

AABUTHNOTT GALLIMORE HIGH SCHOOL

INSPECTION REPORT

Principal: Mrs Eloise Panton
Board Chair: Mr Rupert Pryce



National Education Inspectorate
Inspection Date: March 18, 2024

Report Issued: July 25, 2024

FINAL

TABLE OF CONTENTS

	Page
Introduction	1
Key Questions	1
The Five-point Scale	3
Consistency in terminology	3
Profile	4
School's Demographics	4
Socio-economic Context	4
Executive Summary	5
Overall effectiveness of the school	5
Findings of School Inspection	7
1) School Leadership and Management	7
2) Teaching Support for Learning	9
3) Students' Academic Performance	11
4) Students' Academic Progress	12
5) Students' Personal and Social Development	13
6) Use of Human and Material Resources	15
7) Curriculum and Enhancement Programmes	16
8) Student Safety, Security, Health and Wellbeing	17
Recommendations	19
Further Action	20
List of Abbreviations and Acronyms	20
Appendices	22
Appendix 1 - Record of Inspection Activities	23
Appendix 2 - National Test Data	24

FINAL

Introduction

The National Education Inspectorate (NEI) is responsible for assessing the standards attained by the students in our primary and secondary schools at key 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 charged with the responsibility to make recommendations to support improvement in the quality of the provision and outcomes for all learners.

During school inspections, our trained inspectors observe classroom lessons and interview members of the school's staff and students individually and in small groups. Inspectors also look at samples of student work and study various school documents provided before and during the inspection. Additionally, School Inspectors hold meetings with the Principal and senior staff members to clarify their roles and responsibilities at the school.

Key Questions

The inspection indicators are structured as a set of eight key questions 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, senior management team, and middle leadership?
2. How effectively does the teaching support the students' learning?
3. How well do students perform in national and/or regional tests and assessments? (For infants: in relation to age-related expectations)
4. How much progress do students make in relation to their starting points?
5. How good is the students' personal and social development?
6. How effectively does the school use the human and material resources at its disposal to help the students achieve as well as they can?
7. How well do the curriculum and any enhancement programmes meet the needs of the students?
8. How well does the school ensure everyone's security, health, safety and well-being?

FINAL

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 achieve satisfactory performance in either English or mathematics are designated as **Betas**. Those with unsatisfactory performance in both subjects are designated as **Gammas**.

VAMAS designations at the secondary level are determined based on students' proficiency in the Primary Exit Profile (PEP) language arts and mathematics at grades six (PEP 6) and internal assessment scores in grade 7.

The Five-point Scale

Inspectors make judgements according to a five-point scale. The five levels on the scale are defined as follows:

Level 5 – Exceptionally high: the quality of performance or provision is beyond the expected level for every school.

Level 4 – Good: the expected level for every school. Achieving this level in all aspects of its performance and provision should be a realistic goal for every school.

Level 3 – Satisfactory: the minimum level of acceptability required. All key aspects of performance and provision in every school should reach or exceed this level.

Level 2 – Unsatisfactory: quality not yet at the level acceptable for schools. Schools are expected to take urgent measures to improve the quality of any aspect of their performance or provision that is judged at this level. Action on the inspectors' recommendations for improvement is mandatory.

Level 1 – Needs Immediate Support: quality is very low. Schools are expected to take immediate action to improve the quality of any aspect of their performance or provision that is judged at this level. Action on the inspectors' recommendations for improvement is mandatory. These schools are also at risk of direct interventions for improvement by the HME.

Consistency in terminology

The following terms are used consistently throughout the indicators with the following definitions:

All	100%
Almost all	90% to 99%
Most	75% to 89%
Many	50% to 74%
Some	21% to 49%
Few	1% to 20%
None	0

FINAL

Profile

School's Demographics

School Code:	06102
School Name:	Aabuthnott Gallimore High
Parish:	St. Ann
Region:	3. Brown's Town
Locale:	Rural
Day Structure	Whole Day
Population Composition:	Co-educational
Size:	III
Capacity:	1000
Enrolment	803
Teachers:	58
Pupil-Teacher Ratio:	18:1
Owned By:	Government

Socio-economic Context

Aabuthnott Gallimore High School is in Armadale, Alexandria, St. Ann, South-Western. Farming is the mainstay in the community with many parents being self-employed or vendors. Currently, there are 354 students enrolled on the Programme of Advancement through Health and Education (PATH).

Executive Summary

Overall effectiveness of the school

The overall effectiveness of Aabuthnott Gallimore High School is satisfactory

Overall, leadership and management is good

The school's leadership, led by the Principal and supported by the Vice Principal and middle managers, employs a democratic style focused on student learning. Systems are in place for appraisals and documentation, though teacher punctuality and commitment have some challenges. The school conducts self-evaluation and has a comprehensive improvement plan, but not all stakeholders were involved in its creation. Governance functions despite availability challenges with a few members. The school maintains relationships with parents and the community, though parent attendance at meetings is low.

Overall, teaching in support of learning is satisfactory

Most teachers demonstrate sound subject knowledge and use various strategies to engage students, though lesson timing is often an issue. Assessment practices are integrated into teaching, with results analysed to support planning. However, feedback to students is limited in many lessons. Student learning shows most students are interested and participating in lessons, though some distractions occur.

Overall, students' performance in English and mathematics is unsatisfactory

National test results for English and mathematics show room for improvement. Caribbean Secondary Examination Certificate (CSEC) English language results decreased from 82 per cent in 2019 to 77 per cent in 2023, while City and Guilds English dropped from 87 to 67 per cent. In mathematics, CSEC results improved from 20 per cent to 38 per cent over the same period but remained below the national pass rate. City and Guilds mathematics results decreased from 70 per cent to 53 per cent. The school's matriculation rate based on CSEC results decreased overall from 13 per cent to 4 per cent between 2018 and 2022, remaining below the national rate.

Overall, students' progress in English and mathematics is satisfactory

Students show progress in English and mathematics relative to their starting points. In English, many students demonstrate advanced skills like making inferences and identifying literary devices. Mathematics progress is evident, with students capable of various mathematical concepts across grade levels. However, there is a discrepancy between the entry-level proficiency and final examination results in both subjects.

Overall, students' personal and social development is good

Most students exhibit positive attitudes and good relationships with peers and teachers. However, punctuality and attendance remain areas of concern, with persistent truancy issues and late arrivals. Students display civic understanding, spiritual awareness, economic awareness, and environmental understanding. They participate in various responsibilities within the school and demonstrate awareness of national and global issues.

FINAL

Overall, the use of human and material resources is satisfactory

The school has mostly qualified staff, though there is a need for additional support staff. Teachers are generally deployed to their areas of specialisation, with consistent attendance. The school premises are functional, but some areas need repair. Material resources are sufficient for most subjects, though some vocational areas have limited resources. The school facilities are used effectively for teaching, learning, and external activities.

Overall, provisions for the curriculum and enhancement programmes are satisfactory

The school offers various curricula and tries to adapt them to students' needs. A curriculum implementation team is in place to support improvements. The school provides 14 extra- and co-curricular activities, though student uptake is limited. Numerous opportunities are available for students to learn in the wider community through field trips, sports, and work experiences.

Overall, the provisions for student safety, security, health and well-being are satisfactory

Safety and security measures, including partial perimeter enclosure and non-functional security cameras, show room for improvement. Health and well-being provisions include promoting healthy activities and measures for treating illnesses. The guidance department implements programs to address behavioural issues, and a welfare program assists needy students, though funding limitations affect daily meal provision for PATH students.

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

- Clean school environment
- The use of ICT in lessons
- High level of students' participation in lessons

How effective is the school overall?
The overall effectiveness of the school is satisfactory

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?

Overall, leadership and management is good

School-based leadership and management is good

The school has a strong and visible leadership that exercises a democratic leadership style. The Principal is supported by the Vice Principal and a team of dedicated middle managers who prioritise students' learning and contribute to the overall development of the school. The staff and stakeholders envision the school as the school of choice, upholding its motto, 'Excellence, the Goal.' The school has systems to ensure that students benefit from learning, and much focus is placed on students performing below the required standard. The staff generally have a good relationship, and most teachers feel comfortable seeking assistance from the Heads of Department. Annual appraisals and monthly walk-throughs are conducted, with feedback provided to teachers and recommendations for improvement. However, some teachers are not consistent in their commitment. For example, some teachers are not punctual for school or lessons, while others exceed the number of entitled sick days. Furthermore, some show an unwillingness to assist in monitoring students. A few teachers are tardy in submitting lesson plans, and although vetted, some teachers are not compliant in completing lesson plan evaluations. Notwithstanding, an efficient documentation system is in place, with all records being current, relevant, and available. Data is analysed, minutes of meetings are documented, and the calendar of activities captures important events for the school year.

Self-evaluation and school improvement planning is good

A detailed analysis of the school's strengths and weaknesses is clearly outlined in the school's self-evaluation document. For example, areas for improvement include staff punctuality, lesson plan submission, and analysis of examination data for intervention. The School Improvement Plan (SIP) 2021-2024 is comprehensive and was created through a team effort and targets are sufficiently aligned with the strategic objectives of the Ministry of Education and Youth (MoEY). The immediate and continued priorities for improvement include building a more sizeable auditorium, erecting an additional tuck shop and improving students' academic performance and disciplinary level. Some recommendations from the last inspection have been implemented, such as analysing test results and implementing intervention programmes. Of note, monitoring mechanisms are sufficiently established for further improvement.

Governance is satisfactory

The school's Board is in place. While there are competent members with diverse skills who support the school, significant challenges hinder the Board's effectiveness. The Chairman's lack of accessibility and responsiveness is a major concern. Board meetings are typically scheduled once per term, with scheduled meetings at the beginning of each term. However, this term's meeting was not held in January as planned, and no explanation has been given for the delay. Notwithstanding, the lack of support from the Board Chairman, much support is given by other

FINAL

Board Members. The Board consists of members from various professions, each bringing their unique skill set to assist with school development. For instance, a lawyer on the Board assists in reviewing staff and students' handbooks. Committees are also created, and members with relevant experience are appointed chairs. For example, the finance committee is led by an accountant. At each meeting, the Principal submits a report and is held accountable for the school's progress.

Relationship with parents and the local community is good

The school has employed several strategies to manage communication with parents. These include WhatsApp, Grade meetings, text messaging and parent teacher association (PTA) meetings held once per term; however, meetings are not well attended. Despite parents being encouraged to visit the school to discuss matters related to their children's progress, only a few attend PTA meetings and are generally supportive of the school's development. Notwithstanding, the school maintains effective relationships with some agencies and organisations. For example, past students award scholarships and cash prizes to students yearly, and the Kiwanis Club in the area donates to sanitation programmes.

How effectively is the school led and managed by the Board, the Principal and the senior management team?	
School-based leadership and management	Good
Self-evaluation and improvement planning	Good
Governance	Satisfactory
Relationship with parents and the local community	Good

2) Teaching Support for Learning

How effectively does the teaching support the students' learning?

Overall, teaching in support of learning is satisfactory

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

Most teachers deliver effective lessons with reasonable results. Almost all teachers exhibit a sound knowledge of their subjects and can share accurate information with students so they understand. For example, in a Grade 7 mathematics lesson, the teacher related the signs greater than and less than to the mouth of the alligator, which eats the larger one. Well-structured delivery is seen in many lessons as adequately prepared teachers create effective learning environments. They communicate lesson objectives, review previous lessons, and utilise various strategies to engage students. The strategies include grouping and some attempts to execute differentiation, especially during assessment activities. They also use guided questions and appropriate resources to ensure students understand what is being taught. For example, in a Grade 10 mathematics lesson, the teacher provided the students with a tally table to record an experiment's results. In response to the efforts of leadership to promote the evaluation of lessons, teachers generally utilise a template in the form of a checklist with accommodation for additional comments or written narratives on the lesson plans. However, the evaluation quality does not often meet the required standard that speaks to students' learning, the effectiveness of strategies, and future improvements.

Teaching methods is satisfactory

Diligent planning guides the preparation of lessons that are effectively taught in most instances. Lesson plans are well written, with SMART objectives aligned with assessment activities, reflecting the 5E's format. Time is, however, not well managed during lessons as most begin late. For example, a Grade 11 English lesson started 15 minutes late. However, in many lessons, students are engaged with the activities provided, though few are distracted. Notably, teachers utilise an adequate range of strategies in most lessons. These include discussions, question and answer, demonstration, problem-solving, and group work. For example, in a Grade 9 integrated studies lesson, the teacher used discovery learning as students were allowed to research to complete the lesson activity. Though most lessons reflect teacher-centeredness, teachers and students interact positively to promote an understanding of concepts through effective questioning and close supervision. Suitable resources are incorporated in most lessons to enhance teaching and learning. The variety of resources the teachers utilise includes pictures and words based on students' ability levels, books, word cards, and cut-outs to support teaching and learning. For example, in a Grade 8 English lesson on making inferences and predictions, the teacher utilises a PowerPoint presentation to teach the concept.

Students' assessment is satisfactory

Assessment is effectively integrated into teaching across the school, and the outcomes are analysed to support planning effectively. In all lessons, students are assessed through questioning, seat work and practical activities. For example, in a Grade 8 music lesson, the teacher gave students a handout that required them to identify and draw several items. Assessment is governed by a set of procedures embraced by most departments. Indeed, in all classes, the assessment practices consist of diagnostic, monthly, unit tests and final

FINAL

examinations. The final grades are determined using the weight, 20 per cent for activities, 20 per cent for monthly tests, and 60 per cent for term exams. The grades earned by students are either recorded in a designated register or the attendance register. However, they are not always labelled and dated to facilitate analysis, as seen in the Grade 10 mathematics lesson. The curriculum implementation team (CIT) reviews the assessment data compiled in the various subjects. The analysis is done by the RenWeb system, which technicians, including the systems administrator, operate. The applications include printing reports twice annually, and the quality of students' performance is also available for staff to utilise. There is limited feedback provided to students in many lessons. When available, students are informed of the quality of their efforts. For example, in the Grade 8 mathematics lesson, the teacher visits each group to mark their books and check whether they can solve the problems given accurately.

Student learning is satisfactory

In most lessons, most students demonstrate a positive interest in their learning. They generally participate in lessons by answering questions and completing seatwork as assigned. However, in some lessons, students' cooperation is lacking, as seen in a Grade 8 mathematics lesson where a few are distracted. Research is invariably seen; the students demonstrated this skill only in a few lessons. For example, in a Grade 9 integrated science lesson, the students used their textbooks to find information on sodium chloride ions. However, there is reasonable research beyond the classroom as many students visit the library and read books. Many students apply learning to new situations throughout many lessons. For example, in a Grade 9 HFLE lesson, most students can use their knowledge about human trafficking to engage in a robust discussion on the effects it has on the victims. While group work is organised in many lessons, only limited sharing is observed. For example, in the Grade 11 English lesson on persuasive comprehension, students shared handouts with Martin Luther King's speech in groups, from which they read and responded orally to questions asked. Though not a feature of many lessons, students' critical thinking skills are demonstrated mainly through exercising comprehension and some mathematical skills. For example, in a Grade 11 English lesson on persuasive comprehension, questions asked required students to think critically before responding.

How effectively does the teaching support the students' learning?	
Teachers' knowledge of the subjects they teach and how best to teach them	Good
Teaching methods	Satisfactory
Assessment	Satisfactory
Students' learning	Satisfactory

3) Students' Academic Performance

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

Overall, students' performance in national tests is unsatisfactory

Students' performance in English is unsatisfactory

The Caribbean Secondary Education Certificate (CSEC) results showed that the performance in English language decreased from 82 per cent in 2019 to 77 per cent in 2023. It remained below the national pass rate except in 2023, when they were both on par. The school's performance in City and Guilds English decreased over the period by 20 percentage points. It moved from 87 per cent in 2019 to 67 per cent in 2023.

Students' performance in mathematics is unsatisfactory

The CSEC results showed that performance in mathematics increased from 20 per cent to 38 per cent over the 2019 to 2023 period. The school's pass rate remained below the national pass rate. The school's City and Guilds mathematics pass rate decreased from 70 per cent in 2019 to 53 per cent in 2023.

Students' performance in Technical/Vocational subjects

Students participated in 15 Technical/Vocational subjects throughout the period. The highest level of participation was recorded in information technology. The participation rates in the other subjects were relatively low compared to each year's enrolment.

The pass rates were generally high for most of the subjects. The pass rates were 70 per cent and above in all years in agricultural science single award, EDPM, foods, information technology, industrial technology (electrical), office administration, physical education and sports, technical drawing and textiles. All students sitting in physical education and sports attained passing grades in all three years.

Students' matriculation rate

Based on CSEC results, the school's matriculation rate decreased overall by nine percentage points from 2018 to 2022. It fell from 13 per cent to four per cent. The school's matriculation rate remained below the national matriculation rate throughout the period.

How well do the students perform in national and/or regional tests and assessments?	
How well do the students perform in National or regional tests and examinations in English?	Unsatisfactory
How well do the students perform in National or regional tests and examinations in mathematics?	Unsatisfactory

FINAL

4) Students' Academic Progress

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

Overall, students' progress in relation to their starting points is satisfactory

Students' progress in English is satisfactory

During English lessons, many students make adequate progress in relation to their age and curriculum expectations. For instance, at Grade 8, most students are able to differentiate between making inferences and making predictions after viewing a series of pictures. In addition, most students are able to make inferences and predictions while watching an animated movie. Further, at the same level, most students are able to identify elements of a story. Nevertheless, at Grade 9, only some students clearly understood the various literary devices and could apply them appropriately; some gave appropriate examples of similes and personification. Notwithstanding, in Grade 11, most students identified the main claims for and an argument that explains persuasive writing.

The students placed through the PEP 6 in 2018 entered with a proficiency level of 64 per cent in language arts. In 2023, the pass rate for CSEC English language was 77 per cent, while the combined pass rate in City and Guilds English was 67 per cent. The school's overall performance in CSEC English language decreased from 82 per cent in 2019 to 77 per cent in 2023. There was also a decrease in the pass rate for City and Guilds English.

Students' progress in mathematics is satisfactory

Most students are making adequate progress in mathematics lessons across grades. For example, at Grade 7, many students can identify and use symbols to compare numbers. At Grade 8, many students can solve problems relating to ratios and proportions. Similarly, many students in Grade 11 can solve algebraic expressions through the substitution method, while those in Grade 12 are able to find the percentage of given quantities.

The students placed through the PEP 6 in 2018 entered with a proficiency level of 57 per cent in mathematics. In 2023, the pass rate for CSEC mathematics was 38 per cent, while the combined pass rate in City and Guilds mathematics was 53 per cent. The schools' overall performance in CSEC mathematics increased from 20 per cent to 38 per cent throughout the 2019 to 2023 period. The performance in City and Guilds mathematics, however, decreased.

How much progress do the students make, in relation to their starting points?	
How much progress do the students make in relation to their starting points in English?	Satisfactory
How much progress do the students make in relation to their starting points in mathematics?	Satisfactory

FINAL

5) Students' Personal and Social Development

How good is the students' personal and social development?

Overall students' personal and social development is good

The students' behaviours and attitudes are good

Most students are polite and demonstrate positive attitudes towards their work. There is good rapport among students who share a warm and friendly relationship with teachers and their peers. In lessons, students are generally engaged, carrying out their assigned tasks and responding to questions when asked. While most students are generally equipped with basic tools, and many can work without supervision, some students are often unprepared for classes without the requisite tools. Even so, students' participation during teaching and learning episodes is good.

Punctuality and attendance are satisfactory

The school faces mixed challenges regarding attendance and punctuality. While many students are generally present and punctual, issues persist with truancy and late arrivals. The significant improvement in attendance from 67 per cent in 2022/2023 to 83 per cent in the first term of 2023/2024 is commendable. However, transition times between classes remain problematic, with most lessons starting late.

The civic understanding and spiritual awareness of the students is good

All students are aware of their nationality and are proud of their heritage. Further, almost all students are able to share information and demonstrate an awareness of the music, general practices and food of some Caribbean countries. Students know about cultural dances, songs and food in Jamaica, such as dinki mini, reggae, yam, dasheen, cassava, ackee and salt fish. They also spoke about bandana and Louise Bennett, a famous Jamaican poet. Students take on responsibilities such as head girl and head boy and their deputies, class monitors, senior monitors, prefects, student council representatives, peer counsellors, safety and security ambassadors, and Bible study coordinators. The head girl and head boy ensure that prefects carry out their assigned duties, counsel other students and assist with devotional exercises. In addition to other duties, prefects are also assigned to clear the blocks after lunch. Almost all students give recognition to a higher being and are aware of varying religions and religious practices. They also share the need to be tolerant of other religions, and persons of differing beliefs, including atheists.

Students' economic awareness and understanding is good

Most students demonstrate sufficient awareness and understanding of Jamaica's economic progress and importance regionally and globally. Students say that Jamaica is doing well despite the rhetoric of all the issues the country is facing. Many students know that the government spends on education, health care, welfare, and the country's infrastructure by collecting taxes from various revenues. They spoke about building the St. Thomas highway and constructing other roadways for easy access, which will eventually bring more revenue to the country. Most students know the term inflation and understand it to be the rate of increase in prices for goods. All agreed that Jamaica's economy grows when the dollar strengthens against the US dollar as prices of goods decrease and the human development index increases. They noted, however, that the

FINAL

price of goods has increased significantly; however, salary remains the same, and as a result, some persons are facing economic hardship. Many students agreed that tourism and agriculture are the two biggest contributors to Jamaica's economy. In addition, students believe that developing hard and soft skills and being enrolled in universities to pursue careers in areas such as medicine, security, and entrepreneurship are also major contributing factors to the growth and development of the country's economy.

Students' environmental awareness and understanding is good

Most students are aware of environmental issues which affect Jamaica and the world. They point to pollution as a national and global issue, citing that improper waste disposal sometimes causes garbage to culminate in drains, streams and the sea, damaging marine life and polluting water supplies, which can cause illnesses in the human population. Students seem to be aware of how to keep their immediate environment clean. In most instances, garbage is disposed of in receptacles placed around the premises, and a duty roster affixed to the wall in many classrooms positively impacts how students maintain classrooms. Further, most students demonstrate care and concern for the wider environment. Many are involved in various environmental community activities, such as cleaning beaches organised by the Girl Guides and planting flowers to beautify the environment, to name a few. In addition, the Science and Environmental Club has a recycling project where students collect plastic bottles and make designs around the school.

How good is the students' personal and social development?	
Students' behaviours and attitudes	Good
Punctuality and attendance	Satisfactory
Civic understanding and spiritual awareness	Good
Economic awareness and understanding	Good
Environmental awareness and understanding	Good

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?

Overall, the use of human and material resources is satisfactory

The quality of human resources is satisfactory

Despite insufficient support staff to effectively support the student population, the school has mostly qualified teaching and support staff to deliver the curriculum and achieve at least satisfactory standards. Further, based on assessment needs, all staff are exposed to professional development sessions to enhance capacity building. Additionally, a formal mentorship programme is in place to assist with guidance for new teachers.

The use of human resources is satisfactory

Almost all teachers are deployed to the subject areas of specialisation. Staff attendance is satisfactory, with rare unexplained absences. Most teachers are generally punctual for school and lessons. However, for March 2024, evidence of 18 tardiness among staff is recorded. Notably, non-teaching staff provides adequate support to the teaching and learning process.

The quality and quantity of material is satisfactory

The school's premises are adequate, and the school has specialist facilities to accommodate the student population. Although some areas of the school have structural damage, such as leaky roofs and gutters, exposed beams, termite infestation in sections of the building, and the need to rehabilitate the home economics department, the quadrangle is beautifully laid out with manicured lawns and ornamental flowers to enhance the aesthetics of the compound. Most of the school grounds are clean and well-kept. The playfield and netball court size are appropriate; the sturdy building is labelled as Blocks A, B, C and D, containing writing and murals such as 'I can do all things through Christ who strengthens me.' Classrooms are spacious, airy, well-lit, and the floors are mostly clean. However, the dining hall has no chairs or desks for students to sit and eat.

The use of material resources is satisfactory

The school's premises are used for the required purposes of teaching and learning. Further, all facilities are timetabled for most subject usage to assist with teaching and learning management. There is sufficient ICT to deliver the curriculum. Still, some vocational areas, such as the cosmetology and home economics labs, have limited learning resources to enable students to attain at least satisfactory standards. The school also hosts external activities such as political meetings, parking for funerals and health fairs.

FINAL

How effectively does the school use the human and material resources at its disposal to help the students achieve as well as they can?	
Human resources	Satisfactory
Use of human resources	Satisfactory
Material resources – quality and quantity	Satisfactory
Use of material resources	Satisfactory

7) Curriculum and Enhancement Programmes

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

Overall, provisions for the curriculum and enhancement programmes are satisfactory

Provisions for curriculum are satisfactory

The school makes adequate provisions for students to attain at their level by reasonably adapting the curricula. The school offers several curricula, including the City and Guilds, CSEC, and the National Standard Curriculum (NSC), the latter up to the grade 9 level while the former from grades 10 to 13. To adapt the NSC, the APSE coaches assess students' reading levels and conduct reading interventions, noting progress, especially for those reading at grade 2 and above. Also, the school refers several students to be assessed for a learning disability, with only two students meeting the criteria and for whom the coaches have prepared IIPs to help them meet their educational goals. In addition, the school has a curriculum implementation team (CIT) in place that recommends, among other things, an adjustment in the scope and sequence for numeracy and literacy to account for students' performance levels as well as the use of differentiation to cater for the different learning needs of students during teaching episodes. The CIT also does walkthroughs and vet lesson plans to provide support for improvement. Generally, teachers conduct extra lessons for students preparing for external examinations. Similarly, the timetable adequately provides the delivery of the breadth and balance of the curriculum. For the most part, the allocation for mathematics and English meets the national minimum of four hours per week, while a few classes have an extra 40 minutes for English. Also, the school is in session for five and a half hours per day, excluding sessions for break and lunch periods. However, despite students' progress in reading on internal assessments, the results on external assessments are not consistently meeting expectations. Moreover, teachers seldom use cross-curricular linkages in lessons to make connections between subject disciplines.

FINAL

Enhancement programmes are good

The school has sufficient provisions for co- and extra-curricular activities to engage students in learning activities outside the classroom. The offering of 14 extra and co-curricular activities includes the 4H club, Choir, debate, environmental, expressions, cadet corps, and ISCF, among others. However, the schedule for club activities is not provided in the timetable, so the activities occur after school or during the lunch break. Moreover, the club keeps a record of students' attendance that reflects limited up-take by students and accounts for about 15 per cent of the school population. Nonetheless, the clubs have several activities to engage students, such as clean-up campaigns, field trips, and assisting with discipline in the school. Also, the school creates numerous opportunities for students to learn in the wider community through field trips, sports, plays, and work experience, both at local businesses and in the school.

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

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

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

Overall, the provisions for student safety, security, health and well-being are satisfactory

Provisions for safety and security are satisfactory

The school has some provisions to ensure staff and students' safety and security, even though there are noticeable improvement areas. A detailed safety and security policy explains the roles and responsibilities of various individuals and groups. Further, security personnel monitor the entrance by recording the details of individuals and vehicular traffic, conducting searches and checks using a metal detector, and walking the compound periodically during the day to ensure that safety is maintained. Fire extinguishers are strategically positioned in the most sensitive areas, and these have been recently serviced. Gas cylinders are safely enclosed so students cannot access them, and safety guidelines are posted in high-risk areas, such as those observed in the machine shop and electrical department. However, most students wore improper attire while working in the electrical lab. The school's perimeter is only partially enclosed, allowing access to the property from several points; however, though security cameras have been installed, these have been non-functional since September 2023. While there has been a recent earthquake drill, a fire drill is past due, and the school has no record of conducting a drill to sensitise students to a possible invasion. Nevertheless, students know the general assembly point in case of an emergency.

FINAL

Provisions for students' health and well-being are satisfactory

Adequate provisions are in place to cater to students' health and well-being. The school promotes Jamaica Moves and other activities that encourage movement. Water Day is observed each week, with the partnership of the vendors' help to ensure that these are successful; Fruit Day is observed occasionally. In addition, juices sold at the canteen are purchased from approved suppliers in keeping with the low sugar policy. Further, adequate provisions are in place to treat illnesses, and parents are contacted where necessary. The canteen is hygienic, and the relevant protocols are observed in relation to the storage and handling of food; however, while all relevant spaces mesh, the absence of a working extractor fan results in the staff having to open the door to the serving area to reduce the heat. Additionally, while the school has responded to the issues resulting in an unsatisfactory rating from the November 2023 visit by health personnel, the requisite follow-up visit is yet to be made by the officials. The school has seen an uptick in students' maladaptive behaviour, particularly insolence, which results in verbal conflicts between teachers and students and fights among students. As a result, the guidance department in collaboration with the dean of discipline, implements several programmes to combat these, including partnerships with various entities such as the Restorative Justice Programme from the Ministry of Justice. Additionally, the guidance programme and the detailed behaviour modification programme are used to address students' behaviours. These include Grade level parent conferences, parent and child engagement activities and personal development seminars. However, the school's psychosocial programme has been suspended since the return to the face to face instruction. Suitable arrangements are in place to monitor students' attendance and punctuality and manage suspensions. The school's welfare programme assists with transportation for some needy students, but the over 350 students on PATH who receive lunch are not served daily due to inadequate funding.

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

Recommendations

Recommendations from the previous inspection report

Previous recommendations	Progress* (Limited, In Progress, Completed)
1. The Board should move apace with plans to review the strategic plan for the school and the establishment of clear targets that are closely monitored.	In Progress
2. The Board should also make provision for an audit of the space and resource pool currently available as the basis for determining the needs of the school as it moves to broaden its technical and vocational offering.	In Progress
3. The school's leadership should move apace with plans to strengthen data analysis processes so that relevant and timely information can be available for decision making.	In Progress

**Limited: Little to no action taken to implement the recommendation; In Progress: Efforts to execute the recommendation are ongoing; Completed: Recommendation has been fully implemented.*

Recommendations based on the findings of this inspection

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

1. The Principal should increase the number of cooks and tuck shop workers, and also fill the vacancy for the relief warden.
2. The Dean of Discipline and the Vice Principal should work in partnership to efficiently coordinate the smooth transition of students after break and lunch to maximise learning time.
3. The teachers should incorporate strategies in lessons that facilitate the development of research, collaboration and critical thinking skills among students.

FINAL

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 (NEI) 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, Ed.D., BH(M), J.P.
Chief Inspector/CEO
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 – National Test Data

Appendix 1 - Record of Inspection Activities

Evidence for this report was based on the following:

Total number of lessons or part lessons observed	26
--	----

	English	Math	Other
Number of lessons or part lessons observed	7	7	11

Number of scheduled interviews completed with members of staff, governing body and parents	7
--	---

Number of scheduled interviews completed with students	2
--	---

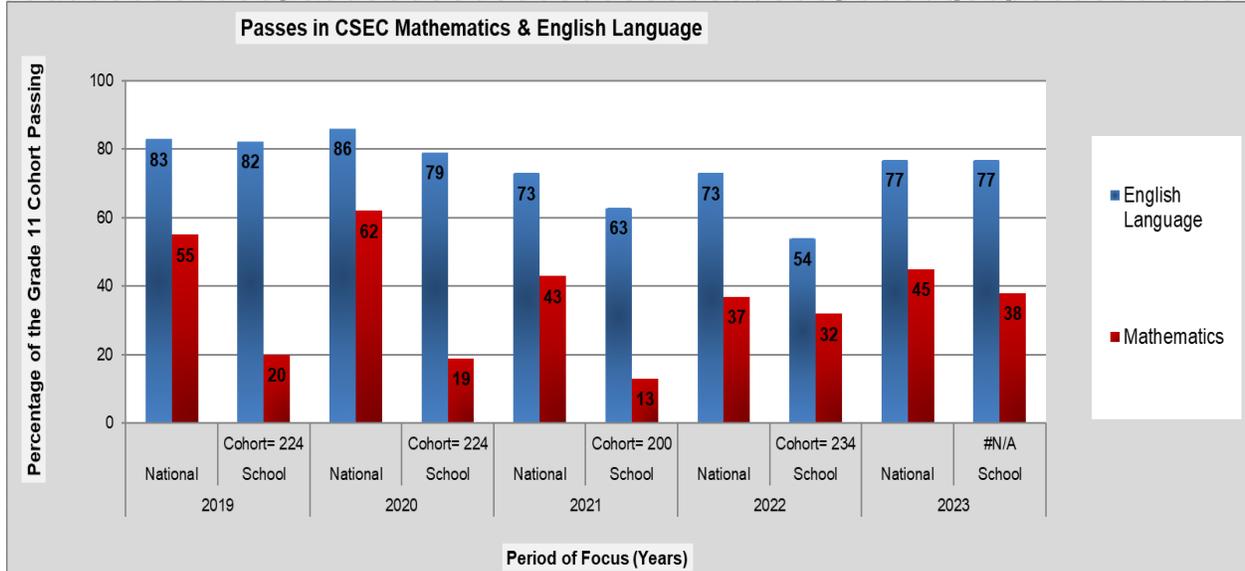
	Parents	Students	Teachers
Number of questionnaires returned and analysed	N/A	N/A	N/A

FINAL

Appendix 2 - National Test Data

STUDENTS' ATTAINMENT

Graph 1a: Percentage passes in CSEC mathematics and English language 2019 to 2023



School passes for CSEC English language and mathematics are a percentage of the total number of students sitting the examination and may include grades 9 and 10 students.

Table 1a: Students sitting & passing CSEC mathematics and English language (2019-2023)

Year	Grade 11 Cohort*	Students Sitting CSEC Mathematics		Number passing CSEC Mathematics		Students Sitting CSEC English		Number passing CSEC English	
		Count	(%)	Count	(%)	Count	(%)	Count	(%)
2019	224	95	(42%)	19	(20%)	124	(55%)	102	(82%)
2020	224	91	(41%)	17	(19%)	125	(56%)	99	(79%)
2021	200	45	(23%)	6	(13%)	64	(32%)	40	(63%)
2022	234	37	(16%)	12	(32%)	81	(35%)	44	(54%)
2023	-	55	-	21	(38%)	71	-	55	(77%)

*As at Census Day (2nd Monday in October)

The grade 11 cohort increased from 224 students in 2019 to 234 in 2022. No cohort data is available for 2023. The school's performance in English language and mathematics remained below the national pass rate for the review period, except when their English language pass rate was on par in 2023.

The participation rate for mathematics and English language showed a decline over the 2019 to 2022 period. Of the students sitting, the school's CSEC English language pass rate exceeded the mathematics pass rate each year. The performance gap between the two subjects was widest in 2019 at 62 percentage points.

FINAL

CSEC English language:

The English language participation rate decreased by 20 percentage points overall for the 2019 to 2022 period. Of the students sitting throughout the period under review, the pass rate decreased by five percentage points. It moved from 82 per cent (124 of 224 students sitting) in 2019 to 77 per cent in 2023. The school's pass rate was lowest at 54 per cent in 2022.

CSEC Mathematics:

The mathematics participation rate declined from 42 to 16 per cent over the 2019 to 2022 period. The pass rate increased overall by 18 percentage points, moving from 20 per cent (19 of 224 students sitting) in 2019 to 38 per cent in 2023. It remained below the national pass rate throughout the period.

Graph 1b: Percentage passes in City and Guilds mathematics and English language 2019 to 2023

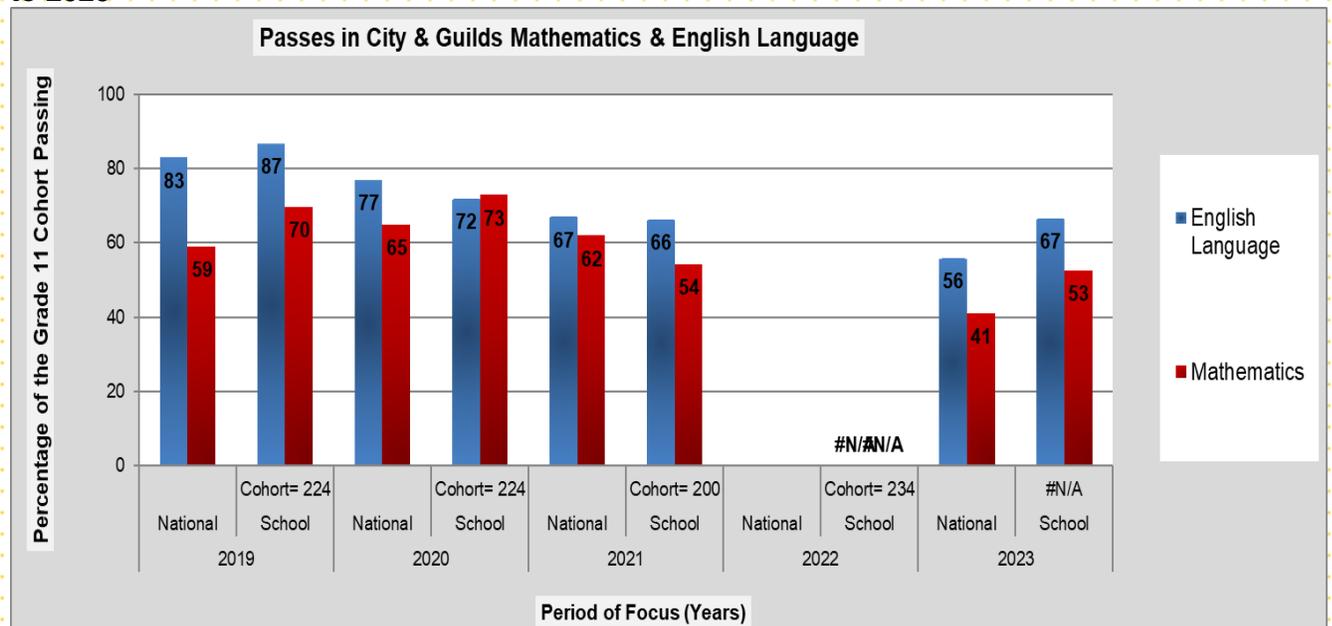


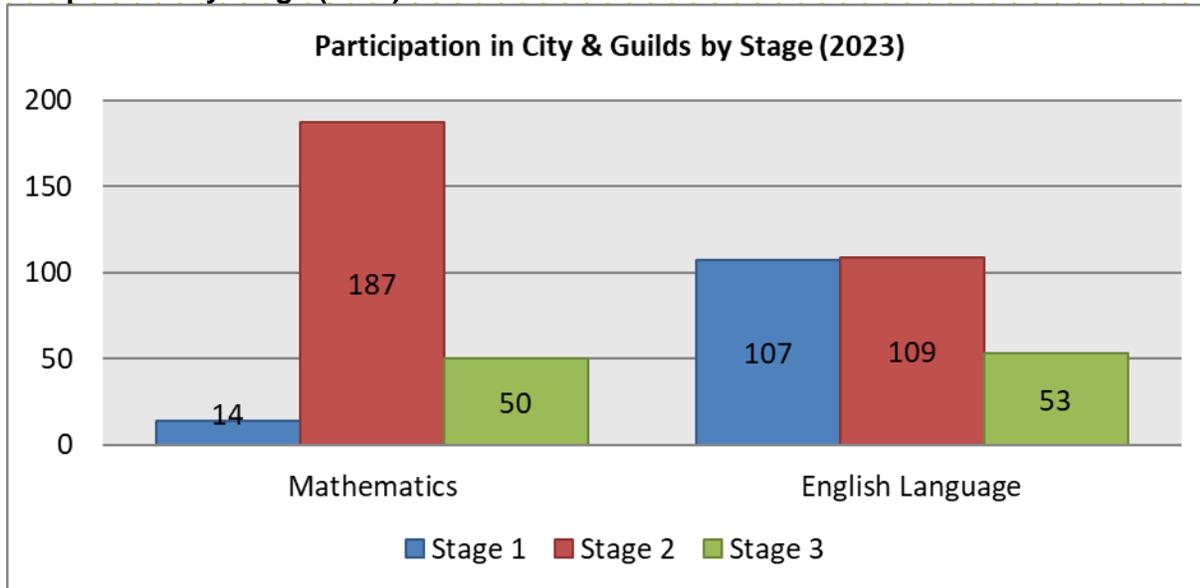
Table 1b: Students sitting City & Guilds mathematics and English language (2019-2023)

Year	Grade 11 Cohort*	Students Sitting City and Guilds Mathematics		Number passing City and Guilds Mathematics		Students Sitting City and Guilds English		Number passing City and Guilds English	
		Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
2019	224	119	53%	83	70%	114	51%	99	87%
2020	224	74	33%	54	73%	235	105%	169	72%
2021	200	118	59%	64	54%	119	60%	79	66%
2022	234	-	-	-	-	-	-	-	-
2023	-	251	-	132	53%	269	-	179	67%

The school's pass rate in City and Guilds English was 67 per cent in 2023 while their City and Guilds mathematics pass rate was 53 per cent in 2023. This was a decline for both subjects over the 2019 to 2023 period of review.

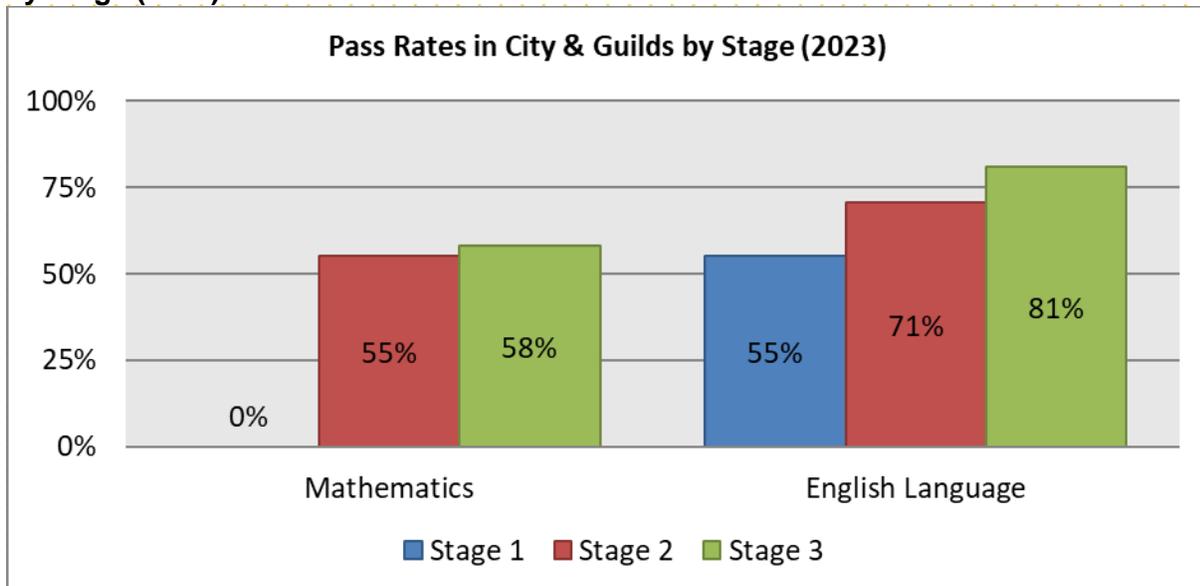
FINAL

Graph 1c: Participation in City and Guilds mathematics and English language components by Stage (2023)



A closer analysis of the number of students sitting City and Guilds mathematics and English in 2023 revealed that the students sat at Stage 1 2 and 3.

Graph 1d: Pass rates in City and Guilds mathematics and English language components by Stage (2023)



Graph 1e: Percentage Passes in CSEC Technical/Vocational Subjects (2021 to 2023)

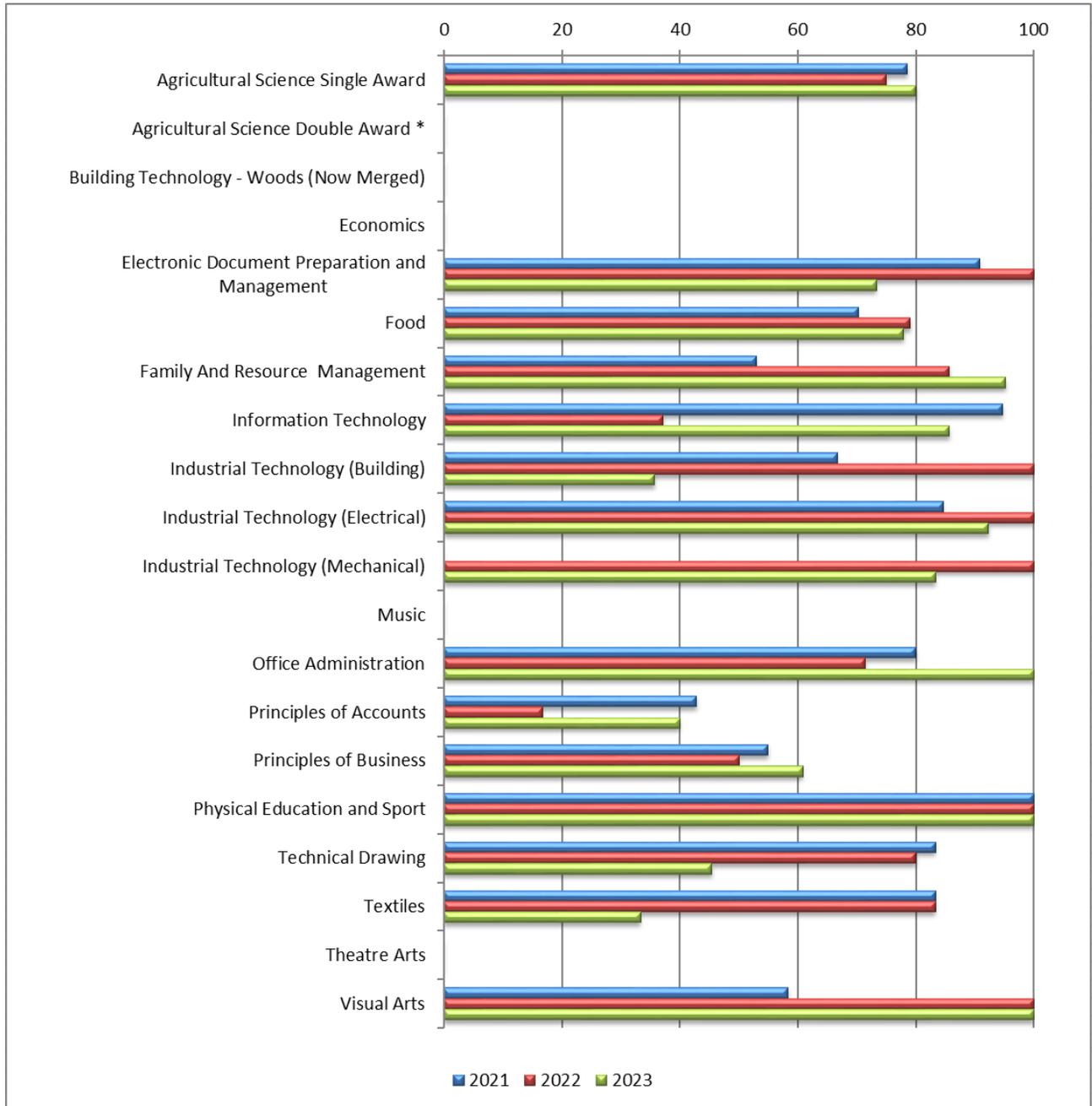


Table 1c: Students sitting & passing CSEC Technical/Vocational subjects (2021 to 2023)

Technical/Vocational Subjects	Aabuthnott Gallimore High					
	Number of Students Sitting			Percentage of Students Sitting and Attaining Grades I-III		
	2021	2022	2023	2021	2022	2023
Agricultural Science Single Award	14	16	15	79	75	80
Agricultural Science Double Award *	0	0	0	-	-	-
Building Technology - Woods (Now Merged)	0	0	0	-	-	-
Economics	0	0	0	-	-	-
Electronic Document Preparation and Management	11	7	30	91	100	73
Food	37	43	59	70	79	78
Family And Resource Management	34	21	42	53	86	95
Information Technology	19	35	63	95	37	86
Industrial Technology (Building)	3	1	14	67	100	36
Industrial Technology (Electrical)	13	5	13	85	100	92
Industrial Technology (Mechanical)	2	3	6	0	100	83
Music	0	0	0	-	-	-
Office Administration	5	7	7	80	71	100
Principles of Accounts	7	12	10	43	17	40
Principles of Business	20	20	23	55	50	61
Physical Education and Sport	24	12	51	100	100	100
Technical Drawing	12	10	33	83	80	45
Textiles	6	6	12	83	83	33
Theatre Arts	0	0	0	-	-	-
Visual Arts	12	3	8	58	100	100

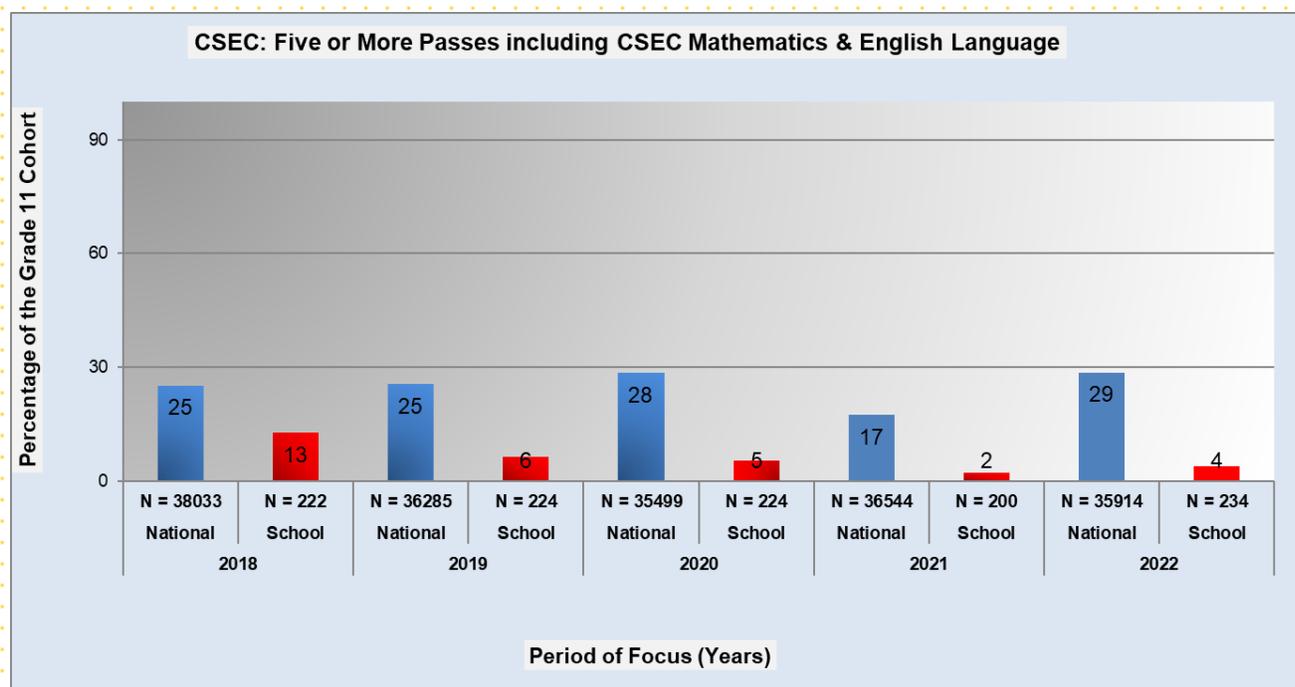
Students participated in 15 Technical/Vocational subjects throughout the period. The highest level of participation was recorded in Information Technology. The participation rates in the other subjects were relatively low when compared to the enrolment for each year.

The pass rates were generally high for most of the subjects. The pass rates were 70 per cent and above in all years in, Agricultural Science Single Award, EDPM, Food, Information Technology, Industrial Technology (electrical), Office Administration, and Physical Education and Sport, Technical Drawing and Textiles. All students sitting Physical Education and Sport attained passing grades in all three years.

FINAL

STUDENTS' ATTAINMENT

Graph 2: Percentage of students attaining five or more CSEC passes including mathematics and English language 2018 to 2022



The secondary school target set by The Ministry of Education, Youth & Information is 54% of students sitting CSEC attaining five or more passes by 2016.

The school's matriculation rate, based on CSEC results, decreased overall by nine percentage points for the 2018 to 2022 period. It fell from 13 per cent to four per cent. The school's matriculation rate remained below the national matriculation rate throughout the period.

Note: Actual matriculation rates may differ as students may have sat and passed English Language and/or mathematics in previous years or in City and Guilds.

Table 2: Percentage of students attaining five or more CSEC passes including mathematics and English language (2022)

Students attaining passes in 5+ CSEC or equivalent subjects	
National Education Performance Target (2016)	54 per cent
School's Current (2023) attainment	4 per cent

FINAL

STUDENTS' PROGRESS

Students' Starting Point

Graph 3a: Proficiency Levels (%) for students entering the school (2019-2023)

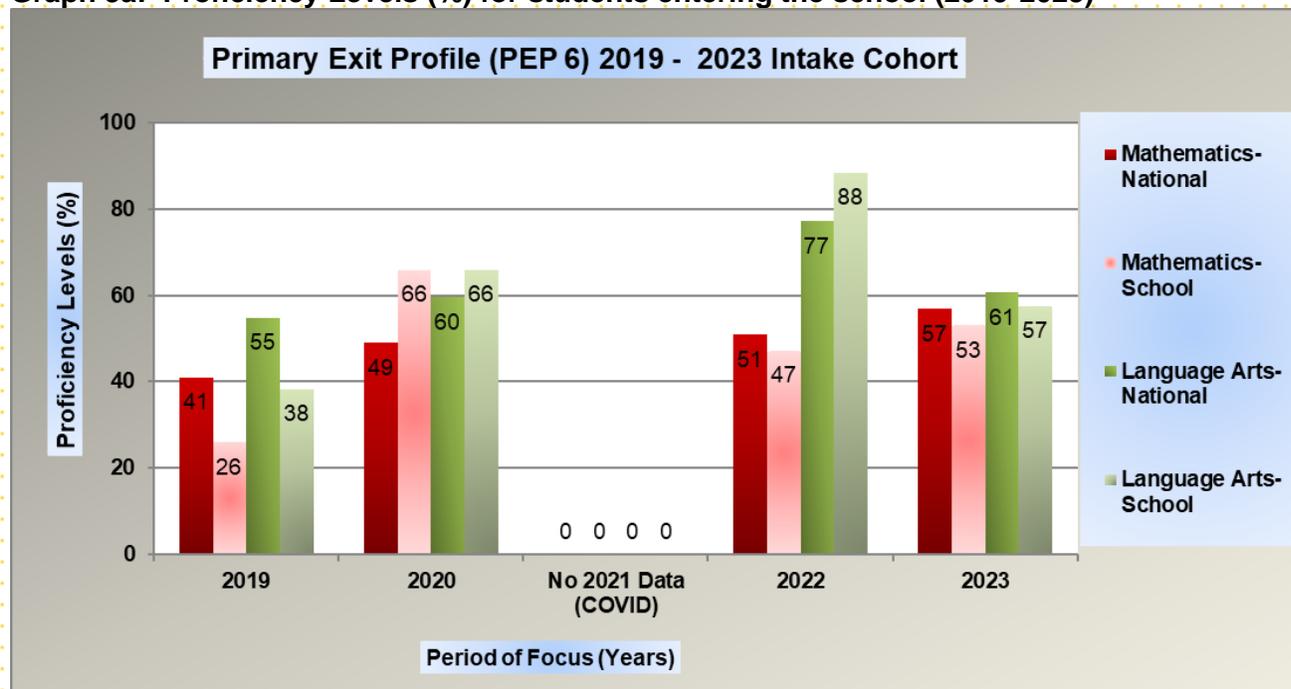


Table 3a: Proficiency Levels (%) for students entering the school (2019-2023)

Entrance Cohort	Mathematics		Language Arts	
	National	School	National	School
2019	41	26	55	38
2020	49	66	60	66
No 2021 Data (COVID)	N/A	N/A	N/A	N/A
2022	51	47	77	88
2023	57	53	61	57

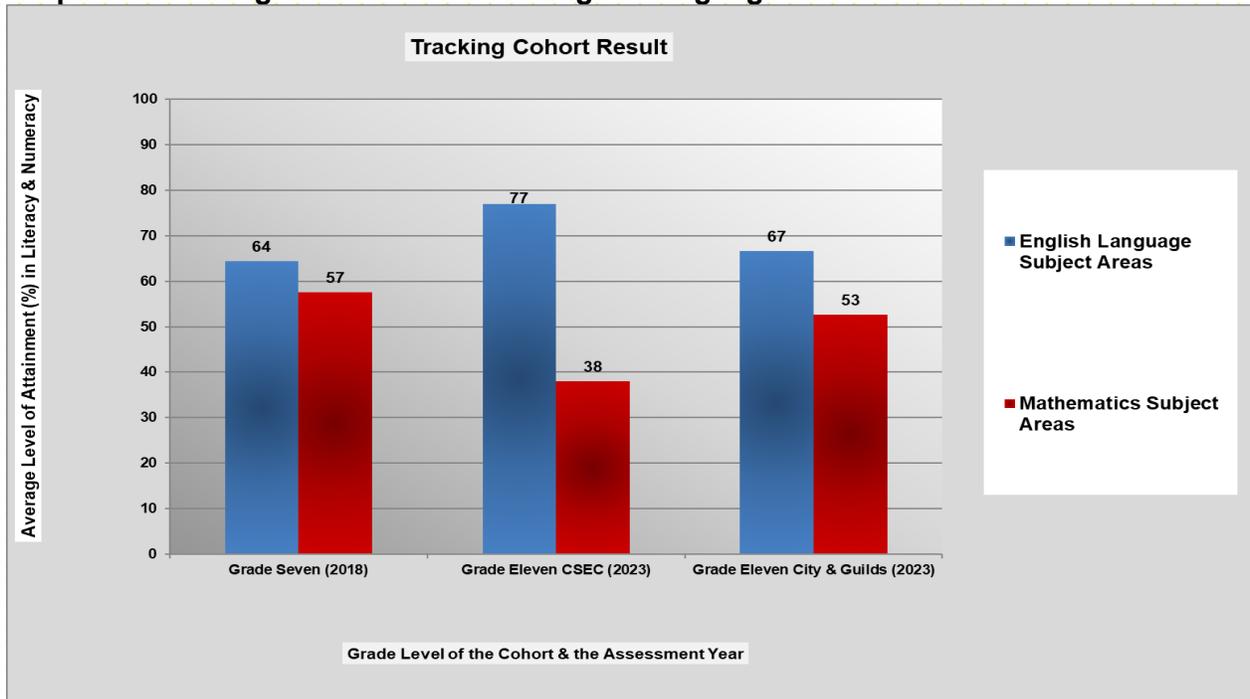
Overall, 26 per cent of the students entering Aabuthnott Gallimore High in 2019 were proficient in mathematics. This was below the national proficiency of 41 per cent. In 2023, 53 per cent of the entrance cohort was proficient in mathematics. This was on par with the national performance.

In 2019, proficiency levels in language arts were higher than in mathematics as 38 per cent of the students were found to be proficient. This performance was below the national proficiency by 17 percentage points. In 2023, 57 per cent of the students were proficient, remaining below the national proficiency level by just four percentage points.

FINAL

STUDENTS' PROGRESS

Graph 4a: Tracking the 2018 cohort in English language and mathematics



This graph tracks the performance of the **2018 Cohort** of students entering Aabuthnott Gallimore High. It shows their **average intake scores** in the 2018 GSAT (language arts and mathematics) and the **pass rates** in the 2023 CSEC and City and Guilds examinations (English language and mathematics).

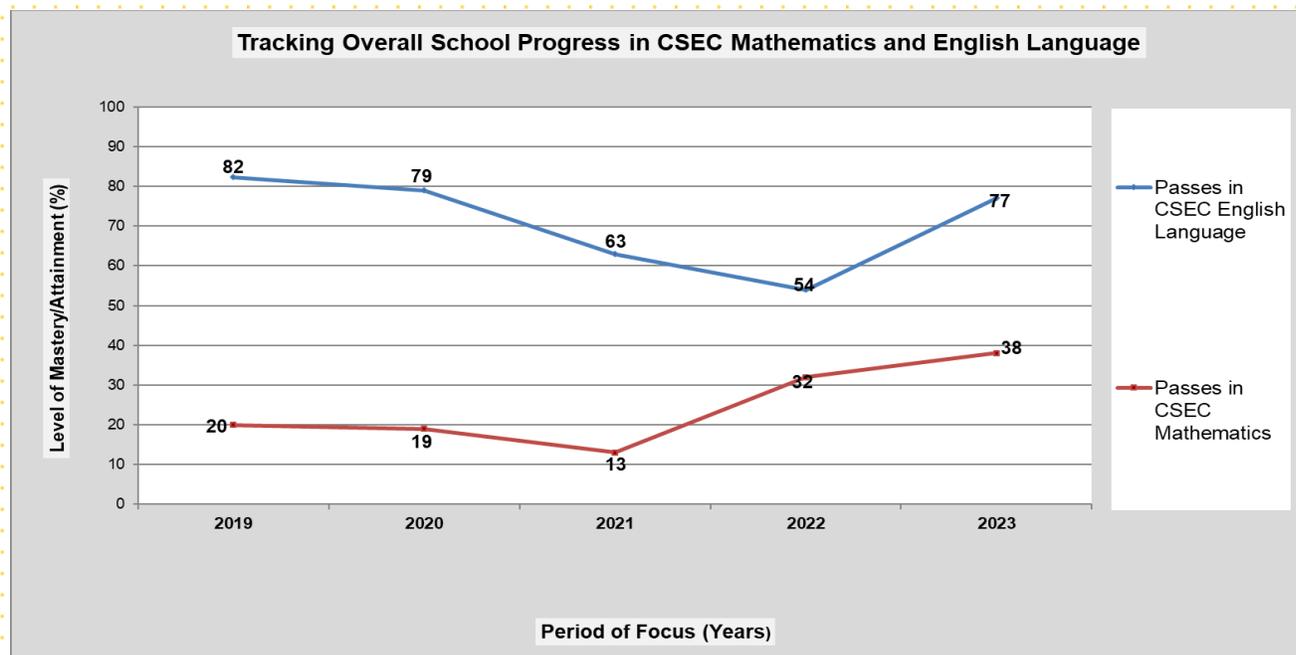
The **2018 Cohort** attained an average of 64 per cent in the language arts component of the GSAT. In 2023, the pass rate for CSEC English language was 77 per cent. In 2023, the total pass rate for the different stages of City and Guilds English was 67 per cent.

The **2018 Cohort** attained an average of 57 per cent in the mathematics component of the GSAT. In 2023, the pass rate for CSEC mathematics was 38 per cent. In 2023, the total pass rate for the different stages of City and Guilds mathematics was 53 per cent.

FINAL

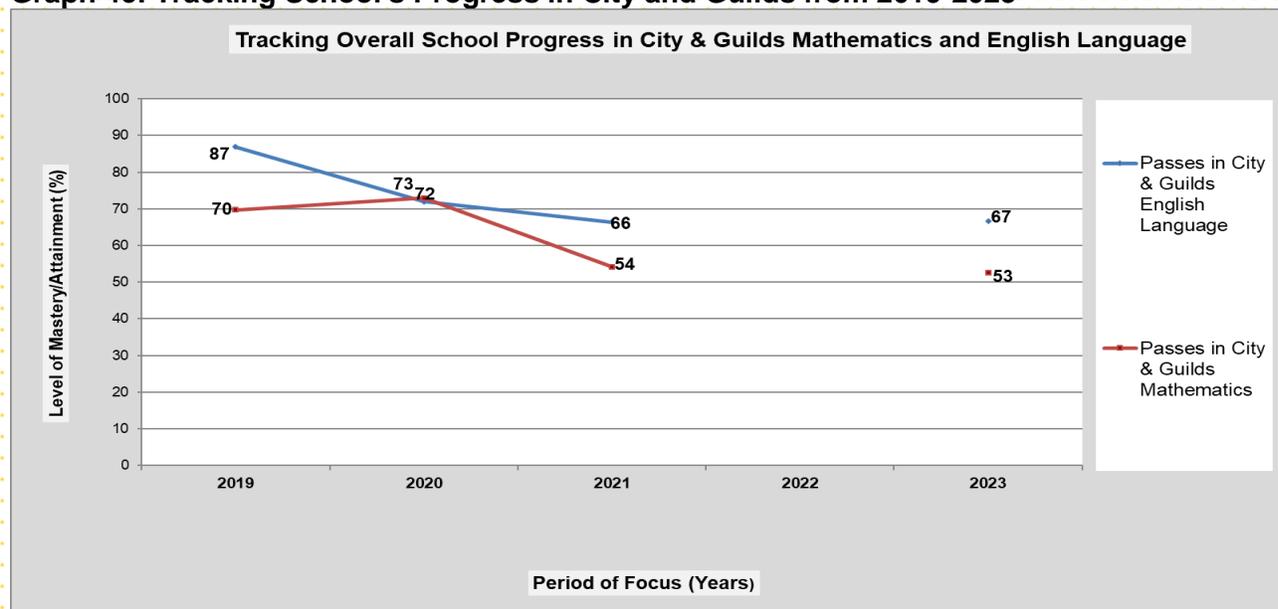
STUDENTS' PROGRESS

Graph 4b: Tracking School's Progress in CSEC from 2019-2023



The school's English language pass rate decreased over the period of review. The mathematics pass rate increased but remained below the English language pass rate throughout the 2019 to 2023 period.

Graph 4c: Tracking School's Progress in City and Guilds from 2019-2023



In 2023, the school's City and Guilds English language pass rate was 67 per cent, while the mathematics pass rate was 53 per cent.

FINAL

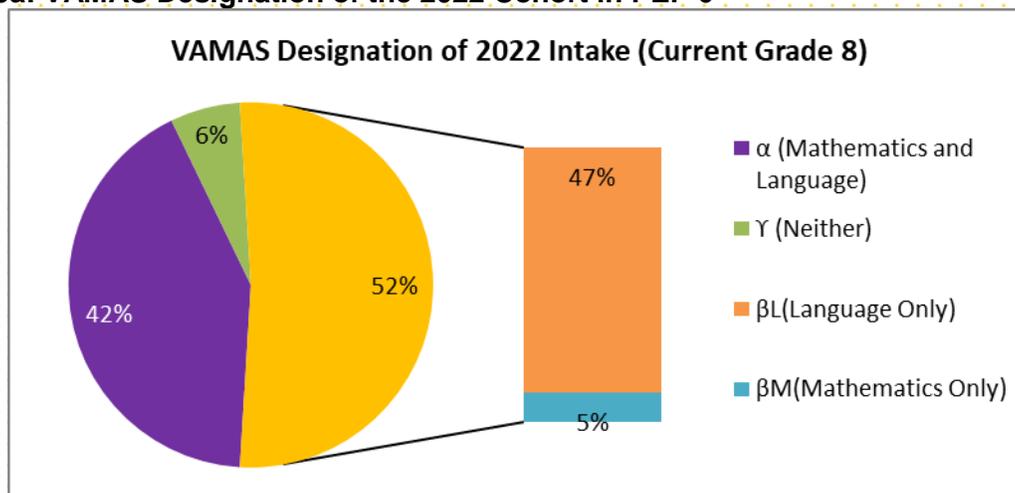
STUDENTS' PROGRESS – VALUE ADDED MODEL FOR ASSESSING SCHOOLS (VAMAS)

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 (α)** while those attaining satisfactory performance in either English or mathematics are designated as **Betas (β)** and those with unsatisfactory performance in both subjects are designated as **Gammas (γ)**. Additionally, satisfactory performance in English only is designated **β L** while satisfactory performance in mathematics only is designated **β M**

At the secondary level, value added progress under the VAMAS is determined by comparing students' proficiency levels in the PEP 6 with their performance on internal tests.

Graph 5a: VAMAS Designation of the 2022 Cohort in PEP 6



An application of the VAMAS revealed that more than three quarters of the students in the 2022 entrance cohort at Aabuthnott Gallimore High were at the requisite level of performance in 2022 PEP 6.

Table 5a: VAMAS Designation of the 2022 Cohort in PEP 6

VAMAS Designation	Number of Students	Percentage
α (Proficient in Both)	54	42%
β (Proficient in Either)	67	52%
γ (Proficient in Neither)	8	6%
Total	129	100%

Forty-two per cent or 54 of the 129 students were designated **Alphas** having been deemed proficient in both language arts and mathematics in the 2022 PEP 6. The expectation is that

FINAL

these students should remain **Alphas** during their tenure at the school. Another 52 per cent or 67 of the students were in a partial state of readiness for secondary level education as they were proficient in either language arts or mathematics and were designated as **Betas**. Within this category, it was found that all of these **Betas** were more proficient in language arts thus implying a general weakness of the entrance cohort in mathematics. The data showed that more girls than boys were designated as **Betas**. The expectation is that the school should put measures in place to move these **Betas** to **Alphas** or at least maintain their **Beta** status.

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

A gender comparison revealed that the proportion of **Alphas** among the girls was below that of the boys.

Graph 5b: VAMAS Designation of the 2022 Cohort in PEP 6 by Gender

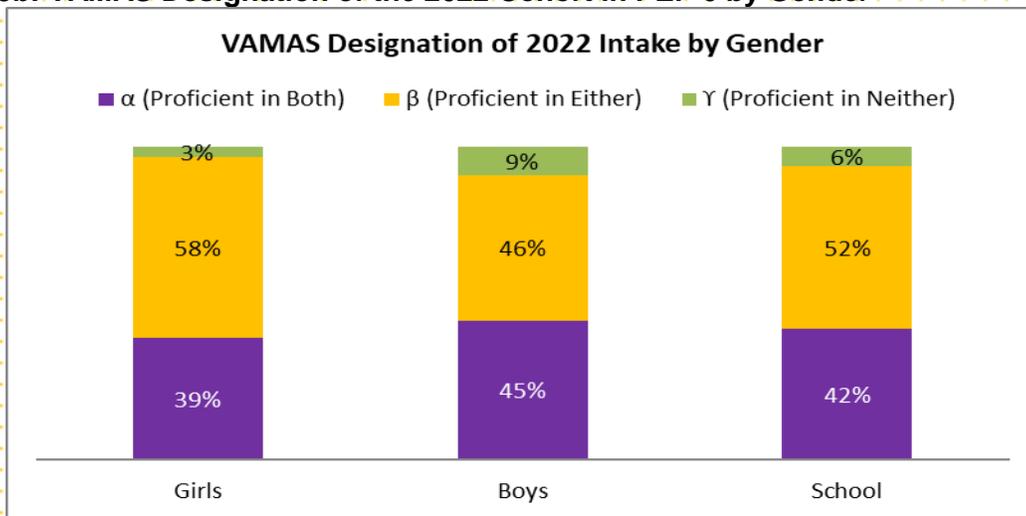


Table 5b: VAMAS Designation of the 2022 Cohort in PEP 6 by Gender

VAMAS Designation	Girls	Boys	School	Girls	Boys	School
α (Proficient in Both)	25	29	54	39%	45%	42%
β (Proficient in Either)	37	30	67	58%	46%	52%
γ (Proficient in Neither)	2	6	8	3%	9%	6%
Total	64	65	129	100%	100%	100%