of Healthy Lifestyles

Students know the requirements for a healthy lifestyle and are aware of the dangers and consequences associated with not adhering to healthy living including the impact an unhealthy lifestyle can have on the quality of their life in later years. Physical Education is compulsory for

all students and most students attend music and dance classes on a weekly basis. They also participate in the schools' and MoE Annual Sports Meet. Through the DARE programme and the counseling sessions students are made aware of risky behaviours and how to avoid them.

One hundred and twenty-one students from the public schools participate in the Schools' Lunch Programme operated by the MoE. Our observations revealed that at one school the students were not supervised in the lunch room, and at the other, students were given the food (hot dogs) in their hands; no plate or napkin was provided and this we feel is unhealthy and unacceptable. Scrutiny of the school lunch menu disclosed that it was neither balanced nor nutritious. Whereas only eleven percent of the parents disagreed with the statement that the school helped their children to have a healthy lifestyle, thirty three percent of the children disagreed with the statement "My school helps me to be healthy."

2.5 Students' Economic, Moral, Social, and Cultural Development

The attendance at all schools within the primary sector is very good, over ninety five percent (95%) of the students attend school every day. It was noted at one school that two students have been absent for an extended period. The PRT was informed that the students concerned were non nationals who had to return to their native country to get a valid passport and had not yet returned to the island.

On a daily basis during the assembly sessions, students are exposed to moral and spiritual guidance from various religious groups, teachers and community leaders. A Personal, Social and Moral Education (PSME) programme (delivered by the guidance counselor) is timetabled once a week for each grade and further strengthens the moral and social development of the students. Music, Dance, Art and Craft form part of the primary schools' curricula and most schools have as extra curricular activities a Glee Club and a Steel Pan orchestra. Students are provided with the opportunity to display their skills by engaging in many social and cultural activities such as school concerts, graduation ceremonies, the Christmas Festival and the biennial School's Art Festival. One public primary school and its students continue to have a positive effect on the community through 'Family Reading Time' a very informative radio programme hosted by the Head Teacher of the school. In addition to the above this school also engages students in Prince and Princess Shows, Commonwealth Day Celebrations and food fairs. These activities not only provide entertainment and build community cohesion but also strengthen students' artistic and creative abilities, enhance their oral and acting/dramatic skills and build sportsmanship. The students also acquire skills and personal qualities which will contribute to their future well being.

At one of the assisted private schools, the aim is to provide an education programme that would enable the students to become life long learners and responsible citizens. Therefore students apart from developing skills in literacy and numeracy are being skilled in ICT. The school also tries to inculcate in students particular values which will be beneficial to them in the

future. These include respect and tolerance for individuals and for cultural diversity, personal and social responsibility, and civic pride and patriotism. Students at the other private school have engaged in a number of community based activities. These include visiting and entertaining the elderly and decorating the St. John's Anglican Church at harvest time. Students have also acquired skills in wood burning, string art, paper weaving, and in making canvas book covers and have produced vegetables for sale. These students therefore have skills which will contribute to their economic well-being.

Primary education has resulted in positive outcomes for the students in Montserrat. Student attainment and progress on the whole have been acceptable. Parents are generally satisfied with the progress their children are making and the information provided by the schools pertaining to their children's progress. Much has been done over the years to enhance student safety and behavior is usually acceptable and methods of discipline effective in most instances. Attempts are being made by all schools to ensure that students adopt healthy lifestyles and apart from the core curriculum of Language Arts, Mathematics, Science and Social Studies, students acquire from the co-curriculum complementary skills which would enhance their economic, social, moral and cultural development.

However, the system has not been very effective in dealing with the students who are performing below average. In spite of the appointment of SEN teachers/co-coordinators in the public schools the progress made by the slower students is restricted chiefly because of their numbers and the fact that little support is provided to assist them in their assigned classes. In regard to discipline, some teachers feel that they have no effective means of dealing with disciplinary problems since they cannot administer corporal punishment. They therefore shirk their responsibilities in this area by referring every problem to the head teacher. This creates further problems as issues are not dealt with in a prompt manner, students lose respect for their teachers and teachers are usually dissatisfied with the punishment given by the head resulting in tension between management and staff.

3. Provision at the Primary Level

"What makes a great teacher? Teaching is one of the most complicated jobs today. It demands broad knowledge of subject matter, curriculum and standards; enthusiasm, a caring attitude and a love of learning; knowledge of discipline and classroom management techniques; and a desire to make a difference in the lives of young people. With all these qualities required, it's no wonder that it's hard to find great teachers." **(Great Schools Staff)**

3.1 *Staffing*

Primary Schools need 'great teachers' and the MoE must do all in its powers to make this a reality in Montserrat. The Primary sector is miniscule – comprising of four schools with a total

population of approximately five hundred students; twenty three classroom teachers (one head teacher also serves as a classroom teacher); two Special Education Needs (SEN) teachers; three teacher assistants and four head teachers/principals. Based on the number of classroom teachers there is a student teacher ratio (PTR) of 22:1. This relatively low PTR must be interpreted as a strength of the primary sector, affording teachers the opportunity to provide some level of individual attention to students.

Head teachers/principals cumulatively have in excess of one hundred years of teaching experience. Each has had initial teacher training, three hold first degrees and two of them have completed post graduate work and hold masters degrees in a relevant area. The two head teachers/principals at the 'private schools' have considerable management experience – one served as an Education Officer and the other as a Permanent Secretary. This high standard of training and management experience must be a pillar of strength of the sector.

Of the twenty three classroom teachers, our findings indicate that twenty of them have initial teacher training, and a significant number of them also hold a first degree in a 'relevant' teaching area. The ratio of trained to untrained teachers is roughly 9:1 and this is another major strength of the sub-system. The teacher is central to the provision of quality teaching and the fact that the majority of them have been exposed to the theories of learning, methodology, content, research etc would suggest that they have an understanding of how learning takes place and would take the appropriate actions to ensure that this happens. The three teacher assistants have no relevant teacher training – two of them are recent school leavers. These teacher assistants who are attached to specific classes in one of the public schools provide individual attention to weak students and assist the substantive teacher with classroom management.

During discussions with the DoE it was disclosed that training was a major weakness of the system and responsive action in the form of an initial teacher training programme (similar to the nurses training programme offered at the MCC) to accommodate teachers at all levels is considered for implementation in 2012. While the PRT agreed that it is desirable to have all teachers trained, initial teacher training does not appear to be a priority at the primary level. The PRT considers that an in-service teacher training programme using a modular approach would be more beneficial as a first step to introduce new recruits to the rudiments of teaching. Teachers could then pursue further studies at one of the established teacher training institutions in the OECS. This it was felt would be more economical.

Also, recognizing that the majority of teachers in the sector have had initial teacher training, every effort should be undertaken to strengthen their capabilities by re-tooling them through the route of structured and regular continuous professional development programmes. This could be a two tiered programme, the first convened under the auspices of the MoE to address system wide issues and the second conducted by each school to deal with local school issues. This compulsory programme should address issues such as the effective teaching of the core subjects; how children learn and develop; differentiated teaching/learning; assessment for

learning; behaviour management; effective support for the SEN student; and test construction and analysis.

3.2 The Curriculum

The programme in the primary schools comprises a core segment which includes Mathematics, Language Arts, Science and Social Studies. Currently, two different programmes appear to be in use in regard to Mathematics and English Language – the OECS Core Curriculum and The Literacy and Numeracy Strategies – Frameworks for Teaching introduced through the Isle of Wight initiative. Although it has been publicized that the Literacy and Numeracy frameworks are strategies and should be used to supplement the OECS curriculum, they are actually yearly teaching programmes setting out the teaching objectives for each grade at the primary level. The actions at the primary level do not reflect the rhetoric, for Mathematics has been replaced by Numeracy and Language Arts by Literacy on schools' timetables. This change suggests quite strongly to the PRT that the Isle of Wight frameworks guide the teaching/learning process in these two areas.

The co-existence of the two 'programmes' has created some ambivalence among some teachers. When the PRT asked which curriculum was been used some teachers responded that it was the Isle of Wight curriculum while others indicated it was the OECS Curriculum. The PRT attempted to clarify this matter across the sector and all head teachers/principals confirmed that it was the OECS Curriculum that was in use in their schools and the literacy and numeracy framework documents were only supplementary. During discussions with the Education Officer Curriculum and Examinations, however, it was confirmed that some schools were not following the OECS Language Arts Curriculum.

It therefore appears to the PRT that two different curricula are been implemented by teachers in the same school, which in essence gives rise to issues of monitoring and supervision of instruction and curriculum articulation at different grade levels. Issues are also raised pertaining to the preparation of teachers in regard to the introduction of new curriculum materials at the level of the school; whether materials from other countries are adapted to meet the needs of the students before they are adopted in Montserrat's Primary Schools and whether resources are available to support the introduction of new curricula materials.

The curriculum is a big issue at the primary level but one of the problems related to this is the limited time spent on curriculum development and implementation issues. This situation exists because the Education Officer Curriculum and Examinations is also the Local Registrar for overseas examinations and spends 80% of her time (by her admission) servicing these examinations. The remaining 20% is split up among several other areas - curriculum matters, collecting and collating schools' statistics, Grades 3 and 5 national examinations and any other assigned responsibilities. The efforts of the EO Curriculum and Examinations to deal with curriculum matters as explained to the PRT are laudable, but the imbalances in time and effort

must be rectified to allow greater attention to be paid to ongoing curriculum review across the entire education system.

An innovative way of addressing this issue would be the establishment of subject committees – comprising persons who are knowledgeable about the subject content and also about teaching methodology. The Education Officer, Primary who should be accountable for the management of instruction must have a central role in the process and should be responsible for leading innovation in schools and harnessing feedback from the process for informing the constant review of the Curriculum. These committees could then work over an extended period to strengthen curriculum development and implementation to give rise to improved student achievement.

The curriculum also includes an enrichment strand with art and craft, music, dance, steel band and sports. Music and dance are facilitated by two specialist peripatetic teachers employed by the MoE while the latter two are facilitated by the Cultural and Sports Officers. No school has the appropriate facilities for the teaching of these areas but improvisations have been made to allow students to experience art and music as part of the curriculum.

However it was noted that Information Communication Technology (ICT) is not included in the programme of the public primary schools despite the fact that ICT development and implementation were key strategies in the 2002-2007 Education Development Plan. This is disappointing, considering that in 1998/1999 all primary teachers were trained in the use of ICT in the teaching/learning process and later ICT was a subject taught to all students in Grades 3 to 6. One public school was equipped with a purpose built computer suite to deliver the programme and the other public primary school, although it did not have a full suite (due to space constraints), had a number of computers set up in the small school library to afford students the opportunity to pursue ICT. The facilities in this school are in disrepair, and the fully equipped suite is underutilized since the withdrawal of the services of the computer technician who also served as an instructor at the primary level. The PRT has learnt from the DoE that internet access points have been provided in all classrooms and the Head Teacher's office at one of the public schools. However there is need for an ICT instructor, an appropriate ICT policy, adequate provision of materials and equipment, training/retaining of teachers and appropriate monitoring. Having a fully equipped computer suite underutilized is wasteful.

It is commendable that one assisted private primary school teaches ICT to the entire school population. Although this school started out at a disadvantage in the earlier years, it now has a fully equipped computer laboratory and all grades are taught ICT either by the principal or volunteers approved by the school. In addition, teachers accompany their students to the computer suite to use ICT to support other subject areas.

3.3 The Quality of Teaching at the Primary Level

The quality of teaching is of critical importance and the PRT spent a significant amount of the school review observing classroom teaching focusing primarily on the four core areas. Observable practice was rated from outstanding (score of 1) to barely satisfactory (score of 3.5). The actual scores for the four schools were 1, 2, 3.5 and 3.5, resulting in an overall average of 2.5. Eighty two percent of the parent respondents to the questionnaire also indicated that the quality of teaching at the primary level was good.

The PRT observed elements of good/satisfactory teaching at all schools. In one school, for example, for each of seventeen lessons observed, the objectives for the lesson were written on the blackboard and shared with the students as the starting point of the lesson. Most of the activities and strategies were built around the pursuit of the objectives and each step was built on the preceding one; questioning was fair; there was excellent teacher student interaction; good use of manipulatives; good lesson development, good feedback to students and reasonably good lesson conclusions.

In another school, the PRT observed the introductory lesson for a unit of work to teach a range of mathematical concepts and skills: students worked collaboratively and were engaged in hands on activities – they were measuring, recording, comparing and discussing findings; they used a range of measuring instruments for example rulers, metre sticks, teacher-made tape measures together with their hand spans and footsteps. Students were also engaged in intellectually stimulating problem solving activities and it was clear that they were actively learning from their interactions in the classroom.

However, why good/outstanding teaching was not all-encompassing at the primary level is puzzling considering the qualifications and experience of the teaching staff and the teaching and management experience of the head teachers/principals. The evidence gathered from other strands of the school review exercise help to explain why good teaching is not happening throughout all primary schools.

In the assisted private schools work extent for each grade for Term 1 specifying objectives and content to be taught in the core areas; sequencing of concepts; the teaching/learning strategies to be employed; the resources to support teaching/learning and some indication of assessment strategies were approved by the Heads/Principals during the first week of the term. Classroom teachers, guided by these, prepared detailed lesson plans for each subject in accordance with the class timetable.

The situation was conspicuously different in the public schools where the examination of teachers' work preparation books and the extent of work records exposed weak planning-for-teaching in public schools. In one public school up to the time of the review, no extent of work for Term 1 had been submitted to the head teacher/principal. In fact, one teacher at this school who had completed one year of teaching had never seen the curriculum for the class being taught and relied on the extent of work from earlier years to guide the day-to-day

teaching. This practice has severe shortcomings and could place students at a disadvantage. Urgent corrective action is required. Some teachers have been teaching the same grades for several consecutive years and rely on their previous plans to guide classroom teaching. While the PRT accepts that those teachers would have a good understanding of the content to be taught, the reality is that a different group of students is now in the class. This reliance on previous lesson plans without modifications to take account of students' individual differences cannot be best practice.

Further, all teachers did not prepare daily lesson plans in accordance with their time tables and where there was limited preparation, there was no consistency in planning across subjects. Teachers who do not plan effectively for the teaching/learning process waste children's time and lack inspiration in the classroom. Additionally, because there is no useful record of what has been taught, the instruments developed to assess children's learning could lack adequacy, validity and reliability. The practice where teachers do not plan or where they do so shoddily MUST be discontinued. Every effort must be taken to ensure that effective planning becomes the norm at the primary level and each teacher must be held accountable for this. It is therefore incumbent upon head teachers/principals to ensure that appropriate planning for teaching takes place and where necessary that guidance and support are given particularly to less experienced teachers to assist them in completing these critical activities in a timely manner. Education Officers when they visit schools must also make it a priority to review the planning documents for teaching and where there is failure to comply with the requirements, sanctions should be applied.

Secondly, teaching was mainly didactic even for those subjects which lent themselves to experimental work and hands on activities. Some lessons lacked creativity and focused on the presentation/recall of information with little emphasis on thinking skills. Frequently, there was no point of reference; no introductory question to stimulate students' thinking or to help them to harness their relevant experiences. Also, students did not know what they were expected to learn or do from the lesson and even though in a limited number of cases the objectives were written on the board, this information was not shared with students. There was no structure to many lessons and in some instances incorrect information was transmitted to students. The PRT observed insufficient use of print material and in one case when text books were issued to students, they were used ineffectively and interfered with the teaching/learning process.

The PRT was also not convinced that the efforts presented in the name of differentiated teaching rested on the guiding principles of this type of learning. Most of the teaching attempts at differentiation targeted the whole class as a unit; teaching strategies were not sufficiently varied to cater for the abilities of all students; and questioning centred mainly on the recall of information and did not target different levels of thinking. The only visible evidence of differentiation was observed at the end of the lesson where pre-determined groups of students were given exercises of varied difficulty to assess their learning. The PRT, however, observed scattered instances of real group work where students were engaged in discussion, negotiation, decision making and reporting.

Thirdly, quality teaching demands stimulating learning environments. The PRT saw evidence of this in some schools – there were Mathematics areas, Language corners with examples of children’s work; Science and Social Studies corners; but much more could have been done in other classrooms, even where there were physical challenges. Teachers need to exhibit greater imagination and create the kind of classroom environments which would make learning fun for students.

Quality teaching must permeate the entire system to raise student achievement. While head teachers/principals will have a facilitating role and the MoE a management role, it is the teacher who must take on leadership roles in the classroom. ‘They must be on fire’; they must have that passion, and transmit this to their students. A paradigm shift is therefore urgently required – teachers must be prepared for teaching at all times; they must deliver intellectually rigorous lessons and inspire their students; they must de-emphasize didactic methods of teaching and employ diverse methodologies; they must create stimulating learning environments. While the recall of information is important, teachers need to train students to think; they must provide opportunities for them to work in large groups, pairs, triads and quads to sharpen their intelligence; they must use assessment practices to support learning by providing feedback and they must listen to the students, value their views and reflect and act on what they share. There must also be collegiality among staff.

3.4 Financing Primary Education

Under the current Education Act, all children of appropriate age have entitled access to primary education. Legitimizing access requires adequate provision in regard to infrastructure, teachers, curriculum and the requisite supporting materials and equipment and an appropriate level of financing to operate and maintain safe and secure schools.

Over the past several years GoM with the support of several donor agencies has invested significant financial resources into primary education. Much of this money has been spent on improving physical plant, supporting consultancies tasked with improving students’ achievement in Language Arts and Mathematics and the personnel emoluments of teachers and support staff. While capital expenditure and other sizeable injections of finances are necessary, it is equally important for adequate financial provision to be made to meet the reasonable recurrent needs of the sector for items such as books, periodicals and journals; supplies; furniture; materials and equipment to support curriculum implementation and the continuous professional development of staff. The current level of financing in this regard is low with possible per student expenditure of less than \$100 annum in the public primary schools. This does not augur well for improving student achievement. It is therefore crucial that the current financial provision for primary education be increased and that decisions about the procurement of materials to support the teaching learning process are made by the Education Officer, Primary. The current financial position of the country must be taken into consideration in terms of provision, but it has to be accepted that adequate investment ought to be made to sustain the

system in an efficient and effective manner. Ineffective provision at the primary level can exacerbate inequalities for vulnerable students and have disastrous effects on the country in the future.

Many other organizations and individuals also contribute to the cost of education through regular donations of books and other educational materials for the primary sector. Having regard however to the sources of these materials, some – particularly books - may not necessarily be aligned to the current primary school curriculum and although useful, may not support curriculum implementation at the classroom level. Organizations wishing to make donations of educational materials should therefore be guided in terms of the needs of the sector.

Corporate citizens also make significant contributions to primary education – for example the provision of 'free' internet access by LIME. The MoE should continue to pursue similar paths of cooperation in regard to the financing of primary education.

4. Leadership and Management at the Primary School Level

4.1 *Leadership and Management in Embedding Ambition and Driving Improvement*

Effective management is essential for school improvement. Seventy-eight percent of the parents think that the respective schools are led and managed effectively; sixty-one percent of the teachers and most of the students stated that the head teacher/principal and senior staff are doing a good job. However the effectiveness of management and leadership in embedding ambition and driving improvement in the teaching/learning process varied from school to school. In some schools the vision is posted and teachers are encouraged to remind students of it. Improvement across all outcomes for students is of paramount importance to the Head Teachers and their staff and this is reflected in the schools' development and work plans which set out key priorities with appropriate objectives, actions, time lines and accountability. Teachers feel that they are part of a team and their views are sought on all matters pertaining to the operation of the school. They were able to confirm that they know what the school was trying to achieve, felt proud to be members of staff and were aware that their contribution was valued.

However in other schools the PRT did not detect or observe a compelling drive or energy toward the pursuit of a shared vision. Some resources like a fully equipped computer suite with internet access, a science laboratory with available equipment and a library which is crucial for quality education were underutilized. In another school it was obvious to the PRT that there was some tension between some members of staff and the Head Teacher and that a culture of mistrust pervaded the atmosphere. Only twenty-two percent of that staff felt that the school

was well led. Some teachers felt that the head was dictatorial and did not pay enough attention to their views when making decisions. However it was noted that the teachers co-operated to ensure that the school fulfilled its mission.

4.2 Leadership and Management of Teaching and Learning

As teaching and learning are the key roles of schools, management of learning and teaching are crucial to schools' and students' success and achievement. In some schools there was evidence that students' learning is at the centre of the leadership and management of the school. The teachers had access to the curriculum materials and were required to present schemes/extent of work and lesson plans for perusal by the head teacher/principal. Classes were visited regularly for classroom observation by the head teacher/principal who provided support especially to the untrained teachers. Teachers with special skills were involved in assisting and supporting others for improved teaching and learning.

At other schools monitoring of the teaching/learning process appeared to be minimal or non-existent. There appeared to be little leadership of the teaching/learning process. While teachers are expected to prepare thoroughly and engage students in delivery, the Head teacher/principal has the distinct role to ensure that each teacher has a copy of or at least access to the curriculum; the extent of work and lesson plans are in harmony with the Curriculum and materials to deliver the curriculum are available to teachers. Together with these, the Head teacher/principal must monitor and supervise what is happening in each class. Education officers also without usurping the Heads/Principals responsibilities should monitor the teaching/learning process on a regular basis and should shadow the Head teacher/Principal during lesson observation.

One of the peculiarities in regard to quality teaching surrounds the several years of technical assistance by the Isle of Wight made possible with DFID financing. The PRT understands that this technical assistance was to develop strategies to support the teaching/learning of Mathematics and Language Arts and to improve the performance of SEN students. IOW officials worked with education officials, head teachers/principals and classroom teachers over a five year period. Materials were provided; workshops were held locally to share relevant information, strategies etc with teachers to raise the standard of teaching; IOW counterparts modeled quality teaching in classrooms and local teachers visited the Isle of Wight to observe practice in their system. It is with some dismay that the PRT has realized that students' performance in the Grades 3 and 5 national examinations have not shown any significant improvement in Mathematics and Language Arts. In fact, the evidence revealed a decline in students' performance.

4.3 Schools' Engagement with Parents and Guardians

All schools regard parents as partners and encourage them to take an active role in their children's education as such partnerships are essential in improving students' achievement. The schools' engagement with parents appear to be effective as eighty percent of the parents' respondents indicated that the school helped them to support their children's learning, and most appear to be satisfied with the actions taken by the school to prepare their children for the future. The schools recognize the importance of regular communication with parents and this is done through scheduled parent meetings such as School and Parents' Day and Class and Report Card days which allow teachers and parents to discuss student achievement and determine means of assisting students in areas of difficulty. Parents are also encouraged to visit the school to discuss their children's progress outside of the scheduled meetings, however, it was noted that not many parents took advantage of this opportunity. The schools have active PTAs which serve as another important channel of communication between parents and teachers. However some parents indicated that the school did not take account of their suggestions.

4.4 Partnerships in Promoting Learning and Well Being

The PRT learnt of existing partnerships between the schools and stakeholders working collaboratively for students' benefit. As vulnerabilities of one kind or another impact students' learning and achievement, students who have welfare issues are referred to the Community Services Department for assistance. There is a close working relationship between the schools and the schools' guidance counselor who has a visiting role and who works with students on a wide range of issues. Students who display violent behaviours or who constantly disrupt classes or display social or emotional problems are referred for professional intervention if warranted, to the School Psychologist; but this is always done with the approval of parents. In an attempt to safeguard procedures, the schools also work with the Police and Fire Services on issues of safety (Junior Citizens Day) and drug issues through the DARE Programme. The schools also work with MYACTS and the Department of Culture on youth and cultural matters and the Ministry of Health on matters relating to children's health and general development.

One school is collaborating with corporate citizen LIME on a proposal to make the school yard more children friendly and the Montserrat Association in Leeds, U.K. assists a school with the promotion of learning and student well being through regular donations. Another school receives regular assistance from Church members and the expatriate community through volunteers for the teaching of ICT, dance, music and SEN students. Community cohesion is further enhanced through the work of the "Friends of the School" a support group which endeavours to assist the school by raising funds to promote the learning. Various Catholic organizations such as SVD and the Diocesan centre in Antigua also provide donations to that school on an annual basis.

4.5 Schools' Deployment of Resources to Achieve Value for Money

All schools whether public or private have limited resources and finances so deploying resources to achieve value for money is crucial to their existence. In the public institutions the MoE attempts to supply the necessary materials for the effective delivery of the schools' programmes, however, the PRT was informed that in some instances these materials were kept by the head and not distributed to the class teachers. The dearth of material observed by the PRT during the visits to the public schools gave the impression that there was a shortage, but discussions with the Education Officers revealed that the schools have been issued adequate supplies for the delivery of the various programmes.

The head teachers however complained that many other resource requirements, particularly the 'softer type resources' required to address students' needs on a daily basis were not readily available because the decisions pertaining to procurement are made by MoE staff, who disregard the requested inputs from the school. The PRT feels that the head of school must be central in deciding what resources are necessary for the school and provision of school resources must focus on meeting their needs.

One of the assisted private schools has a finance committee which controls the school's budget and an accountant who checks the books on a fortnightly basis. The principal is responsible for procuring the school's resources to address areas of concern and to support the teaching learning process. A procurement policy is in place and plans are afoot to have a manual of financial procedures developed by 2011 to strengthen the fiscal management of the school's budget and provide greater accountability.

The PRT was informed that the other private assisted school has severe financial difficulties but with the limited funds the school ensures that it gets value for money. The school has a very supportive and effective PTA and the parents have embarked on a number of fund raising activities as a means of making the school financially viable. These include walkathons, and the sale of breakfast, used items, house wares, ferns and vegetables. The school has linkages with various individuals within the community who provide financial support and gifts. Both private schools receive annual grants from the Government of Montserrat which assists them in meeting their financial obligations.

Schools are for maximizing student learning and the leadership in some of the primary schools is satisfactory. These schools have a clear vision which the staff recognizes and shares and which emphasizes a concern for quality and individual excellence. Staff are involved in the decision-making process, are kept well informed about policy issues and the communication systems in the school work effectively. The school climate is open and staff feels free to express their views openly. They feel valued and are happy working in their respective institutions. These schools show genuine care for students and relationships with the parents and community are positive and strong.

However in the other schools the PRT noted a lack of collaboration, monitoring and supervision. In one school effectiveness and efficiency were hampered by the failure of the head to take charge, create a vision and a mission to translate the vision into reality. At another school it was obvious to the PRT that there is some tension between some members of staff and the Head Teacher and that a culture of mistrust pervades the atmosphere. The PRT feels however that the key to success and school improvement is the establishment of trust among members of staff with all members working as a unit to accomplish the goals of the school.

5. MoE's Support, Administration and Leadership for the Primary Sector

E.O Primary and E.O. Curriculum and Examinations have direct supervisory roles for elements of primary education, roles they endeavour to shoulder efficiently and effectively.

E.O Primary informed the PRT that her duties included organizing workshops for primary school teachers, conducting formal and informal observations of teachers in the classroom; managing the Grade 3 and 5 national examinations; marking the Mathematics test papers for the Grades 3 and 5 examinations, analyzing the results and reporting to schools; organizing the joint primary schools sport meet; arranging award ceremonies and making contributions to the primary section of the Ministry's Education Reports. The EO Primary also implements and organizes the induction and training programme for new teachers entering the Montserrat education system.

The E.O. Primary admitted that her job description needed some clarification to enable her to perform her duties more effectively as currently she is unsure of her role pertaining to certain aspects of primary education. She also indicated that plans to monitor all teachers at the primary level through scheduled classroom observations have not been completed due chiefly to the many other unscheduled commitments being placed on her time, mainly in the form of meetings at the departmental level.

E.O Curriculum and Examinations has responsibility for implementation and review of curriculum at the primary level. She assists teachers in using appropriate pedagogy for the delivery of the core areas and verifies that the strategies used meet the needs of the students. She has responsibility for the setting, marking and analysis of the Language Arts tests for the Grade 3 and 5 national examinations. The collection and distribution of educational statistical data is another of her duties at the primary level.

Although the officer has the designation of Education Officer, Curriculum and Examinations she conceded that she is obliged to spend less than 20% of her time on curriculum issues due to her other responsibilities (especially that of Local Registrar for the overseas examining bodies) and the numerous meetings she is called upon to attend. For example her plans for visiting schools during Term 1 of the 2010/2011 academic year remained unfulfilled at the time of the interview with the PRT. However her occasional visits to the schools reveal little supervision

of instruction by the head teachers of the public schools who should be the instructional leaders at the primary level. The principals of the assisted private schools proved to be more effective and their teachers are more accountable.

In regard to The Literacy and Numeracy Strategies introduced through the Isle of Wight initiative, the E.O. Curriculum and Examinations acknowledged that the literacy framework for teaching has led to an improvement in the level of reading at the primary level. Its effect on students writing however has not been very successful, as teachers fail to concentrate on this aspect of the strategy, as the literacy 'hour' is usually up before the teachers complete the writing exercises. Moreover, some teachers appear incapable of teaching writing strategies effectively. She also pointed out that the appointment of literacy and numeracy coordinators in each primary school (as part of the initiative) to enhance the use of the frameworks has been ineffective as most coordinators are classroom teachers and the appropriate arrangements have not been made within the school to facilitate their effective operation as coordinators. Other coordinators appear not inclined to give the required support. Therefore to assist the teachers the E.O. Curriculum and Examinations held a series of workshops geared at providing teachers with techniques/skills to improve the writing competencies of the students, but unfortunately this effort did not translate into improved student performance in the 2010 national examinations. However, she expects the training to bear fruit in the future.

The Director of Education expressed concern regarding the quality of education at the primary level. He felt that staff training was an issue. He believed that all teachers should be capable of teaching all areas at the primary level but pointed out that some teachers were not adequately equipped to deliver the core areas competently. He therefore suggested, as indicated above, that an initial teacher training programme be established at the MCC and this along with continuous staff development was his solution to this problem.

Another issue brought to the forefront by the DoE was the dropout rate as indicated in the schools' statistics document. He admitted that some of these students maybe students from other countries who enter the system without the proper immigration status and then have to leave the island. He pointed out that a school's admission policy is in the drafting stage, however he felt that further investigation was required into the reason for such a high drop out rate from the island's schools.

The PRT was informed of the DoE's desire to introduce foreign languages at the primary level and to re-introduce ICT not only as a subject at the primary level but also to provide for its integration into the teaching of other subjects. Managing student behaviour was another critical issue for the DoE who informed the PRT that policies were been drafted for dealing with bullying and behaviour management. (Draft copies of the anti-bullying policy, the behavior management policy and the admissions policy were provided to the PRT).

The Permanent Secretary, Education is responsible for managing the MoE's finances and providing the resources for the delivery of the schools programmes. She confirmed that her

administrative staff would procure cleaning supplies, but EOs would decide what is required to support the teaching/learning process. The PRT noted, however, that neither the EO Primary nor the EO Curriculum and Examinations had control over how the primary education allocation of the Ministry's budget is spent and neither was tasked with the responsibility of procuring materials identified to support the curriculum. She agreed that the financial allocation for primary education was small, but indicated that the current financial situation made it a challenge to rectify this at the present time.

The PRT is convinced that more support from the MoE is required if the quality of education provided at the primary level is to improve. MoE officials, as leaders in the education system, need to provide support for school improvement by enabling the schools to achieve agreed goals; set and communicate objectives; monitor performance and give feedback; establish basic values, encourage problem-solving approaches, organize resources and provide for information, advice and expertise. Supervision and monitoring of activities at the primary level is of paramount importance, therefore MoE officials (especially the EO Primary and EO Curriculum and Examinations) must be afforded the necessary time to effectively fulfill their responsibilities at the primary level. Schools must also be provided with the required resources and materials for the effective delivery of the various programmes, and the facilities must be upgraded where necessary and secured to ensure the safety of all students.

6. RECOMMENDATIONS

Following are recommendations for the enhancement of the primary sector of the education system in Montserrat.

The Ministry of Education should

1. Decide which of these documents – The OECS Core Curriculum, The Isle of Wight Literacy and Numeracy Strategies – Frameworks for Teaching is the official programme to be taught.
2. Build an agenda for the improvement of primary education and exert its influence through the motivation of its followers (Head Teachers and Teachers), by maintaining relationships and teams and enlisting support in implementing the agenda for change.
3. Specify the requirements for accessing the Montserrat Education System and continue to develop and implement strategies that can improve student learning

for students whose first language is not English and whose level of attainment may be far below their age level.

4. Finalize, publicize and implement its procedural framework in regard to assertive discipline.
5. Promote a broad based data driven accountability system and ensure that these systems avoid micro-management.
6. Express the belief in the ability of the system to educate children to high levels of learning and act as the conduit of improvement for the entire system.
7. Formulate and implement strategies aimed at building school-level professional learning communities.
8. Nurture instructional leadership across the primary system.
9. Build the capacity of the system through the delivery of (i) a modular based compulsory in-service teacher training programme for new and untrained teachers; and (ii) regular continuous professional development programmes for all teachers in a range of areas including the effective teaching of the core subjects, differentiated teaching/learning; assessment for learning, behaviour management, effective support for the SEN student, test construction and analysis, leveling, and ICT as a management and instructional tool.
10. Establish a broad based ICT policy which supports the use of ICT as a management and an instructional tool, and engage staff to teach the area.
11. Establish performance standards for students at the primary level and align the curriculum and assessment processes with these standards.
12. Thoroughly prepare and include Head teachers, teachers, and Education officers in the curriculum diffusion and implementation processes in order to strengthen curriculum delivery.
13. Should identify and procure suitable materials (teachers' manuals, students' texts) to improve the quality of the teaching/learning process with a view to improving student achievement particularly in the core areas.
14. Raise the standards of safety and security of students by undertaking repairs to perimeter fencing around public schools.

15. Ensure the development and implementation of an effective equipment maintenance programme with the view to obtaining quality service from these technical assets.
16. Introduce effective performance management systems which stress accountability.
17. Provide better quality nutritious lunches and an improved service to students.
18. Review and amend the Montserrat Schools Evaluation Schedule to make it more appropriate (culturally and otherwise) for use in the island's schools.

The PRT recommends that the actions stated below be taken at the school level with support from the MoE.

Schools should

1. Empower all members of staff to contribute to the development and implementation of the School Improvement Plan. This shared decision making approach builds teacher loyalty, enhances professionalism, strengthens job satisfaction and builds organizational capacity.
2. For head teachers/principals to be successful leaders, they should support improvements by
 - i) Setting direction
 - ii) Creating institutional sense of purpose
 - iii) Develop capacity and motivation of people in the school
 - iv) Re-design organization to support professional culture and collaborative processes.
3. Head Teachers/Principals should
 - i) provide instructional guidance and regularly monitor the teaching/learning process at all grades thereby ensuring that the authorized curriculum is being taught;
 - ii) demonstrate sound leadership practices and provide direction, influence and motivation to bring about school improvement;
 - iii) carefully assign teachers to classes and provide the teacher with the authorized curriculum and supporting materials for teaching at the grade;

- iv) ensure that each teacher undertakes the required planning for the teaching/learning process;
- v) build capacity within his/her school by conducting regular staff development workshops on a wide range of education issues which seek to improve students' learning and achievement;
- vi) promote/encourage differentiated teaching practices as a means of improving student learning and achievement;
- vii) seek to strengthen school/community partnerships;
- viii) develop and implement school wide teaching strategies which seek to improve student achievement in the core areas and in particular mathematics and language arts;
- ix) collaborate with other agencies to support the learning of students with special education needs (SEN);
- x) set targets for each student, establish a tracking system and track the attainment of all students at the primary level;
- xi) implement the assertive behaviour management system that has been developed by the Ministry of Education;
- xii) establish student leadership team with students from Grades 4, 5 and 6 and who will work under the supervision of a support teacher;
- xiii) work in collaboration with the MoE to find solutions to the trespassing problem which is making the school compounds unsafe for students and staff.

7. Appendices

Appendix 1 -Summary of Questionnaire Results

Parent questionnaire 183 Respondents

		Strongly agree	Agree	Disagree	Strongly disagree
1	My child enjoys school	88	77	3	
2	The school keeps my child safe	66	87	10	1
3	The school informs me about my child's progress	65	90	12	
4	My child is making enough progress at this school	58	86	18	
5	The teaching is good at this school	70	81	12	
6	The school helps me to support my child's learning	67	80	14	1
7	The school helps my child to have a healthy lifestyle	50	90	18	3
8	The school makes sure that my child is well prepared for the future (for example, changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	47	85	12	2
9	The school meets my child's particular needs	44	98	15	1
10	The school deals effectively with unacceptable behaviour	66	81	12	5
11	The school takes account of my suggestions and concerns	42	91	13	3
12	The school is led and managed effectively	67	77	12	2
13	Overall, I am happy with my child's experience at this school	74	79	12	

Teacher Questionnaire 26 Respondents

	(please tick)	Strongly agree	Agree	Disagree	Strongly disagree
1	I am proud to be a member of staff at this school	16	5	1	2
2	My contribution to the school is valued	8	13	1	2
3	I know what we are trying to achieve as a school	11	10	3	
4	I am involved in what the school is trying to achieve	10	13	2	
5	I contribute to the school's process of self-evaluation	7	11	3	3
6	The school makes appropriate provision for my professional development	6	14	1	2
7	The school is well led	8	8	3	3
8	The school runs smoothly on a daily basis	11	9	3	3
9	Children are safe in this school	6	11	7	1
10	Any unacceptable behaviour by pupils is consistently well managed	6	12	6	2
11	The school successfully meets the differing needs of individual pupils	3	9	4	

Grade 4-6 Student Questionnaire - 213 Respondents

	Agree	Disagree	
1	I enjoy school	192	7
2	My school helps me to be healthy	124	72
3	I feel safe when I am at school	134	50
4	I learn a lot in lessons	198	6
5	Behaviour is good at my school	75	103
6	Adults in my school care about me	170	22
7	Adults at school are interested in my views	141	34
8	I know how well I am doing at school	170	26
9	Adults explain to me how to improve my work	182	15
10	My school helps me to get ready to move into my next class	175	16
11	The principal and senior staff in my school do a good job	170	22

Appendix 2

BRADES PRIMARY SCHOOL

SCHOOL REVIEW REPORT

November 2010

BRADES PRIMARY SCHOOL

Review date: **November 1 - 3 [2010]**

Lead Reviewer: **Alric Taylor**

Review Team: **Mrs Elaine white-Samuel,
Mrs Oeslyn Jemmotte,
Mr Alric Taylor**

This review was carried out using the Montserrat Schools Evaluation Schedule [V1.1] and the 2004 (amended 2008) Education Act para 154-158.

Type of School: **Primary**
School category: **Public**
Age Range of Pupils: **5 years to 12+ years**
Gender of Pupils: **Co-ed School**
Number on Roll: **166**
Principal: **Gregory Julius B.Ed (Hons) MA**
Chair of the PTA: **Mr Lewis Paul**
Address: **Brades, Montserrat**
Telephone No. **664-491-5838**

Introduction

The review of the Brades Primary School was conducted as part of the Ministry of Education's plan to gather qualitative evidence for the primary sub-sector in preparation for the review of the Education Development Plan (EDP). The overall effectiveness of the school was assessed based on consideration of the following:-

- Outcomes for individuals and groups of pupils, taking into account pupils attainment, behaviour, and attendance and their spiritual, moral social and cultural development;
- The effectiveness of the provision with emphasis on the quality of teaching, the extent to which the curriculum meets pupils' needs and the effectiveness of care, guidance and support;
- The effectiveness of the leadership and management focusing on the leadership and management of teaching and learning, the effectiveness of the school's engagement with parents and guardians and the effectiveness with which the school deploys resources to achieve value for money;
- The school's capacity for sustained improvement.

The review Team visited the school during the period 1-3 November 2010. Members of the Team perused the school's work plan, the curriculum, schemes of work, lesson plans, national and end of term/year examination results as presented in the Performance Data from Montserrat Schools 2006-7 to 2009-10 and mark sheets, enrolment and attendance data, and school reports. Pupils' work books were examined and fifteen lessons were observed. The review Team also interviewed the head teacher, teachers, including the Special Education Needs [SEN] teacher and a selected group of pupils from Grades 6 to 1. Questionnaires from sixty four parents, eight teachers and seventy pupils (in Grades 4 to 6) were analyzed and consideration was also given to the self evaluation produced by the school.

Description of the School

Brades Primary School [BPS] is one of two government-owned-and-operated primary schools in the north of Montserrat. BPS existed prior to the volcanic crisis drawing pupils from Brades and its environs to Davy Hill/Carrs Bay, but now its catchment area stretches from Salem and its environs to Davy Hill/Carrs Bay. This extension of the catchment area requires many pupils to travel about four miles one way to school each day.

The school is located on a two tiered site. The outer edge of the high area is fenced as a safety measure. Both tiers are linked by steps with safety rails. There are four concrete and steel buildings on the compound, two of which are recent constructions with the older one constructed early in the 2000's and the other building completed in 2010. Each of these buildings comprises two storeys. These along with the two older buildings of the original school provide adequate space to accommodate the seven classes, a lunch room, a library, specialist rooms for teaching science and Information Communication Technology [ICT], a classroom for the SEN Teacher and washroom facilities. There is also accommodation for the

Principal's office and storeroom. Also there are three wooden buildings which are used by the school to meet additional accommodation needs for an assembly hall and a room to accommodate the instruments of the steel orchestra.

The current enrolment of BPS is 166 pupils ranging in age from 5 to 11+ and assigned to classes as follows:

GRADES	ENROLMENT	
	Total	GIRLS
K	24	17
1	24	12
2	24	12
3	26	9
4	24	15
5	23	9
6	21	11
Total	166	85

Table showing the Enrolment of BPS by Grades for the 2010/2011 School Year

Thirty eight pupils live outside the catchment area for the school. Six pupils are originally from Santo Domingo and speak Spanish as their first language and a total of seventy pupils are registered on the lunch programme. Two pupils with disabilities [one mental and the other physical] attend the school.

Key for Review Grades

- Grade 1 Outstanding
- Grade 2 Good
- Grade 3 Satisfactory
- Grade 4 Inadequate

The Team attempted to follow the guidance and grade descriptors for evaluating and reviewing the effectiveness of the school as specified in the Montserrat Schools Evaluation Schedule but found some of these inappropriate (culturally and otherwise). We therefore made adjustments where necessary to suit the Montserrat situation.

Overall Effectiveness of the School

Grade 3

The Staff at the Brades Primary School are united in ensuring that the school achieves its mission. The teachers are proud to be members of staff; they know that their contribution is valued and are therefore involved in what the school is trying to achieve. 91% of the pupils feel that they learn a lot and a similar percentage enjoy school as indicated in the responses to the questionnaire.

Pupils' achievement, based on their attainment, and the quality of their learning and progress has been judged to be average. As there are no records indicating the school's track in assessing attainment against national bench marks or subject attainment targets for Mathematics and Language Arts, it was difficult for the Team to ascertain how successful the pupils were in attaining the benchmarks. However based on the evidence provided in the document entitled 'Performance Data from Montserrat Schools 2006-7 to 2009-2010 and the End of Year Examination results for the 2009/2010 academic year the following trends have been observed.

The performance in Grade 3 Mathematics showed much improvement in 2008/2009 while that in Language Arts remained fairly steady for the period 2006 to 2009. However performance in these two subjects fell drastically in 2009/2010 falling below the national average. The performance at the Grade 5 level in Mathematics did not fluctuate much between 2006 and 2010 and was close to the national average. While a similar trend was observed for Grade 5 Language Arts during the years 2006 to 2009, performance in 2010 while close to the national average was far below the expected level of attainment. (that is 50%). The Head Teacher when asked to account for the poor performance in 2010 claimed that a weaker set of pupils had entered the school and that there were issues pertaining to the quality of the provision. He also suggested that the specifications for the test may have been a contributing factor. The Team was not in a position to verify these claims.

Lesson observation and scrutiny of work preparation books, pupils work books and the yearly mark sheets for the other grades however indicate that most pupils are progressing well. The pupils work steadily under the guidance of their teacher and show much enthusiasm for learning.

Thirty-two pupils (78% male and 22% female) have been identified as having special education needs and are provided with extra tuition on a weekly basis from the SEN teacher. A phonic screening profile is used to determine an IEP for each pupil and according to the teacher all pupils have been making visible progress especially in the areas of reading and spelling. The SEN room provides pupils with the opportunity to explore and access different learning strategies and permits pupils to progress at their own pace. However, although the SEN

teacher observes the occasional class for intervention, SEN pupils receive limited support in the regular classroom. On the whole it was observed that there was little evidence of differentiated teaching at the class level, thus placing the 'slow learner' at a disadvantage. The school currently has six pupils whose first language is Spanish; while three of them have been on island for awhile and can communicate (although to a limited extent) in English, the other three are involved in the SEN programme where emphasis is placed on the learning of English. It should be noted that most of the pupils (78% and 87% respectively) stated that they knew how well they were doing at school and that the teachers explained what they had to do to improve their work.

Sixty-five percent of the parents respondents to the questionnaire feel that the school kept their children safe and seventy three percent of the pupils say they feel safe at school. However, discussions held with pupils from Grades 4, 5 and 6 revealed a completely different picture. While the pupils felt safe within the classroom and in areas where a teacher's presence was conspicuous, they pointed out that they felt unsafe on the school grounds because of the trespassers who frequently use the compound as a pathway from Shinn Lands to Brades. Pupils also complained that relatives of some pupils would come on the compound and threaten pupils. It was also pointed out that the close proximity of the basket ball court to the school compound made it a dumping ground for garbage etc during matches and this made the compound unsafe. The pupils confirmed that action was taken by the Head teacher when these incidents were brought to his attention, but this did not prevent a reoccurrence. The head teacher indicated that the actions taken to deal with the trespassing problem proved ineffective because of the poor state of the school's perimeter fencing and the opposition received to his closing of the school gates during the school day.

Pupils' behaviour as observed by the Team in the classroom was acceptable. Pupils adopted a positive approach to learning and there were few disruptions to learning as a result of poor behavior as all teachers exhibited good class control. Parents and teachers agree that the school deals effectively with unacceptable behaviour and the children respond appropriately to sanctions. It was also noted that rules for behaviour were posted in some classrooms and that one of the topics for the guidance counseling programme for Term 1 was a preventative approach to the reduction and prevention of challenging behaviours. On the play ground during breaks behaviour was usually orderly according to the head teacher but on occasion pupils become involved in confrontations which result in punishment for disorderly conduct.

Pupils are aware of what constitutes a healthy life style. Physical Education is compulsory for all pupils and most pupils attend music and dance classes on a weekly basis. They also participate in the school's and Ministry of Education Annual Sports Meet. Most of the parent responders and the pupils therefore agree that the school helps children to have a healthy lifestyle. Through the D.A.R.E. programme and the counseling sessions pupils are made aware of risky behaviours and how to avoid them. Approximately seventy pupils participate in the Ministry of Education's lunch programme. Although the menu leaves much to be desired in

regard to proper nutrition, the school tries to provide healthy snacks by selling ice lollies made from local fruit juices.

Attendance at the Brades Primary School is above 95%. It was noted however that two pupils have been absent for an extended period. The Team was informed that the pupils concerned were non nationals who had to return to their native country to get a valid passport and had not yet return to the island.

Through regular assemblies pupils are exposed to spiritual and moral issues as presented by representatives of various religious denominations. The pupils also participate in a personal, moral and social education programme each week. Through school concerts and the School's Art Festival the community is not only entertained but pupils are also provided with opportunities to develop their artistic and creative abilities. They also acquire skills and personal qualities which will contribute to their future well being.

Brades Primary School offers pupils the OECS Curriculum in the four core areas – Language Arts, Mathematics, Science and Social Studies supported with associated initiatives such as numeracy and literacy at the seven grades. In addition, the provision includes co-curricular activities in music, dance, sports, art and craft and personal, moral and social education. Each class teacher assumes responsibility for delivering the core curriculum and art and craft, while the co- curricular areas are taught by the specialist peripatetic teachers and the guidance counselor for the primary system.

The OECS Core Curriculum was developed primarily for main stream primary. Modifying and adapting the materials to make them appropriate for 'slower pupils' and those with learning difficulties are functions of the class teacher. The Team did not see any evidence in work preparation books or during the teaching observations where the curriculum was modified to suit the varying needs of learners. Considering that a teacher may

- (i) not have the competencies to tailor the curriculum to suit the needs of the slower pupils or pupils with special education needs;
- (ii) not be able to employ different teaching styles to guide the teaching/learning process;
- (iii) be more comfortable dealing with the 'average' child,

it is easy to imagine that those who require special teacher assistance may be deprived of opportunities to develop the requisite skills for the next level of the system, a situation further compounded by resource constraints.

Considering that one in five pupils attending Brades Primary School requires special attention [32 pupils classified with special needs out of a school population of 166 pupils], differentiating is crucial and the small class sizes at the school is an advantage. Differentiating does not

suggest a departure from the curriculum but teachers, particularly while teaching Mathematics and Reading could set work for the more able pupils while giving individual attention to the underachievers. Also on occasions, underachievers could be spread around in different workgroups but when it is appropriate they should be grouped together to allow the teacher to give focused attention to facilitate their learning. Keeping the underachievers grouped together at all times [as seem to be the case at the school] does not allow for cooperative and collaborative learning.

Of the twenty five hour week, instructional time accounts for 90% of this time, while the remaining 10% is taken up by assemblies and breaks. During the two day review period the Team observed a total of fifteen lessons in the core areas, and more particularly in Language Arts and Mathematics. For some lessons the Team observed a good range of teaching styles with activities employed to sustain pupils' interest and motivation; the teachers employed good questioning techniques based on pupils' previous knowledge and new information; and evaluated the lessons to ascertain whether pupils had learnt and if time was used effectively. The pupils were actively engaged in the teaching/learning process. However the Team also saw lessons where there was little or no planning or lessons which revolved around the re-teaching of a previously taught topic for the benefit of the Team's classroom observation. In these circumstances, pupils lacked focus and were restless.

Parents are not all convinced that the quality of teaching at the school is good. Sixty four [64] parents responded to the parents questionnaire and for the item which stated that "the quality of teaching is good" forty three (43) parents [67%] agreed that teaching was good, three (3) disagreed and eighteen (18) did not respond. It could be suggested that those who did not respond could not agree that teaching was good.

The school has a fully equipped and functional computer suite but the Team did not see any evidence that this resource was used to assist teaching and learning and sustain pupils' motivation. We heard from the Head Teacher that this suite was used occasionally for teaching but noting the number of computers available, greater use should be made of this resource in the teaching/learning process. The school also has a well equipped science laboratory, but the Team understood that this resource was only used occasionally during the teaching/learning process.

The OECS Curriculum was designed for primary school pupils in the Sub-region and there are opportunities for teachers to make the necessary adjustments to include local information to heighten its relevance. To what extent this happened at Brades Primary School was not investigated due to time constraints, but this is a vital requirement to ensure that pupils are enabled to gain meaning from the teaching/learning materials.

There is some indication of medium and short term curriculum planning. Teachers are required to complete extent of work for the term, but the Team saw no evidence that this was done

although there were copies of extents from previous school years. There was evidence of daily planning – although this was not done to a required standard. While it is acceptable for teachers in their daily lesson plans to limit the level of detail [depending on the number of lesson plans to be prepared daily] it is crucial that lesson notes are prepared to guide the teaching/learning process and inform pupil evaluation. Consistency in lesson preparation is required.

Care and support are important aspects of the school as evidenced by the inclusion of personal, moral and social education [PMSE] on the school's timetable. In addition, we learnt of the excellent support for pupils by the head teacher, teachers and the ancillary staff. Through the interventions of the head teacher vulnerable pupils are assisted by the schools strategic partners mainly the Community Services Department. Pupils who consistently demonstrate challenging behaviours or other learning issues are referred to the School Psychologist for professional intervention and this is done with the concurrence of the parents. In addition, a corporate citizen is working with the school to erect tables and benches at strategic locations on the compound thereby making a friendlier school environment.

The parents' questionnaire explored their [parents] perceptions on a range of issues around care and support of the pupils. Generally, the majority of parents are satisfied that the school cares for and supports the children in a variety of ways, but note has to be taken that in almost every item investigated approximately one in three parents disagreed or did not comment on the item. This suggests that a sizeable number of parents have concerns about the effectiveness of the school's provision.

The Team visited the school for three days and while the head teacher and teachers mentioned that there was a vision, a future view of what the school should look like, we did not detect or observe a compelling drive or energy toward the pursuit of that shared vision. The leader is expected to lead the staff, parents and manage the children to accomplish this vision. During the Team's discussion with the head teacher we noted that there are some management issues that are crucial to the pursuit of the vision, particularly those related to the provision of resources, which are external to the school. But there are some resources like a fully equipped computer suite with internet, a science laboratory with available equipment and a library which are underutilized. Many other resource requirements, particularly the 'softer type resources' required to address pupils' needs are not readily available, because the decisions pertaining to procurement are made by Ministry of Education officials, who disregard the requested inputs from the school. The head of school must be central in deciding what resources are necessary for the school and provision of school resources must be harmonized and must focus on meeting needs of the school.

At the Brades Primary School there appears to be no formal leadership and management of the teaching/learning process, the key towards pupils' achievement. For example: although extent of work for the term should have been submitted to the head teacher [early in the term], up to

the time of the review, the Team was advised that no teacher had made a submission. However, copies were available from earlier years. Some teachers had prepared detailed lesson plans for the four core areas while others did not and where lesson plans were incomplete there were no notes for the lesson. Some teachers did not have a copy or access to the curriculum materials for their class but relied on past extents to inform the teaching. We saw rough outlines of lesson plans which did not satisfy the requirements of classroom teaching and there were only one or two instances in which there was some indication that the lesson plans were seen by the head teacher. Monitoring of the teaching/learning process appeared to be minimal or non-existent. It is possible that these matters lead the head to comment that the quality of teaching "is not too bad, but there is a lot of room for improvement and the school needs to develop these improvement strategies." We did not see any evidence of monitoring or tracking of pupils' progress and while there are teachers' mark books and end of term reports are forwarded to parents, it cannot be guaranteed that these reports track pupils' progress.

53% of the parents [34 of 64 parents] commented that their child is making adequate progress; the remaining 47% were dissatisfied. With a non-teaching head and regular monitoring visits by Ministry of Education Officials, it is envisaged that greater attention would be paid to monitoring the teaching and learning process as this is central to improving the quality of teaching and raising pupils' achievement. One way of improving pupils' achievement is to engage parents in partnership and equip them to better help their children. Generally, about three out of every five parents appear to be satisfied with the actions taken by the school to prepare their children for the future and those taken to help them support their children and to inform them of their children's progress. The head teacher indicated that parents are enabled to make decisions about their children's learning at PTA meetings, School and Parents' Day and Class Days and when required, notes are sent to parents 'to raise sign posts' about children's progress. The head teacher also affirmed that the school has an open policy and parents are welcome to visit. However some parents indicated that the school did not take account of their suggestions.

During the interview with the head teacher, the Team learnt of existing partnerships between the school and stakeholders working collaboratively for pupils' benefit. As vulnerabilities of one kind or another impact pupils' learning and achievement, pupils who have welfare issues are referred to the Community Services Department [CSD] for assistance. There is a close working relationship between the school and the school's guidance counselor who has a visiting role and who would work with pupils on a wide range of issues, including bullying. Pupils who display violent behaviours or who constantly disrupt classes or display social or emotional problems are referred for professional intervention and if warranted, to the School Psychologist; but this is always done with the approval of parents. Also, the school is collaborating with corporate citizen LIME on a proposal to make the school yard more children friendly. In an attempt to safeguard procedures, the school also works with the Police and Fire Services on issues of safety [Junior Citizens Day] and drug issues through the DARE Programme. The school also

works with MYACTS and the Department of Culture on youth and cultural matters and the Ministry of Health on matters relating to children's health and general development.

Brades is a Government primary school and many decisions in regard to its management and resource needs are made externally. While resources could be used more effectively in the provision of quality education, it must be emphasized that the effectiveness with which the school deploys resources to achieve value for money, is not only a factor of the school, but also of the Ministry of Education. Any improvement in effectiveness and efficiency therefore requires greater collaboration, monitoring and supervision. However the leader/manager needs to take charge at the school level, create a vision and then take all the necessary actions to translate the vision into reality and there is no lack of capacity to accomplish this.

What the School Should Do to Improve Further

- Ensure that plans for the school's improvement are put into effect. Management had creative ideas but there was little evidence that these were turned into concrete plans and implemented.
- Provide each teacher with the OECS curriculum for their respective grades. Where appropriate teachers should be encouraged to use the Literacy and Numeracy strategies to assist in the delivery of the Language Arts and Mathematics curriculum.
- Encourage teachers to use differentiated teaching practices to ensure that all pupils (including SEN pupils) benefit from the curriculum. This could be accomplished through staff development sessions to familiarize teachers with the required techniques and methodology. Adequate supervision by the Head Teacher and resources would be required to ensure success.
- Establish individual education programmes [IEPs] for SEN pupils which they can follow with the guidance of the class teacher when they return to their regular classes. IEPs should also be established for other pupils at risk with emphasis on assisting them in achieving the targets for grade level. Resources would be required to make this system productive.
- Set targets for each pupil and establish means of effectively tracking pupil attainment. This could be done by establishing the attainment level of pupils at entry and then set targets to ensure that progress is made during the year. Teachers would be required to keep records specifying exactly what the pupils have achieved and this information should be shared with parents on a termly basis.

- Make more effective use of the science and ICT laboratories in enhancing the teaching/learning process.
- Use the expertise of the head teacher to strengthen the teaching of science at the school which could culminate in a Science Fair.
- Ensure that the most effective teachers are assigned to the key stages at the primary level and that they are provided with opportunities to mentor the inexperienced and untrained teachers.
- Monitor the teaching process. The extent of work to be taught at each grade over a period should be approved by the Head Teacher and all teacher work preparation books and lesson plans should be seen by the Head Teacher daily. A system of lesson observation should be established to include pre-observation meeting, the observation and the post observation meeting where feedback would be provided to the teacher.
- Conduct regular Staff Development Workshops (at least one per month after school). Suggestions for sessions include the following: child psychology (how children learn etc) and how to use this information to influence teaching; the outline and contents of a lesson plan; the improvement of teacher made tests (to ensure that they are adequate, reliable and valid, and test more than knowledge); the teaching of Mathematics at all grades. Emphasis should also be placed on the acquisition of other skills required for becoming an effective classroom teacher thereby improving the teaching/learning process.
- Develop with the assistance of the Head Teacher, teachers and parents, management strategies to reduce the incidents of poor behaviour, using the guidelines provided by the Ministry of Education.
- Establish a pupil leadership Team with pupils from Grades 4, 5 and 6 under the supervision of a teacher. This Team is not expected to perform a teacher's role, but a pupil leader could assist with monitoring activities on the playground etc. It is also recommended that class monitors be appointed to carry out pupil classroom activities.
- Work in collaboration with the Ministry of Education to find a solution to the trespassing problem which is making the school compound unsafe for pupils and staff.

What the Ministry of Education should do to assist the school to Improve

- Provide the school with funds on an annual basis for local purchases thereby giving them (instead of personnel at the Ministry of Education) the right to determine their needs
- Employ (maybe on a part time basis) peripatetic teachers to teach ICT .
- Train teachers to use ICT as an integral part of the teaching/learning process.
- Repair the perimeter fencing around the school and assist the school in finding a solution to the trespassing problem.
- Provide teacher support material (such as teacher guides) for all core subjects (especially Mathematics) to facilitate improvement of the teaching process.
- Establish policies pertaining to the curriculum to be followed by all primary schools, and the role of the literacy and numeracy strategies and the leveling processes at the primary level. (There is much confusion at the primary level pertaining to these issues.)
- Provide continuous professional development for teachers in a range of areas including differentiated teaching.
- Provide the required resources to assist teachers in providing differentiated teaching in the classroom and IEPs.
- Ensure that there is proper maintenance of equipment so that effective use could be made of all equipment.
- Establish a teacher/learning resource centre where assistance could be given in making teacher constructed teaching aids and tests.
- Monitor more closely activities at the school level.
- Review the Montserrat Schools Evaluation Schedule to make it appropriate (culturally and otherwise) for use in the island's schools.
- Establish a policy pertaining to the entry into the Montserrat education system of pupils whose first language is not English and for those whose level of attainment is far below their age level.

- Design an emersion ESL programme for all pupils whose first language is not English and train teachers in the delivery of ESL to enable them to provide support to these pupils in the classroom.
- Establish a policy for dealing with pupils who continuously exhibit unacceptable behaviour to ensure that the welfare of other pupils is not jeopardized.
- Establish national benchmarks for Mathematics and Language Arts.

Inspection Judgments

	Grade
Overall effectiveness: how good is the school?	3
Outcomes for individuals and groups of pupils	3
The school's capacity for sustained improvement	3
What does the school need to do to improve further? Recommendations and required actions	See above
Does this school require special measures or a notice to improve?	Yes Yes
	NtI <input type="checkbox"/>
	SM <input type="checkbox"/>
Outcomes: how well are pupils doing taking account of any variation?	
Pupils' achievement and the extent to which they enjoy their learning Taking into account: <ul style="list-style-type: none"> ■ pupils' attainment ■ the quality of pupils' learning and their progress ■ the quality of learning for pupils with special educational needs and/or disabilities and their progress. 	3
	3
	3
	3
The extent to which pupils feel safe	4
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	3.5

The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being Taking into account: <ul style="list-style-type: none"> ■ pupils' attendance 	3
	3
The extent of pupils' spiritual, moral, social and cultural development	3
How effective is the provision?	
The quality of teaching Taking into account: <ul style="list-style-type: none"> ■ the use of assessment to support learning 	3.5
	4
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3
How effective are leadership and management?	
The effectiveness of leadership and management in embedding ambition and driving improvement Taking into account: <ul style="list-style-type: none"> ■ the leadership and management of teaching and learning. 	4
	4
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equal opportunity and tackles discrimination	NA
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3.5
The effectiveness with which the school deploys resources to achieve value for money	4

Appendix 3

LOOK OUT PRIMARY SCHOOL

SCHOOL REVIEW REPORT

OCTOBER 2010

Review date: 25-29 October , 2010
Lead Reviewer: Mrs Oeslyn Jemmotte
Review Team: Mr Alric Taylor, Mrs Elaine Samuel, Mrs Oeslyn Jemmotte

This review was carried out using the Montserrat Schools Evaluation Schedule [V1.1] and the 2004 (amended 2008) Education Act para 154-158.

Type of School: Primary
School category: Public
Age Range of Pupils: 4 years plus to 12 years
Gender of Pupils: Mixed
Number on Roll: 175
Principal: Ms Edith Duberry
President of the PTA: Mr Jerome Meade
School Address: Look Out, Montserrat, W.I.
Telephone Number: 664-491-9591

Introduction

The review of the Look Out Primary School was conducted as part of the Ministry of Education's plan to gather qualitative evidence for the primary sub-sector in preparation for the review of the Education Development Plan (EDP). The overall effectiveness of the school was assessed based on consideration of the following:-

- Outcomes for individuals and groups of pupils, taking into account pupils attainment, behaviour, and attendance and their spiritual, moral, social and cultural development;
- The effectiveness of the provision with emphasis on the quality of teaching, the extent to which the curriculum meets pupils' needs and the effectiveness of care, guidance and support;
- The effectiveness of the leadership and management, focusing on the leadership and management of teaching and learning, the effectiveness of the school's engagement with parents and guardians and the effectiveness with which the school deploys resources to achieve value for money;
- The school's capacity for sustained improvement.

The Review Team visited the school during the period 25-28 October, 2010. Members of the Team perused the school's work plan, the curriculum, schemes of work, lesson plans, national and end of term/year examination results as presented in the Performance Data from Montserrat Schools 2006-7 to 2009-10 and mark sheets, enrolment and attendance data, and school reports. Pupils' work books were examined and fifteen lessons were observed. The Review Team also interviewed the Head Teacher, teachers and teacher assistants and a selected group of pupils from Grades 6 to 1. Questionnaires from forty four parents, eleven teachers and seventy seven pupils (in Grades 4 to 6) were analyzed and consideration was also given to the self evaluation produced by the school.

Description of the School

Look Out Primary School located in Look Out, has one hundred and seventy five pupils (eighty one males and ninety four females) divided into seven grades, K to 6. Grade sizes range from 20 to 31 pupils. There are ten pupils whose first language is not English; six are Spanish speaking and four, French speaking. The catchment area for the school is from Carr's Bay to Look Out including Davy Hill, St. John's, Sweeney's Barzey's, Mongo Hill, Drummonds and Gerald's. Most children travel to and from school by the school bus. Twenty-five children have been identified by the school as having special educational needs and fifty-one pupils participate in the Ministry of Education's lunch programme. There are eight teachers assigned to the school one of whom is responsible for the SEN programme. Six of the teachers are either trained or trained graduates, two are untrained and three untrained teacher assistants are attached to the school.

Key for Review Grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

The Team attempted to follow the guidance and grade descriptors for evaluating and reviewing the effectiveness of the school as specified in the Montserrat Schools Evaluation Schedule but found some of these inappropriate (culturally and otherwise). We therefore made adjustments where necessary to suit the Montserrat situation .

Overall Effectiveness of the School

Grade: 3

Look Out Primary School has a genuine interest in providing quality education to ensure that each pupil makes adequate progress at the primary level. Eighty six percent (86%) of the parent respondents to the questionnaire felt that the school was achieving this goal as their children were progressing well and eighty eight percent (88%) of the children enjoyed school and felt they were learning a lot.

Pupil attainment based on performance in the Grade 3 and Grade 5 national tests and the end of term tests for the three terms of the 2009/2010 academic year indicate that pupils are not performing significantly below average. Most pupils especially those in Grades K to 4 have shown satisfactory progress and appear to be enthusiastic about their learning. They worked effectively in the class room under the guidance of the teacher, were responsive and participated well in class activities during the Team's classroom observations.

However, the Team noted that the overall performance in Mathematics and Language Arts in both Grades 3 and 5 has deteriorated over the years 2006-2010. A similar trend was observed in pupils' performance in these two areas for Grades 5 and 6 for the three terms of the 2009/2010 academic year based on the information provided by the school. As there are no records indicating the school's track in assessing attainment against national benchmarks or subject attainment targets for Mathematics and Language Arts, it was difficult for the Team to ascertain how successful the pupils were in attaining the benchmarks. The overall impression, gained from scrutiny of pupils work as exhibited in their class work books and lesson observations in Grades 5 and 6, is that quite a few pupils are performing below an acceptable

level. This was confirmed by the teachers of these classes, particularly Grade 5 which has thirty-one pupils and is a difficult class to control. The Head Teacher suggested that the intake of pupils from neighbouring islands who had to be placed in grades because of their age and not their level of attainment was a contributor to the declining performance. However the Team did not see any evidence to support this view.

Some pupils attending the Look Out Primary School have a range of special educational needs. A few, according to the SEN teacher, appear to have problems of a cognitive nature, some are 'slow learners' while others have language barriers and experience difficulties accessing and gaining meaning from the curriculum. For these pupils there was no evidence that a differentiated curriculum or teaching was offered to assist them to develop the necessary skills for their further learning. It was pointed out, however, that the necessary resources to facilitate the needs of each child were not available.

The SEN teacher sees twenty-five special needs children once per week for one hour. During this time emphasis is placed on assisting each child to learn to read. The pupils are making adequate progress in this programme. However this support is not maintained when the pupils return to the regular class and as a result their overall progress is limited. This causes some pupils to enter the secondary cycle without completing the primary cycle, thereby, not having the requisite skills to access the secondary education programme.

Pupils at the Look Out School feel safe and are confident that the teachers will respond effectively to any threat to their safety. Most of the respondents to the pupils' questionnaire felt safe when at school and that the adults in the school cared about them. Eighty five percent (85%) of the parent respondents felt that the school responded adequately to safety issues. However the Team noted the poor state of repair of the perimeter fence surrounding the school compound (giving easy access to trespassers) and that a flock of sheep descends on the school ground as soon as the children vacate the area in the afternoons. This state of affairs is unacceptable and could play a role in accounting for the fact that forty percent (40%) of the teachers felt the school was unsafe.

Overall the pupils' behaviour in the classroom was acceptable. There were no instances where pupil behaviour interrupted classes as the teachers exhibited effective control of their classes. The pupils however tended to be loud and restless in class even when they were actively engaged in educational tasks which they seem to enjoy. Outside the classroom pupils were more aggressive and occasionally were involved in fights. The use of indecent language seems to be prevalent. Therefore fifty seven percent (57%) of the pupils surveyed indicated that behaviour at the school was unacceptable. The pupils however respond appropriately to sanctions and this is borne out by the parents, seventy seven (77%) of whom felt that the school dealt effectively with unacceptable behaviour. Teachers on the other hand disagreed; only eighteen percent (18%) felt that unacceptable behaviour by pupils was consistently well managed. The Team sensed that teachers felt that the overall responsibility for the

maintenance of proper discipline fell within the ambit of the Head Teacher and were dissatisfied with the manner in which the Head Teacher responded to disciplinary matters.

All pupils engage in physical education as a co-curricular activity and participate in numerous games during the breaks. They also participate in the annual sport meets organized by the school and the Ministry of Education. They are aware of what a healthy diet consists of and through the D.A.R.E programme and counseling sessions are taught the dangers of engaging in risky behaviours. In spite of this it was noted that only a few pupils had healthy snacks, the majority brought 'junk food' and the pupils on the school lunch programme were not given balanced nutritious meals on a regular basis.

The attendance at the school is very good; over ninety five percent (95%) of the pupils attend school every day. The school and its pupils continue to have a positive effect on the community through 'Family Reading Time' a very informative radio programme hosted by the Head Teacher of the school. We were told that all pupils have had the opportunity to participate in the radio programme. On a daily basis during the assembly sessions, pupils are exposed to moral and spiritual guidance from various religious groups, teachers and community leaders. They also engage in many social and cultural activities such as Schools' Arts Festival, the Look Out School Prince and Princess Show and Commonwealth Day Celebrations. These activities not only provide entertainment and build community cohesion but also teach pupils sportsmanship and strengthen their oral and acting/dramatic skills.

The OECS Curriculum document presents the rudiments of what is to be taught in four core areas – Mathematics, Language Arts, Science and Social Studies. It is broad and balanced and is relevant for the child attending Primary School in Montserrat. However, recalling that the Isle of Wight Project introduced literacy and numeracy strategies, the Team got the distinct impression during focus group discussions with teachers, that there was some 'confusion' in the minds of teachers regarding the School's curriculum particularly in literacy and numeracy. During the interview with the Head Teacher, however, it was affirmed that the OECS curriculum was in use and the literacy and numeracy strategies were employed to deliver this curriculum. For each grade level, the teaching of the core areas therefore accounted for the bulk of instructional time with the greatest concentration of time being spent on Language Arts and Mathematics.

There was evidence of medium term planning. Teachers are required to present to the Head Teacher, the work to be covered during a term. Team members perused teachers' work preparation books and there was evidence of daily planning by all teachers. However, the extent to which the lessons were delivered as outlined cannot be commented on, for the Team saw no teacher evaluation of the lessons delivered, stating whether the objectives had been accomplished. While there was some evidence of recapitulation of work previously covered, it could not be confirmed that lesson planning was linked to assessment of pupils' prior learning and was differentiated to facilitate learning. The perusal of a sample of pupils' work books showed that the work was either marked right or wrong, but no guidance was provided

indicating where pupils went wrong and what must be done to improve. In many instances there was no assessment of pupils' learning and no indication of how the information gleaned was used to inform the teaching/learning process.

Over the two day period, the Team saw a total of fifteen lessons. Overall, the lesson delivery ranged from good to weak. The Team observed some excellent transition points during the teaching of one mathematics lesson; we also observed some good questioning techniques and innovative strategies to assist pupils with concept formation in other lessons. Additionally, there was good use of instructional time in some lessons and a range of activities was used to sustain pupils' motivation and concentration. However greater attention has to be paid to employing a range of teaching styles and activities and to the pacing and structure of delivery of lessons, to ensure that the needs of all pupils are met and mastery is achieved.

The Team did not see any evidence that technology was used to support the teaching and learning process. We were advised that Internet service, although available at the school, was not reliable, and even if it was the Library/Computer room was not functioning and could not be used to support teaching and learning.

The care and support provided to promote learning and personal development and well-being are important considerations in effective provision. Generally this support system at the Look Out Primary School can be described as good. Through termly reports parents are kept informed of their children's performance and open days provide them with the opportunity to discuss their children's progress with the class teacher and secure advice regarding steps to be taken in assisting them to improve their performance. Unfortunately not all parents take advantage of the opportunities offered by the open days. Teachers also communicate with parents on an informal basis regarding the well being of their children but state that some parents are very uncooperative. Ninety one percent (91%) of parents claimed that the school informed them about their children's progress while eighty six percent (86%) claimed that the school helped them to support their children's learning.

Teachers attempt to make the classrooms stimulating as a means of encouraging pupils to attend school and the pastoral care of pupils is one of the areas of emphasis for the school's development. Look Out Primary School also has a very active PTA which plays an important role in decision making especially in regard to fundraising activities to support the development of the school. The school has also established a partnership with the Montserrat Association in Leeds, U.K. This organization assists with the promotion of learning and pupil well being through regular donations to the school.

Effective management is essential for school improvement and as teaching and learning are the key roles of schools, management of learning and teaching are crucial to the school's and pupils' success. Eighty one percent (81%) of the parents think that the school is led and managed effectively; most of the pupils stated that the principal and senior staff are doing a good job. The vision is posted in the school and teachers are encouraged to remind pupils of it. Parents are informed of the school's vision when their pupils enter the school.

Improvement across all outcomes for pupils is of paramount importance to the Head Teacher and her staff and this is reflected in the school's work plan for 2010/2011 which sets out key priorities with appropriate objectives, actions, time lines and accountability. Emphasis has been placed on the following:- strengthening the partnership between the school and its stakeholders; improving the overall management and operation of the school; and improving the quality of academic education by concentrating on the development of creative writing and grammar skills, and basic skills in Numeracy, Science and Social Studies.

However it was obvious to the Team that there is some tension between some members of staff and the Head Teacher and that a culture of mistrust pervades the atmosphere. Only 22% of the staff felt that the school was well led. Some teachers felt that the head was dictatorial and did not pay enough attention to their views when making decisions. The Head in her defence informed the Team that some members of staff were not forthcoming with suggestions and that she had no other alternative but to make some decisions independently. She was quick to point out, however, that teachers co-operated to ensure that the school fulfilled its mission and this was confirmed by the teachers in focus group discussions.

The consensus of the Review Team is that although there are areas for improvement, there are some aspects of the school which are commendable. We have therefore concluded that the overall outcome for pupils at the Look Out Primary School and its capacity for improvement are satisfactory. The school has shown signs of success and certainly has the capacity for improvement in the future as it has an experienced and qualified staff with a desire for the school's continuing improvement. The Team feels however that key to this success is the establishment of trust among members of staff with all members working as a unit to accomplish the goals of the school.

The following are recommendations for the improvement of the Look Out Primary School.

What the School Should Do to Improve Further

- Provide each teacher with the OECS curriculum for their respective grades. Where appropriate teachers should be encouraged to use the Literacy and Numeracy strategies to assist in the delivery of the Language Arts and Mathematics curriculum.
- Encourage teachers to use differentiated teaching practices to ensure that all pupils (including SEN pupils) benefit from the curriculum. This could be accomplished through staff development sessions to familiarize teachers with the required techniques and methodology. Adequate supervision by the Head Teacher and resources would be required to ensure success.
- Establish individual education programmes [IEPs] for SEN pupils which they can follow with the guidance of the class teacher when they return to their regular classes. IEPs

should also be established for other pupils at risk with emphasis on assisting them in achieving the targets for grade level. Resources would be required to make this system productive.

- Set targets for each pupil and establish means of effectively tracking pupil attainment. This could be done by establishing the attainment level of pupils at entry and then set targets to ensure that progress is made during the year. Teachers would be required to keep records specifying exactly what the pupils have achieved and this information should be shared with parents on a termly basis.
- Ensure that the most effective teachers are assigned to the key stages at the primary level and that they are provided with opportunities to mentor the inexperienced and untrained teachers.
- Monitor the teaching process. The extent of work to be taught at each grade over a period should be approved by the Head Teacher and all teacher work preparation books should be seen by the Head Teacher daily. A system of lesson observation should be established to include pre-observation meeting, the observation and the post observation meeting where feedback would be provided to the teacher.
- Conduct regular Staff Development Workshops (at least one per month after school). Suggestions for sessions include the following: child psychology (how children learn etc) and how to use this information to influence teaching; the outline and contents of a lesson plan; the improvement of teacher made tests (to ensure that they are adequate, reliable and valid, and test more than knowledge); the teaching of Mathematics at all grades. Emphasis should also be placed on the acquisition of other skills required for becoming an effective classroom teacher thereby improving the teaching/learning process.
- Develop with the assistance of the Head Teacher, teachers and parents, management strategies to reduce the incidents of poor behaviour, using the guidelines provided by the Ministry of Education.
- Establish a pupil leadership Team with pupils from Grades 4, 5 and 6 under the supervision of a teacher. This Team is not expected to perform a teacher's role, but a pupil leader could assist with monitoring activities on the playground etc. It is also recommended that class monitors be appointed to carry out pupil classroom activities.
- Re-establish the computer Room to allow teachers and pupils access to ICT for teaching and learning.
- Establish a school library.

- Work on improving staff collegiality through Team building programmes including conflict resolution; and the strengthening of leadership, communication and interpersonal skills.

What the Ministry of Education should do to assist the school to Improve

- Construct additional buildings to provide space for assembly, library, computer room and science laboratory.
- Supply equipment and materials for the furnishing of the science and computer laboratories.
- Provide the school with funds on an annual basis for local purchases thereby giving them (instead of personnel at the Ministry of Education) the right to determine their needs
- Employ (maybe on a part time basis) peripatetic teachers to teach ICT and to coordinate science education.
- Train teachers to use ICT as an integral part of the teaching/learning process.
- Repair the perimeter fencing around the school.
- Provide teacher support material (such as teacher guides) for all core subjects (especially Mathematics) to facilitate improvement of the teaching process.
- Establish policies pertaining to the curriculum to be followed by all primary schools, and the role of the literacy and numeracy strategies and the leveling processes at the primary level. (There is much confusion at the primary level pertaining to these issues.)
- Establish national benchmarks for Mathematics and Language Arts.
- Provide continuous professional development for teachers in a range of areas including differentiated teaching.
- Provide the required resources to assist teachers in providing differentiated teaching in the classroom and IEPs.
- Ensure that there is proper maintenance of equipment so that effective use could be made of all equipment.

- Establish a teacher/learning resource centre where assistance could be given in making teacher constructed teaching aids and tests.
- Monitor more closely activities at the school level.
- Review the Montserrat Schools Evaluation Schedule to make it appropriate (culturally and otherwise) for use in the island's schools.
- Establish a policy pertaining to the entry into the Montserrat education system of pupils whose first language is not English and for those whose level of attainment is far below their age level.
- Design an emersion ESL programme for all pupils whose first language is not English and train teachers in the delivery of ESL to enable them to provide support to these pupils in the classroom.
- Establish a policy for dealing with pupils who continuously exhibit unacceptable behaviour to ensure that the welfare of other pupils is not jeopardized.

Inspection Judgments

	Grade
Overall effectiveness: how good is the school?	3
Outcomes for individuals and groups of pupils	3
The school's capacity for sustained improvement	3
What does the school need to do to improve further? Recommendations and required actions	
Does this school require special measures or a notice to improve?	Yes Yes
	NtI <input type="checkbox"/>
	SM <input type="checkbox"/>
Outcomes: how well are pupils doing taking account of any variation?	

Pupils' achievement and the extent to which they enjoy their learning Taking into account: <ul style="list-style-type: none"> ■ pupils' attainment ■ the quality of pupils' learning and their progress ■ the quality of learning for pupils with special educational needs and/or disabilities and their progress. 	3
	3
	3
	4
The extent to which pupils feel safe	2
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being Taking into account: <ul style="list-style-type: none"> ■ pupils' attendance 	3
	1
The extent of pupils' spiritual, moral, social and cultural development	2
How effective is the provision?	
The quality of teaching Taking into account: <ul style="list-style-type: none"> ■ the use of assessment to support learning 	3.5
	3.5
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3
How effective are leadership and management?	
The effectiveness of leadership and management in embedding ambition and driving improvement Taking into account: <ul style="list-style-type: none"> ■ the leadership and management of teaching and learning. 	3
	3
The effectiveness of the school's engagement with parents and carers	1.5
The effectiveness of partnerships in promoting learning and well-being	1.5

The effectiveness with which the school promotes equal opportunity and tackles discrimination	N.A
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	3

Appendix 4

**SAMUEL COMMUNITY ACADEMY
SCHOOL REVIEW REPORT**

NOVEMBER 2010

SAMUEL COMMUNITY ACADEMY

Review date: November 8, 2010
Lead Reviewer: Mrs Oeslyn Jemmotte
Review Team: Mr Alric Taylor, Mrs Oeslyn Jemmotte

This review was carried out using the Montserrat Schools Evaluation Schedule [V1.1] and the 2004 (amended 2008) Education Act para 154-158.

Type of School: Primary
School category: Assisted Private
Age Range of Pupils: 5 years to 11 years
Gender of Pupils: Mixed
Number on Roll: 12
Teacher-in-Charge: Mrs Rosamund Meade
Chair of the PTA: Ms Nicole Duberry
School Address: Brades, Montserrat, W.I.
Telephone Number: 664-491-6369

Introduction

The review of Samuel Community Academy was conducted as part of the Ministry of Education's plan to gather qualitative evidence for the primary sub-sector in preparation for the review of the Education Development Plan (EDP). The overall effectiveness of the school was assessed based on consideration of the following:-

- Outcomes for individuals and groups of pupils, taking into account pupils attainment, behaviour, and attendance and their spiritual, moral social and cultural development;
- The effectiveness of the provision with emphasis on the quality of teaching, the extent to which the curriculum meets pupils' needs and the effectiveness of care, guidance and support;
- The effectiveness of the leadership and management focusing on the leadership and management of teaching and learning, the effectiveness of the school's engagement with parents and guardians and the effectiveness with which the school deploys resources to achieve value for money;
- The school's capacity for sustained improvement.

The Team visited Samuel Community Academy during the period November 8-9, 2010. As the school was relocated recently some school documents were not readily available. However the Team perused teachers work books, pupils' exercise books, attendance register, report forms and assessment records. Interviews were held with the teachers, pupils and the teacher in charge and four sessions of multi-grade teaching were observed. The results of the parent and pupil questionnaires were also taken into consideration.

Description of the School

Samuel Community Academy which was started in 2005 is situated in a wooden building located in Brades. It is managed by a three member Board of Directors, although it was revealed that two of the directors have had limited involvement in the affairs of the school for the 2010/2011 academic year. The school has an enrolment of twelve pupils (four boys and eight girls), four of whom are in Grade K, one in Grade 1, three in Grade 3, one in Grade 4, two in Grade 5 and one at the Grade 6 level. There are no children at the Grade 2 level. A trained teacher is attached to Grades K and 1 and the Teacher in Charge, a trained Graduate and retired Education Officer, has responsibility for Grades 3, 4, 5 and 6. There is one untrained teacher assistant. The school compound is fenced, but as the school recently relocated to its present site, much work needs to be done to the grounds to make it accessible to the pupils.

Key for Review Grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

The Team attempted to follow the guidance and grade descriptors for evaluating and reviewing the effectiveness of the school as specified in the Montserrat Schools Evaluation Schedule but found some of these inappropriate (culturally and otherwise). We therefore made adjustments where necessary to suit the Montserrat situation.

Overall Effectiveness of the School

Grade: 2

The mission of Samuel Community Academy is to provide 'a supportive, caring learning environment, and development opportunities appropriate to pupils' academic, social and emotional needs that will challenge them to strive for personal excellence, creative thinking and responsible citizenship'. The team saw evidence of this mission being put into effect. The school believes in the uniqueness of each child and aims at providing child-centred teaching/learning methodologies and strategies to expose pupils to a variety of learning experiences. The pupils therefore enjoy school and feel they are learning a lot. These sentiments are shared by the parents.

As the academy relocated recently to its present site most documents were not readily available. They were still at the former site or packed away. However, perusal of the information provided in the 'Performance Data from Montserrat Schools 2006-7 to 200-10' indicates that although the numbers are small, the pupils in Grades 3 and 5 are performing way above average. Pupils from Grades K to 6 are set yearly targets in Mathematics based on the OECS Mathematics Curriculum, and the school has plans to develop a system of targets for the Language Arts Curriculum. Assessment Records for Mathematics are kept for each pupil and although we were unable to see these for all pupils, those we saw showed us exactly what the pupil achieved in Grade K and Grade 5 respectively. The pupils' report forms also provide specific information pertaining to pupils' understanding of concepts and content, the quality of work produced, and interest and participation in Mathematics, Social Studies and Science. For Language Arts information is provided for specific competencies in Reading, Writing, Spelling, Listening and Speaking. Indications are that pupils are making good progress. The

management of teaching and learning at Samuel Community Academy appears to be effective as the school has high expectations for its pupils and pupils are highly motivated.

During class observation the Team saw good examples of multi-grade teaching. Pupils are taught in two groups, Grades K and 1 and Grades 3 to 6. Pupils were given a general introduction to the topic then given assignments appropriate to their grade level. The teacher supervised each group effectively and pupils applied themselves diligently to their tasks. It was obvious that they enjoyed learning.

In the Mathematics lesson the team observed pupils engaged in active learning and problem solving. In the first group, pupils, under the supervision of the teacher, used manipulatives to explore the concept of greater than and less than [$>$ $<$] with single digit numbers. After the exercise, pupils were able to complete several examples correctly. The Team member interacted with the pupils after and it was clear that the children had grasped the concepts. The Mathematics lesson with the older group of pupils was in preparation for exploring a number of mathematical concepts and problem solving with the pupils. Pupils were required to carry out a number of activities in which they used a variety of standards, for example hand spans, foot steps, foot length, the metre stick, a ruler, and a measuring device made by the teacher, to measure different objects. They were also required to find out how many steps were required to go around a prescribed circle. Because of the differences in their sizes, their answers varied enabling the teacher to explain the need for a standard measure if comparisons are to be made. Discussions with the pupils after revealed that they enjoyed the practical exercises and appreciated the problem solving and so were looking forward to the next lesson.

Although the school has a computer it has no access to the internet due to circumstances beyond its control and there was no evidence that ICT was used to support the teaching/learning process.

The school uses the OECS Curriculum for Mathematics, Language Arts, Science and Social Studies and the teacher in charge having completed targets for the Mathematics curriculum hopes to embark on a similar process for Language Arts. She feels that the OECS curriculum adequately meets the needs of the pupils but require the establishment of targets and teaching strategies for each subject area. She also feels that the Numeracy and Literacy strategies should be used to assist the delivery of the OECS curriculum and that a 'leveling' system should be introduced at the primary level.

Rules for behaviour are posted in the classrooms and behaviour is good throughout the school. Anyone who does anything that is unacceptable is readily sanctioned by another pupil. Attendance is almost 100% and pupils are usually punctual. The pupils love their school and feel very safe there. They have established a bond with the teachers and know that their concerns will be addressed promptly. They know what constitutes a healthy lifestyle and are encouraged by the teacher in charge to eat healthy foods, some of which she personally provides for them. Fridays on the school's timetable is spent off the school's compound and is devoted to Physical Exercise, Dance, Music and Art and Craft. All pupils readily participate in

these activities as a means of keeping healthy. However the Team noted that the school yard in its present state was a hazard for the pupils. Plans are afoot to upgrade the school yard and provide more classroom space in the near future.

Pupils at Samuel Community Academy are encouraged to take the initiative. This is done in a manner which enhances the spiritual, moral, social and cultural development of the pupils. The Team therefore observed pupils directing devotions and training their colleagues for participation in the upcoming Art Festival. Pupils have also engaged in a number of community based activities. These include the distribution of Valentine Day cards to the elderly in the Salem area, visiting two senior citizens on their birthdays and providing them with entertainment, collecting money through the sale of 'heart tokens' for the people of Haiti and making flowers for the decoration of the St. John's Anglican Church at harvest time. Pupils have also acquired skills in wood burning, string art, paper weaving, and in making canvas book covers. They have also been introduced to agriculture and have produced vegetables for sale. The pupils therefore have skills which will contribute to their future economic well-being.

The Team was informed that the school has financial difficulties but with the limited funds the school ensures that it gets value for money. The school has a very supportive and effective PTA and the parents have embarked on a number of fund raising activities as a means of making the school financially viable. These include walkathons, and the sale of breakfast, used items, house wares, ferns and vegetables. The PTA also provides secretarial services for the school and was very instrumental in securing the relocation of the school from Salem to Brades. The school has linkages with various individuals within the community who provide financial support and gifts. The Government of Montserrat also assists the School in meeting its financial obligations.

The Team was informed that at present there was no effective management team for the school. There appears to be a rift in the management structure and the teacher in charge apparently has not received much support from some members of the Board of Directors recently. As a result she with the assistance of the PTA, has had to make decisions which the Board should be making to ensure that the school continues to function effectively. This state of affairs she finds very stressful and trusts that the necessary steps will be taken by the relevant authorities to remedy this situation. However the teacher in charge has worked diligently to realize the vision for the school and with the help of the PTA is determined to secure the survival and improvement of the school. She accurately monitors the progress of all pupils and the quality of the teaching thereby gaining good and positive outcomes for all pupils and in spite of the current management difficulties the school's capacity for improvement is good.

The following are recommendations for the improvement of Samuel Community Academy.

What the School Should Do to Improve Further

- Set targets for each pupil in the core areas and establish means of effectively tracking pupil attainment. This could be done by establishing the attainment level of pupils at entry and then set targets to ensure that progress is made during the year. Teachers would be required to keep records specifying exactly what the pupils have achieved and this information should be shared with parents on a termly basis.
- Create a five year development plan for the Academy. This should be done in collaboration with the Board of Directors, the parents and other benefactors of the school. This document will then inform the annual work plan for the school.
- Establish an effective Board of Directors. Legal advice maybe necessary to achieve this.
- Improve accommodation at the school by establishing additional classrooms and creating a proper play area.
- Secure adequate furniture and equipment to ensure the effective functioning of the academy.
- Seek funds for the purchase of more computers and access to the internet to enable ICT to be used in the teaching/learning process.
- Establish a marketing strategy which seeks to increase school enrolment to about fifty pupils over the next five years.

What the Ministry of Education Should Do to Assist the School to Improve

- Ensure that the school is operating under the requirements specified in the Education Act.
- Provide more financial assistance to the school when and where possible.
- Establish policies pertaining to the curriculum to be followed by all primary schools, and the role of the literacy and numeracy strategies and the leveling processes at the primary level.
- Provide continuous professional development for teachers in a range of areas including differentiated teaching.

- Establish national benchmarks for Mathematics and Language Arts.
- Establish a teacher/learning resource centre where assistance could be given in making teacher constructed teaching aids and tests.
- Monitor more closely activities at the school level.
- Review the Montserrat Schools Evaluation Schedule to make it appropriate (culturally and otherwise) for use in the island's schools

Inspection Judgments

	Grade
Overall effectiveness: how good is the school?	2
Outcomes for individuals and groups of pupils	2
The school's capacity for sustained improvement	2
What does the school need to do to improve further? Recommendations and required actions	See above
Does this school require special measures or a notice to improve?	No No
	NtI <input type="checkbox"/>
	SM <input type="checkbox"/>
Outcomes: how well are pupils doing taking account of any variation?	
Pupils' achievement and the extent to which they enjoy their learning Taking into account: <ul style="list-style-type: none"> ■ pupils' attainment ■ the quality of pupils' learning and their progress ■ the quality of learning for pupils with special educational needs and/or disabilities and their progress. 	2
	2
	2
	N.A.
The extent to which pupils feel safe	2

Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: <ul style="list-style-type: none"> ■ pupils' attendance 	1
The extent of pupils' spiritual, moral, social and cultural development	2
How effective is the provision?	
The quality of teaching	1
Taking into account: <ul style="list-style-type: none"> ■ the use of assessment to support learning 	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3
How effective are leadership and management?	
The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: <ul style="list-style-type: none"> ■ the leadership and management of teaching and learning. 	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equal opportunity and tackles discrimination	N.A.
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Appendix 5

ST AUGUSTINE ROMAN CATHOLIC PRIMARY
SCHOOL

SCHOOL REVIEW REPORT

November 2010



St Augustine Roman Catholic Primary School

Review date: 15 - 18 November, 2010

Lead Reviewer: Alric Taylor

Review Team: Mrs Oeslyn Jemmotte

Mr Alric Taylor

This review was carried out using the Montserrat Schools Evaluation Schedule [V1.1] and the 2004 (amended 2008) Education Act para 154-158.

Type of School : Primary

School Category : Assisted Private

Age Range of Pupils: 4+ to 11+ years

Gender of Pupils : Co-Ed School

Number on Roll : 137 Pupils

Principal : Miss Anne Marie Dewar BA, MA

Chair of the PTA : Mrs Adelina E Tuitt

Address : Palm Loop, Woodlands, Montserrat

Telephone Number : 1-664-491-4768

Introduction

The review of the St Augustine R C Primary School (SARCPS) was conducted as part of the Ministry of Education's plan to gather qualitative evidence for the primary sub-sector in preparation for the review of the Education Development Plan (EDP). The overall effectiveness of the school was assessed based on consideration of the following:-

- Outcomes for individuals and groups of pupils, taking into account pupils attainment, behaviour, and attendance and their spiritual, moral social and cultural development;
- The effectiveness of the provision with emphasis on the quality of teaching, the extent to which the curriculum meets pupils' needs and the effectiveness of care, guidance and support;
- The effectiveness of the leadership and management focusing on the leadership and management of teaching and learning, the effectiveness of the school's engagement with parents and guardians and the effectiveness with which the school deploys resources to achieve value for money;
- The school's capacity for sustained improvement.

The Review Team visited the school during the period 15 - 18 November 2010. Members of the Team perused the school's Strategic Plan for the period 2008 – 2011, the School Work Programme for the Academic Year 2010/2011, the curriculum, schemes of work for Term I, Weekly Plans and Lesson plans, national and end of term/year examination results as presented in the Performance Data from Montserrat Schools 2006-7 to 2009-10 and mark sheets, enrolment and attendance data, and school reports. Pupils' Language Arts and Mathematics exercise books were examined and thirteen lesson observations were carried out over the period of the review. The Team also interviewed the principal, teachers and a selected group of pupils from Grades 6 to 1. Questionnaires from seventy-one (71) parents, six (6) teachers and sixty-two (62) pupils (from Grades 4 to 6) were analyzed and consideration was also given to the self evaluation produced by the school.

Only two members of the Team were available to carry out the review of St Augustine Primary School and as a result review was extended to four days.

This report summarizes the findings of the School Review of the St Augustine Primary School and presents some actions to inform the School's improvement plan.

Description of the School

St Augustine Primary School is one of two government assisted schools in the north of Montserrat. St Augustine Primary School "has a long and distinguished existence and history spanning one hundred and thirty three [133] years. Despite several major upheavals due to natural disasters, the school has risen like the proverbial phoenix, even in the face of physical destruction and has continued to make an outstanding contribution to the educational landscape of Montserrat."

Pupils from across the island attend the school and with the whole island as its catchment, many pupils are required to travel by bus to school. Pupils do not travel on the Government school buses but the parents as a group have made their own arrangements with three private bus drivers to transport the children to and from school daily.

The school is located on what was once a residential property. The necessary adjustments have been made to the original structure to better suit the operation of a school and with the construction of two additional buildings, improved accommodation and facilities are available for all seven grades [K – 6]. There is a computer room, a library, a music room and a staff room with an adjoining kitchenette, but there is no school hall or facilities for dance and music. However, through improvisations school assemblies and whole school activities, dance and steel band practice are conducted under an extended porch on the original building. The latter area also serves as storage for the instruments of the school’s steel orchestra. The current enrolment of St. Augustine Primary School is one hundred and thirty-seven (137) pupils ranging in age from 4+ to 11+ and assigned to classes as follows:

GRADES	ENROLMENT	
	Total	GIRLS
K	17	9
1	23	8
2	18	8
3	17	7
4	16	9
5	27	12
6	19	12
Total	137	65

Table showing the Enrolment of SARCPS by Grades for the 2010/2011 School Year

St Augustine is a Catholic School, but the majority of pupils [94 of them representing 69%] are non – Catholics.

Twenty seven pupils have been described as having Special Education Needs, (based on the school’s achievement criteria of 70%) but having listened to some of the pupils in the focus group discussions, and having perused teachers’ mark books many of the pupils appear to be underachieving in only one or two areas of the core subjects, therefore describing them as SEN pupils may not be a correct classification. Nine pupils have English as a second language [ESL], two from the Indian Sub-continent and the others from Santo Domingo. The school does not have a lunch programme and all pupils are required to bring their lunch to school. There are no

lunch room facilities and children eat in their classrooms under the supervision of their class teacher. Additionally, all pupils attending the school must purchase their own text/work books.

Key for Review Grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

The Team attempted to follow the guidance and grade descriptors for evaluating and reviewing the effectiveness of the school as specified in the Montserrat Schools Evaluation Schedule but found some of these inappropriate (culturally and otherwise). We therefore made adjustments where necessary to suit the Montserrat situation.

Overall Effectiveness of the School

Grade: 2

The St Augustine School's hand book states that the vision for the School is to put the child at the centre of its work and ensure that a passion for learning is engendered. Its mission is to provide access and all round development for all pupils and to provide a proactive, safe, solution-oriented moral and spiritual environment in which; pupils are educated for life and motivated to excel; teachers are encouraged to develop professionally; and parents, alumni and the wider community are encouraged to participate in the enrichment of school life through personal and financial contributions. The Team during the school review saw concrete evidence of the school's attempts to put its vision into effect and to complete its mission.

Quality teaching and learning aimed at raising pupil achievement are the core business of the school. It was obvious to the Team that the pupils at the St. Augustine School enjoy school and are learning well. One hundred percent of the pupils who responded to the questionnaire confirmed this and ninety-seven percent (97%) of the parents were of the opinion that their children were making adequate progress and all agreed that their children enjoyed school. Teachers affirmed that the quality of the teaching at the school is good and parents confirmed this, sixty-seven (67) of the seventy-two (72) respondents to the questionnaire described teaching at the school as good.

The school has a pass mark of seventy percent and as a result pupils are motivated to do well and work diligently to achieve this goal. Perusal of the pupils' performance as indicated in the document entitled 'Performance Data from Montserrat Schools 2006-7 to 2009-10 indicate that pupils in Grades 3 and 5 have been performing above the national average in Mathematics for the period 2006 to 2010. However although the pupils in Grades 3 and 5 have performed satisfactorily and above the national average in Language Arts for the years 2006-2009, there was a drastic decline in their performance in 2010 as indicated in the afore mentioned document. Concerns have been expressed by the school in regard to the validity of the test instrument used in the 2010 examination.

As there are no records indicating the school's track in assessing attainment against national benchmarks or subject attainment targets for Mathematics and Language Arts, it was difficult for the Team to ascertain how successful the pupils were in attaining the benchmarks. However through classroom observation, scrutiny of the pupils work books and the mark books for the various grades covering a three year period, the Team determined that the pupils are performing satisfactorily, have acquired the requisite knowledge and skills and are enthusiastic about their learning in all of the core areas. The school has a support system to assist pupils who are failing to achieve the 70% pass mark. (It should be noted that most of these pupils have an average mark of between 50% and 70% and therefore do not fit the traditional description of having special education needs). Volunteers with experience in teaching SEN pupils assist these pupils on a weekly basis.

The school also has nine pupils whose first language is not English. Eight of these pupils are coping well but there is one pupil who entered the school recently who is unable to communicate in English. However, during lesson observation, the Team witnessed instances of cooperation and collaboration where his classmates translated for him. The Team also learnt that the school has its own intervention where a senior teacher who worked with similar pupils in the past is now assisting the pupil with learning the language using the phonetic method. This pupil is also receiving assistance through the use of an online programme for the teaching of English. Based on the accounts the pupil has begun to show some progress.

Eighty-five percent of the pupils believe that the school helps them to prepare for the move to the next grade and that adults explain to them how to improve their work. They all affirmed that their teachers loved them despite one or two of them being rough at times, but they described this as "tough love". Pupils hold the view that adults in their school care about them. Fifty-seven out of sixty-two stated that if they had a problem they would feel safe and comfortable reporting the matter to any teacher. However a slightly smaller number indicated that adults are interested in their views. Most parents think that the school meets the particular needs of their children, helps them to support their children's learning and informs them about their children's progress. However, a few parents who commented on the parents' questionnaire indicated that better could be done to inform them of the difficulties their children are experiencing.

The management of the St. Augustine school has been effective in ensuring that the school has adequate arrangements for safeguarding its pupils. Pupils at the school therefore feel very safe. Eighty-two percent of them confirmed this and ninety-eight percent of the parents feel that the school keeps their children safe. The school is securely fenced, has fenced areas for the playing of basket ball and cricket, has an established anti-bullying policy which is posted in every classroom, and teachers supervise pupils during the break periods. The school has embarked on an anti-littering campaign with the help of pupil litter wardens and it also has an Emergency Plan to cope with heavy ash fall or relocation due to volcanic activity.

However concern was expressed on the movement of children after school because of the heavy traffic at the school's entrance. One parent intimated that this concern was brought to the attention of the school but no action was taken. But the principal indicated that the matter was discussed with the traffic inspector and an appropriate sign was placed on the road as a way of addressing the problem. This is constantly ignored when parents come to collect their children. As the school is keen on keeping its children safe at all times, the principal and other members of staff supervise pupils' departure at the end of the school day. Concern about safety was also raised about the early drop off of pupils to school. It was suggested that one teacher could arrive at school around 7:45am to accommodate parents who drop off their children on their way to work for 8.00am. With adult supervision, children's safety would be enhanced.

Both the principal and teachers agree that the behaviour at the school has shown much improvement since the graduation of a group of male pupils in July 2010. However the pupils seem to differ as only forty-six percent agree that behaviour is good. St. Augustine School has a Code of Behaviour which specifies the expectations and responsibilities of the school and its pupils. It stresses respect for God and each other, representing the school and themselves with pride, a commitment to learning and participation in all school activities and keeping the school compound clean. The school emphasizes an orderly school and classroom structure to promote the safety of all children, to facilitate the learning for all pupils and to promote self-control and self respect. Our observation revealed that the children were disciplined and orderly most of the time. The occasional inappropriate behaviour was promptly dealt with and this confirms the view expressed by the parents and teachers who state that unacceptable behaviour is consistently well managed and effectively dealt with. The school also has a recognition/rewards system for exceptional and good behaviour and a demerit system for failure to adhere to the Code of Behaviour. However the comment was made that some teachers are "verbally abusive to pupils, and a threat of physical beatings is heavily present." The principal informed the Review Team that the school has a no-corporal punishment policy and teachers stated categorically that they did not beat. However, some pupils intimated that this was done.

The focus group discussions with the children revealed that pupils know the requirements for a healthy lifestyle and are aware of the dangers and consequences associated with not adhering to healthy living including the impact an unhealthy lifestyle can have on the quality of their life in later years. Fifty-nine of the sixty-two pupil respondents to the questionnaire agreed that the school helped them to be healthy and sixty-four of the seventy two parent respondents felt that the school helps the children to have a healthy lifestyle. The school does this not only

through the core curriculum but by having all pupils participate in sports/physical education, dance and music classes and older pupils in the D.A.R.E. programme. Observation of the snacks and lunches of the pupils indicate that fruit was included and not much 'junk food' although pupils admitted that because of taste, they enjoy some 'junk' foods. A few parents expressed some concern over inappropriate facilities for lunch and hoped that positive action could be taken to remedy the situation.

Pupils of the school willingly accept positions of leadership. Apart from being litter wardens, pupils of the upper grades occasionally supervise the lower ones in instances when teachers have to leave the classroom unexpectedly for short periods. The boys also have the responsibility for setting up the sound system for general assemblies. Pupils of the school are involved in an international organization called 'Beach (Sand) Watch' whose purpose is to monitor beaches around the world. They visit Woodlands beach twice a year to observe and record sand erosion, the activities of people and nesting turtles, and the amount of litter on the beach and report to the organization. The school in its work programme for the 2010/2011 academic year has plans to increase its contribution to the community by engaging in partnership with one Youth organization and by involving senior citizens in the life of the school by engaging them in one activity per term.

The school is also exploring other avenues for enriching the all round development of its pupils. To this end, a self-sustaining after school enrichment programme has been proposed. This is built around the following:- foreign languages (conversational Spanish), public speaking, a variety of art and craft areas, theatre arts, choral singing, guitar and steel pan playing, drumming and baking. It is envisaged that pupils will be engaged in activities that will, among other things, help them to improve their academic performance, develop values, skills and relationships; develop lifetime recreational skills and improve their "self management skills through learning self control, developing organizational skills and learning responsibility". Subject to parents' support and the availability of finances, the programme will commence on a trial basis around the middle of Term II of the current school year.

Pupils at the St. Augustine School are regular in attendance (over 98%) and pupils are usually punctual. The school aims at providing an education programme that would enable the pupils to become life long learners and responsible citizens. Therefore pupils apart from developing skills in literacy and numeracy are being skilled in ICT. Children in all grades are exposed to ICT on a weekly basis and have produced projects for science and other subject areas. Children in Grades K and 1 have also produced creative bits of art work using 'Paint' programme. The school also tries to inculcate in pupils particular values which will be beneficial to them in the future. These include respect and tolerance for individuals and for cultural diversity, personal and social responsibly, and civic pride and patriotism.

St. Augustine School being a Roman Catholic School provides Christian faith-based spiritual and moral direction for its pupils. Pupils pray at the beginning of the school day, before and after all breaks including lunch and at the end of the school day. Once a term the entire school participates in a Sunday Mass at the Roman Catholic Church. A Personal, Moral and Social

Education (PSME) programme is timetabled once a week for each grade and further strengthens the moral and social development of the pupils. Apart from the music and dance programmes previously mentioned the school has as extra curricular activities a Glee Club and a Steel Pan orchestra. These programmes enhance the cultural development of pupils and play important roles in school concerts, graduation ceremonies and the Schools' Art Festival. All classrooms are decorated with interesting posters, charts to encourage behaviour modification, instructional material to support learning and examples of pupils' work are also displayed in the special areas. The whole culture of the school is stimulating.

The St Augustine School uses the OECS Curriculum in the four core areas and these four subjects account for approximately 50% of the weekly instructional time. The co-curricular subjects include dance and music and are taught by the two peripatetic teachers provided by GoM while the tutor for steel band is the Director of Culture. Each class from Grades K to 6 has sports supervised by Sports Officers. The school's programme also consists of Personal, Moral and Social Education [PMSE] taught by the Guidance Counselor for Primary Schools. Each class has at least two periods of ICT per week, and where teacher is not familiar with the computer, the Principal or a volunteer teaches the class. As a Church School, Religion is an integral part of the school's programme and each class has at least one hour per week.

Promoting pupils' key skills in literacy, numeracy and information communication technology were priorities at all grades. Additionally, the Team learnt that in each year, a key target is the completion of the core curriculum. This is particularly so at Grades 3 and 5 the two classes for which external tests are set as the aim is to give pupils the best opportunities to do well. The school also allocates one hour per week for tests at all grades. Pupils' performances on these weekly tests are reviewed and it is our understanding that these assessments inform the differentiated teaching at the various grades. However, we did not see any evidence of this reflected in the daily lesson plans except where after teaching, different assessment exercises are given to pupils. But the Team was advised that the information gleaned from this exercise was used as the basis for the monthly meeting of staff when they focused exclusively on pupils' performance.

Planning for teaching is a key priority for the school as evidenced by the excellent medium and short term curriculum planning. The Team examined the extent of work in the four core areas for Term I for all classes, the weekly plan books and the daily lesson plans. From our discourse with the Principal, the Team learnt that teachers must submit the extent by the end of the first week of the Term. Also, each class teacher is required to present the weekly plans, specifying the topics and sub-topics to be taught, the objectives to be pursued, and the strategies and resources to be used, to the Principal for her approval at the beginning of each week. Daily lesson plans are also presented to the Principal at the beginning of each day. Our observations revealed that extent of work for Term I, weekly plan books and lesson plans were all up to date. In addition, cross referencing confirmed that all the plans were in harmony.

To gather insights into the effectiveness of this process, the Team observed a total of thirteen lessons across Grades 6 – 1 in the core subject areas, but more particularly, Language Arts and Mathematics. The Lesson Plans were available for each lesson observed. One good feature observed across all lessons was the presentation and discussion of the objectives at the beginning of each lesson and again at the end of the lesson. The Team observed a range of strategies used during the teaching – use of ‘manipulatives’ particularly in Mathematics, use of charts, group discussions, observations of the school’s environment and individual seat work, but there was also excessive use of talk and chalk. Notwithstanding, the Team observed many good lessons with good questioning techniques, effective use of time, good use of the chalkboard as a teaching/learning resource and at the end some good evaluation exercises, differentiated to meet the needs of all pupils. It was also observed that specific care and guidance were provided for those pupils who were having difficulties.

The Review Team also examined Mathematics and Language Arts exercise books of about twenty pupils randomly selected from Grades 2 – 6. Pupils’ handwriting was very good and all exercise books were well kept. We found evidence that all assigned class work was marked, signed and dated by the teacher; that pupils made corrections; that homework was being done and pupils were being rewarded by teachers for their accomplishments.

Some parents commented on the teaching/learning processes in their responses to the survey. It was felt that modern teaching methods involving more practical approaches need to be implemented and that field activities should form a bigger part of the teaching/learning process, when appropriate. Also, it was perceived that teaching/learning for the six to seven year olds was based too much on writing. It was suggested that greater emphasis should be placed on group and project work and rote learning should be de-emphasized.

Team members had the opportunity to interact with all teachers. They felt that they were part of a Team and their views were sought on all matters pertaining to the operation of the school. They worked on the School’s five year Development Plan and had made inputs in the 2010/2011 School’s Work Plan; they know the vision of the school; they meet together regularly to review each pupil’s achievement, behaviour and all round development and suggest strategies for improvement. They were able to confirm that they know what the school was trying to achieve and felt proud to be a member and that their contribution was valued. There is also continuing professional development for staff which target whole school issues, for example behaviour management; and assessment including the leveling of pupils work.

Leadership and management of the school by the principal, the school board and the school staff are inextricably linked to pupils’ attainment, the quality of teaching, success and school improvement. St. Augustine School is managed by a School Board with responsibility for setting policy and managing finances. The principal is responsible for the leadership and management of teaching and learning and reports to the Board on a monthly basis on operations of the school including attendance, pupil performance, discipline, expenditure and upcoming events. Parents and teachers state that the school is led and managed effectively. As indicated above

the school has a very ambitious vision for the school and all pupils, parents and teachers are aware of the high expectations the school has for its pupils. In the school's Five Year Development Plan for 2008-2013 and the work programme for 2010/2011 the school has set specific targets to be achieved within a particular time frame with the actions to be taken and the resources required to achieve the targets. The key improvement strategies centre on pupil learning, school environment, stakeholder relations, financial management and fundraising and are all designed to nurture the latent talents and abilities of all the pupils at the school.

From the evidence, pupils' learning is at the centre of the leadership and management of the school. High quality teaching and learning are pursued through improved curriculum planning; where teachers with special skills are involved in assisting and supporting others for improved teaching and learning. There are class teacher exchanges and regular daily visits to each class by the principal whose enthusiasm drives the school and its stake holders to go beyond the normal as seen in the school's bi-annual science fair. As indicated above the school has vigorously pursued curriculum coverage particularly at Grades 3 and 5 where pupils write national examinations. However, the principal lamented the unavailability of the schools' performance reports in these national examinations for the past two years which have made it difficult for them to devise, implement and monitor and/adjust their school's plans and policies to ensure improvement in performance at these levels.

The school recognizes the importance of regular communication with parents and does this through scheduled parent meetings including Report Card days which allow teachers and parents to discuss pupil achievement and determine means of assisting pupils in areas of difficulty. Parents are also encouraged to visit the school to discuss their children's progress outside of the scheduled meetings, however not many parents take advantage of this opportunity. The school has a very active PTA which serves as an important channel of communication between parents and teachers. Its main purposes are to create mutual support and understanding between home and school; to provide a means for keeping parents informed of school activities; to enable parent and teachers to discuss matters pertaining to the provision of education; and to assist the school in meeting its financial obligations, primarily through fundraising activities. The school regards parents as partners and encourages them to take an active role in the children's education.

As a private institution with limited finances deploying resources to achieve value for money is crucial to the existence of the St. Augustine school. The school has a finance committee which controls the school's budget and an accountant who checks the books on a fortnightly basis. Importantly, within the resources available, it is the principal who is responsible for procuring the school's resources to address areas of concern and to support the teaching learning process. A procurement policy is in place and plans are afoot to have a manual of financial procedures developed by 2011 to strengthen the fiscal management of the school's budget and provide greater accountability.

St Augustine is a church school, but the current enrolment shows that the majority of pupils are non-Catholics. School fees are part of the income stream of the school, but it is our

understanding that fee collection continues to be a challenge for the school's authorities. The Catholic Church and the Government of Montserrat make annual subventions to the school, but any budgetary short fall has to be met by the school and the PTA. Church members and the expatriate community with special skills, volunteer at the school and assist with the teaching of ICT, dance, music and SEN pupils. Community cohesion is further enhanced through the work of the "Friends of St. Augustine" a support group which endeavours to assist the school by raising funds to promote the learning and well being of pupils. Various Catholic organizations such as SVD and the Diocesan centre in Antigua also provide donations to the school on an annual basis.

St Augustine Primary School has been providing a well rounded programme of education for its pupils who have been performing above the national average for years. The teachers, who are dedicated and experienced, have a good collegial spirit and are proud to be members of staff at a school where their contribution is valued. There is an ethos which reflects confidence, trust and mutual cooperation and commitment between the principal, staff, pupils, parents and all other partners in the work of the school. The Team noted a calm and quiet atmosphere throughout the school which was conducive to teaching and learning and the code of behaviour which permeates the entire school was evident during assemblies and on the playing field. The outcomes for individuals and group of pupils have been good and the School's Development Plan and the Work Plan for 2010/2011 are proofs that the school has articulated confidently and planned effectively for its further improvement. The school's capacity for improvement is therefore deemed by the Team to be good.

What the School Should Do to Improve Further

- Set targets for each pupil and establish means of effectively tracking pupil attainment. This could be done by establishing the attainment level of pupils at entry and then set targets to ensure that progress is made during the year. Teachers would be required to keep records specifying exactly what the pupils have achieved and this information should be shared with parents on a termly basis.
- Establish individual education programmes [IEPs] for SEN pupils which they can follow with the guidance of the class teacher. IEPs should also be established for other pupils at risk with emphasis on assisting them in achieving the targets for the grade level. Resources would be required to make this system productive.
- Conduct regular Staff Development Workshops (at least one per month after school). Suggestions for sessions include the following: child psychology (how children learn etc) and how to use this information to influence teaching; the improvement of teacher made tests (to ensure that they are adequate, reliable and valid, and test more than knowledge); the teaching of Mathematics at all grades. Emphasis should also be placed on the acquisition of other skills required for becoming an effective classroom teacher thereby improving the teaching/learning process.

- Construct additional buildings to provide more adequate classroom space and room for assembly, dance and music, a science laboratory and a lunch room.
- Monitor the teaching process on a regular basis. A system of lesson observation should be established to include pre-observation meeting, the observation and the post observation meeting where feedback would be provided to the teacher. Such a system would greatly improve the teaching/learning process.
- Ensure that assessment is used to drive the teaching/learning process instead of being regarded as an end in itself.
- Train teachers to use ICT as an integral part of the teaching/learning process.
- Make attempts to accommodate the early arrival of pupils by providing adequate supervision for these pupils.
- Ensure there is implementation of the actions and strategies specified in the School's Development and Work Plans

What the Ministry of Education should do to assist the school to Improve

- Establish a teacher/learning resource centre where assistance could be given in making teacher constructed teaching aids and tests.
- Monitor more closely activities at the school level.
- Design an emersion ESL programme for all pupils whose first language is not English and train teachers in the delivery of ESL to enable them to provide support to these pupils in the classroom.
- Establish national Benchmarks for Mathematics and Language Arts.
- Review the Montserrat Schools Evaluation Schedule to make it appropriate (culturally and otherwise) for use in the island's schools.

Inspection Judgments

	Grade
Overall effectiveness: how good is the school?	2
Outcomes for individuals and groups of pupils	2
The school's capacity for sustained improvement	2
What does the school need to do to improve further? Recommendations and required actions	See above
Does this school require special measures or a notice to improve?	No <input type="checkbox"/>
	NtI <input type="checkbox"/>
	SM <input type="checkbox"/>
Outcomes: how well are pupils doing taking account of any variation?	
Pupils' achievement and the extent to which they enjoy their learning Taking into account: <ul style="list-style-type: none"> ■ pupils' attainment ■ the quality of pupils' learning and their progress ■ the quality of learning for pupils with special educational needs and/or disabilities and their progress. 	2
	2
	2
	NA
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being Taking into account: <ul style="list-style-type: none"> ■ pupils' attendance 	1
	1
The extent of pupils' spiritual, moral, social and cultural development	1
How effective is the provision?	

The quality of teaching	2
Taking into account: <ul style="list-style-type: none"> ■ the use of assessment to support learning 	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2
How effective are leadership and management?	
The effectiveness of leadership and management in embedding ambition and driving improvement	1.5
Taking into account: <ul style="list-style-type: none"> ■ the leadership and management of teaching and learning. 	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equal opportunity and tackles discrimination	NA
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Appendix 6
List of Documents Perused

Montserrat Education Act 2008

Ministry of Education – Corporate Business Plan 2010-2012

Ministry of Education – Strategic Plan for 2011-2014

Ministry of Education – Anti-bullying Policy for Schools (Draft)

Ministry of Education – Schools’ Admission Policy (Draft)

Ministry of Education – Behaviour Management Policy Framework (Draft)

Ministry of Education - ‘Performance Data from Montserrat Schools 2006-7 to 2009-2010

Ministry of Education, Health and Community Services – Department of Education – Annual Reports 1994-2003

Ministry of Education, Health and Community Services – Education Development Plan 2002-2008

The Literacy and Numeracy Strategies – Frameworks for Teaching - Isle of Wight

Education Officer Curriculum and Examinations Individual Work Plan 2010-2011

Education Officer Primary Individual Work Plan 2010-2011

Brades Primary School Work Plan 2010-2011

Cycle for Brades Primary School Improvement

Brades Primary School LIME Project

Look Out School Work Plan

St. Augustine R C Primary School Draft Work Programme & Budget – Academic Year 2010/2011

St. Augustine Primary School Handbook

St. Augustine School Code of Behaviour

Samuel Academy Assessment Records

Foundations for the Future – OECS Education Reform Unit