

## Pre-Inspection School Self-Evaluation Proforma

School: JESSIE RIPOLL PRIMARY

Date: June 2023

### 1) What are the school's strengths?

The school's strengths are:

- Qualified teachers with the requisite skills and competencies to positively effect teaching and learning. Qualifications range from diploma to post graduate level.
- Management of human and other resources
- Very good collaboration with stakeholders
- Effective Performance Appraisal process for staff
- Excellence in the Arts: JCDC dance, speech, and music
- Highly competitive in sports such as swimming, karate, chess, and gymnastics
- Dissemination of information to parents and stakeholders
- Excellent parental support- strong volunteerism-chaperone to outside functions, assist with filing/teacher's aide when they are at workshops- beautification of the school plant.
- Psychosocial and wellness support to stakeholders
- School safety and security- 24-hour cameras, security guards/safety panic buttons, regular visits by the community police.
- Transition Programme from grade 3 to 4 and from grade 6 to secondary school.
- Excellent academic performance in National Examinations:
  - ✚ **Grade Four (PEP) Data Summary**  
2021-2022
    - Literacy (98%) Mastery
    - Numeracy (96 %) Mastery
  - ✚ **Grade Six (PEP) Data Summary**
    - (2020-2021) 97% Pathway 1
    - (2021-2022) 99.4% Pathway 1
    - (2022-2023) 95% Pathway 1

NB. Pathway 1 represents the highest level of Readiness for post Primary education.

- School website and class WhatsApp groups allow parents to be aware of general information and assignments are also posted.
- Complete SMS with teacher and parent able to check for assignments posted as well as other information.
- Very good community relationship with the church Religious Sisters of Mercy (RSM) and Roman Catholic Archdiocese (RCA) as well as neighbouring businesses.

### (b) What are the things you most want to improve?

The things that I want to most improve:

- I want more parents to pay the school contribution, as approximately 35% of parents pay the fee annually. An improvement in the payment of the fee assist immensely in the school satisfying other needs.
- Greater utilization of the school space. For example, removing the Mercy Hall dome to facilitate a multipurpose auditorium.
- Supervision of janitors and groundsmen
- There is need for an additional guidance counsellor to support social, psychological, and emotional interventions for students. This would augment our response to post-covid trauma on students.
- I want to engage a registered nurse, preferably one who has retired to support health and wellness at the school.
- I want to improve the supervision and aesthetics of the library

**2) How well do students perform in relation to national and/or regional tests and examinations? (For the very young (grade 1), in relation to age-related expectations)?**

Poor 1	2	3	4	Excellent 5
				*

**(b) How do you know?**

**Prompts:** How good is your students' performance in external tests & examinations? How do you rate the school's academic performance?

- Student's performance is approximately 20-30% above the national average.
- There is continuous assessment and goals reflected in the teacher's action plan.
- The Assessment Committee and Curriculum Implementation Teams are effective as they interrogate internal and external data to inform types of assessment strategies used to deliver the curriculum.
- The student's performance in National Examinations is excellent:  
**Grade Four (PEP) (2021-2022)**  
 Literacy- (98% Mastery)  
 Numeracy- (96% Mastery)
- **Grade Six (PEP) Data Summary (During and After covid-19)**  
 (2021) PEP: Pathway 1 (97%)  
 (2022) PEP: Pathway 1 (99.4%)  
 (2023) PEP: Pathway 1 (95%)

**We continue to strive for 100% (see data provided)**

Jessie Ripoll Primary School PEP 6 Performance 2020 and 2022

During-COVID 19

SUBJECT	Beginning			Developing			Proficient			Highly Proficient			Total Boys	Total Girls
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total		
Gender														
Language Arts	0	1	1	9	4	13	55	67	122	5	10	15	69	82
Mathematics	0	2	2	29	28	57	32	44	76	9	8	17	70	82
Social Studies	6	6	12	18	11	29	42	57	99	4	6	10	70	80
Science	2	0	2	23	19	42	35	57	92	11	5	16	71	81

POST- COVID 19

SUBJECT	Beginning			Developing			Proficient			Highly Proficient			Total Boys	Total Girls
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total		
Language Arts	0	0	0	1	0	1	48	39	87	29	46	78	78	85
Mathematics	0	0	0	8	6	14	55	59	114	15	20	35	78	85
Social Studies	0	0	0	4	4	8	40	34	74	33	48	81	77	86
Science													78	85
	0	0	0	5	3	8	31	22	53	42	60	102		

**NB. (2022-2023) PEP6 Data is being collated.**

The comparative statistics of student’s PEP 6 performance during and after the pandemic, indicates that despite specific conditions being different regarding students’ adjustment from face-to-face teaching to online learning, they consistently performed outstandingly well. This was due to the dedicated stewardship and support.

**(c) In what subjects/classes do they do best, and why?**

**Literacy and Language Arts**

They do best in Literacy, Language Arts and Social Studies. As there is a thrust toward literacy and numeracy the Literacy Coordinator and Reading specialist are fully utilized and provide intervention support to students with challenges.

- Resource Room/Enrichment Room-The Resource Room directly impacts 50 students on a weekly basis. Only 5 students are accommodated in any one session for individualized attention using computers, projectors, and educational games. Much emphasis is placed on students in grade 4 with reading challenges in preparation for Grade 4 PEP. A term report is also provided for each student.
- The Enrichment Room supports the teaching learning process in Language Arts, Science and Mathematics with the aid of projectors, Mimeo board. This resource is used to create and deliver engaging interactive lessons and educational resources. It assists children on both sides of the spectrum-challenged and gifted.
- Parental participation, support, and co-operation
- In-service training for Teachers. – workshops
- Specialist teachers provide support in the reinforcement of principles and concepts. For example, concepts taught in core areas such as in Language Arts, Science, Social Studies, and Science are expanded in Resource and Technology, Information Technology, Physical Education and HFLE, among other specialist disciplines.

**(d) In what subjects/classes is improvement needed, and what are you doing about it?**

### **Numeracy and Science**

Although Mathematics and Science scores are above national standards, our students are not working at their full potential, however there has been improvement seen in (2022-2023 PEP6) results where 7 students score 359 out of 360. As such, to cater to the gaps seen we are currently engaged in the following interventions:

- Workshops-The teachers have attended workshops in Strategies in Teaching Mathematics/NSC. This aids in lesson planning, depth of content and teaching and learning exercises.
- PTA involvement re resources for Math & Science/Environment Club to provide additional resources for the enrichment of math and science. The Environment Club is to provide an awareness of the environment and its effect on our lives.
- Encourage QEC initiatives to share best practices in planning, teaching, and evaluating student's learning in Math and Science
- Continuous assessment to enrich the teaching learning process and provide scope for pupil's creativity and expression/project-based learning.
- The School's PTA has an Education Committee that works with teachers to plan workshops to empower both teachers and parents in PEP-Mathematics
- Grouping and teaching at the children's level to ensure that those who have challenges have programmes to assist them.

### **3) How well do students' progress (in relation to their starting points)?**

Poor 1	2	3	4	Excellent 5
			*	

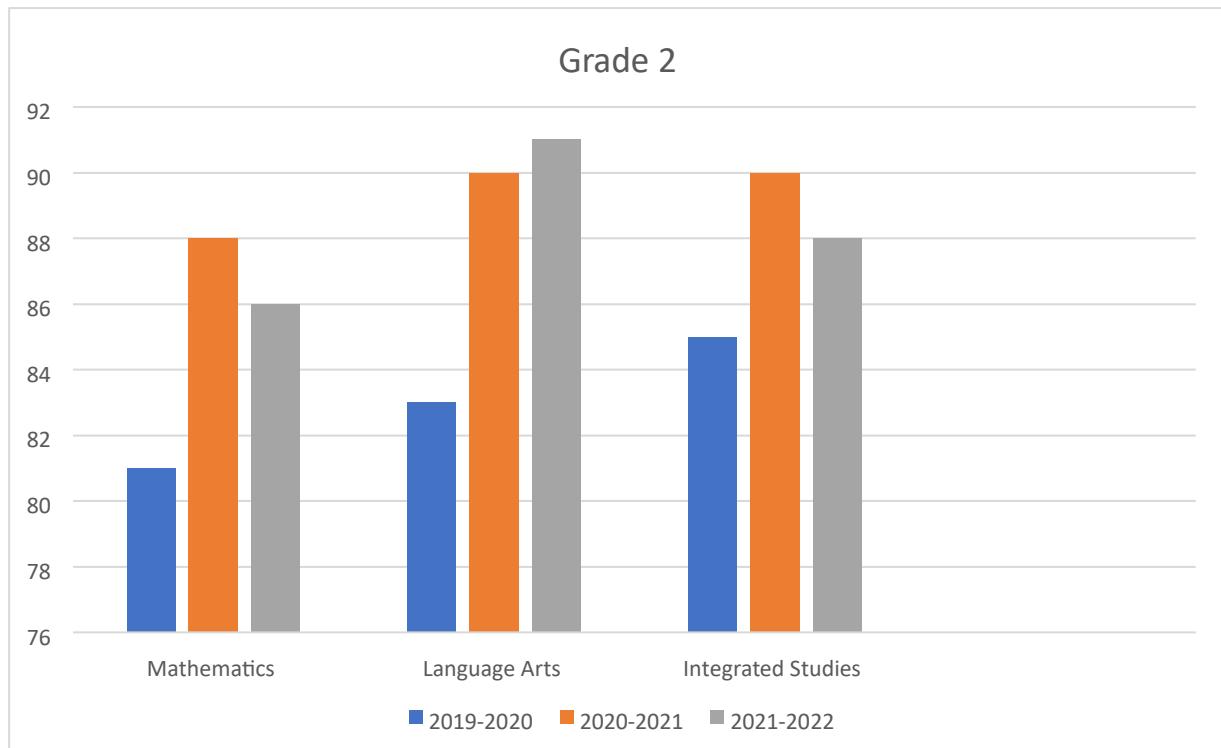
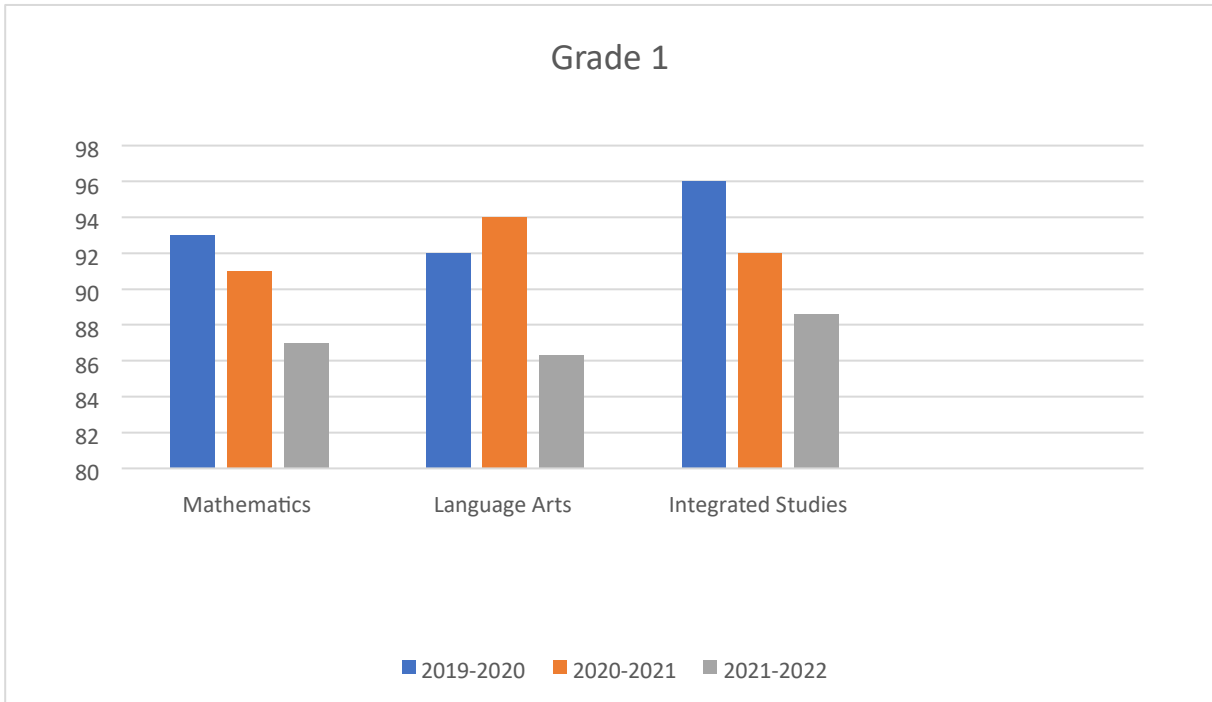
#### **(b) How do you know?**

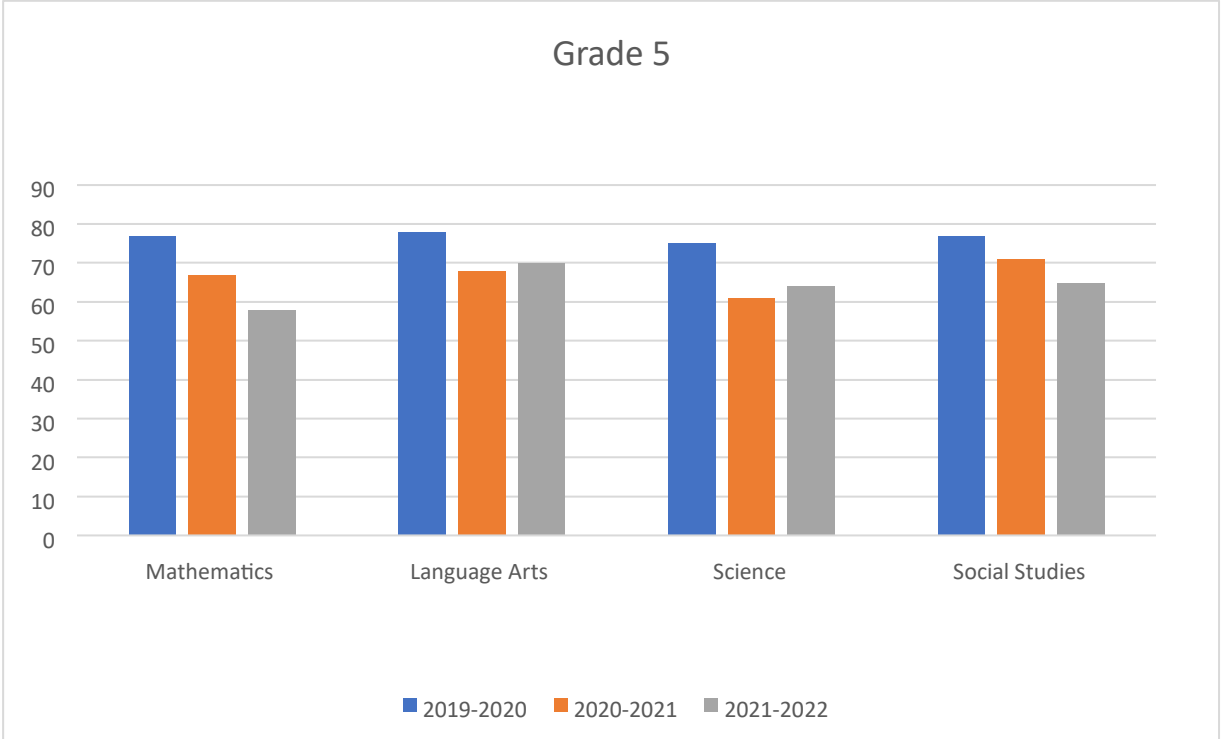
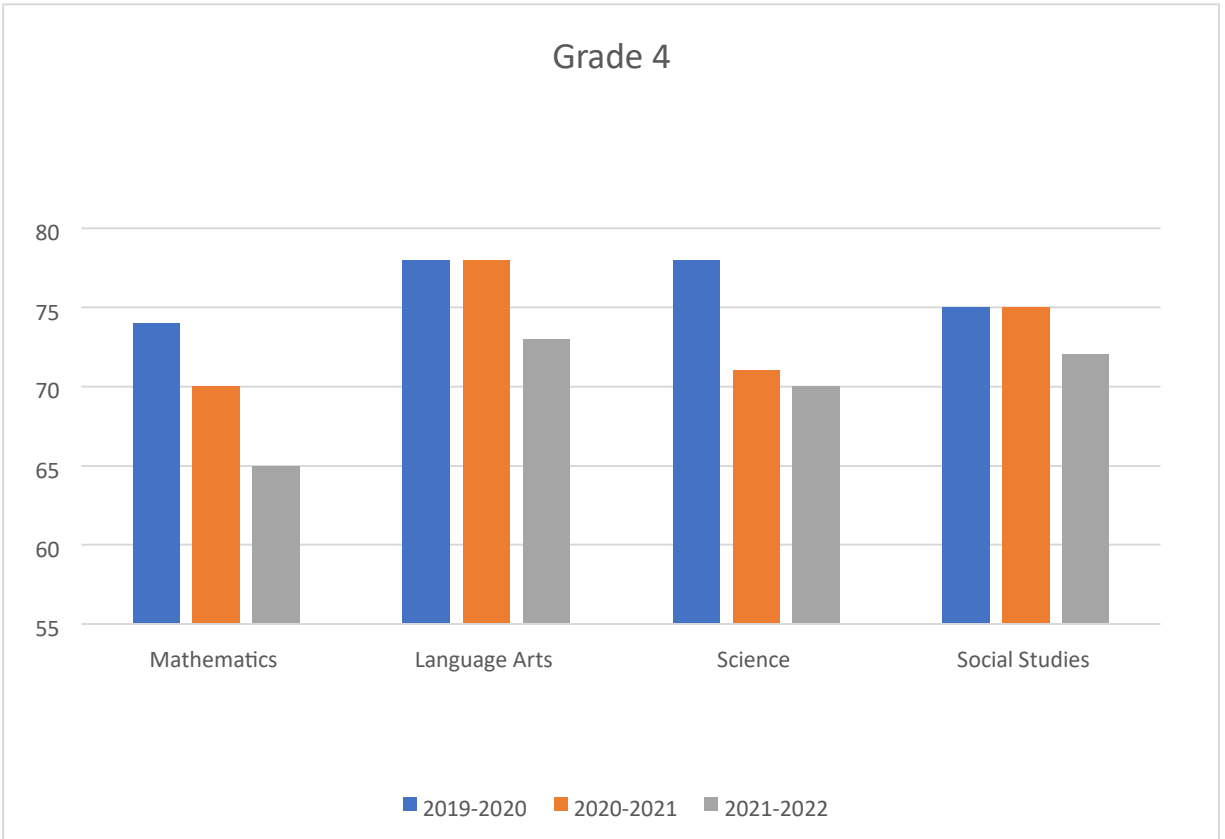
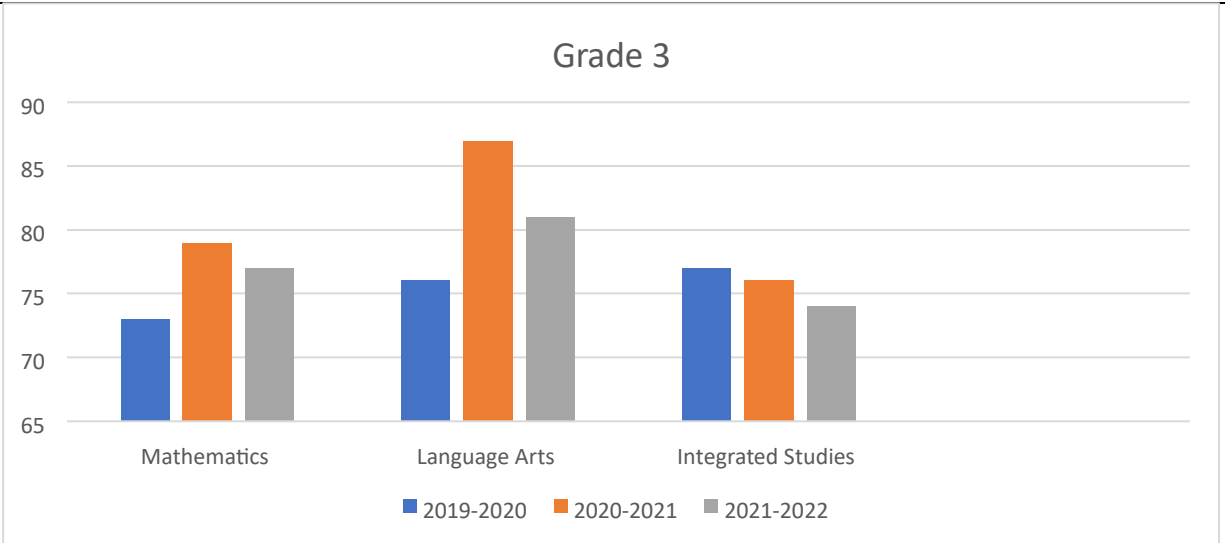
**Prompts:** Do your students make good progress from their different starting points? Do you measure the achievement of your students when they start attending your school? What do you find? Do you measure the achievement of your students when they leave your school? What do you find? Is individual student performance tracked in relation to their different starting points?

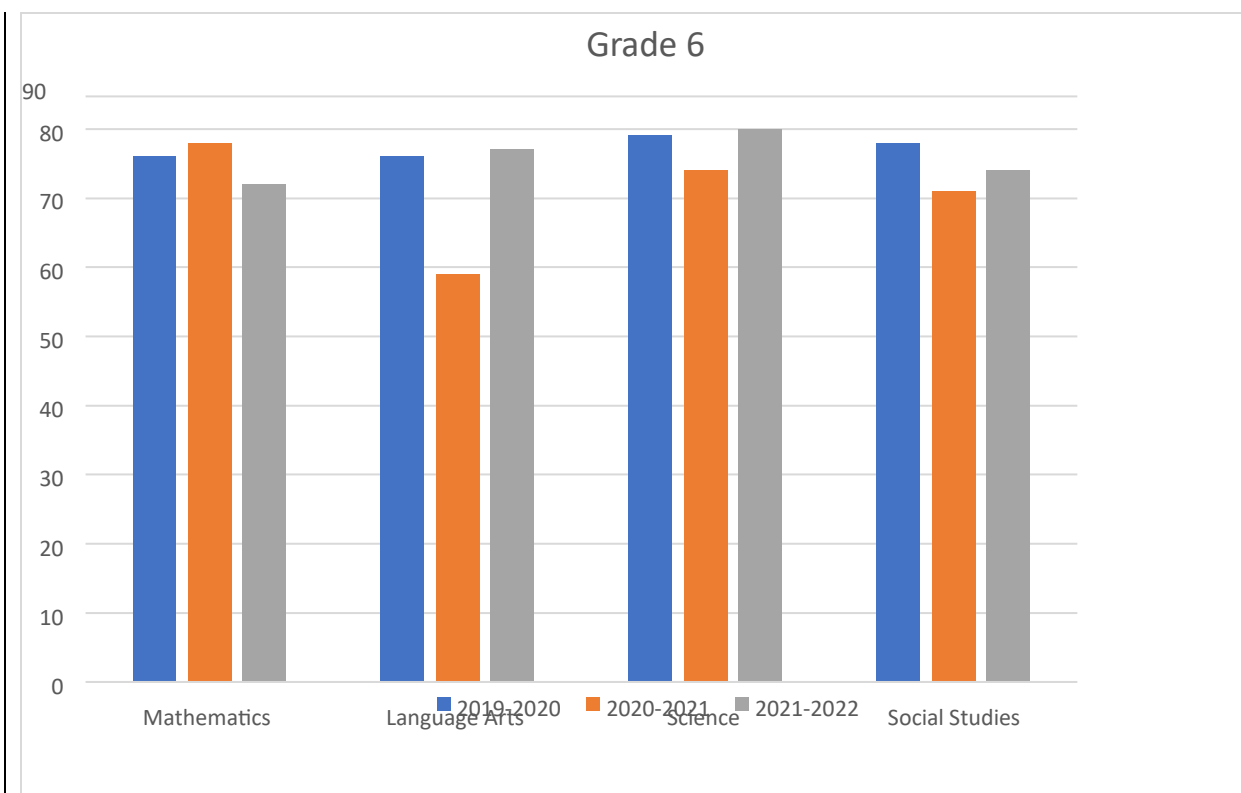
Calculated Average across the different grades per subject. Data entry ranging from the academic year 2019-2020 thru to 2021-2022.

Bar graph showing students' academic performance across core subject areas 2019 – 2022.

Please note that the academic results shown in 2019-2020, are a reflection of the tabulated grades at the end of term one (Christmas Term) for the academic period. All other are calculated at the end of the academic period third term (Summer).







- Most children do make good progress. In 2021 and 2022 (90%) of Grade 1 children were at the Readiness level in GOILP. The Enrichment teacher uses the phonological awareness immersion approach (it is a predictor of later reading ability). Diagnostic tests were done in grades 1-5 in September 2021 and October 2022 respectively. Progress is tracked through unit tests, monthly, mock tests, and end of term exams. Children in need of help are assisted at the Resource Room (Literacy teacher). The Resource Room (Literacy teacher) directly impacts 50 students on a weekly basis. Only 5 students are accommodated in any one session for individualised attention using computers, projectors, and educational games. Much emphasis is placed on the Grade 4 children with reading challenges in preparation for the Grade 4 Literacy Test and Performance Task. A termly report is also provided for each student.
- Formal assessment is done at MICO CARE/JACLD and CACS. Also, informal discussions take place with parents/children and some reports are seen.
- A trained Special Education Teacher has been engaged who is also highly competent at the use of ICT in instruction to support teachers in capacity building in treating with students with special needs and manage their progress.

#### 4) How good is the students' personal and social development?

Poor 1	2	3	4	Excellent 5
			*	

#### (b) How do you know?

**Prompts:** How disciplined are your students? Have you had many reports of indiscipline over the last year?

What would you say about your school's ethos? Do students demonstrate proper conduct at break time? Do students move about the school in an orderly manner? Is there violence between students in your school? How do you manage it? In what ways do your students make contributions to the school and the community beyond the school? Are economic and/or environmental issues covered in curriculum plans for either lessons or assemblies? What steps do you take to encourage students to attend regularly? How does the school develop the students' sense of self awareness and spiritual awareness? Consider also co-curricular, sports and arts activities available to students. Do your students win awards in sports, culture and the arts or any other competitions?

- Jessie Ripoll’s ethos is to ensure a safe and valued ambience. Also, to provide quality education so that all students will strive for excellence. Most students display proper conduct.
- Implementation of School Discipline Policy to encourage positive student behaviour.
- Ongoing implementation of the School Wide Positive Behaviour Intervention Support (SWPBIS) which encourages positive behaviours among stakeholders.
- Local support is accessible through the Guidance and the Psychosocial Committees
- Outside assistance is available from the Disputes Resolution Limited, the Community Police and Peer Counselling of Jamaica.
- Each child contributes to the school’s donation at Christmas to Children’s homes; maintain a clean and environment-friendly school.
- Children also say the ‘Success’ gem for motivation.
- Spiritual awareness: daily prayers, first Friday mass for Catholics/ daily devotions, the Catholic ministry on Fridays and mass first and second term at the Holy Trinity Cathedral/5 minutes-Lenten Talk
- Co-curricular activities include-Chess, karate, gymnastics, playing musical instrument, dance available at a cost. Children are also exposed to competitions in the performing arts--JCDC.
- Participation in several competitions e.g. Burger King Prep/Primary School’s debate /sports awards. JCDC –gold and silver medals-speech, dance, and music. Some children participate in Heritage Quiz competition and Math Olympiad. Recipient of Most outstanding poet/institution Global Poetry Foundation Competition 2023.

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

Poor 1	2	3	4	Excellent 5
			*	

**(b) What are the best features?**

*Do you have adequate teaching materials/ resources in your school? Do teachers use these instructional materials effectively? Do your students have relevant textbooks? Pupil/ textbook ratio. Do you have a library in your school? How well stocked is it? How adequately is your school funded? Do you have appropriately qualified staff? Are they deployed efficiently? Is the accommodation available suitable?*

- Teaching resources are adequate and are used efficiently by the teaching staff. Efforts are being made to supplement those resources.
  - Most pupils have textbooks.
  - All classrooms are equipped with a 40’ SMART TV for online exploration and engagement.
  - The library space was freshly painted and currently undergoing renovation as a multipurpose space to accommodate a 65’ SMART TV, tablets, and introduction of an e-library hub.
  - Funding is always an issue; however, the PTA usually assists and sometimes funds are received from friends of the school.
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- The staff is qualified, and teachers are deployed based on specialized skills after a needs assessment is done.



□ Based on the size of the plant and number of classrooms, it has been recommended by engineers that the school population should not exceed 940.

**(c) What aspects need improvement, and why?**

- Improvement to the library -The physical outlay needs to change, and the space needs to have computers and current literature.
- More instructional resources are needed.
- **Upgrading of the CCTV-** More cameras needed re security to provide full coverage.
- Mercy Hall needs to be replaced and an auditorium or additional classrooms built.
- The Playfield Committee is working on replanting seeds and sorting proper irrigation.

**6) How do you rate the quality of your staff?**

Poor 1	2	3	4	Excellent 5
			*	

**(b) What are their best features?**

Is your staff appropriately qualified? How regular is their attendance? Are they interested in the academic and social development of their students?

The staff is appropriately qualified. Their qualifications range from diploma to post graduate certification in education. Over 95% of teachers have at least a bachelors degree in education. At least 95% of teachers are at school and on time for work daily. Teachers are committed to the social and academic development of their student.

**(c) In what areas do your staff need improvement? Why?**

The staff needs improvement in the following areas:

- Non-teaching staff need to be more conversant with the use of ICT.
- Academic staff need to use lesson and self-evaluation measurements to access professional and personal development opportunities.
- CIT suggested Subject Teaching to be phased in to ensure that content and delivery improves, especially in the teaching of Mathematics and Science.

**7) How well is the curriculum planned, adapted, and enriched to meet students' needs?**

Poor 1	2	3	4	Excellent 5
			*	

**(b) How do you know?**

*Do all students have access to the full curriculum? Is the curriculum modified for children with special education needs, and for the gifted?*

All students have access to the full curriculum. The curriculum is also modified for students with special educational needs and for the gifted.

- Children are grouped according to their special needs or learning styles. The Resource Room /Enrichment Room play key roles in these areas and there is collaboration with the class teachers and Guidance Counselor in determining referrals for support.
- The Enrichment and Resource Rooms directly impacts 50 students on a weekly basis. An average of 5 students are accommodated in any one session for individualised attention through use of computers, projectors, educational games. Much emphasis is placed on the Grade 4 children with reading challenges in preparation for Grade 4 Literacy Tests and Performance Task. A term report is also provided for each student.
- Regular workshops are attended by these teachers to augment their pedagogical skills. The Curriculum Implementation team and Assessment Committee gives support regarding the NSC and project learning to assist more in weak areas.

**(c) What are the strongest features?**

- A common planning session on a Wednesday to share best practices-Teachers meet weekly in grades to plan and develop lesson plans.
- Peer teaching—Teacher who is strong for example in the subject Science, assists his/her colleague in this discipline by modelling a lesson.
- Children with challenges are placed in smaller classes. Teachers are given assistance and work with Guidance Counselor, Resource Room (Literacy teacher) and Enrichment Coordinator to motivate and encourage incremental progress.
- Parents are given progress reports on the child/children and encouraged to reinforce best practices.

**(d) What needs improvement and what action is being taken?**

The results of the National Examination in Mathematics and Science indicate that improvement is needed, although significantly above the national average. As a result:

- Teachers who did advance Mathematics are placed in the higher grades. As well as teachers who have competence in Special Education are placed in classes that have children with special needs.
- CIT suggested Subject Teaching to be phased in to ensure that content and delivery improves, especially in the Teaching of Mathematics and Science.

**8) How well does the school ensure everyone’s security, health, safety and well-being?**

Poor 1	2	3	4	Excellent 5
			*	

**(b) How do you know?**

*Does the school provide a safe and secure environment for staff and students? Does the school have a safety and security policy? In what ways are students encouraged to live healthy lives? How are students from disadvantaged groups helped to join in fully in school life? Do students and staff have access to medical facilities if required?*

The school provides a safe and secure environment for all staff and students. The school also has a safety and security policy.

Students are encouraged to live healthy lives:

- Through the provision of nutritious meals served in the school canteen: protein, starch, and vegetables (cooked lunch), as well as students are encouraged to drink water as best as possible.
- The Physical Education and Guidance Departments encourage personal hygiene, and this is seen in their lesson and action plans.
- 85% of the staff were trained and certified in CPR and First Aid (December 2023).
- The school’s meal plan is currently being reviewed by members of school administration influenced by the National Nutrition Plan Policy.

Students from disadvantaged groups helped to join in fully in school life through:

- Sponsorship is garnered from past parents, Alumni, Jessie Ripoll Wellness (JESWEL) as well as PTA fundraising initiatives. These sponsorship/fundraising initiatives provide support in the form of schoolbooks, lunch/break, payment of school contribution and any other support required for the child.

Students and staff have access to medical facilities such as:

- Travelling Officer is on hand to transport child or staff at the Bustamante Children’s Hospital and U.H.W.I or K.P.H for medical support.
- First Aid Kits are fully stocked and accessible.
- The student’s Insurance is covered from their school contribution and staff is encouraged to update their health insurance.
- 85% of the staff were trained and certified in CPR and First Aid (December 2023).

**9) How effectively does teaching support learning?**

Poor 1	2	3	4	Excellent 5
			*	

**(b) How do you know?**

*How often do SMT observe teachers in class? What percentage of your teachers can you describe as being competent? How effective are your teachers in subject delivery? How effective is the teaching and learning process taking place in your school? Are the students learning as much as expected? How do you know? Are students given homework? How do you encourage your teachers to do self-evaluation? Does the school engage in continuous assessment? How do they use this information? How punctual are teachers and students to their lessons?*

- Senior Management Team (SMT) conduct formative evaluations at least once per week.
- All teachers at the school can be described as competent.
- Teachers are very effective in their delivery of the subjects they teach.
- I am appreciative of the effectiveness of the teaching and learning process taking place at the school, even though there is still room for improvement.
- They are learning as much as is expected.
- Feedback from teachers in their culminating lesson activities, as well as student academic performance both on internal and national examinations.
- Students are given homework.
- Self-evaluation is agreed upon to be done by teachers once every term from the preconference period in September/October.
- The school is engaged in continuous assessment however more can still be done in that regard.
- The assessment is used to determine professional development opportunities for the teacher.
- Teachers and students are punctual to their lessons. Approximately 95% of teachers and 90% of students are on time for the start of teaching.

**10) How effectively is the school led and managed?**

Poor 1	2	3	4	Excellent 5
			*	

**(b) How do you know?**

*Do you have a SIP? How and how often is your SIP Action Plan monitored? How often do you observe teachers in your school? How well are the teachers prepared for their lessons? How do you assess their level of preparation? How often are staff and departmental meetings held? How effective are HODs and Grade supervisors in guiding teachers and students in the school? Does your school have records? If so which ones? Are your records well kept? How effective are your teachers' academic records? How often do you check these records? Do you have a training programme for your teachers? How effective is your beautification programme?*

- SIP in place and monitored on a term basis (all teachers have a copy). Teachers are visited at least twice per term and receive an annual appraisal which commences in September. Monthly staff meetings are held. Lesson planning sessions are held fortnightly.
- Each child and staff have a file and senior teachers are asked to keep proper records. As such each senior teacher has a checklist/accountability sheet. All teachers are aware that the principal has the right to request records (register, mark books, action plan/students' books) at short notice.
- Principal visits classrooms and meet with individual teachers where strengths and weaknesses are discussed using data provided by the SMS.
- The school board meets at least once per term. The Board Chairman is made aware of events/situations through phone calls/emails or meetings.
- Teachers receive training regarding needs and certificates of appreciation and recognition are issued in some instances.

- There is a mentorship committee which helps new teachers as well as student teachers to adjust to the school's culture. There is a beautification committee that assists with the aesthetics of the Plant. The PTA and JRPAA are represented.
- The Grade supervisors are supportive and effective. This is seen through the vetting of lesson plans and guidance given to classroom teachers and how they carry out their own duties.

**11) What is the school's relationship with the community?**

Poor 1	2	3	4	Excellent 5
				*

**(b) What is the nature of that relationship?**

*Is the school serving the needs of the community? Is the community involved in the planning and execution of the school's activities and programmes? Does the community participate in the school's development? What is the percentage of the community participation in running the school? How many projects has the community executed in the school?*

- The PTA/JRPAA/ Community police as well as the he Community representative on the school Board is accessible and resourceful. She is a member of the SIP Committee and provides support with the NEW student application process.
- PTA does Labour day projects/Lapathon and is often assists with gifts from corporate Jamaica. They also assist in providing incentives for the teachers and students and significant empowerment initiatives for stakeholders.
- Community members: present and past parents as others respect the ethos of the school and contribute to significantly to the reinforcement of its mission and vision.
- The Church community, the Religious Sisters of Mercy (RSM) and Roman Catholic Archdioceses (RCA) in conjunction with the Catholic Schools' Ministry (CSM) support the school immensely in its reinforcement of proper attitudes and values and pedagogical pursuits for student learning.

**(c) How do you rate the relationship with students and stakeholders?**

Poor 1	2	3	4	Excellent 5
				*

**(d) What do stakeholders think of your school?**

*Are the students happy to come to the school everyday? How well do parents relate to the school? How do you know? How do you get feedback from students and their parents/guardians?*

- Students are happy to come to school every day.
- Most parents are enthusiastic about the school and its environs. The school facilitates a family-oriented atmosphere. Parents are euphoric to have their children attending the school and have made it a family tradition.

- They participate in morning devotions and some readily lead grade or class worship. They also give their assistance in many different aspects of the school. Parents provide feedback on children's learning through PTA and grade meetings, parent conferences, surveys, email, or on informal occasions.

**(e) What are the problems facing the school in recent times?**

1. Parents consistently pay the school contribution in grade 1 then there is a reduction of contribution in other grades.
2. Lack of parental support for student learning of the curriculum. The reinforcement of study habits by some parents is lacking.
3. The school needs an additional guidance counsellor to cater to emotional and psychological interventions as well as a RN, preferably retired to assist with health and wellness of staff and students.
4. There is need for the playfield to be renovated.

**(f) What is being done to rectify these problems?**

1. The school had a School Contribution Blitz that provided some improvement in the contribution.
2. The PTA Education Committee provided much support as a liaison with reinforcing opportunities to support student learning.
3. Another request will be made to the MoEY for another guidance counsellor on the establishment. The school board and the RSM will be approached to offset the salary for a school nurse.