



External Evaluation Report

Leading Edge High School

March 2008

Lead Evaluator: Caroline Dawes



Leading Edge High School



INVESTOR IN PEOPLE

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Introduction

The aim of the Cayman Islands' Education Standards and Assessment Unit (ESAU) is to contribute to the continuous improvement of education in the Cayman Islands, through rigorous independent external evaluations and by providing high quality advice and research.

Each school receives an external evaluation every four years. The evaluation identifies the school's strengths and the areas that need to be improved. In some cases, schools will be visited within four years in order to check on the progress that has been made in the areas identified as needing to improve. External evaluations are guided by the criteria in the *ESAU Handbook for the Evaluation of Schools*.

External evaluations provide schools, parents and the community, the Department of Education Services and the Ministry of Education, Training, Employment, Youth, Sports and Culture with an external and impartial evaluation of the quality of a school's work and its impact on students' learning and the standards they achieve. Through the publication of reports, external evaluations contribute to accountability, transparency and openness within the education system.

This was the first external evaluation for Leading Edge High School. It took place during the week beginning 10th and involved a team of two evaluators. In addition, provision for special educational needs and for modern foreign languages was evaluated a few weeks prior to the 10th March. The following aspects of the school's work were looked at:

- Standards achieved and progress made by students
- The effectiveness of teaching and how well students learn
- The quality of students' personal development
- The quality of the curriculum
- How well the school is led and managed
- The quality of the support and guidance offered to students, the level of care for their welfare, and support for their attendance and punctuality
- The effectiveness of links with parents and the community
- How well the school is preparing students to become 'Educated Caymanians'

- How well teachers help students to learn and use their literacy, numeracy and information technology skills across all of their schoolwork.

The evaluation team gathered evidence in the following ways:

- 30 lessons, or parts of lessons, were observed, in all subjects offered.
- School documents, including teachers' planning, were looked at and students' work was scrutinised.
- Evaluators observed assemblies, morning tutorials, breaks and lunch times and after-school activities.
- Evaluators spoke with students and took their views from the questionnaires into account.
- Discussions took place with teachers, other members of Leading Edge and shared staff and a representative from the Home-School Association.
- Comments from parents at the meeting before the evaluation and from the questionnaires were taken into account.

Executive summary of the report

Background

Leading Edge High School is one of four schools on the George Hicks Campus, which was divided up in September 2006. The decision to implement the 'schools within a school' model came after the school had outgrown its campus, exacerbated by the damage caused by Hurricane Ivan in September 2004. For two years after Ivan, students experienced part-time education and shifts in order to cater for the numbers on the campus.

Leading Edge High School has 257 students on roll, with roughly equal numbers of boys and girls. There are 13 students who are learning English as a second language (ESL) and a further 26 who have special educational needs (SEN).

The school's overall aim is "to encourage all learners in an intellectually vibrant school to maximise their potential through creativity, diligence and guidance in order to contribute to the further development of our multicultural nation in a changing global society".

This was the first external evaluation for Leading Edge High School. It took place during the week beginning 10th March 2008 and involved a team of two evaluators. In addition, provision for special educational needs and for modern foreign languages was evaluated a few weeks prior to the 10th March.

The findings of this evaluation must be viewed in the context of the relentless pace of change that Leading Edge staff and students have experienced over the past few years.

How effective is the school overall?

Leading Edge High School provides an adequate standard of education for its students. The extent to which it prepares students to become 'Educated Caymanians', as defined by the 2005 consensus document, is satisfactory.

In the short period of time since the reorganization of the George Hicks High School, the school leader and staff at Leading Edge have managed a huge amount of rapid change. It is to their credit that the school runs smoothly on a day-to-day basis.

The school leader has quickly established a clear direction for the school, focused on improving the quality of teaching. There has been a programme of professional development for staff, targeted at identified needs, which has clearly had a positive impact, even in the short time the school has been operational. Teachers have agreed a common approach to a 'good' lesson, which supports them in their planning.

The use of information and communication technology (ICT) to enhance students' learning is a major strength of the school. Teachers often use PowerPoint presentations, video clips and web resources to add interest and motivate their students. The students themselves are confident users of ICT and view computers as

commonplace resources for research and presentation of their work.

The quality of teaching is adequate overall but there are many strengths, particularly in drama and music. In these, and some other lessons, teachers give students effective feedback based on good ongoing assessment. The pace of learning is high and students make good progress. In the best lessons, students are expected to reflect on their learning and they confidently ask and answer questions, but this is not widespread. There are few opportunities for discussions in lessons and students' points of view are not sought or valued enough.

In the most effective lessons, students enjoyed mutually respectful relationships with teachers, who demonstrated a clear understanding of the best ways students of this age learn. However, not all teachers have such constructive relationships with students. Often, there appears to be a lack of understanding about how students of this age behave. Incidents escalate unnecessarily, resulting in students being sent out of class, having detentions or being suspended.

Communication with parents and links with the community are good. The school draws well on members of the community to enrich and

support students' experiences at school. The 'Learning through Internship' programme involving local employers provides a valuable experience for many students.

The school has a strong leader and a committed senior management team. It has made great

strides in a short time to improve the education of its students. Through its current good practice of providing targeted professional development, the school has demonstrated the capacity to improve with continued support from the campus director and learning community leader.

What the school does well

- The school leader has established a clear focus on improving teaching within the school
- Teachers use ICT well to enhance students' learning
- Lessons in music and drama provide good support for students' personal development
- The school involves the community well and communicates effectively with parents

What needs to improve?

- The school's understanding of the reasons behind students' behaviour, in order to manage it effectively and help students improve
- The extent to which students make progress in their learning and personal development in some lessons
- The use of data to evaluate the effectiveness of initiatives and to assess and track students' progress
- The way the school supports the development of students' social skills

The school is expected to modify its existing improvement plan or to prepare a supplementary action plan to address the areas for improvement identified above. The amended plan or supplement should be sent to the Department of Education Services and the Education Standards and Assessment Unit within 40 working days of receipt of the final report. The school is required to provide parents with an annual update on the progress that is being made in addressing the areas identified as needing to improve.

The evaluators used the following grading scale to describe aspects of the school's work:

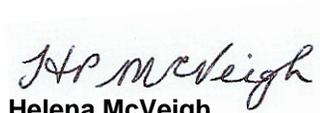
Grade		Description
1	Very good	Good in nearly all respects and exemplary in some significant areas
2	Good	Good in most respects. Weaknesses are minor and not in significant areas
3	Adequate	Satisfactory in most areas, no significant weaknesses, but no major strengths
4	Unsatisfactory	Some significant weaknesses (might be only one or two) that have negative impact on learning and standards

Evaluators also used the following criteria from the 'profile of the Educated Caymanian' to evaluate how effective the school is in helping students to develop these attributes:

The 'profile of the Educated Caymanian' states that an **Educated Caymanian** will:

- Be enthusiastic and motivated about learning, and will continue to extend his/her knowledge and skills after leaving school
- Be literate, numerate and adept at using information and communication technology
- Be a good communicator
- Be creative and appreciative of the arts
- Have a positive outlook and a high self-esteem
- Be well-rounded, good at finding solutions to problems, flexible and adaptable to changing circumstances and demands
- Have a strong work ethic and willingness to become an honest, reliable and responsible member of the work force
- Be respectful of God, him/herself, others, people from different backgrounds, the environment and property
- Be proud of and knowledgeable about the Caymanian culture, whilst respectful of other cultures and beliefs
- Be a good team player, civic-minded and willing to serve
- Have an awareness of global issues affecting aspects of life in the 21st century

The Education Standards and Assessment Unit hopes that this external evaluation will contribute in a positive way to helping Leading Edge High School become even more effective.


Helena McVeigh
Director
Education Standards and Assessment Unit

Information about the school and the evaluation team

School contact information

Type of school:	Government
Age range of students:	10 - 14 years
Gender of students:	mixed
Number on roll:	257
School address:	73 Academy Way PO Box 1809 George Town Grand Cayman KY1 1109 Cayman Islands
Telephone number:	516 0471
Fax number:	949 9490
Name of Principal:	Lyneth Monteith
Email address:	lmonteith@ghhs.edu.ky

Information about the school

The school is one of four on the George Hicks Campus, which was divided up in September 2006. The schools are separated by chain link fences. Each serves around 250 students. The decision to implement the 'schools within a school' model came after the school had outgrown its campus, exacerbated by the damage caused by Hurricane Ivan in September 2004. For two years after Ivan, students experienced part-time education and shifts in order to cater for the numbers on the campus.

Since the split, there have been a number of new staff recruited to support the schools and students, for example, two educational psychologists and a special educational needs coordinator work across the campus. There is a cross-campus Teaching and Learning Centre (TLC) that supports students who have learning and behavioural difficulties. Each of the four schools has a leader and deputy leader, plus, since September 2007, a senior teacher to help with overall management. In addition, several management functions, including maintenance and the budget, are handled centrally by the campus director.

At Leading Edge High School, there are 257 students on roll (130 boys and 127 girls), with four tutor groups in each year. Thirteen students for whom English is a second language, two of these receive support from the ESL peripatetic teacher.

There are 26 students on the special educational needs (SEN) register. A number of support staff provide in-class and withdrawal support for students with SEN. Some students also attend the cross-campus Teaching and Learning Centre (TLC) for intensive support for literacy, numeracy or key skills.

There are 20 teachers assigned to Leading Edge High School, including the leader and deputy leader. Students are also taught by teachers who work in other George Hicks campus schools, who are known as 'shared staff', for art, design technology, physical education, life skills, drama and music.

The evaluation team

Lead:	Caroline Dawes	Education Standards and Assessment Unit
Team:	Pachent Smythe Steve Crowley Garry Bignell	Education Standards and Assessment Unit Overseas evaluator (looking at special educational needs) Overseas evaluator (looking at Spanish)

Commentary on evaluation findings

How well do students achieve and make progress?

1. Overall, students arrive at the school in Year 7 with standards of literacy and mathematics below those expected for their age. The school identifies, through a range of different assessments, the literacy levels of students in each year group. These results show that students have very low reading levels, although the current Year 7 show slightly better results.
2. The standard of students' work in the vast majority of lessons, and in their books, is

also below the level expected, but sometimes students make good progress. Generally, this is because the students are operating at a low level but make gains in their learning due to the good teaching they receive. At other times, for example in some top sets, the teachers' expectations are too low, too little account is taken of students' prior knowledge and the students make very little progress.

What is the quality of students' personal development?

3. Overall, students' personal development is adequate. Students generally like coming to school, have good attitudes towards their learning and want to do well. They know clearly what the school expects of them and they have a good sense of fairness and justice.
4. There are some good opportunities for personal development in subjects such as life skills, music and drama. In these lessons, students reflect on matters that are important to them and learn to be confident and articulate. Teachers provide encouragement and support which contribute to the development of students' self-esteem and positive attitudes towards learning. Some tutorials also provide students with a chance for reflection. For example, in one tutorial, students discussed the meaning of kindness and ways that they could demonstrate this at school and at home. However, these experiences are not common throughout the school and students are given few opportunities to reflect on and discuss important issues. There are also missed opportunities for supporting students' spiritual development through tutorials.
5. Many students know right from wrong and some are quick to apologize and show remorse for wrongdoing. Students generally treat those with special needs fairly and in some cases are very supportive and helpful. For example, one student who needs assistance with his wheelchair was given

special support by his classmates and was included in their activities.

6. Teachers' interactions with students tend to be rather formal and only a few members of staff take the opportunity to engage with students in a more informal way around the school. Students see little modelling of positive social interactions and this impacts on the development of their social skills, which are generally weak.
7. Students generally socialise well with each other, but there is too much 'play-fighting' and some inappropriate physical contact between boys and girls, especially when they are not adequately supervised. Boys and girls receive mixed messages about behaviour – lewd dancing in Commonwealth Day celebrations, greeted by cheers from the boys, seems to conflict with the general treatment of girls as 'ladies', who line up separately from the boys. The school is not doing enough to promote gender equality or to challenge stereotyping.
8. The school is not yet doing enough to help students understand how to fulfill their roles and responsibilities as members of the school and wider community. Student leaders who are monitors and members of the student council are currently given little opportunity to represent their peers or to do things around the school. The student council is a new initiative and has much potential to help in this area.

9. Students gain some awareness and understanding of their own and other cultures through lessons, discussions and projects in social studies, religious education, English and the arts. Classroom displays and bulletin boards highlight outstanding people from the Caribbean. There is also a Black History Month and a focus on literacy that includes movies, books and poetry by people from a variety of cultures. The school also promotes Caymanian and other cultures through

Heritage Day and Commonwealth Day celebrations.

10. Students develop a satisfactory understanding of healthy lifestyles through the curriculum, guidance and counselling, the school's nurse and dental hygienist. However, the students are not provided with enough healthy food options during the day and opportunities are missed to reinforce the messages about healthy lifestyles.

How effective is the teaching and what impact does it have on students' learning?

11. Overall, the quality of teaching at Leading Edge High School is adequate with some strengths. However, students have very different experiences during their day due to the inconsistency in the quality of teaching they receive.

12. In more than half of the lessons observed, teaching was 'good' or 'very good'. These tended to be lessons taught by shared staff in buildings separate from the Leading Edge school site. In these lessons, students enjoyed mutually respectful relationships with teachers who demonstrated a clear understanding of the best ways students of this age learn. Students were given opportunities to reflect on their learning and teachers provided continuous feedback and encouragement to help them make progress. For example, in a very good girls' physical education lesson, all students made good progress in specific softball skills due to the clear constructive feedback from the teacher. The students assessed and helped each other because of the observation skills they had learnt from the teacher. They demonstrated a clear understanding of the objectives and success criteria that the teacher had shared with them.

13. There is an established 'good lesson' format which helps teachers to plan effective lessons. Even where lessons had other shortcomings there was a brisk pace of teaching, objectives shared with the class and there were activities that engaged students' interest. In the weakest lessons, students made little progress due to a poor match of activities to their ability level or prior knowledge.

14. Students sometimes have the chance to reflect on their learning in lessons, but this is not widespread. They also have little opportunity to reflect on their behaviour, or on reasons for rules and on their role as members of the school community. Lessons rarely include planned discussions and students' points of view are not often sought. There is a need to improve students' weak communication skills as well as their sense of responsibility within the school.

15. The quality of teachers' marking is very inconsistent. In English, good progress has been made in using national curriculum attainment levels to assess students' work and there are useful displays of work on the classroom wall that illustrates work at different levels. Teachers provide useful written feedback that sometimes also affirms what students do well, for example, "good expressive writing; good understanding of the novel". However, in mathematics, the quality of marking is poor, consisting of ticks and crosses, with very few comments. Significant amounts of work are not marked and incorrect work is left unchecked leading to repeated errors by students. Other subjects, such as social studies and drama, use rubrics so that students know what they need to do to produce a good piece of work. This lack of a common approach to marking makes it difficult for students to know how they are doing and difficult for senior leaders to monitor students' progress.

16. Students' behaviour around the school and in lessons is generally satisfactory. A few students find it difficult to stay on task in lessons, but often this is because the work is not well matched to their needs. The skilful avoidance of confrontation by some staff

contributes well to good relationships and a positive classroom ethos. For example, in a good music lesson, a student entered the room with a very negative attitude that could have disrupted the lesson. However, the teacher handled it well using understanding, courtesy and good classroom management skills. In a drama lesson, one student became upset because she was embarrassed with her performance. The teacher quickly went to her assistance and gave her support and encouragement. Both these students benefited from their teachers' quick and sensitive support. However, in too many lessons, relationships are not as

positive and teachers speak unnecessarily harshly or sarcastically to students.

17. Too many teachers do not appear to take into enough consideration reasons behind students' behaviour when dealing with discipline incidents. Only a few teachers, usually shared staff, managed students' behaviour effectively. Incidents escalated unnecessarily, resulting in students being sent out of class, having detentions or being suspended. This poor behaviour management creates tensions and resentment which hinders students' learning.

What is the quality of the curriculum?

18. The curriculum is broad and balanced with a good range of creative subjects, such as visual art, drama and music. Music is a strength and students benefit from opportunities to learn an instrument and participate in the band. Over 200 students from all year groups and sets from across the campus attend band practice regularly. The teacher's approach is one of high expectations, established routines and firm but friendly relationships to which the students respond extremely well. These sessions are very beneficial for students' personal development as well as their achievement in music.

commendable that some thought is being given to their particular needs, but more attention should be given to ensuring that they are challenged and stretched in their other lessons throughout the week. Also, some of the imaginative approaches that are provided for these gifted students would benefit others as well.

19. Most aspects of the curriculum and how it is organised and timetabled fall outside of the control of the school, as they are designed at a whole-campus level to accommodate the shared staff and common teaching areas. There is scope to revisit the setting arrangements and some subjects have secured more flexibility by timetabling several classes together; for example, this enables music teachers to teach music lessons alongside instrumental instruction. There are only two life skills teachers for the whole campus, which results in students receiving only one lesson per week. The school needs to find additional ways to support students' personal development, for example, using the tutorial time in the mornings, which is not always used in the most constructive way by teachers.

21. The school attempts to cater for less able students in the lower sets or through sessions in the Teaching and Learning Centre, and this is generally effective. However, students in these sets are not given the opportunity to study Spanish; the time is used instead for extra reading lessons.

20. The school is attempting to meet the needs of its most able students who have been identified as gifted by providing some enrichment activities for them. It is

22. The campus and school leadership have already recognised that the school is not building enough on work that students have done in the primary schools. In most subject areas, teachers lack awareness of what students have learnt in their primary school classes, though some try to find out what students know about a topic before they teach it, which is good practice. The music department offers instrumental lessons on Saturdays which include primary age children and is thinking of offering to extend the Coconut Academy Awards into primary schools, which is a very good idea. In general, though, teachers' knowledge of how and what students are taught before they enter Leading Edge High School is poor, which partly accounts for why their expectations are often too low.

23. The curriculum is enriched by a range of after-school activities, particularly in sports

and music, but there are also clubs for mathematics, Spanish, cooking, drama and dance. Students also take part in work experience placements through the

'Learning through Internship' programme, which is a positive development, and they have some access to careers education to help with their option choices.

How effective is the provision for students with special educational needs (SEN)?

24. Provision for students with special educational needs (SEN) is adequate overall.

25. The teaching of students with SEN is adequate, but inconsistent. In the lessons seen, the teaching varied from unsatisfactory to very good.

26. The most effective teaching was characterised by excellent planning with clear objectives stating what the students should know, understand and be able to do by the end of the lesson. Multi-sensory activities were well matched to students' ability levels and the activities gave students the opportunity to take an active role in their learning. For example, in an English lesson with Year 7, the students read aloud a picture chart as a 'rap' rhythm which improved their fluency as well as their recognition of phonemes. They then played an interactive card game in which they matched prefixes to root words. The time spent on each task allowed the students to learn at appropriate depths. Students generally concentrate and work well cooperatively and collaboratively.

27. In many other lessons however, the students are required to give little more than one-word answers to the teacher's questions. The introductions to the lessons are too long, the teacher talks too much and the students lose concentration. Sometimes the teaching methods and the resources

used are not effective in enabling the students to make progress. When students were actively involved in, for example, a science experiment, they became enthusiastic and began to wonder and think at deeper levels. The teaching assistant provides very good support by posing questions that were matched to students' ability levels.

28. Overall, students make satisfactory progress in their personal development with the exception of a very small minority of students with behavioural difficulties. The support and guidance available to students is satisfactory overall.

29. While recognising the difficulties associated with staff working across all four schools, teachers do not know enough information relating to the students with SEN. They also do not draw upon strategies being used with students in the TLC to help them plan their own lessons.

30. Despite having gone through a period of considerable upheaval and change, the provision for SEN has been suitably led and managed. Nevertheless, the school leader and her team understand that there is still a lot to achieve if students' needs are to be fully met. The SEN coordinator based at the TLC works well with the school but the sheer volume of work required to coordinate the SEN provision of the whole campus means that he cannot fully support all four schools.

How well is the school led and managed?

31. The leadership and management of Leading Edge High School are adequate.

32. The school leader has quickly established a clear direction for the school focused on improving the quality of teaching. There is a well thought out development plan with clear and achievable objectives. In order to achieve the school's vision of "... a secure and stimulating ... learning community"

there has been strategic professional development for staff, targeted at identified needs. This has clearly had a positive impact even in the short time the school has been operational.

33. The senior leadership team consists of three people – in addition to the school leader there is a deputy and a senior teacher, both of whom are new to their posts this year.

They work well as a team to help ensure the school runs smoothly on a day-to-day basis and provide a lot of immediate support to staff in dealing with discipline issues. However, the strategic direction of the school, longer term planning and monitoring of aspects of the school development plan currently rest too much with the school leader and the other members of the team have little involvement.

34. The school has a fairly large amount of data, particularly relating to students' academic performance in mathematics and areas of literacy. A member of the senior management team is responsible for developing this area. Currently, the school does not use the data to answer questions about the effectiveness or impact of

initiatives and policies. The school is not using performance data to track students in order to identify those who are not making expected progress or to evaluate the impact of an intervention.

35. The school leader monitors the quality of teaching and the implementation of school policies, such as the 'good lesson' format, through regular lesson observations. She has begun to develop good procedures for managing teachers' performance, including arrangements for support and targets to help staff improve their practice. However, this support is not available to all staff equally. There is a lack of clarity about whether the head of department or school leader is, in practice, responsible for the performance management of shared staff.

How effective are other aspects of the school's work?

The support and guidance offered to students and level of care for their welfare

36. The way that the school supports, guides and provides for students' welfare is adequate, with some significant areas that need improvement.

37. The school provides effective support to many students. There is a school nurse, dental nurse, supportive security guards, psychiatric support and careers education. The counsellors provide very valuable support to students, teachers and parents. However, the school would benefit greatly from having its own on-site counsellor. Currently students need to go through several security barriers to get to the counsellor's office in the central campus building. It is also more difficult for the counsellors to see students informally interacting with others. The current arrangement makes it difficult for teachers to draw readily upon a counsellor's advice on working with challenging students.

38. Support for students with behaviour difficulties is inadequate. The school's discipline policy does not contribute enough to supporting students' learning or personal development. It lacks a focus on behaviour management and is used mainly to control students through the application of sanctions for broken rules. Too many staff do not have effective ways of dealing with incidents, which then often spiral out of

proportion. Instead of actively supporting and catering for those students who find good behaviour difficult, the school places too much responsibility on parents or outside agencies. Sanctions are too readily applied and are not always proportionate to the case. Suspending students is used too often as a punishment. In particular, students with behaviour difficulties are repeatedly suspended, despite no apparent benefit in improving their behaviour. When students return to school, there is not enough support for them. These students have a very fragmented experience of school, which makes it hard for them to make progress in lessons, which in turn impacts on their behaviour, leading to a vicious circle.

39. Support for students for whom English is a second language is adequate overall. Students at the early stages of learning English are well integrated and supported in a range of ways. For example, teachers translate work into Spanish, buddy them up with another Spanish speaker and provide after-school support. A few teachers have developed especially close links with parents to help support their children. For example, the drama teacher translated a written dialect script into Spanish for students with English as a second language. Parents worked with their children at home,

following the rubric given. This arrangement worked well and students made good progress.

40. Currently, individual students' files contain basic information, their report cards and some notes to parents. Not all are up to date and important information about intervention strategies, progress and achievements are sometimes missing. Medical records and information on students are readily available and all staff have access through the computer network or in the central office.
41. The way the school monitors students' academic and personal development is unsatisfactory. No one in the school has a clear overview of how well students are doing. Although members of the leadership team check students' school reports and follow up some concerns, this is not frequent or rigorous enough to monitor individual students' progress.
42. The school has comprehensive health and safety policies that cover events such as fire, hurricanes and other disasters. There is a need to raise awareness relating to issues of child protection and develop clearer procedures for staff to follow when abuse is suspected or disclosed.
43. Attendance at Leading Edge High School is satisfactory. The school's system for tracking students during the day and reporting on attendance is good. The school encourages perfect attendance, displaying the names of students who attend regularly on a monthly basis. Punctuality to lessons is unsatisfactory. Teachers often end lessons after the buzzer and there is a lack of urgency on the part of students to get to their next lesson. Very few staff urge students to make haste to their lessons and tardiness is rarely commented upon by teachers.

Links with parents and the community

44. Leading Edge High School has good links with parents and the community.
45. The school provides valuable information to parents about the work of the school in a wide range of ways, including effective use of email, local media and a school website. The school conducts workshops and training for parents, for example, on aspects of ICT and on motivating and supporting their children. Parents also have the opportunity of attending sessions with the psychiatrist and counsellors where they learn parenting skills and tips for supporting their children. Information to parents on the progress of their children is currently less useful. The students' reports only give a letter grade and limited comments on how students are doing or how they can improve. The school intends that the planned introduction of reporting National Curriculum levels will address this.
46. Parents are generally very supportive and make valuable contributions to the life of the school. For example, in the recent Commonwealth Day celebrations, parents supplied all the food and a family had a display of artefacts from their home country.
47. The school draws well on members of the community to enrich and support students' experiences at school. For example, most Year 9 students benefit from work experience placements through the 'Learning through Internship' programme, which serves to make their learning more relevant as well as giving them some experience of different careers. Members of the community come into school to read with students or act as mentors. These opportunities to interact with adults other than their teachers are very beneficial for students. During the week of the evaluation, members of the community made presentations on the environment and global warming to the whole school. Police officers and other community members come in on a regular basis to give talks to students. The island's sports department provides coaches for cricket, football and basketball. The school recently received some cricket kit from the cricket association.

Provision for literacy, numeracy and information and communication technology (ICT) across the curriculum

48. The provision for literacy and numeracy across the curriculum are adequate. Provision for ICT across the curriculum is good.
49. There is an appropriate focus in the school on supporting students' reading skills. There are displays of key words in many classrooms, which some teachers actively draw upon in their lessons. In the absence of a school library, outside sponsorship was secured to develop classroom libraries. Tutor rooms have selections of reading material and in some tutorial sessions students are encouraged to read. However, in many rooms, the choice of books is very limited and the quality is often poor. Students are occasionally seen reading books at break and lunch time and there is a time during the week when members of the community are involved in reading sessions. During many lessons, students receive little support in reading the material provided and some struggle to understand concepts they are required to copy off the board. Students have opportunities to develop their speaking and listening skills in drama and Spanish. In other lessons, they often provide single word responses and are rarely expected to expand, explain or justify their answers. Students write for a range of purposes in different subject areas, for example, in science students produced leaflets to inform young people of the dangers of smoking. Opportunities for extended writing are more limited.
50. A few subjects draw upon students' numeracy skills. For example, Year 9 students calculated averages in social studies and Year 7 students produced bar charts in science. The FASTT Math software program, which helps students improve their rapid recall of multiplication and division facts, is very popular and students were keen to use this during a tutorial session. Although students clearly make progress in the program, teachers do not provide enough opportunities in lessons for students to consolidate these skills orally or to use them in solving problems. There is no whole school approach to developing students' numeracy skills.
51. The effective use of ICT to enhance students' learning is a major strength of the school. Teachers often use PowerPoint presentations, video clips and web resources to add interest and motivate their students. Some teachers are beginning to use interactive whiteboards to enhance students' learning. The students are confident users of ICT and view computers as commonplace resources for research and presentation of their work. Many take advantage of the plentiful resources and use the classroom machines before and after school for their schoolwork. There is a good 'acceptable use' policy and students have very mature and sensible approaches to working on the computers.