



# ANDERSON TOWN PRIMARY AND INFANT SCHOOL INSPECTION REPORT COVID-19 EDITION

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National Education Inspectorate  
Inspection Date: October 5, 2022

Report Issued: October 27, 2022

**FINAL**

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## Introduction

The National Education Inspectorate (NEI) is responsible for assessing the standards attained by the students in our primary and secondary schools at critical points during their education. The NEI aims to report on how well students perform or improve as they progress through their schooling and learning life. The NEI is also responsible for making recommendations to support improvement in the quality of the provision and outcomes for all learners.

During school inspections, our trained inspectors observe online classroom lessons and interview members of the school's staff – both online and face-to-face, students individually and in small groups. Inspectors also look at student work samples (where possible) and study various school documents provided before and during the inspection. Additionally, School Inspectors hold meetings with the Principal and senior members of the staff to get clarity on their roles and responsibilities at the school.

## Key Questions

The inspection indicators remain structured around eight key questions (domains) that inspectors ask about every school's educational provision and performance. These are:

1. How effectively is the school led and managed by the Board, the Principal, the senior management team, and middle leadership during the COVID-19 pandemic?
2. How effectively does teaching support the students' learning?
3. How well do students perform in national and/or regional tests and assessments?
4. How much progress do students make in relation to their starting points?
5. How good are the students' personal and social understanding and awareness of the implications of COVID-19?
6. How effectively does the school use the human and material resources at its disposal to help the staff and students achieve as well as they can?
7. How well do the curriculum and any enhancement programmes meet the current needs of the students?
8. How well does the school ensure everyone's security, safety, health and well-being during the pandemic?

***See the Addendum to Inspection Framework attached.***

## Modified Framework

Evaluating the school's effectiveness is predicated on the extent to which the variables under the school's control are led and managed during the COVID-19 event. The emphasis is, therefore, now on the adaptability of school leaders in ensuring that the quality of the provisions for students' learning takes place in a safe, secure and healthy environment. Also, that the well-being of students and staff is a priority as they explore and deliver the modified curricular offerings.

Note that while other key performance indicators (KPIs) and domains of effectiveness are important parts of the indexation of school effectiveness, they have been temporarily relieved of the weighting.

**All the evaluations and discussions in this report are predicated on the school's work during the pandemic and the number of students they could reach.**

## Value-Added Assessment of Students' Progress

In this round of inspections, the Value Added Model for Assessing Schools (VAMAS) is a component of this inspection report. The fundamental feature of the VAMAS is to analyse individual student performance in both English and mathematics at key points in their learning.

Under the VAMAS, students are assigned designations based on their performance. Students who attain satisfactory performance in mathematics and English are designated as Alphas. In contrast, those who perform satisfactorily in either English or mathematics are designated as Betas. Those with unsatisfactory performance in both subjects are designated as Gammas.

VAMAS designations at the primary level are determined based on students' mastery in the Grade Four Literacy Test (GFLT) or General Attainment In Numeracy (GAIN) and their proficiency in the Primary Exit Profile (PEP) language arts and mathematics.

# Profile

## School's Demographics

<b>School Code:</b>	13103
<b>School Name:</b>	Anderson Town Primary
<b>Region:</b>	7. Clarendon
<b>Parish:</b>	Clarendon
<b>Locale:</b>	Rural
<b>Population Composition:</b>	Co-educational
<b>Day Structure:</b>	Whole Day
<b>Size:</b>	Class I
<b>Attendance Rate (%):</b>	90
<b>Capacity:</b>	145
<b>Enrolment:</b>	90
<b>Number of Active Teachers:</b>	4
<b>Pupil-Teacher Ratio:</b>	23:1
<b>Multi-grade:</b>	Yes
<b>Owned By:</b>	Government
<b>Modality:</b>	Face to Face
<b>Average Online Attendance:</b>	N/A
<b>Average Class Attendance Observed:</b>	18

## Socio-economic Context

Anderson Town Primary and Infant School is located in the parish of Clarendon between Cave Valley in St. Ann and James Hill in Clarendon. The school is in a predominantly farming community which is plagued by poverty. The area has limited employment opportunities, resulting in many unemployed residents, especially females. Subsequently, many persons migrate in search of employment. Education is not a priority for most parents; as such, very seldom do children complete secondary education. This is especially so for the boys. Most of the students are either from single-parent or extended families. Twenty-seven students benefit from the Programme of Advancement through Health and Education (PATH).

## Internet penetration and support for learning modalities

Both the community and the school face the challenge of accessing the internet. Most homes access the internet through mobile networks, which are costly and unreliable. Of the 68 students who attend the school, only 50 per cent could access online learning platforms due to either lack of devices or the inability to afford a data plan.

# Executive Summary

## Leadership and management

The Board provides good governance and shares the school's vision with all stakeholders. Additionally, improvements are integrated with the school's culture; however, plans are not monitored. Further, though lesson plans are written weekly, they are not vetted or evaluated to inform future planning. Despite sharing a cordial relationship with parents, students and teachers, the school receives limited support from organisations and parents. Additionally, the relationship with the wider community is unfavourable.

## Online teaching in support of learning

Almost all teachers have sound knowledge of their subjects, and many use different strategies to engage the students. Most teachers use assessment as part of the learning process. However, students' critical thinking skills are underdeveloped.

## Students' performance in English and mathematics from 2017 to 2020

The school's performance in the GFLT, PEP 4, GSAT language arts and Communication Task, PEP 6 language arts, and PEP 4 GSAT and the PEP 6 mathematics did not meet expectations over the period 2017 to 2019. However, the GAIN was above average in the review years.

## Students' progress in English and mathematics

Some students make adequate progress against their starting points at school and in observed lessons. Application of a Value-Added Model for Assessing Schools (VAMAS) to the results of the nine students who sat the 2020 Grade 6 Assessment (PEP 6) showed that four of them progressed sufficiently from their Grade 4 assessments (GAIN/GFLT) to achieve proficiency in both English and mathematics in the PEP 6.

## Students' personal and social understandings and awareness

Many students respect their teachers, and some interact well with their peers. However, most students are unaware of civic, spiritual, economic and environmental issues.

## The availability and use of human and material resources

The school has qualified teaching staff to deliver the curriculum. While there are adequate resources for teaching and learning, there are no technological resources. Notwithstanding the deficits in some areas, the school makes good use of the available resources.

## Provisions for the curriculum and enhancement programmes

The NSC is utilised in all lessons. Although the curriculum implementation team (CIT) has minimal impact on curriculum delivery, common planning time is used effectively. A minimum range of programmes is in place to cater to the needs of the students.

## **Provisions for student safety, security, health and well-being**

Despite a safety and security policy, it is compromised by the absence of a perimeter fence. This has resulted in the intrusion of community members and threatens students' safety. However, adequate provisions are in place to cater to the needs of the students.

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

- Students are motivated to learn, evident by the high level of participation during lessons
- Students take very good care of their environment.
- Well-maintained physical plant
- Relationship between teachers and the Principal is favourable

# Findings of School Inspection

## 1) School Leadership and Management

**How effectively is the school led and managed by the Board, Principal, senior management team and middle leadership during the COVID-19 pandemic?**

### **School-based leadership and management**

The leadership maintains a visible presence and monitors the school effectively. The Principal is described as cordial, dedicated and one who leads by example. Teachers demonstrate their commitment by preparing lesson plans and implementing different strategies to disseminate lesson content. However, lesson plans are neither vetted to provide directionality nor evaluated to guide future planning. The teachers also ensured that many students were actively engaged in the learning process during the COVID-19 pandemic and the recent rains. While plans are made to optimise students learning potential, no intervention programmes are in place to bridge the gap with the students who perform well at Grades 1 and 2 but do poorly at Grades 3 and 4. Among the documents satisfactorily maintained by leadership are records of meetings and policies.

### **Self-evaluation and school improvement planning**

The school has satisfactorily completed a school self-evaluation (SSE) which is appropriately aligned with the targets of the Ministry of Education and Youth (MoEY). The school improvement plan (SIP) spans 2019-2023 and is aligned with the SSE. Both the SIP and the SSE capture the key targets for improvement, including installing a perimeter fence, increasing student enrolment, equipping teachers with competency skills in teaching multi-grade classes and improving the relationship with the community. The annual staff appraisal for teachers also identifies other targets. These include the use of assessment data to inform instruction and the use of technology during the teaching-learning process. While the action plans for teachers speak to improving literacy and numeracy, the action plan of the Principal does not capture most of the SIP targets. Furthermore, the SIP is not being monitored effectively.

### **Governance**

The School Board is duly constituted. The new Chairman assumed the position in 2021. Meetings are held bi-monthly. The Board guides the school and supports its development. For example, a member who is an electrician does minor electrical repairs whenever possible. Board members also conduct devotions on occasion. Additionally, members interact with the Principal, staff and students and support the Principal with the school's daily operations.

### **Relationship with parents and the local community**

The school communicates with parents by WhatsApp, text messages and telephone calls. The PTA is operational and meets bi-monthly. However, the community does not support the school; many parents do not attend meetings. Some parents are involved in their children's education and make regular school visits to enquire about their progress. Additionally, the school has forged partnerships with a few organisations that contribute to its growth and development. For example, a former member of parliament gifted the school a freezer, and the National Commercial Bank (NCB) donated a printer to the school. Further, the students are now benefitting from a toilet block

sponsored by the Petrocaribe fund and JSIF. Also, a few community members contribute to the development of the school by participating in fundraising activities and contributing to heritage celebrations. Pastors from the local churches conduct devotions regularly and mentor the boys.

## 2) Teaching in Support of Learning

### How effectively does teaching support the students' learning?

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

Almost all teachers have a sound knowledge of their subject areas, which they deliver confidently and accurately. For example, in the Grade 3 language arts lesson, the teacher clarified that a conjunction is used to join words or sentences. While many lessons are teacher-centred, most teachers actively engage students. For example, in a mathematics lesson, the teacher physically used students to demonstrate the members of equal and equivalent sets. Teachers use guided questions to elicit student information, complementing various teaching materials. For example, in the Grades 1 and 2 maths lesson, the students used counters to show how many tens and ones are on the abacus. Despite the preceding, few teachers reflect on what they teach, and effective evaluation of lessons is neither promoted nor practised by most. Consequently, the possibility of impacting future planning in pursuit of improved performance is lost.

#### Teaching methods

Fairly good lesson plans are prepared and presented by almost all teachers. The weekly submissions reflect the modified NSC and the 5E model. Time is effectively managed as almost all lessons begin promptly, and the activities keep most students engaged throughout the period. Most teachers ensure that a reasonable variety of strategies are employed so students can benefit from the learning process. Strategies employed include guided questions, demonstration, role play and discussions. Further, in Grades 5 and 6 social studies, students are taught according to their ability, reflecting differentiation. Good interactions exist between staff and students as positive engagements are mainly seen. While using ICT resources to enrich teaching effectively is an issue, others are fairly well used in most lessons. Most teachers, therefore, make good use of the available resources to ensure that lessons are interesting and pique students' interest.

#### Students' assessment

The school has an assessment policy that speaks to the frequency and the types of assessments to be conducted. However, the process for arriving at grades for students is not outlined. Teachers use continuous assessment during the lessons as part of the teaching and learning process; however, limited forms of other assessments are observed. In addition, only some teachers mark students' workbooks and provide. For example, a sample of mathematics workbooks reflects detailed feedback by the teachers who also provide motivational comments, such as "great job". Similar comments are also made during lessons.

#### Student learning

Many students display a positive attitude towards learning by being focused and enthusiastically participating in the lessons. For example, in the Grades 5 and 6 social studies lessons, the Grade 5 students answered the questions, while those in Grade 6 took notes. Some students, however,

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do not appear motivated, as was evident in the Grades 1 and 2 mathematics lesson geared mostly towards the Grade 2 students; as a result, the Grade 1 students did not participate much. Many lessons do not allow students the opportunity to develop higher-order and critical thinking skills. This was evident in the Grade 3 integrated studies lesson, in which the teacher responded to the questions asked instead of eliciting the answers from the students. The content reflects real-life situations in a few lessons, allowing students to use their personal experiences to discuss the topic. This was evident in the Grades 5 and 6 science lesson on pets and weeds. Some students collaborate to complete tasks, as was observed in the Grade 3 language arts lesson, where some students supported a few who had challenges completing the assessment activity.

### **3) Students' Academic Performance 2017 to 2020**

#### **How well do the students perform in national and/or regional tests and assessments?**

##### **Students' performance in English**

The school's English performance has been relatively low compared to the national averages over the review period. Performance in the GFLT and PEP 4 language arts, the GSAT language arts and communication tasks, and PEP 6 language arts did not meet expectations.

At the Grade 4 level, the school's GFLT mastery did not exceed the national average throughout the period. It fell from 75 per cent in 2016 to 67 per cent in 2018, the lowest for the period. The school's PEP 4 language arts proficiency was below the national proficiency in 2019, at 50 per cent mastery. Overall, the participation rate was lowest at 90 per cent in 2018.

At the Grade 6 level, the average score in GSAT language arts increased by 25 percentage points for the period under review but was below the national average in 2016 and 2017. In communication tasks, the average increased from 58 per cent to 75 per cent but was below the national averages in 2016 and 2017. In PEP 6 language arts, the proficiency was below the national proficiency in 2019 and above in 2020 at 50 and 67 per cent, respectively. An examination of the performance by gender revealed that the girls outperformed the boys between 2017 and 2019.

##### **Students' performance in mathematics**

The school's mathematics performance has been consistently lower than the national average, except for GAIN. Consequently, the school's performance in the PEP 4 GSAT mathematics and PEP 6 mathematics did not meet expectations.

At the Grade 4 level, performance in the GAIN was above the national average in all years of the review period. It rose from 63 per cent in 2016 to 67 per cent in 2018, the highest for the period. The school's proficiency in PEP 4 mathematics was below the national proficiency in 2019 at 10 per cent. The participation rate was lowest in 2018 at 90 per cent.

At the Grade 6 level, the school's GSAT mathematics average increased by 21 percentage points overall, from 40 per cent in 2016 to 61 per cent in 2018. It was below the national average in 2016 and 2017. The PEP 6 mathematics proficiency was below the national proficiency in 2019 by 24 percentage points and in 2020 by five percentage points. An examination of the performance by

gender revealed that the girls performed above the boys in 2016 and 2017 for GSAT mathematics, as well as in 2019 and 2020 for PEP 6 mathematics.

## 4) Students' Academic Progress

### How much progress do the students make in relation to their starting points?

#### Value-added assessment of students' progress

Overall, evaluation of the 2020 cohort using the VAMAS model reveals that some students made adequate progress against expected standards of attaining proficiency in mathematics and English. The value-added comparison in the table below shows that in 2020, four of the nine traceable students performed at the Alpha level (attaining proficiency in English and mathematics); these four students were previously designated Alphas in their Grade 4 assessments. Additionally, the two students performing at the Beta level (attaining proficiency in either English or mathematics) were previously designated Alpha in their Grade 4 assessments. Further, the three students performing at the Gamma level (neither proficient in English nor mathematics) were previously designated Gamma.

Table 1: Tracking of individual traceable students from the 2020 PEP 6 Cohort using the VAMAS

		NEI VAMAS Designation 2018 (GFLT/GAIN)			
		Alpha	Beta	Gamma	Total
NEI VAMAS Designation 2020 (PEP 6)	Alpha	4	0	0	4
	Beta	2	0	0	2
	Gamma	0	0	3	3
	Total	6	0	3	9

#### Students' progress in English

Many students make adequate progress in English compared to their starting points at school. For example, in 2018, 67 per cent of students in the GFLT attained mastery. By 2020, 67 per cent of students in the PEP 6 language arts were proficient.

Six of the nine traceable students were proficient in the 2020 PEP 6 language arts in assessing individual student progress in English. A comparison of their previous performance in the GFLT revealed that six students who previously mastered the GFLT in 2018 were proficient in PEP 6 language arts in 2020. No students who did not master the GFLT in 2018 were proficient in PEP 6 language arts in 2020.

Many students make progress during English lessons. Most students in Grades 1 and 2 could structure sentences using the verb 'is' correctly. For example, The banana is yellow. Many Grade 3 students could also explain what Conjunctions are and could determine when to use 'and', 'but' and 'because' to join two sentences. Further, many students in Grades 5 and 6 could tell the different parts of a paragraph.

## **Students' progress in mathematics**

Some students make adequate progress in mathematics compared to their starting points at school. For example, in 2018, 67 per cent of the students sitting the GAIN attained mastery, and by 2020, 44 per cent were proficient in PEP 6 mathematics.

In assessing individual student progress in mathematics, four of the nine traceable students were proficient in the 2020 PEP 6 mathematics. Further analysis revealed four students who mastered the GAIN in 2018 were proficient in the 2020 PEP 6.

Many students demonstrate adequate progress in mathematics lessons. For instance, the Grade 1 and 2 students were able to draw sets to show the correct number and represent Tens and Ones on the abacus. In Grade 3, many students could compare three and four-digit numbers appropriately. For example,  $663 > 492$ . However, only some students in Grade 6 could identify and provide definitions for the types of sets. Additionally, some are able to make a distinction between equal and unequal sets.

## **5) Students' Personal and Social Understanding and Awareness**

### **How good are the students' personal and social understanding and awareness of the implications of COVID-19?**

#### **Students' behaviours and attitudes**

Most students display good behaviour and a positive attitude to learning. Although some are polite and eager to learn, some show little interest in lessons. Some students misbehave and are overly rough at play, and a few behave disrespectfully towards each other. Teachers and students share a good relationship, evidenced by the high level of interaction during lessons.

#### **Punctuality and attendance**

Punctuality is not an issue as most students arrive early for school and lessons. Many students were unaccounted for during the pandemic, and the average attendance is still below the Ministry's satisfactory rate of 80 per cent.

#### **The civic understanding and spiritual awareness of the students**

Most students assist with keeping the school environment clean, and some are class monitors who assist with managing the class in the absence of a teacher. Some students display an awareness of civic responsibility by assisting smaller students during lunch and break. Only a few students can discuss the contributions of the National Heroes to Jamaica, although their portraits are painted walls. Additionally, few are able to associate their Jamaican identity with celebrations of Independence and Jamaica Day at school. Many students have a good understanding of their spirituality as they are able to tell the importance of devotion and what it means to have a good relationship with God. Many students also attend church on Saturdays or Sundays.

## **Students' economic awareness and understanding**

Many students cannot understand Jamaica's economic progress regionally and globally. For example, they cannot speak to import and export goods and services and how the processes benefit Jamaica. Some students, however, can identify and discuss ways to contribute to their country.

## **Students' awareness and understanding of environmental and health issues**

Almost all students demonstrate an awareness of environmental issues. For example, many students identify factors, like blocked drains, that contribute to flooding. Many students also keep the school environment clean by disposing of garbage in strategically placed bins in and around the school. For example, students sort the garbage and place plastic bottles in recycling bins. Students also sweep the classrooms after lunch. The clean compound reflects the success of the efforts of students.

## **6) Use of Human and Material Resources**

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

#### **The quality of human resources**

The school has suitable and qualified staff to execute daily operations. In addition to the Principal, there are four teachers, a guidance counsellor, a cook and a janitor. Professional development is consistently done to supplement academic training and develop teachers' skills. The staff attend workshops facilitated by the Ministry of Education and Youth (MoEY) and in-house. A few examples include "Managing the learning management system – Google Classroom"; in preparation for teaching during the pandemic and training conducted on 'The Specialist Model-The Way of the Future'. A psychosocial session was also held for all staff.

#### **The quality and quantity of material resources**

There is more than adequate physical space to satisfy the needs of the current student population. The school consists of one main building, which is structurally sound. It is partitioned to satisfy the requirements of the Ministry of Health and Wellness (MoHW). However, the partition is built halfway using blackboards in some areas, allowing noise to filter into each classroom, negatively impacting teaching and learning. While the Grades 5 and 6 classroom is somewhat overcrowded, the rooms are fairly clean, well-lit, and airy. In addition, the school compound is clean, and the green area is well-manicured. While the school lacks the ICT required to enrich teaching, other resources are available in ample supply. All teachers own laptops or tablets. Also, all classrooms have adequate furniture for staff and students. Further, the walls are adorned with various educational charts highlighting a map of Jamaica; however, there is no library, and textbooks are limited. A paved hard court is available to support netball and basketball. The community is negatively impacted by unreliable electrical and internet service. With only some upper school students owning devices, teaching online was an unfortunate experience.

## **The use of material resources**

Despite the deficit in some resources, those available are well used. Critical areas in daily use include classrooms, the canteen and a fairly new toilet block. Also, the school's walls effectively display various educational content. For example, pictures of the National Heroes, the solar system and COVID-19 posters. The compound also houses an infant school and is used as an emergency shelter. However, the community uses the school premises as a thoroughfare to access farms and allow their animals to graze, potentially placing students at risk. As a result of the limited available ICT, most teachers utilise personal devices in lessons and provide further enrichment. The Grades 5 and 6 social studies teacher used her laptop to present a video on push and pull factors. The available charts are invariably utilised in lessons by teachers, while some students do so independently. For example, the chart of the stomach was used by a Grade 3 student. Also, only some upper school students own devices and can facilitate lessons online.

## **7) Curriculum and Enhancement Programmes**

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

#### **Curriculum provisions**

Strategies that ensure effective curriculum delivery have been introduced with reasonable success. The NSC is utilised across all grades along with the 5Es model. While a curriculum implementation team (CIT) was formed to manage the implementation of the curriculum, its impact has been minimal. However, discussions among staff are held at common planning time to ensure that the objectives are modified to satisfy the various needs. For example, Grades 5 and 6 social studies classes were taught different topics with objectives peculiar to each, reflecting some measure of differentiation. The timetables reflect the appropriate range of subjects, and the exposure given to maths and language arts across grade levels is as required by the MoEY. Also, the order of topics reflects reasonable, continuity and progression. This is both within a grade and across grades. For example, in Grade 5 maths, the number system was done before place value, while larger numbers are used in examples in the upper school. Further, the integration of subjects is well utilised; hence cross-curricular links are seen.

#### **Enhancement programmes**

Since September, the continuation of the face-to-face modality and the broadening of subject offerings have increased enhancement programmes. For example, DEAR is executed daily in all classes. Early bird maths and language arts classes are conducted in Grades 5 and 6 before the start of school. These are intended to contribute to improved performances. Further, the resumption of 4H and the performing arts is intended to broaden students' experiences at school. All students can participate in 4H and the performing arts activities to maximise the benefits. While there are minimal links with the community, members of local church groups assist with devotions.

## **8) Student Safety, Security, Health and Well-being**

### **How well does the school ensure everyone's safety, security, health and well-being during the pandemic?**

#### **Provisions for safety and security**

The school has a safety and security policy outlining the duties and responsibilities assigned to the Principal and the teachers. However, the school has no perimeter fencing and has become a public thoroughfare for community members. This is a threat to the safety of the students and staff alike. There is no watchman in place throughout the day to compound the matters. In addition to this, there is only one fire extinguisher that is placed in the canteen.

#### **Provisions for students' health and well-being**

Some provisions are made to cater to the health and well-being of the students. Participation in Jamaica Moves and implementing Fresh Fruits Fridays and H2O Wednesdays are a few initiatives that have been undertaken. The cluster-based guidance counsellor visits on Wednesdays to conduct psychosocial sessions with students. The canteen, where cooked lunches are provided for students, including the 28 on PATH, is clean and meshed. Adequate arrangements are still in place to contain COVID-19; students are sanitised on entering the school compound, and temperatures are taken, while teachers and some students continue to wear masks. Teachers and students share a good relationship, and interaction during lessons is good. The academic staff helps to maintain discipline. Students' attendance and punctuality are well managed. Each class has a daily attendance register that is well-kept and up-to-date. However, there is no provision made to identify late students. Without a welfare programme, teachers assist students who need lunch. Additionally, two community members contribute learning tools and clothing to needy students.

## Recommendations

**We recommend that the following actions be taken to make further improvements:**

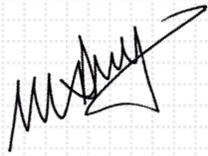
1. The MoEY should erect a perimeter fence to prevent the intrusion of pedestrians.
2. The Board should:
  - a. hold the leadership of the school accountable to ensure that the SIP is well-monitored; and
  - b. continue to forge relationships with the community to garner greater care and support for the school.
3. The Principal should:
  - a. ensure that data are analysed to facilitate students whose performance levels are to be improved; and
  - b. rigorous efforts are made to source computers and other devices to provide students with a more engaging learning environment.
4. Teachers should:
  - a. evaluate lesson plans to inform future planning; and
  - b. sufficiently differentiate learning activities for all groups of students to benefit from the multi-grade setting.

## Recommendations from the previous inspection report

1. The MoEYI should:
  - a. erect a perimeter fence and gate to increase security and safety practices at the school;
  - b. address the matters of:
    - i. leaking roof;
    - ii. establishing appropriate sanitary conveniences for the infant department;
    - iii. establishing appropriate partitions for the classrooms to facilitate a conducive learning environment.
  
2. The Board should:
  - a. ensure greater familiarity with the SIP and the school's self-evaluation processes so that they can better understand the genuine needs of the school in order to provide targeted support; and
  - b. provide the relevant guidance to the school for the implementation of documented policies.
  
3. The school's leadership should:
  - a. immediately address the matters relating to the infestation of rodents in the canteen as well as the placement of the gas cylinder;
  - b. ensure closer vetting of lesson plans which supports adherence to established standards;
  - c. ensure that the curriculum is adequately and appropriately monitored to facilitate improved preparations and planning for students' achievement; and
  - d. improve the number of enhancement programmes so students' varied interests are better addressed.
  
4. The teachers should ensure that:
  - a. lessons are appropriately evaluated using reflective practices so that they can improve in pedagogy and better prepare for students' learning;
  - b. embark on preparing lessons that provide differentiated approaches in both teaching and assessment so that students can be better catered for in the multi-grade situation; and,
  - c. conduct research for professional development that facilitates teaching in multi-grade situations, effective classroom management approaches and teaching using a constructivist approach.

## Further Action

The school has been asked to prepare an action plan indicating how it will address the recommendations of this report. The action plan will be sent to the National Education Inspectorate and the regional offices within two months of the school's receipt of the written report. The next inspection will report on the progress made by the school.



Maureen Dwyer  
Chief Inspector  
National Education Inspectorate

## List of Abbreviations and Acronyms

ASTEP	Alternative Secondary Transition Education Programme
APSE	Alternative Pathways to Secondary Education
CAP	Career Advancement Programme
CAPE	Caribbean Advanced Proficiency Examination
CCSLC	Caribbean Certificate of Secondary Level Competence
CIT	Curriculum Implementation Team
CSEC	Caribbean Secondary Education Certificate
GAIN	General Achievement in Numeracy
GFLT	Grade Four Literacy Test
GNAT	Grade Nine Achievement Test
GOILP	Grade One Individual Learning Profile
GSAT	Grade Six Achievement Test
HEART	Human Employment and Resource Training
ICT	Information and Communication Technology
IT	Information Technology
ISSA	Inter-Secondary Schools' Association
JSAS	Jamaica Schools Administration System
JTA	Jamaica Teachers' Association
JTC	Jamaica Teaching Council
MoEYI	Ministry of Education, Youth and Information
NCEL	National College for Educational Leadership
NEI	National Education Inspectorate
NSC	National Standards Curriculum
PATH	Programme of Advancement Through Health and Education
PEP	Primary Exit Profile
PTA	Parent Teacher Association
SIP	School Improvement Plan
SJE	Standard Jamaican English
SMT	School Management Team
SSE	School Self-Evaluation

# Appendices

Appendix 1 - Record of Inspection Activities

Appendix 2 – Addendum to School Inspection Framework

Appendix 3 – National Test Data

Appendix 4 – Stakeholders' Satisfaction Survey

## Appendix 1 - Record of Inspection Activities

Evidence for this report was based on the following:

Total number of lessons or part lessons observed	9
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	English	Math	Other
Number of lessons or part lessons observed <b>[Primary]</b>	3	3	3
Number of lessons or part lessons observed <b>[Secondary, either grades 7 – 13 or 7 – 9 in an all-age school]</b>	N/A	N/A	N/A

Number of scheduled interviews completed with members of staff, governing body and parents	6
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Number of scheduled interviews completed with students	1
--	---

	Parents	Students	Teachers
Number of questionnaires returned and analysed	-	-	-

## Appendix 2 – Addendum to Inspection Framework

### 1) School Leadership and Management

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

#### 1.1 School-based leadership and management

**Prompt:** Please describe the changes made, if any, to the current arrangements for students' learning and teacher accountability.

Inspector will evaluate:

- How responsive is the school's leadership to the current situation?
  - How flexible is the senior management team (SMT) in implementing new measures?
  - How creative is the SMT in facilitating and implementing the new measures given the current situation?
  - What has management put in place to ensure accountability for students' learning during COVID-19?
- 
- Leadership qualities
  - Vision and direction
  - **Prompt:** Has your vision for the school shifted? If so, how?
  - How has COVID-19 impacted the vision and direction of the school?
- 
- Focus on teaching, learning and student outcomes
  - **Prompt:** Please explain the learning modalities utilized and what has guided the decisions.
  - Why were those modalities selected?
  - What led to this decision?
- 
- Culture and ethos of school, relationships
  - **Prompt:** How has the ethos and culture of the school been altered by the pandemic?
  - What policies are in place to prevent discrimination etc.?
  - What preparations were made to the physical space to ensure the enhancement of the school amid COVID-19?
- 
- Commitment of the staff (confidence in and response to leadership)
  - **Prompt:** Are staff (s) committed to the changes? How do you know?
  - How compliant are staff members to the new arrangements for COVID-19 in the school?
  - Were teachers involved in the planning for the new arrangements?
  - What role do teachers play in the implementation and monitoring of the plans?
- 
- Management of the school
  - **Prompt:** Describe the process of documentation and other protocols undertaken to manage students' assessments and general records.
  - Are documents in place such as new protocols, policies, and how are they implemented and monitored; for example COVID-19 Protocols, Reopening Policy, and Assessment Policy?
- 
- Gathering and use of school information and document system
  - What data was used to arrive at the decision for the modality selected?

### **1.2 Self-evaluation and improvement planning**

**Prompt:** Did you undertake a self- assessment activity? When and with what results? Who were involved?

- Rigour and accuracy of the school's routine self-evaluation process
- What measures have been taken and who are the persons involved in the school's self-evaluation processes and in particular as it relates to the plans for COVID-19?
- The extent to which the views of parents, staff, students, and others are taken into account
- What role did parents, staff and others play in the self-evaluation process as it relates to COVID-19?
- How were parents canvassed to ascertain their status as it relates to Internet connectivity and other measures to determine the type of modality?
- The identification of appropriate priorities for improvement
- What are the documented priorities relating to the management of COVID-19 in the school?
- The quality of plans for improvement
- (To be evaluated based on the inspector's professional judgment and knowledge as per document review guide.)
- The extent to which plans are implemented, monitored, and evaluated

### **1.3 Governance**

**Prompt:** In what ways has the Board been involved in the school's continuation and adaptation since the COVID- 19 pandemic?

- The quality of the Board's contribution to the leadership and management of the school
- In light of the crisis what has been the Board's contribution to the management of the school?
- The extent to which the Board holds the school's professional leaders to account for standards/protocols, outcomes and spending
- What is the evidence available to suggest that the Board holds the SMT accountable – (look at minutes for online meetings etc. to see the directives the Board gives, and the support provided.)
- Knowledge and understanding of the school
- How were the decisions taken as it relates to COVID-19 requirements in this school – modality? Implementation of mechanisms such as wash stations.
- How have you implemented, monitored, and evaluated the various plans such as Reopening Plan, Assessment Plan etc.?

### **1.4 Relations with parents and the local community**

**Prompt:** Describe the quality of the relationship among the school, parents, and business/local community since COVID-19

- The quality of the school's communication with, and reporting to, parents
- How often does the school communicate with and report to parents on matters relating to the response to COVID–19 - modalities, safety practices etc.?
- Parents' involvement with their children's education and the work of the school
- How are parents helping their children to access the various measures used by the school to deliver the curriculum?
- The school's links with organizations and agencies in the local community
- Have the school established any new linkages with organizations in the local community to support their COVID-19 related plans for PPE's, food, needy students etc.?

## 2) Teaching Support for Learning

How effectively does the teaching support the students' learning?

What can we learn from online lesson observations?

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

- Teachers' knowledge of their subjects
- Teachers' knowledge of how best to teach their subjects
- Teachers' reflection on what they teach and how well students learn
- Teachers' knowledge of how to use the various platforms based on the modality the school employs
- How the teacher reflects on the various groups within the various modalities

### 2.2 Teaching Methods

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

### 2.3 Assessment

- Evaluating students' learning according to the various strands and in relation to the modalities used
- Continuous assessment as part of online teaching and learning
- Assessment practices, including policies, implementation and record keeping
- Student self-assessment
- Use of assessment information by teachers and students to inform teaching and learning
- Quality of feedback by teachers, in lessons and written work, to help students identify and make improvements
- Teachers' knowledge of students' strengths and weaknesses (how teachers use differentiation)

### 2.4 Student learning

- Attitudes and motivation to learn
- Interactions and collaboration between students
- Application of learning to new situations and real life
- Inquiry and research skills
- Problem-solving skills
- Information and communication technology (ICT) skills

## 3) Students' Academic Performance

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

This is data provided by the National Education Inspectorate in the School Performance Profile

#### 4) Students' Academic Progress

How much progress do the students make in relation to their starting points?

##### 4.1 How much progress do the students make in relation to their starting points in English?

Progress in English lessons take into consideration the fact that many schools will deliver a modified curriculum depending on the suite of modalities and the available resources at their disposal. What is doable and reasonable in light of the circumstances? Therefore, progress against starting point may be impacted by, one or a combination of any of the factors above, as well as others that the school will explain.

##### 4.2 How much progress do the students make in relation to their starting points in mathematics?

Progress in mathematics lessons take into consideration the fact that many schools will deliver a modified curriculum depending on the suite of modalities and the available resources at their disposal. What is doable and reasonable in light of the circumstances? Therefore, progress against starting point may be impacted by, one or a combination of any of the factors above, as well as others that the school will explain.

**This is supported by Students' Performance Data and Lesson Observation Data**

#### 5) Students' Personal and Social Development

How good are the students' personal and social development?

##### 5.1 Students behaviours and attitudes

- **Observed** behaviours and attitudes in online lessons and or around the school compound and places of learning.
- Students' adherence to COVID-19 protocols
- Students' relationship with other students and all school staff
- Self-organization and commitment to learning
- How do students respond to their own learning in light of the selected modality for delivering the curriculum?

##### 5.2 Students punctuality and attendance

- How does the school capture attendance and punctuality based on the modality?
- Attendance to school and lessons
- Punctuality to school and lessons – virtually or face to face
- Transition time between lessons

##### 5.3 Students civic understanding and spiritual awareness

- Understanding of national identity and regional traditions and culture
- Understanding of civic responsibility
- In light of COVID-19 are students **aware** of their responsibilities in its prevention?
- Taking on responsibilities for themselves and others

##### 5.4 Students' economic awareness and understanding

- Awareness and understanding of Jamaica's economic progress and importance both regionally and globally
- Awareness of the current world and local economic situation in relation to the COVID-19 Pandemic?
- Awareness of their potential contribution to Jamaica

### **5.5. Students' understanding and awareness of environmental and health issues**

- Knowledge and understanding of national and global environmental issues
- Concern and care for the school environment
- Concern and care for the wider environment
- Concern and awareness of global and national health issues (COVID 19) Pandemics, viruses etc.

## **6) Use of Human and Material Resources**

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

### **6.1 Human resources**

- Sufficiency of suitable qualified and knowledgeable teaching and support staff
- Have you retained additional and suitably qualified teaching and support staff to assist in the COVID-19 related protocols?
- Staff are supported and offered training
- Were all members of staff supported and trained in relation to the requisite protocols and standards now implemented for COVID-19?

### **6.2 Use of human resources**

- Deployment of teaching staff
- Have staff members been effectively deployed to support the new measures relating to the management of COVID-19 in the school?
- What is the attendance pattern of staff members since the COVID-19 Pandemic?
- Punctuality of staff
- Are staff members punctual for school and lessons to facilitate the effectiveness of the chosen modality as well as for the delivery of the NSC?
- Use of support staff
- How has the school utilized support staff in relation to reopening and COVID-19 activities and protocols?

### **6.3 Material resources – Quality and Quantity**

- Appropriateness and quality of the school premises
- Are classroom arrangements appropriate and effective to adequately house the number of students as prescribed by the Infection, Prevention and Control (IPC) protocols?
- Appropriateness, quality and sufficiency of resources for teaching and learning
- Were adequate and appropriate resources introduced to support the different modalities in teaching and learning?

### **6.4 Use of material resources**

- Effective use of school premises
- Were additional sites acquired or temporary learning spaces created to facilitate the protocols relating to physical distancing?
- How effective are these spaces used?
- Effective organization and the use of available resources for teaching and learning
- How effectively do teachers use resources in relation to the new modalities?

## 7) Curriculum and Enhancement Programmes

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

### 7.1 How well does the curriculum meet the needs of the students?

#### Is the curriculum modified or suspended – what are they doing?

- Review and adaptation of the curriculum to meet the needs of all students
- How is the curriculum reviewed in relation to the various modalities and the various groupings of students for impact?
- What are the creative means the school employs for the modification of the curriculum to meet the needs of the students?
- Breadth and balance
- How is the breadth and balance of the curriculum affected by the restrictions of COVID-19 and the chosen modality?
- Continuity and progression
- Cross-curricular links

### 7.2 Enhancement Programmes

#### Give consideration to the reality of COVID-19 and its potential impact on extracurricular and co-curricular activities

- Relevance to all students
- What are the creative measures the school employs to ensure the viability of co-curricular, enhancement and intervention programmes amid COVID-19 protocols?
- Uptake of programmes
- What measures are in place to ensure that almost all students benefit from the provisions of the school's enhancement programmes?
- Links with the local environment and community

## 8) Student Safety, Security, Health and Well-being

How well does the school ensure everyone's safety, security, health and well-being?

### 8.1 Safety and Security

- Policy and procedures to ensure the safety and security of all members of the school community, including on and off-site school activities and in relation to COVID-19
- Quality of monitoring and maintenance

### 8.2 Health and Wellbeing

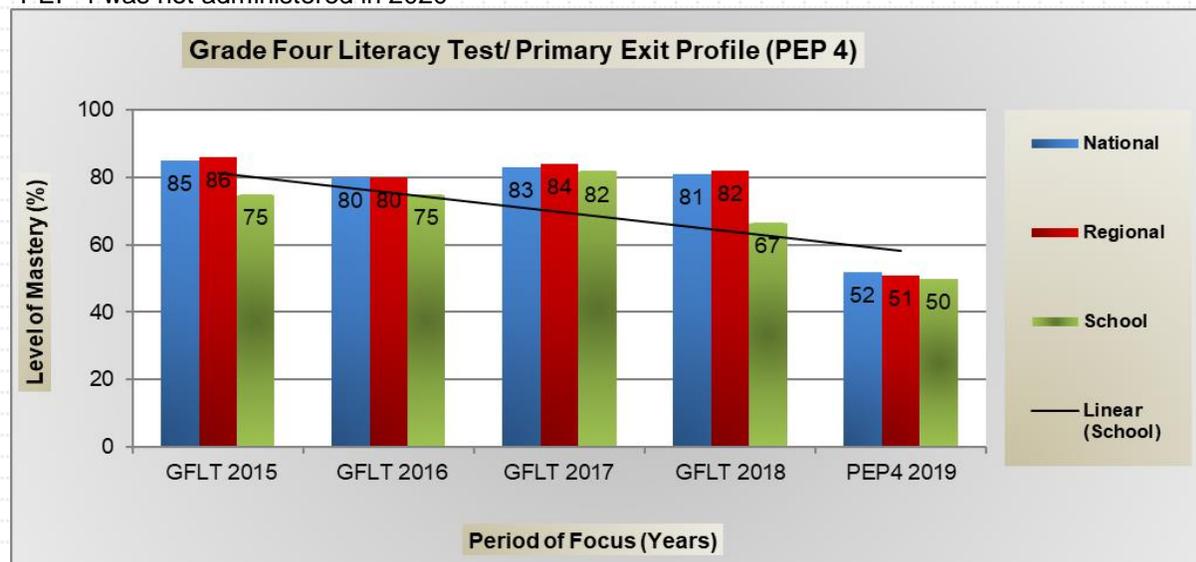
- Policies and procedures governing health and in relation to COVID-19
- Staff relationship with students
- What is the relationship like between students and teachers in light of COVID-19?
- Guidance and counselling arrangements
- What psychosocial provisions are in place for students in relation to the impact of COVID-19?
- How well does the school's guidance programme address the needs of the students in relation to COVID-19?
- Management of discipline
- Are there new measures to address maladapted behaviours as it relates to COVID-19?
- Management of students' attendance and punctuality
- Are there new measures to address issues relating to attendance and punctuality in light of national restrictions and new protocols for public transportation?
- Arrangement for suspension and exclusion of students - number of students out of school due to suspension and exclusion
- Tracking of students' wellbeing
- How have students benefited in terms of PATH grants during the Pandemic?
- Have any member of the school community been directly impacted by COVID-19 and how was it treated?

## Appendix 3 – National Test Data

### STUDENTS' ATTAINMENT

**Graph 1: Student Attainment in Grade Four Literacy Test/Primary Exit Profile (PEP 4) 2015-2019**

\*PEP 4 was not administered in 2020



**Table 1: Student Attainment in Grade Four Literacy Test/Primary Exit Profile (PEP 4) 2015-2019**

Anderson Town Primary					
Grade Four Literacy Test/ Primary Exit Profile (PEP 4)					
Assessment Year	Candidates		Percentage Mastery/Proficiency*		
	Grade Four Cohort	Sitting	National	Regional	School
2019*	10	10	52	51	50
2018	10	9	81	82	67
2017 (Cohort)	11	11	83	84	82
2016	8	8	80	80	75
2015	8	8	85	86	75

\*As at Census Day (2<sup>nd</sup> Monday in October).

The school's Grade Four Literacy mastery decreased over the 2015 to 2018 period by eight percentage points. It moved from 75 per cent (six of eight students) in 2015 to 67 per cent (six of nine students) in 2018. The school's performance remained below the national mastery in all years. The participation rate was lowest in 2018 (90 per cent).

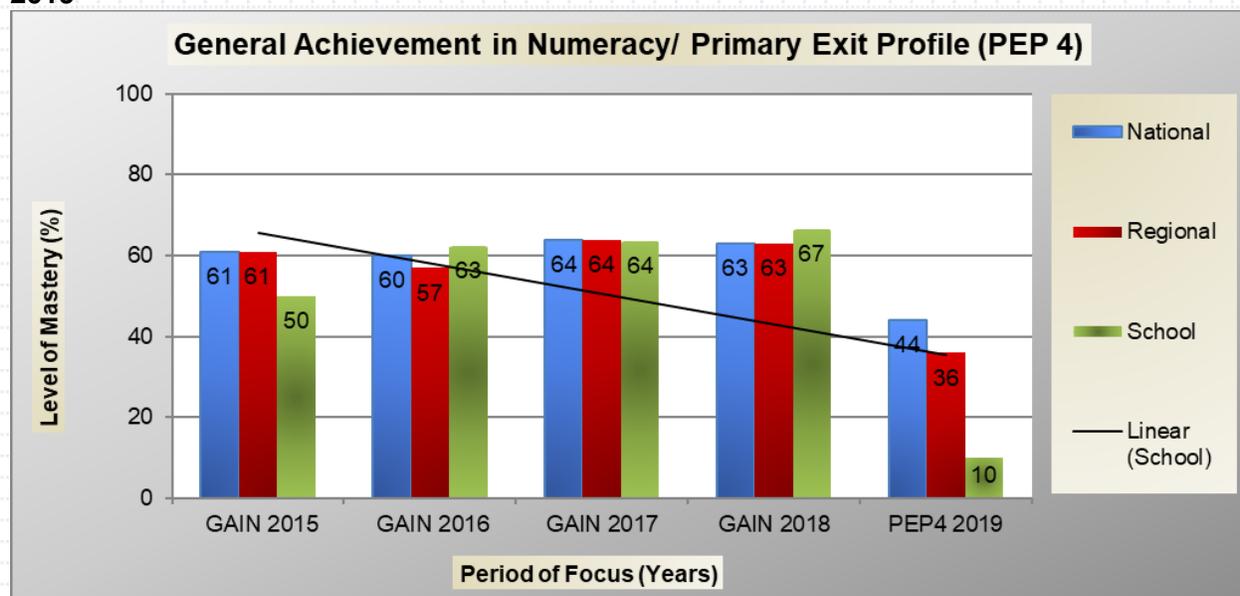
In 2019, 50 per cent (five of ten) of the students were proficient in PEP 4 language arts. The school performed below the national proficiency in 2019. All ten students were in the cohort sat the examination.

**The Grade Four Literacy target set by the Ministry of Education is 100 per cent of the educable cohort (85 per cent of the grade four enrolment).**

# FINAL

## STUDENTS' ATTAINMENT

**Graph 2: Students' General Achievement in Numeracy/Primary Exit Profile (PEP 4) 2015-2019**



\*PEP 4 was not administered in 2020 or 2021

**Table 2: Students' General Achievement in Numeracy/Primary Exit Profile (PEP 4) 2015-2019**

Anderson Town Primary					
General Achievement in Numeracy/ Primary Exit Profile (PEP 4)					
Assessment Year	Candidates		Percentage Mastery		
	Grade Four Cohort*	Sitting	National	Regional	School
2019*	10	10	44	36	10
2018	10	9	63	63	67
2017 (Cohort)	11	11	64	64	64
2016	8	8	60	57	63
2015	8	8	61	61	50

\*As at Census Day (2<sup>nd</sup> Monday in October).

The school's GAIN mastery increased overall over the 2015 to 2018 period by 17 percentage points. It moved from its lowest level of 50 per cent (four of eight students) to peak at 67 per cent (six of nine students). The school performed above the national mastery in all years, except 2015.

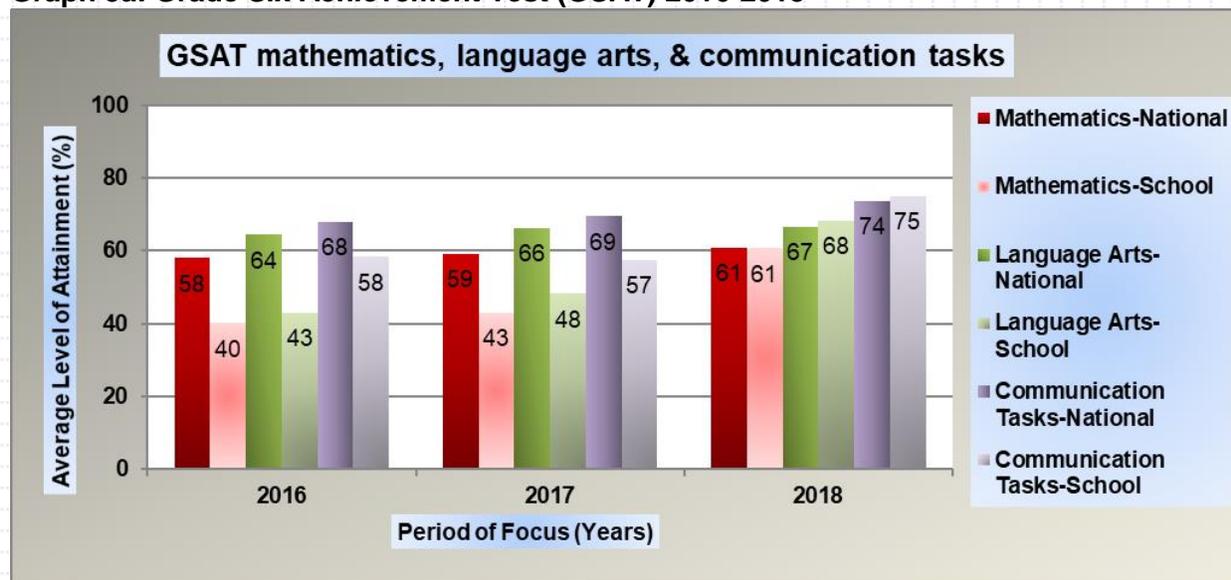
The participation rate was lowest at 90 per cent in 2018.

In 2019, ten per cent (one of ten) of the students were proficient in PEP 4 mathematics. The school performed below the national proficiency in 2019. All ten students in the cohort sat the examination.

**The Grade Four Numeracy target set for each primary level school by the Ministry of Education is 85 per cent mastery, which is to be achieved by 2018.**

## STUDENTS' ATTAINMENT

Graph 3a: Grade Six Achievement Test (GSAT) 2016-2018



This graph illustrates the average performance of the students at Anderson Town Primary in three of the five components of the GSAT over the last 3 years (2016-2018) compared with national averages.

### School's performance against the national average

The school's performance in the three subject areas of the GSAT was below the national averages in 2016 and 2017, and above in all three subject areas in 2018.

### School's performance by subjects

The mathematics average increased by 21 percentage points to 61 per cent in 2018.

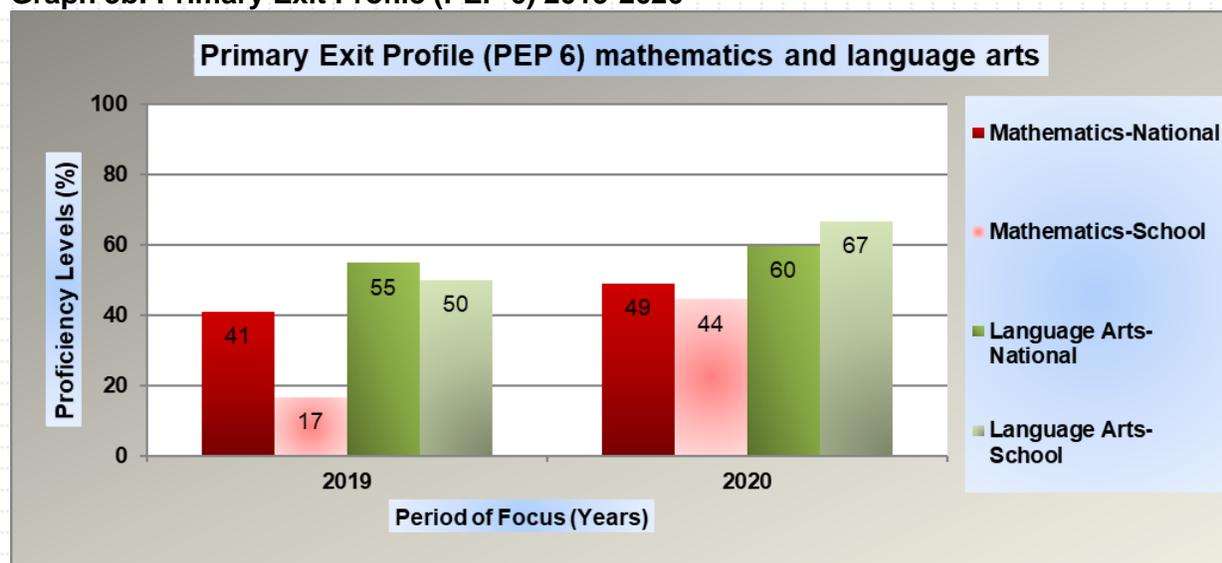
The language arts average increased by 25 percentage points for the 2016 to 2018 period, moving from its lowest level of 43 per cent to peak at 68 per cent.

For communication tasks, the average increased by 17 percentage points over the 2016 to 2018 period. It rose from 58 per cent to 75 per cent.

See table 3.

## STUDENTS' ATTAINMENT

Graph 3b: Primary Exit Profile (PEP 6) 2019-2020



This graph compares the proficiency levels of the students at Anderson Town Primary with national proficiencies in the mathematics and language arts components of the PEP 6 in 2019 and 2020. There was no assessment of mathematics or language arts components in the 2021 PEP 6.

### School's performance against the national average

The school's proficiency level was below the national proficiencies in the language arts and mathematics components of PEP 6 in 2019 and 2020, except for language arts in 2020.

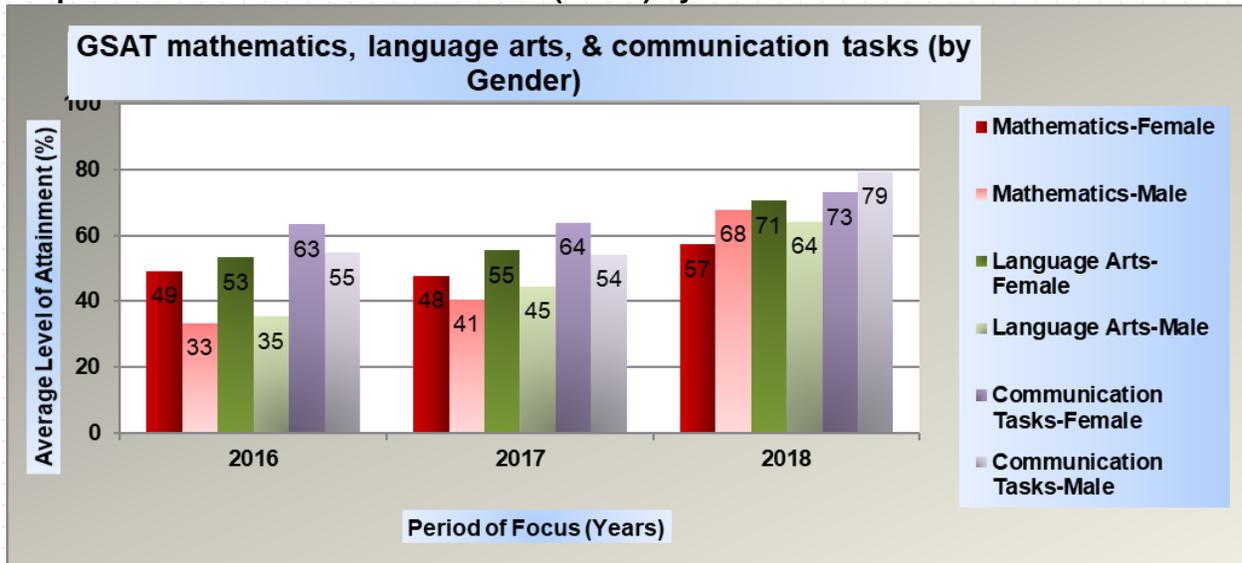
### School's performance by subjects

In 2019, the mathematics proficiency was at 17 per cent and was below the national proficiency by 24 percentage points. In 2020, it was 44 per cent which was five percentage points below the national.

The language arts proficiency was at 50 per cent in 2019, and was some five percentage points below the national proficiency. In 2020, the proficiency level was 67 per cent and was above the national proficiency by seven percentage points.

## STUDENTS' ATTAINMENT

Graph 3c: Grade Six Achievement Test (GSAT) by Gender 2016-2018



This graph illustrates the average performance of the students in Anderson Town Primary in three of the five components of the GSAT over the last 3 years (2016-2018) by gender.

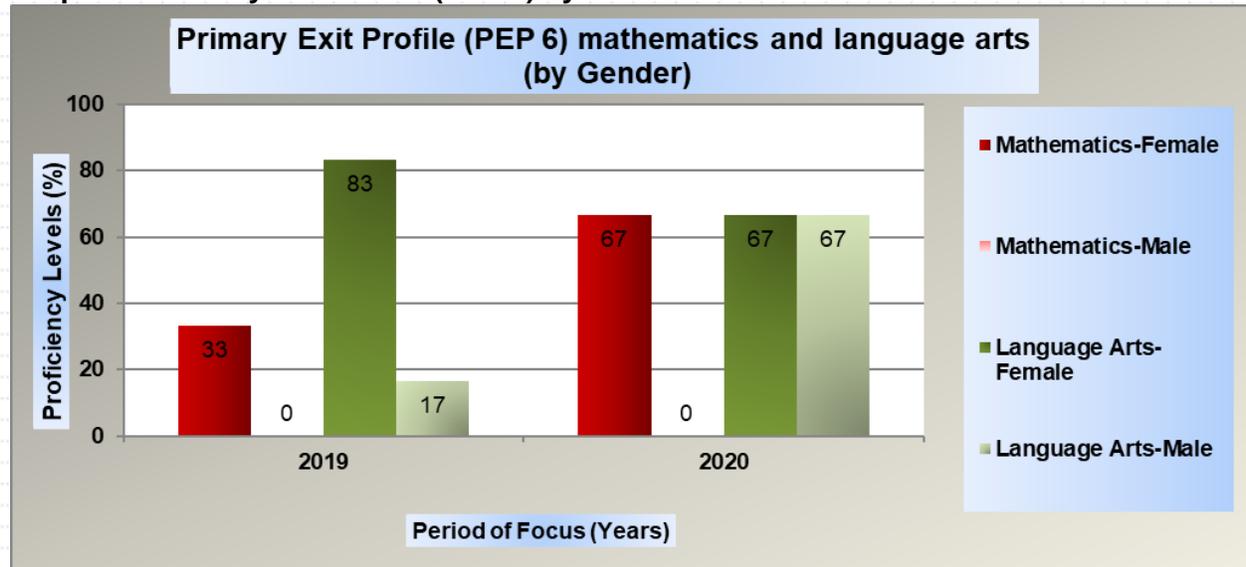
The gender gap looks at the percentage point difference in GSAT averages for boys and girls over the entire period (2016-2018).

Data revealed that the boys performed below the girls in all three subject areas in 2016 and 2017. In 2018, the girls performed below the boys in mathematics and communication tasks. The widest performance gap was observed in language arts in 2016 (18 percentage points).

See table 3.

## STUDENTS' ATTAINMENT

Graph 3d: Primary Exit Profile (PEP 6) by Gender 2019



This graph presents a gender comparison of the proficiency levels of the students at Anderson Town Primary in the mathematics and language arts components of the PEP 6 in 2019 and 2020. There was no assessment of mathematics or language arts components in the 2021 PEP 6.

The gender gap looks at the percentage point difference in PEP 6 proficiencies for boys and girls in 2019 and 2020.

Data revealed that in 2019, the girls outperformed the boys in language arts but were on par in 2020, mathematics. The performance gap was widest in language arts in 2019 at 66 percentage points.

## STUDENTS' ATTAINMENT

**Table 3: Grade Six Achievement Test (GSAT) 2016-2018**

<b>Anderson Town Primary</b>			
<b>2018 (Cohort data)</b>			
<b>Assessment</b>	<b>Candidates</b>	<b>2018 Averages</b>	
	Sitting	National	School
<b>GSAT Mathematics</b>	6	<b>61</b>	<b>61</b>
Female	4	<b>63</b>	<b>57</b>
Male	2	<b>59</b>	<b>68</b>
<b>GSAT Language Arts</b>	Sitting	National	School
	6	<b>67</b>	<b>68</b>
Female	4	<b>71</b>	<b>71</b>
Male	2	<b>62</b>	<b>64</b>
<b>GSAT Communication Tasks</b>	Sitting	National	School
	6	<b>74</b>	<b>75</b>
Female	4	<b>77</b>	<b>73</b>
Male	2	<b>70</b>	<b>79</b>
<b>2017</b>			
<b>Assessment</b>	<b>Candidates</b>	<b>2017 Averages</b>	
	Sitting	National	School
<b>GSAT Mathematics</b>	9	<b>59</b>	<b>43</b>
Female	3	<b>61</b>	<b>48</b>
Male	6	<b>57</b>	<b>41</b>
<b>GSAT Language Arts</b>	Sitting	National	School
	9	<b>66</b>	<b>48</b>
Female	3	<b>70</b>	<b>55</b>
Male	6	<b>62</b>	<b>45</b>
<b>GSAT Communication Tasks</b>	Sitting	National	School
	9	<b>69</b>	<b>57</b>
Female	3	<b>73</b>	<b>64</b>
Male	6	<b>66</b>	<b>54</b>
<b>2016</b>			
<b>Assessment</b>	<b>Candidates</b>	<b>2016 Averages</b>	
	Sitting	National	School
<b>GSAT Mathematics</b>	12	<b>58</b>	<b>40</b>
Female	5	<b>60</b>	<b>49</b>
Male	7	<b>55</b>	<b>33</b>
<b>GSAT Language Arts</b>	Sitting	National	School
	12	<b>64</b>	<b>43</b>
Female	5	<b>68</b>	<b>53</b>
Male	7	<b>60</b>	<b>35</b>
<b>GSAT Communication Tasks</b>	Sitting	National	School
	12	<b>68</b>	<b>58</b>
Female	5	<b>71</b>	<b>63</b>
Male	7	<b>65</b>	<b>55</b>

**FINAL**

## STUDENTS' PROGRESS

### Students' Starting Point

Graph 4: Grade One Individual Learning Profile (GOILP)-2012

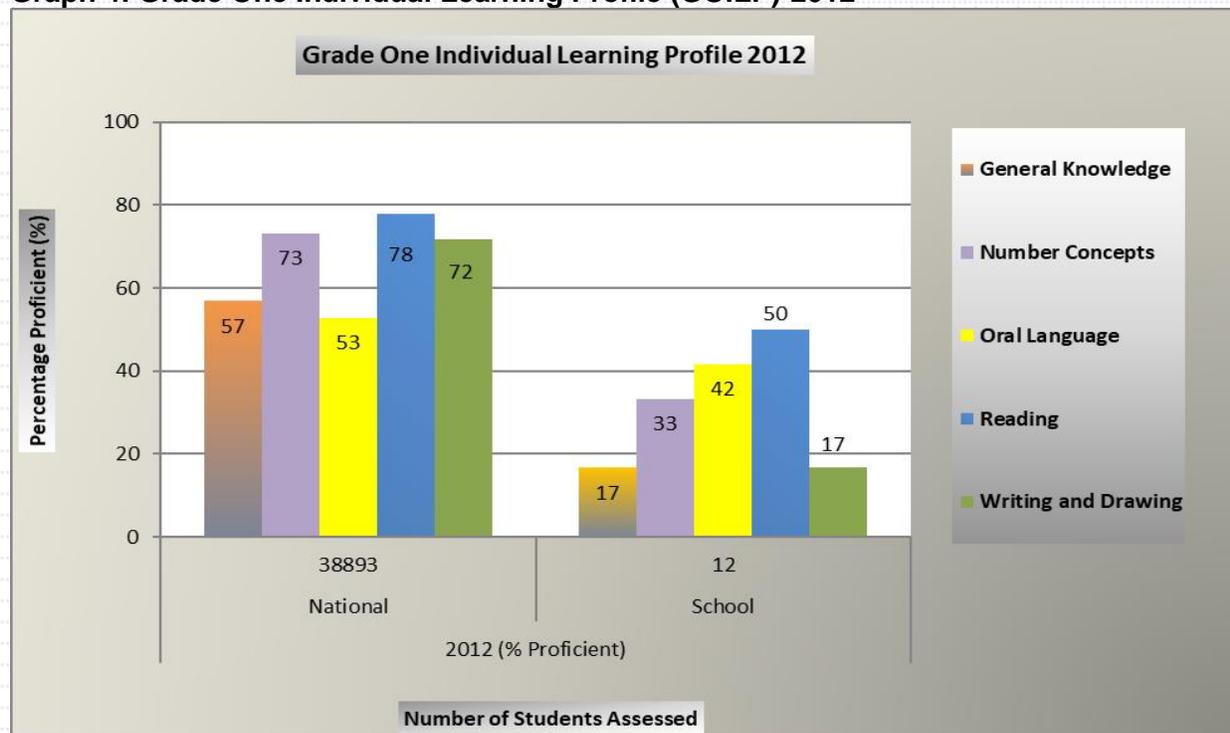


Table 4: Grade One Individual Learning Profile (GOILP)-2012

Grade One Individual Learning Profile		Number of Students Assessed	Percentage of students proficient in each sub-test				
			General Knowledge	Number Concepts	Oral Language	Reading	Writing and Drawing
2012 (Cohort)	National	38893	57	73	53	78	72
	School	12	17	33	42	50	17

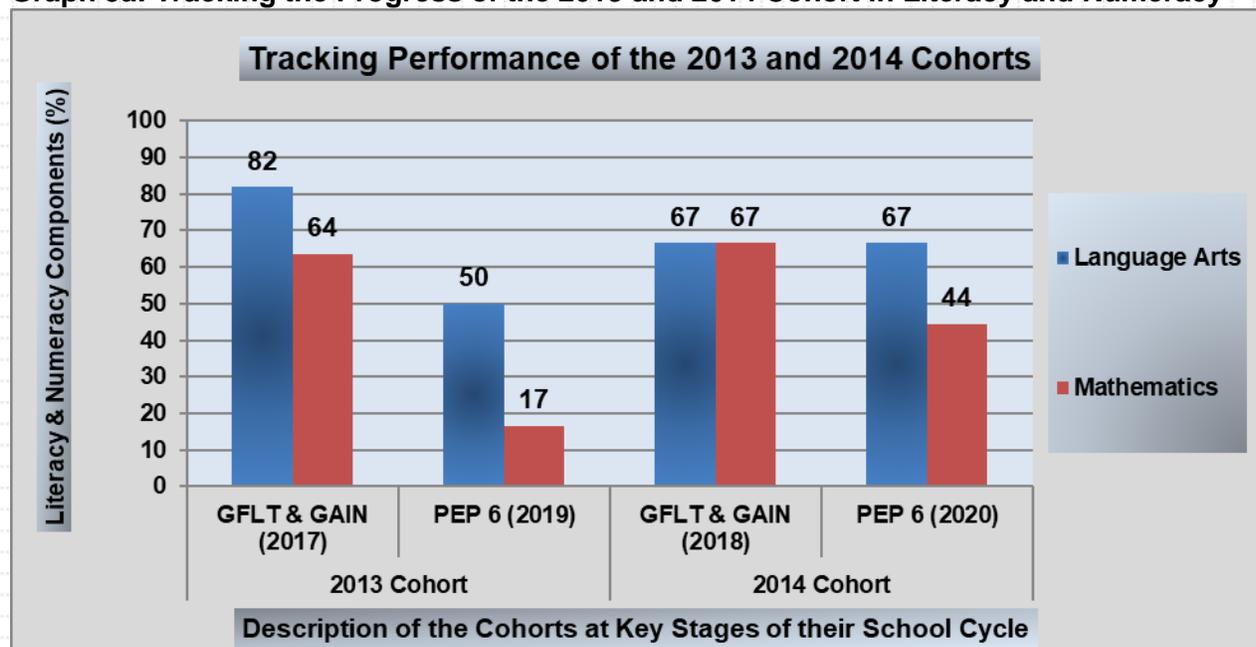
Twelve students were assessed at Anderson Town primary in 2012. Their proficiency levels were below the national proficiency levels in all components.

Data revealed that the highest level of proficiency was in reading (six students). The lowest proficiency level was in general knowledge and writing and drawing (two students).

No data are available from 2013 to 2015.

## STUDENTS' PROGRESS

Graph 5a: Tracking the Progress of the 2013 and 2014 Cohort in Literacy and Numeracy



This graph tracks the performance of the **2013** and **2014 Cohorts** of students in Anderson Town Primary. It shows their **mastery levels** in the GFLT and GAIN in 2017 and 2018, and their respective PEP 6 language arts and mathematics **proficiencies** for 2019 and 2020. No comparative data from the 2021 PEP 6 were available for 2015 cohort.

The 2014 cohort showed signs of progress in language between 2018 and 2020.

In 2018, 67 per cent of the students attained mastery in the GFLT. In 2020, 67 per cent were proficient in PEP 6 language arts. In 2018, 67 per cent of the students attained mastery in the GAIN. In 2020, 44 per cent were proficient in PEP 6 mathematics.

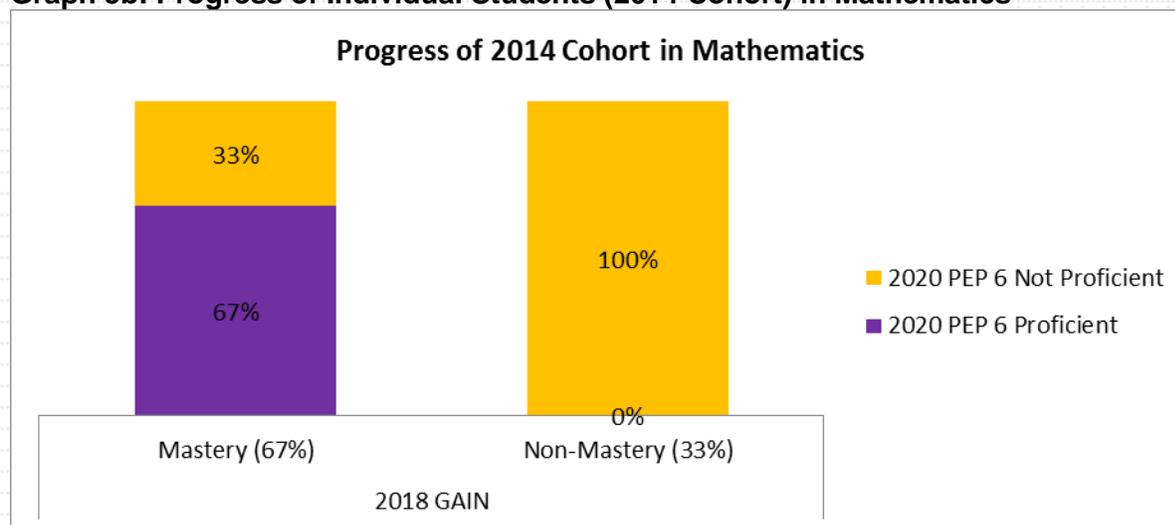
The 2013 cohort did not show signs of progress in either subject over the period under consideration.

In 2017, 82 per cent of the students attained mastery in the GFLT. In 2019, 50 per cent were proficient in PEP 6 language arts. In 2017, 64 per cent of the students attained mastery in the GAIN. In 2019, 17 per cent were proficient in PEP 6 mathematics.

## STUDENTS' PROGRESS

Students in the 2014 Cohort sat the GFLT/GAIN in 2018 and the PEP 6 in 2020. The performance of individual students in the PEP 6 in 2020 was compared with their previous performance in the GFLT/GAIN in 2018. Analysis of the data for which both examinations results were available revealed that more students progressed in language than in mathematics.

**Graph 5b: Progress of Individual Students (2014 Cohort) in Mathematics**



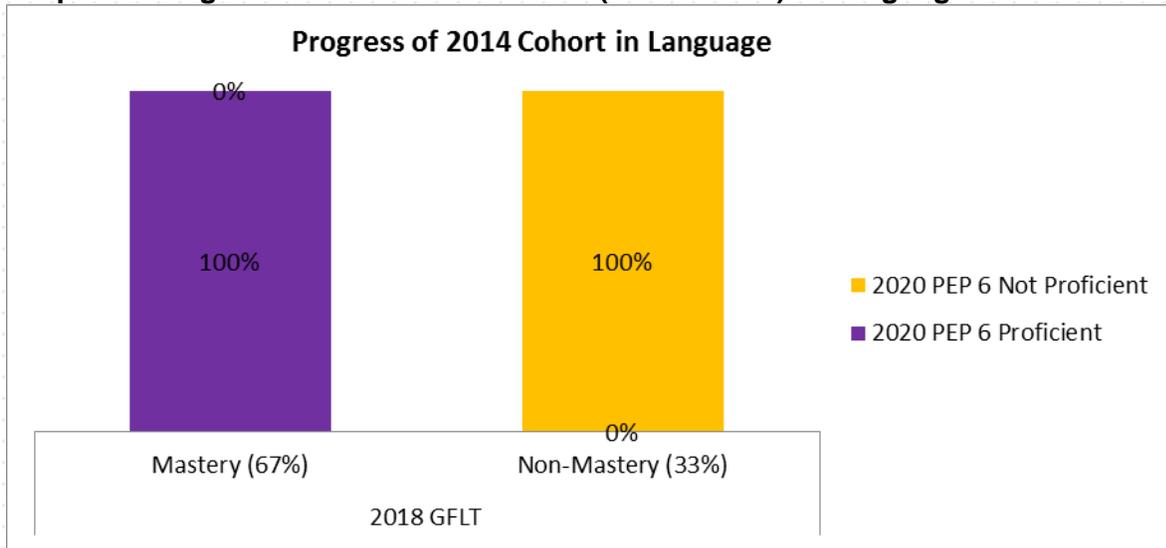
		2018 GAIN			2018 GAIN	
		Mastery (67%)	Non-Mastery (33%)	Total	Mastery (67%)	Non-Mastery (33%)
2020 PEP 6	Proficient	4	0	4	67%	0%
	Not Proficient	2	3	5	33%	100%
	Total	6	3	9		

Some 44 per cent or four of the nine students were proficient in the 2020 PEP 6 mathematics. Further analysis revealed that 67 per cent or four of the six students who mastered the GAIN in 2018 were among those who were proficient in PEP 6 mathematics in 2020. None of the three students who did not master the GAIN in 2018 were deemed to be proficient in PEP 6 mathematics in 2020.

Thirty-three per cent or two of the six students who had mastered the GAIN in 2018 were not proficient in the 2020 PEP 6. Additionally, the three students who did not master the GAIN in 2018 were also not proficient in the 2020 PEP 6.

## STUDENTS' PROGRESS

Graph 5c: Progress of Individual Students (2014 Cohort) in Language Arts



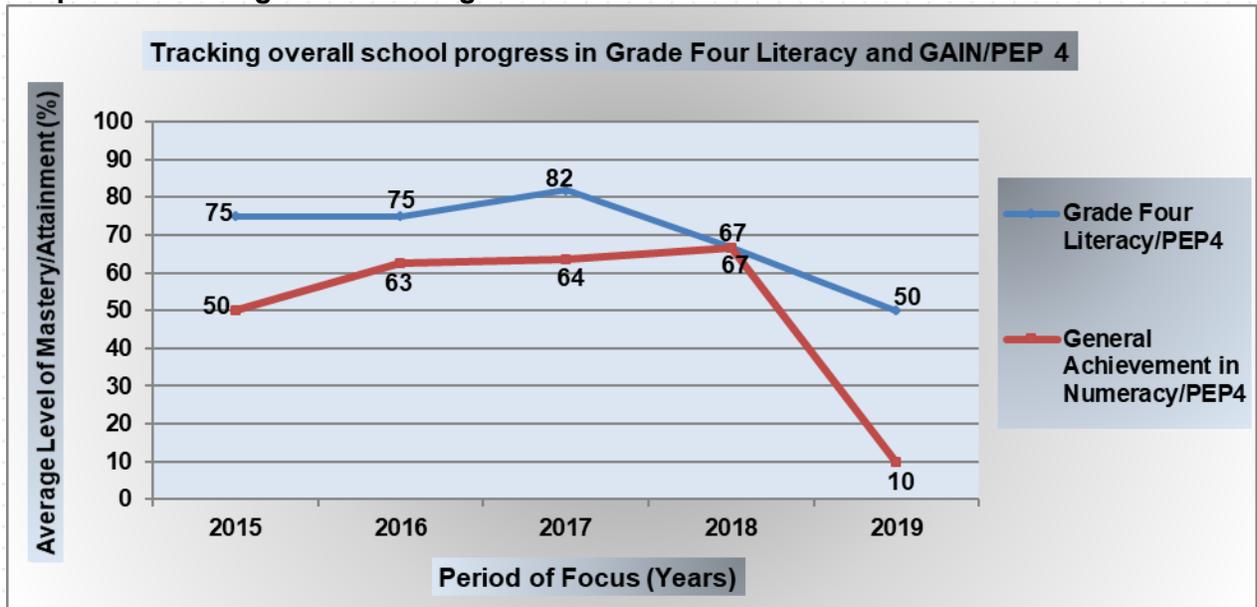
		2018 GFLT			2018 GFLT	
		Mastery (67%)	Non-Mastery (33%)	Total	Mastery (67%)	Non-Mastery (33%)
2020 PEP 6	Proficient	6	0	6	100%	0%
	Not Proficient	0	3	3	0%	100%
	Total	6	3	9		

Sixty-seven per cent or six of the nine students were proficient in the 2020 PEP 6 language arts. A comparison of their previous performance in the 2018 GFLT revealed that all of the six students who previously mastered the GFLT in 2018 were proficient in PEP 6 language arts in 2020.

The data also revealed that the three students who did not master the GFLT were not proficient in the PEP6.

## STUDENTS' PROGRESS

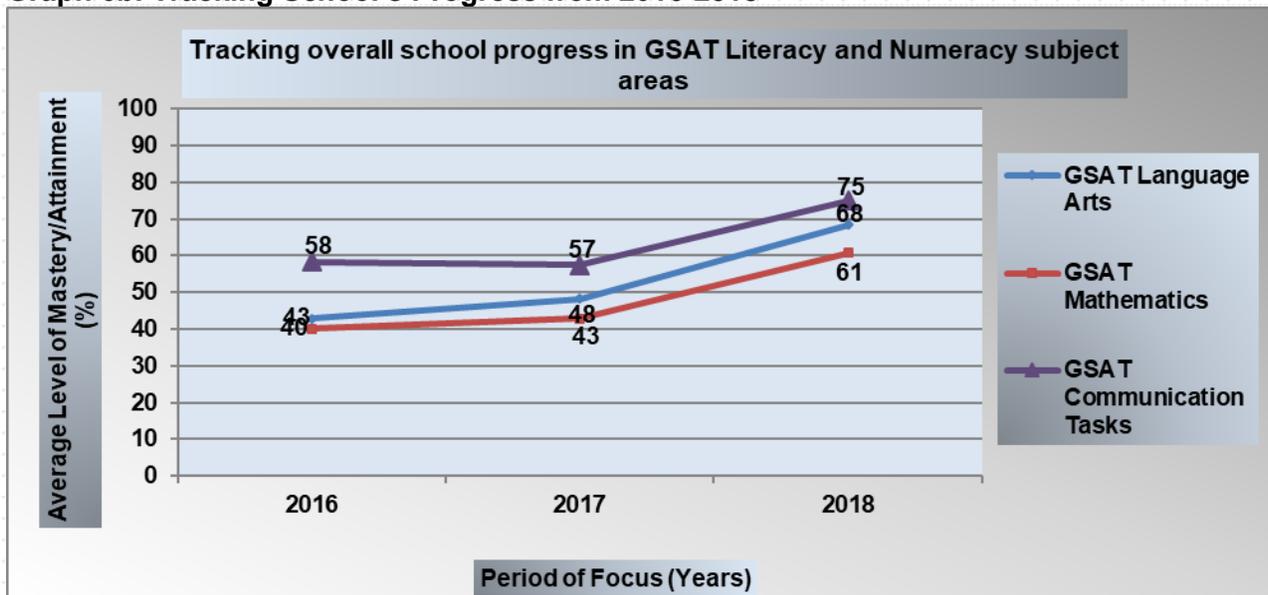
Graph 6a: Tracking School's Progress over time 2015-2019



**Performance in literacy remained above numeracy in all years, except 2019.**

The school's GFLT mastery decreased while the GAIN mastery increased for the 2015 to 2018 period of review. The GAIN mastery was consistently below the GFLT mastery throughout the period, except in 2018 when they were on par. The PEP 4 mathematics proficiency was below the language arts proficiency in 2019.

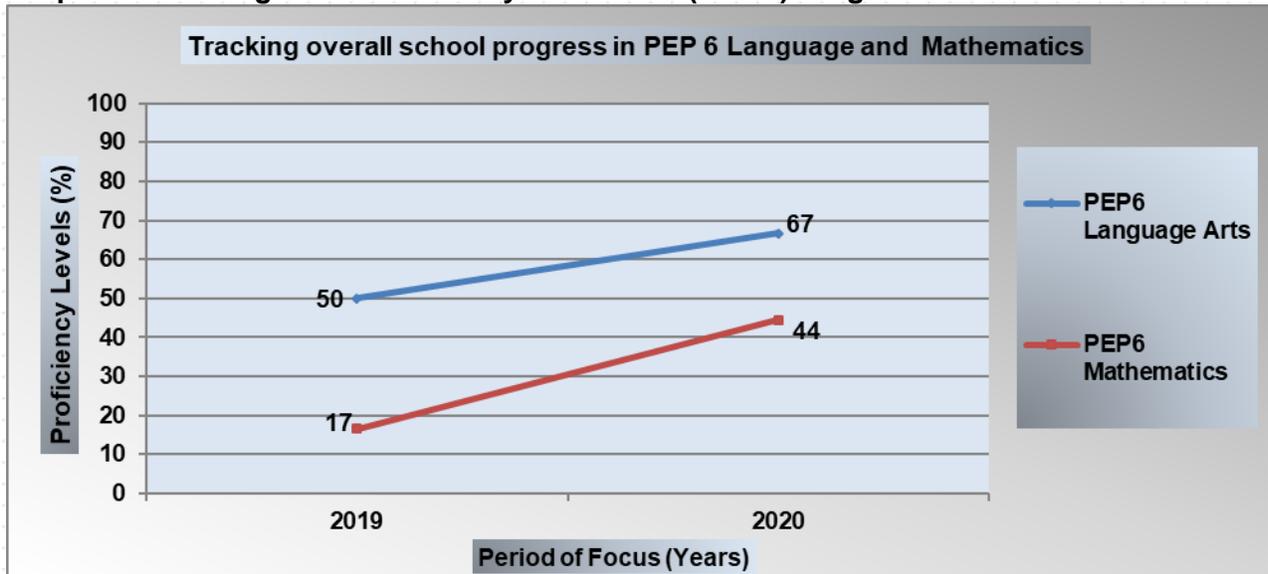
Graph 6b: Tracking School's Progress from 2016-2018



The school's performance in GSAT language arts, mathematics and communication tasks increased over the review period. The GSAT communication tasks average remained the highest average in all years, while mathematics recorded the lowest average throughout.

## STUDENTS' PROGRESS

Graph 6c: Tracking School's Primary Exit Profile (PEP 6) Progress



In the first sitting of PEP 6 in 2019, 50 per cent of the students were proficient in language arts, while 17 per cent were proficient in mathematics. By 2020, the performance in both subjects increased to 67 per cent and 44 per cent, respectively

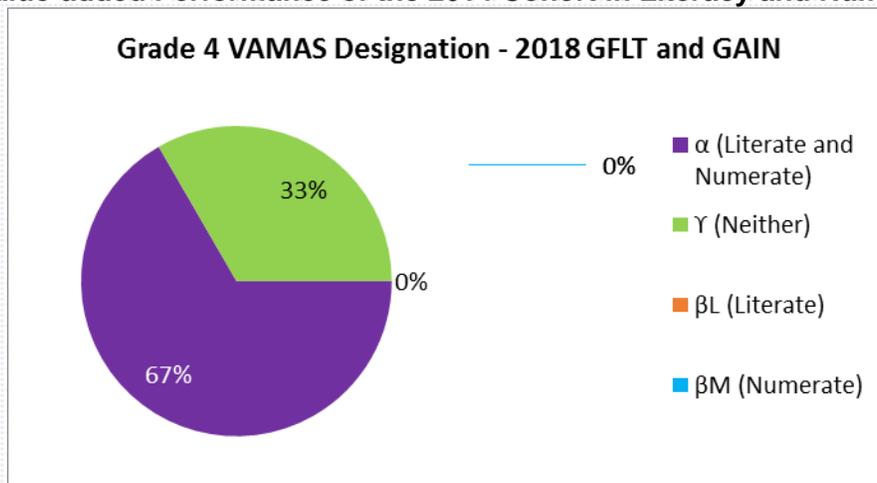
## STUDENTS' PROGRESS – VALUE ADDED MODEL FOR ASSESSING SCHOOLS (VAMAS)

A fundamental feature of the Value Added Model for Assessing Schools (VAMAS) is to analyse individual student performance in both English and mathematics at key points in their education.

Under the VAMAS, students are assigned designations based on their traceable performances. Students attaining satisfactory performance in both mathematics and English are designated as **Alphas ( $\alpha$ )** while those attaining satisfactory performance in either English or mathematics are designated as **Betas ( $\beta$ )** and those with unsatisfactory performance in both subjects are designated as **Gammas ( $\gamma$ )**.

At the primary level, VAMAS designation is determined by comparing students' mastery and proficiency levels in the GFLT/GAIN and PEP4 / PEP6 respectively.

Graph 7a: Value-added Performance of the 2014 Cohort in Literacy and Numeracy in 2018



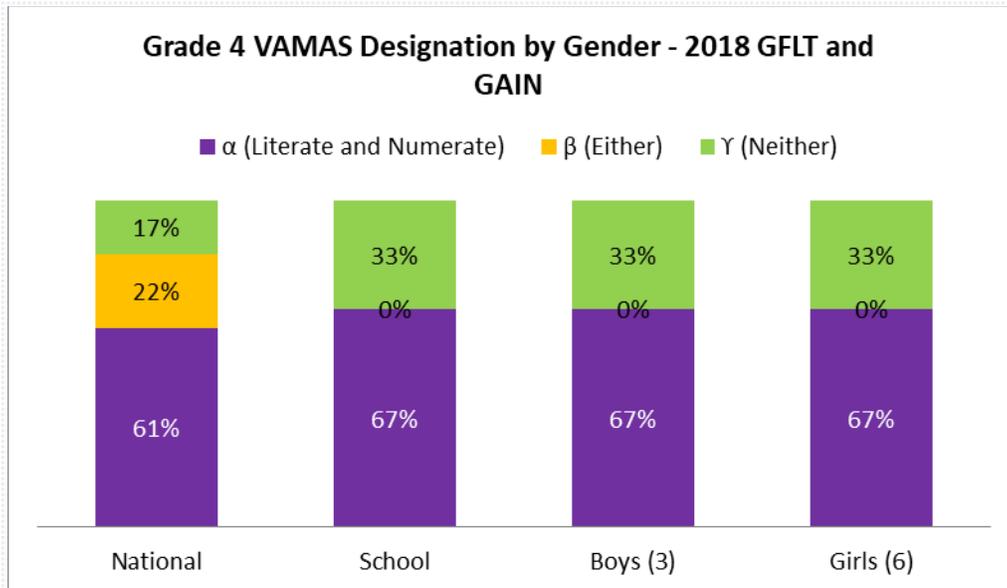
Grade 4 VAMAS Designation	Total	Percent
$\alpha$ (Literate and Numerate)	6	67%
$\beta$ (Either)	0	0%
$\gamma$ (Neither)	3	33%
<b>Total</b>	<b>9</b>	<b>100%</b>

An application of the VAMAS revealed that approximately two thirds of the students in the 2014 cohort were at the requisite level of performance in 2018.

Some 67 per cent or six students were designated as **Alphas** having been certified literate and numerate in the 2018 GFLT and GAIN. This was six percentage points above the designation of public school students in 2018. The proportion of **Alphas** was the same among boys than it was among girls.

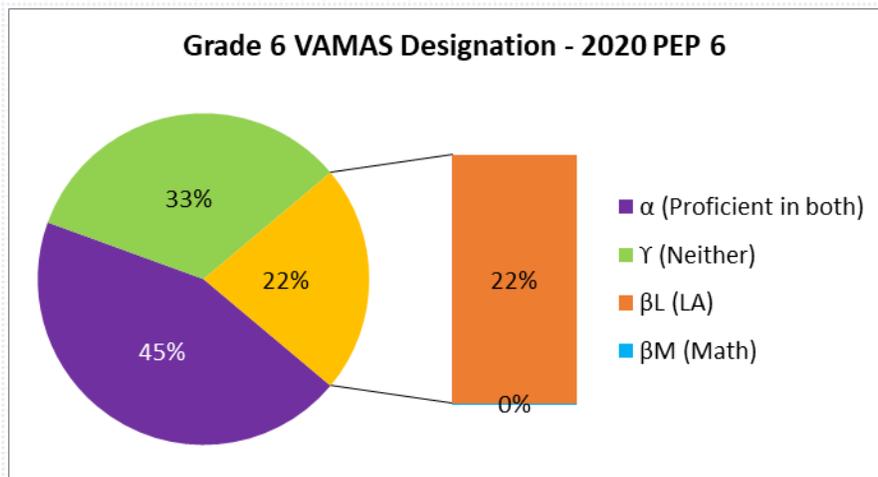
## STUDENTS' PROGRESS – VALUE ADDED MODEL FOR ASSESSING SCHOOLS (VAMAS)

No student was designated as **Beta** having mastered either the GFLT or the GAIN, but not both.



Of concern, were the 33 per cent or three **Gammas** who did not attain mastery in either the GFLT or the GAIN. These **Gammas** were comprised of one boy and two girls.

**Graph 7b: Value-added Performance of the 2014 Cohort in Language Arts and Mathematics in 2020**



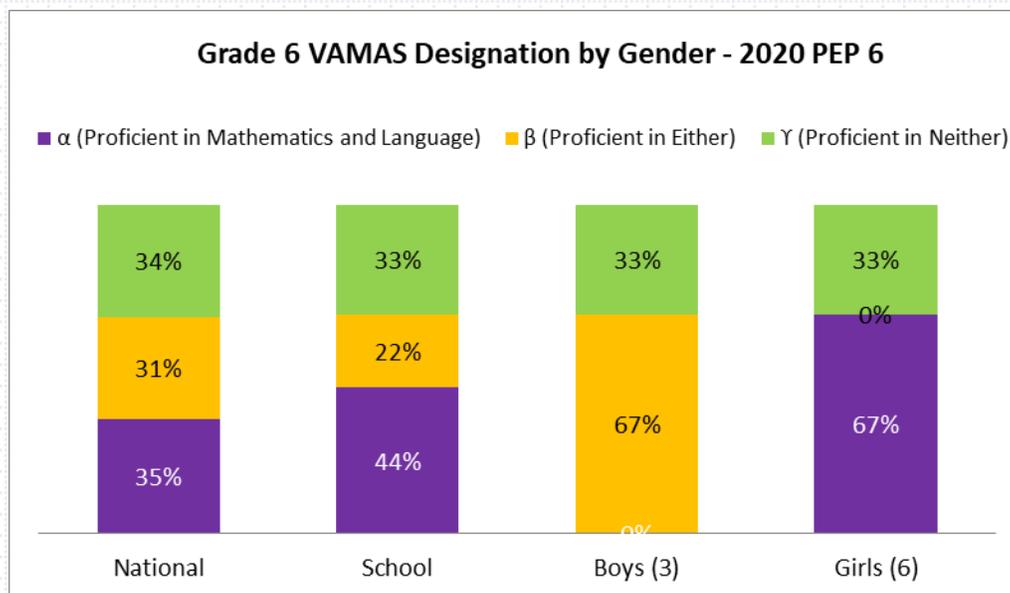
## STUDENTS' PROGRESS – VALUE ADDED MODEL FOR ASSESSING SCHOOLS (VAMAS)

Grade 6 VAMAS Designation	Total	Percent
<b>α (Proficient in Mathematics and Language)</b>	4	45%
<b>β (Proficient in Either)</b>	2	22%
<b>γ (Proficient in Neither)</b>	3	33%
<b>Total</b>	9	100%

An application of the VAMAS revealed that less than a half of the students in the 2014 cohort was at the requisite level of performance in 2020.

Some 45 per cent or four students were designated **Alphas** having been deemed proficient in both language arts and mathematics in the 2020 PEP 6. This was ten percentage points above the proportion of **Alphas** in public schools. However, a gender comparison revealed that, these **Alphas** were all girls.

Another 22 per cent or two of the students were proficient in either language arts or mathematics and were designated as **Betas**. Within this category, it was found that more of these **Betas** were proficient in language arts and were boys.

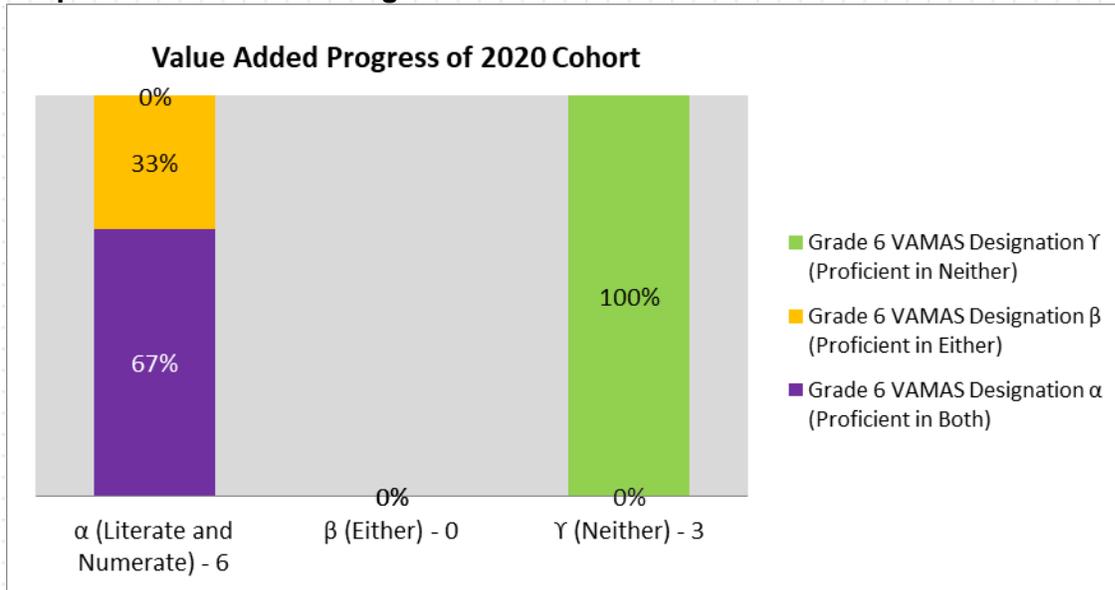


The remaining three students, or 33 per cent, were **Gammas** and were neither proficient in mathematics nor language arts. This proportion was the same as the national concentration of **Gammas**.

## STUDENTS' PROGRESS – VALUE ADDED MODEL FOR ASSESSING SCHOOLS (VAMAS)

The school has not added sufficient value to the 2014 cohort of students. Some of the students met the requisite levels of progress by 2020 by either retaining or doing better in their VAMAS designation.

**Graph 7c: Value-added Progress of the 2014 Cohort between 2018 and 2020**



A value-added analysis of the performance of the 2014 cohort revealed that some of the students retained their value-added designation between 2018 and 2020. More specifically, 67 per cent or four of the six students designated as **Alphas** in 2018 retained their **Alpha** status in 2020. Thirty-three per cent or two of them fell to a **Beta**.

		Grade 4 VAMAS Designation						
		$\alpha$	$\beta$	$\gamma$	Total	$\alpha$ (Literate and Numerate) - 6	$\beta$ (Either) - 0	$\gamma$ (Neither) - 3
Grade 6 VAMAS Designation	$\alpha$ (Proficient in Both)	4	0	0	4	67%	0%	0%
	$\beta$ (Proficient in Either)	2	0	0	2	33%	0%	0%
	$\gamma$ (Proficient in Neither)	0	0	3	3	0%	0%	100%
Total		6	0	3	9	100%	0%	100%

None of the students who were designated as **Betas** in 2018.

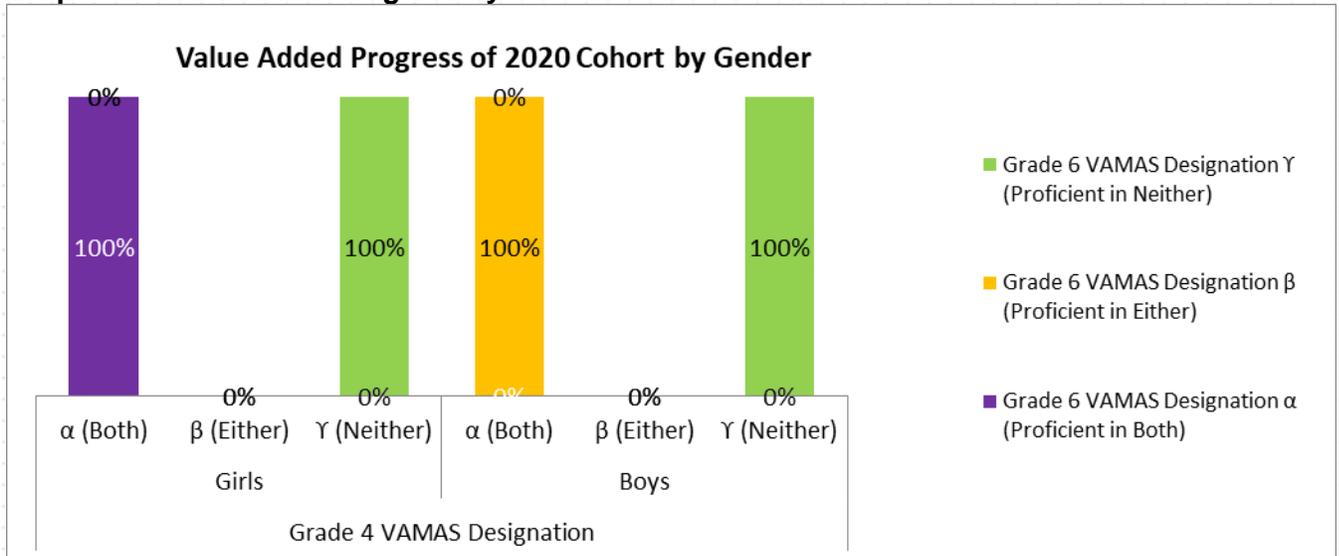
## STUDENTS' PROGRESS – VALUE ADDED MODEL FOR ASSESSING SCHOOLS (VAMAS)

Three students from the 2014 cohort were designated **Gammas** based on their 2018 performance. None of these **Gammas** improved to an **Alpha**, or to **Beta**



These three students remained a **Gamma** in 2020 and would be at great risk of not being able to fully access secondary level education.

Graph 7d: Value-added Progress by Gender of the 2014 Cohort



A gender comparison revealed that all of the girls who were **Alphas** in 2018 maintained their **Alpha** status in 2020 when compared to the boys who all fell to **Beta**. All of boys and girls designated as **Gammas** in 2018 remained as **Gammas** in 2020.

## **Definitions:**

- Cohort:** A specific group of students expected to move through the education system during a particular period. For example, the 2013 cohort entering Grade 7 is expected to complete grade 11 in 2018.
- Matriculation Rate:** The number of students attaining passes in five or more CSEC subjects, including English language and mathematics, in one academic year.
- Percentage:** The expression of a fraction into 100 equal parts. It is calculated by multiplying the fraction by 100. For example,  $\frac{2}{5}$  expressed as a percentage equals  $(\frac{2}{5}) \times 100 = 40$  per cent.
- Percentage Point:** The unit for the arithmetic difference between two percentages. For example, 20 per cent is lower than 45 per cent by 25 percentage points.
- Trend:** The pattern observed or general tendency of a series of data points over time. There must be at least three (3) consecutive years of data before a trend can be established.

## **List of Acronyms:**

- GAIN - General Achievement in Numeracy
- GFLT - Grade Four Literacy Test
- GNAT - Grade Nine Achievement Test
- GOILP- Grade One Individual Learning Profile
- GSAT - Grade Six Achievement Test
- MoEYI - Ministry of Education, Youth and Information
- PEP - Primary Exit Profile

## **Sources**

1. Grade One Individual Learning Profile (2011-2012). Student Assessment Unit, Ministry of Education, Youth and Information
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3. Grade Six Achievement Test (2015-2018). Student Assessment Unit, Ministry of Education, Youth and Information
4. Primary Exit Profile (2019). Student Assessment Unit, Ministry of Education, Youth and Information
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