



External Evaluation Report

New Horizons High School

April 2008

Lead Evaluator: Mary Bowerman



New Horizons 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 Educational Provision*.

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 New Horizons High School. It took place during the week beginning 21st April 2008 and involved a team of two evaluators. In addition, provision for special educational needs and modern foreign languages was evaluated during February and March 2008.

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 school work

The evaluation team gathered evidence in the following ways:

- 37 lessons, or parts of lessons, were observed, in most subjects offered.
- School documents, including teachers' planning, curriculum statements and guidelines, were looked at and students' work was scrutinized.
- Evaluators observed an assembly, morning tutorials, break 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 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.

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 New Horizons High School become even more effective.



Mary Bowerman
Acting Director
Education Standards and Assessment Unit

Executive summary of the report

Background

New Horizons 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.

New Horizons High School has 251 students on roll, with roughly equal numbers of boys and girls. There are seven students for whom English is a second language (ESL) and a further 32 who have special educational needs.

The school's handbooks for staff, parents and students state that 'Through a partnership of students, parents and teachers, the mission of New Horizons High School is to ensure that all students attain the skills necessary to be lifelong, independent learners and responsible citizens who exhibit high standards of

interpersonal relationships in a safe environment of mutual learning, trust and cooperation among all members of our school community. Through the intentions and ethos behind the school's philosophy, students will be motivated to strive for their maximum potential, by engaging in a comprehensive and inspirational programme that will enable them to grow as individuals who appreciate the values of integrity, respect and discipline.'

This was the first external evaluation for New Horizons High School. It took place from during the week beginning 21st April 2008 and involved a team of two evaluators. In addition, provision for special educational needs and for modern foreign languages was evaluated during February and March 2008.

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

How effective is the school overall?

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

The school leader and her staff have, in the short time since the reorganization of the George Hicks Campus, established clear guidelines for improving teaching and for strengthening links with parents and the community. The school runs smoothly on a day to day basis, due in large part to the fact that the senior managers work well together.

Teachers have agreed on a format for a 'good' lesson, and consistently follow it. This ensures that many of its good features are present in most lessons. The quality of teaching is adequate overall, though there are some significant strengths in the practice of individual teachers. Information and communication technology (ICT) is being used effectively by

teachers and students to enhance teaching and learning.

Many students enter the school with low levels of literacy and numeracy. These students generally make slow progress despite the strategies that are being used to raise standards of achievement.

The curriculum provides students with a broad range of subjects and they also have access to a range of extra-curricular activities. However, students only receive one lesson a week in ICT, religious education, life skills, music and drama. Apart from ICT and RE, the other subjects are taught by 'shared' staff who work in at least one other school on the campus, and available time is limited.

The school provides an adequate level of support and care for students. Their personal development is satisfactory.

The senior management staff work well together as a team. There is an appropriate school improvement plan, and progress is being made in meeting some of the seven main issues identified as priorities. There is not enough monitoring of these initiatives, however, to ensure that they are having the desired impact.

Lesson observations take place, but these are not as thorough and rigorous as they should be.

The school has the capacity to improve further with continued support from the learning community leader and campus director.

What the school does well

- School leaders have established clear guidelines for improving teaching within the school
- The school functions smoothly on a day to day basis and staff and students know and follow routines
- The school has effective, positive relationships with parents and members of the community
- Teachers provide a firm but friendly learning environment where students feel supported

What needs to improve

- The way that senior managers monitor the quality of teaching and learning
- The way that all available data is analysed, so that senior managers can set targets for improvement
- How teachers assess students' work, keep track of their progress and use this information to move students forward in their learning

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.

Information about the school and evaluation team

School contact information

Type of school:	Government
Age range of students:	11-14 years
Gender of students:	Mixed
Number on roll:	251
School address:	George Hicks Campus P.O. Box 1809, Grand Cayman KY1-110 Cayman Islands
Telephone number:	(345)516-0583 / (345)516 -0498
Fax number:	(345)-949-9490
Name of Principal:	Marlene Ricketts
Email address:	mricketts@ghhs.edu.ky

Information about the school

New Horizons High 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, a number of new staff have been 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 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 New Horizons High School, there are 251 students on the roll, with four tutor groups in each year. Seven students for whom English is a second language - two of them attend lessons with a specialist teacher twice a week. The others do not require that level of support.

There are 32 students on the special educational needs (SEN) register. Five of these have individual education plans (IEPs) and seven are being mentored by teachers on a voluntary basis. A number of staff provide withdrawal support. As of January 2008, the school has had an inclusion team which monitors the progress of these students. Some students also attend the cross-campus TLC for intensive support in literacy and numeracy.

There are 18 full time teachers assigned to New Horizons High School, in addition to the school 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 design technology, physical education, life skills, drama, art and music.

The evaluation team

Lead:	Mary Bowerman	Education Standards and Assessment Unit
Team:	Favourita Blanchard	Education Standards and Assessment Unit
	Steve Crowley	Overseas evaluator (looking at special educational needs)
	Sandra Tweddell	Overseas evaluator (looking at Spanish)

Commentary on evaluation findings

How well do students achieve and make progress?

1. Most students enter Year 7 with standards of literacy and mathematics below those expected for their age. The school assessed students' reading levels towards the end of their first term at the school, using the Scholastic Reading Inventory, and found that 78 per cent of all students were reading at or below the basic level. TerraNova results show that standards of mathematics are also well below the level expected.
2. Work seen in lessons and in students' books confirms that standards of achievement are generally too low. Their low levels of reading and comprehension affect all aspects of students' work. At present the reading support offered to students is not effective enough to enable them to make the progress they need. Students for whom English is a second language are making satisfactory progress in lessons with the specialist teacher.

What is the quality of students' personal development?

3. Overall, students' personal development is adequate. Students have opportunities to take responsibility within the school as monitors, prefects and members of the recently formed student council. Two representatives from the student council have been chosen to be part of the island's National Youth Assembly.
4. Students learn how to make right choices, build relationships and become responsible citizens through life skills and religious education lessons, tutorials and counselling sessions. These all have a positive impact on students' personal development. Teachers encourage students' spiritual and moral development through devotions and special assemblies as well as in some lessons. Some tutorials provide the opportunity for students to lead devotions themselves and most students participate well. Some tutors also provide opportunities for students to discuss moral issues at this time. For example, in one tutorial, students discussed whether or not it is ethical to seek a reward for 'doing good.'
5. The school tries to instil a sense of caring and empathy in students through the 'Coins of Care,' 'Back Pack' and 'Stride for Cancer' initiatives. Students have joined in Breast Cancer Awareness fund-raising walks and have also supported the Red Cross Association in its fund-raising efforts. The 'Coins of Care' initiative has helped the school to contribute towards the medical costs of a child in the community as well as a schoolmate who suffered a personal tragedy.
6. Students show respect for their environment by willingly keeping their surroundings litter free. They behave well in lessons and around the school and show an understanding of school rules. In a drama lesson, Year 9 students identified and discussed stereotyping and dramatized examples of this from everyday life. They presented and justified their opinions respectfully and sensitively.
7. Students' contributions to the community are increasing. They develop positive attitudes through fund-raising events and musical performances. Recently, students in the Duke of Edinburgh Award Scheme participated in an island wide clean-up campaign, working in the West Bay area.
8. Heritage Day and Commonwealth Day provide opportunities for students to learn more about Caymanian and other cultures. This is a positive start but is not enough to ensure that students have an awareness of issues affecting their own country and those affecting the world in general.

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

9. The quality of teaching is adequate overall, but there are strengths in the practice of some individual teachers. In more than half of the lessons seen, the teaching was 'good' or 'very good'.
10. Most teachers consistently use the school's format for a 'good lesson'. They share learning objectives with students, display key words for the topic or lesson and ensure that there is a range of activities to suit different learning styles. In many cases, lessons end with an effective plenary in which students are asked to reflect on what has been achieved during the lesson.
11. Relationships between staff and students are generally respectful and positive. In the most effective lessons, teachers were firm but encouraging and supportive, and there was clear and immediate feedback which helped students understand what they needed to do to improve. In a Year 9 ICT lesson for example, the teacher moved around checking on progress and challenging students about the steps they had taken or the functions they had used and students were able to modify their work and make progress in their skills.
12. Most students display positive attitudes to their learning, but this is most noticeable in lessons where the teaching is fast-paced, interesting and relevant. In a year 9 science lesson, for example, the teacher challenged students to justify their answers. Many students used their initiative to take notes during the animated discussion. A Year 7 mathematics lesson, where students were asked to physically move about the room in response to directions, helped them to grasp the concept of using vectors to translate an object. Stimulating tasks enabled students to broaden their thinking, and collaborative work and time for discussion gave good opportunities for developing their social skills.
13. Some students' experiences in lessons are less positive, where the teaching strategies are very limited or teachers' subject knowledge is insecure. These classes were slow-paced, often behaviour management was weak and students achieved very little. In some instances, the teachers' assistant, who could be a valuable resource, was not effectively used to support students' learning.
14. ICT is well used by many teachers to make lessons more interesting. Use of the data projector is a common feature in lessons, and students use digital cameras, computers and interactive white boards with increasing confidence. Other resources that were used well by students included dictionaries and individual white boards.
15. The way that teachers mark students' work varies in usefulness. Some work is regularly marked and there are comments to help students understand how to improve. A few teachers are beginning to use the national curriculum's attainment levels to help students understand how well they are doing and what they need to do to move to the next level. The lack of a common approach to marking and assessment makes it difficult for senior managers to monitor students' progress effectively.

What is the quality of the curriculum?

16. 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.
17. Most aspects of the curriculum and how it is organized 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 are only two life skills teachers

for the whole campus, and students therefore only receive one life skills lesson per week. This subject is important in helping to further develop students' social skills, and students would benefit from having more time. All tutor groups have an extended tutorial time twice a week, specifically for extra literacy activities, but this is not always used in the most constructive way by teachers.

18. 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 commendable that some thought is being given to their particular needs, but more attention needs to be given to ensuring that they are challenged and stretched in their regular lessons throughout the week.
19. The school attempts to cater for less able students in the lower sets or through

sessions in the Teaching and Learning centre (TLC), 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. Currently these lessons are not having the desired impact of improving students' levels of literacy. The decision that these students not study a foreign language is a whole-campus issue that needs to be looked at.

20. The curriculum is enriched by a range of after-school activities. Sports clubs are seasonal, but students involved with these get the opportunity to be on the school's football, netball or cricket teams. Dance and Spanish clubs are particularly popular, and Year 9 students can join with others in that year group across the campus to participate in the Duke of Edinburgh Award Scheme.

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

21. Provision for students with special educational needs is adequate overall.
22. In the lessons seen, the quality of teaching ranged from unsatisfactory to very good. In the crucial area of reading, the teaching was unsatisfactory. In most cases, the progress made by students correlated closely with the quality of the teaching.
23. Where the teaching was most effective, class procedures had been so well established that students walked quickly and quietly to their seats, got out their books and began to write down the learning objectives and key words from the board. The learning objectives clearly indicated what students would know, understand and be able to do by the end of the lesson. In a Year 9 science lesson, students were required to demonstrate what they remembered from the previous lesson by writing words or drawing pictures on individually held whiteboards. Almost all remembered that when a liquid is bubbling, a gas is forming. By the end of the lesson, students knew that when magnesium is combined with hydrochloric acid it forms magnesium chloride.

24. Students worked well in pairs and were able to discuss their observations and explain their thinking. They were enthusiastic and keen to learn when they realized how well they had achieved. In an English lesson, students made good progress in their understanding of the elements of an effective short story because of skilful questioning and prompts from the teacher.
25. Where teaching was unsatisfactory, lessons were poorly planned and learning objectives ineffective in identifying what the students needed to know, understand or be able to do by the end of the lesson. Not enough attention had been given to varying the activities to match the individual needs of the students. Students who were at very different stages in their learning were required to carry out the same tasks. Understandably, their efforts focused on completing the task rather than on learning a new skill or acquiring and understanding new information. Computer software packages and commercially produced reading resources were used mechanically with little adaptation to ensure that they provided suitable levels of challenge. Students became bored and restless.

26. Overall, the support and guidance available to students with special educational needs is adequate. The school has worked hard to good effect to establish a positive, supportive ethos. Students spoken to said that they enjoyed school and saw it as a place where they could get help if needed. Careful attention is given to organizational matters and procedures that promote day to day cohesion. The students are friendly and eager to assist. Information about the students is not always well communicated between the various professionals who are involved in intervention plans for students with special educational needs. For example, teachers reported that they were unaware of strategies or approaches being used with individual students attending the TLC.
27. The provision for students with special educational needs has been suitably led and managed throughout a period of considerable change. The school leader and her team are aware of the many challenges that face them if they are to meet the needs of all the students at the school. Staff morale is, however, generally high and there

is a strong sense of commitment. Good working relationships have been established between the educational psychologist and the SEN teachers, and there is a sense of teamwork. The SEN coordinator, who is based at the TLC, works well with the school, but the volume of work required in coordinating SEN provision across four schools, means that his skills and time are spread very thinly.

28. Data collection relating to students' performance has become a feature of the school's drive to improve. The strategies in place are valid responses to the test results. It is now crucial that every effort is made to monitor and evaluate the impact of these initiatives and provide appropriate support for those responsible for their implementation.
29. The leadership has a good understanding of where teaching and learning are at their best in the school and where they need to be improved. There are examples of good practice that should now be disseminated across the school.

How well is the school led and managed?

30. Leadership and management of the school are adequate. The senior leadership team consists of the school leader, deputy school leader and, since September 2007, a senior teacher whose role is mainly pastoral, but who also has responsibility for data management. They work well together as a team.
31. The leadership team has established a clear direction for the school, with a focus on improving teaching in order to raise standards of achievement. Their other main priority is helping students to develop appropriate social skills. A useful school improvement plan identifies seven strategic goals and sets targets for improvement. There has been some progress against these targets, with good success in the use of ICT across all subjects. Monitoring of all aspects of the plan is not consistent or rigorous enough to give the leadership a clear view of progress made.
32. The school runs smoothly on a day to day basis. All senior staff make their presence known around the school, especially at

break and lunchtimes, but also as students move between classes. Teachers help out willingly in the office if the need arises. Communication within the school is good. There are staff briefings three times a week. All staff have cell phones and email access and can be contacted easily.

33. The school leader carries out some lesson observations, with written feedback to teachers. The deputy and senior teacher do some informal monitoring of what goes on in classrooms, but no record is kept of these visits and there is no regular feedback. These observations are not very frequent or rigorous. There is no regular scrutiny of students' work or checking of teachers' planning. The school leader knows where teaching is strongest and where there is need for support and over the last 18 months the school has provided teachers with professional development in areas such as differentiation, learning styles and literacy across the curriculum.
34. Teachers' record books show that they collect a range of performance data across

all subjects, but there is no whole-school policy to ensure consistency, and some are recording percentages, some letter grades and a few are beginning to record national curriculum attainment levels. The results of the TerraNova test and the Scholastic Reading Inventory are circulated to teachers with a view to providing extra support for students who need it. However, there is not yet any detailed analysis of this data which could lead to specific targets for improvement.

35. Contact with staff at John Gray High School is not very frequent and there is little collaboration between the two schools to ensure continuity for the students when they

leave the George Hicks Campus. There is no formal link with primary schools either, although a comprehensive form is sent to the Year 6 teachers, which provides the school with helpful information on students entering Year 7.

36. Resources, particularly in ICT, are well organized and used effectively to support students' learning. Accommodation, which is outside the school's control, is barely adequate. Some classrooms are very small and dark. The covered section with benches and tables is used for assemblies, and some students sit there during break and lunch, but there is only a small gravel area for play.

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

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

37. The provision for support, guidance and students' welfare is adequate. The school keeps records of students' personal, academic and medical information, psychological assessments, individual educational plans, suspension notices, incident reports and class reports that are accessible by teachers through the main office on the campus. Teachers update these files on a regular basis. The school has started to make this information available to teachers in a secure folder on-line.

38. The school has identified students who need extra help and those who need to be challenged. These students generally receive effective support when they are with specialist teachers, but in regular lessons, they are too often expected to do the same work as their peers, and they find it either too difficult or too easy. Their progress is not tracked and there is not enough monitoring of the effectiveness of the support they receive.

39. The suspension rate at the school has been very high, although this year it has dropped considerably. The system of putting students "on report" allows teachers and parents to monitor behaviour and performance in lessons daily and appears to be an effective tool. However, there is not yet enough in-depth analysis of this data to give senior

managers a clear picture of how best to support students with such varied needs.

40. Class rules and reminders are placed at strategic points around the school to help students focus on making right choices, and behaviour is generally satisfactory, especially in lessons that are engaging. It is noticeable that in these lessons, students listen well, have positive attitudes to learning and collaborate willingly.

41. Students of all ages report that there are adults they can turn to for support and advice. The counsellors provide support for students through individual sessions that help them learn to deal with problems they encounter and build positive relationships.

42. The school has a number of security guards who supervise the movement of students in their immediate and surrounding environment. Teachers who are on bus, canteen or general duty ensure that students are safe, rules are followed and orderly conduct maintained. Attendance is satisfactory, but girls' attendance is better than boys'. The school encourages good attendance by awarding certificates to students whose attendance has been outstanding. The rate of unauthorized absences has dropped noticeably since last September.

43. At present, there is no career guidance and no opportunity for students to experience the

world of work. The school is currently considering ways of providing these.

Links with parents and the community

44. The school has developed good links with parents and the community.

45. The school magazine entitled 'Views from our New Horizons', keeps parents well informed about events and school initiatives. Monthly letters and e-mails also keep parents up to date. There is an active Home School Association (HSA). Parents volunteer their time to help with school events for example, preparing dishes for Commonwealth Day and Heritage Day celebrations.

46. Parents feel comfortable in addressing any issues with the school and are in regular contact with teachers. In addition, there are termly reporting sessions which are well attended. These provide an opportunity for dialogue about students' progress and achievements. Written report cards provide details of students' test results and grades and provide general comments about students' performance. These are limited in the extent to which they show how a student could improve and what the parents could do to help. Parents and teachers communicate daily through written comments about students who are "on report". These forms are monitored regularly.

47. The school has established strong links with the community. Teachers organize local guest speakers to share in lessons and assemblies. For example, police officers have visited the school to talk with students about bullying. Representatives from the National Youth Service spoke with students about the democratic process and encouraged them to make decisions as a group. These representatives helped set up the student council. Storytellers from the Caribbean and Alaska, as well as members of the community and parents, have visited to read to the students. Local authors, musicians and celebrities have entertained students and also shared information about character building and self respect.

48. The school has links with establishments such as Butterfield Bank, Progressive Distributors and Digicel, who all contribute to their fund-raising ventures. Students read to children at a pre-school in George Town. The National Parenting Association conducted a six-week parenting course entitled "How to Behave so Your Child Will Too."

49. The school continues to explore ways in which it can foster better relationships with parents and the community.

What is the quality of literacy, numeracy and information and communication technology (ICT) across the curriculum?

50. All teachers are aware that standards of literacy in the school are generally too low. They consistently display key words for the lesson or topic and draw students' attention to them. In subjects such as social studies and mathematics, subject-specific vocabulary is used and explained and students are expected to use the words correctly in context. Less able students have extra reading support and the school implemented the 'Drop Everything and Read' initiative in an attempt to improve literacy levels. Senior management has extended the time students have in tutorials twice a week in an effort to give more time to literacy. These are all commendable

initiatives, but have not yet been monitored well enough for senior staff to be able to evaluate their effectiveness.

51. At present, teachers are not consistent in helping students to apply their knowledge of mathematics in subjects across the curriculum and there is no specific planning for this. Students do not readily apply the skills they have learned in mathematics in other subjects. Year 9, for example, had great difficulty remembering how to draw bar graphs in a social studies lesson.

52. Teachers are much more proactive in planning opportunities for students to use

ICT in lessons. ICT skills are taught, developed and practised in a range of subjects. In a mathematics lesson, for example, under the teacher's guidance, some students used the interactive white board while their classmates offered suggestions and advice. In a Spanish lesson, a student operated the computer and data projector as his classmates reviewed vocabulary. Students in a sewing class used a digital camera to take pictures of the various activities going on in the class.

53. Students use a range of ICT applications such as word processing, Microsoft picture

manager or the internet. In the computer club, students used the internet to find and copy a picture frame, and used Microsoft picture manager to edit their pictures and insert them into the frame. They resized the pictures to fit the frames they had chosen. In a social studies lesson on 'weather symbols', the teacher used a live recording of a weather report to help students identify weather symbols and know why they are used. ICT is a regular feature of many lessons, and is effectively providing for students' different learning styles.