**MINISTRY OF EDUCATION,
YOUTH & INFORMATION**

CHIEF INSPECTOR'S REPORT 2017
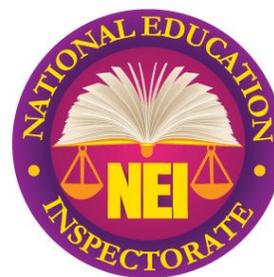
Cycle 2 Round 2: Re-Inspection

Promoting Educational Excellence Through Quality Inspections

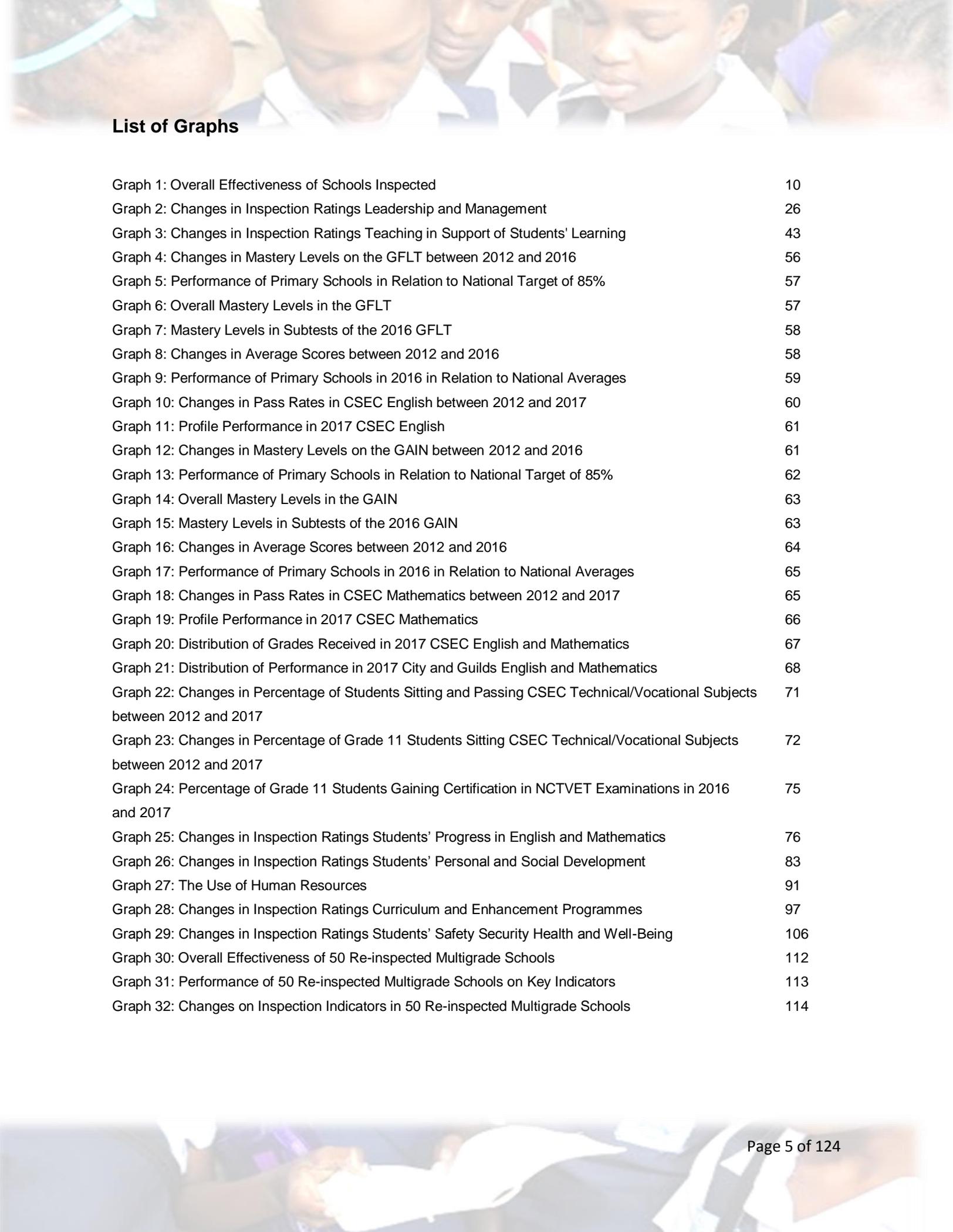# CHIEF INSPECTOR'S REPORT

2017

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The task of building and keeping a public education system up-to-date and relevant is a complex and multifaceted one. This is increasingly clear, given the growing number of calls from a wide cross-section of stakeholders for the education system to do more to prepare students to become better functioning adults in the 'real world'. This means inculcating in the young both the formal and informal knowledge and skills that are necessary. Preparing them to live useful and productive lives is an obligation for each member of the adult community, and one which must be tackled urgently and purposefully. This means that policymakers, school administrators, teachers, and parents should take the bold, and necessary steps to accomplish this task.

As I reflect on the journey of our education system thus far, there is no doubt that work has been done, but equally there is the realisation that there is much to do, and this requires 'all hands on deck'. Education policymakers, therefore, need to ponder and act upon the significant philosophical questions of the day. For example, what should a fully functioning Jamaican be able to do in this progressively complicated social world? What are the appropriate knowledge and skills needed to achieve this, and what should the education system do in terms of policies and the provision of financial and other resources to ensure that this knowledge and these skills are imparted to our students?

These are fundamental questions for which there are no easy or quick answers. However, I feel that above all else we want our students to become reflective critical thinkers. This means giving them the freedom to learn, grow, and exercise intellectual independence within the classroom. This will ultimately provide them with the tools to: observe, develop the power of foresight, adapt when necessary, and judiciously challenge the status quo where it is appropriate to do so. At first glance, this may seem like a risky proposition, but it remains one of the tried and proven ways to create an orderly society.

For its part, the Ministry of Education, Youth and Information (MoEYI) continues to focus on the building of these critical thinking skills among our students, as well as the overall improvement in students' performance. This requires the full support of school leaders and teachers to enact stated policies, together with offering timely and constructive feedback in order to ensure continuous improvements to these policy positions. The National Education Inspectorate (NEI),

through its work, remains committed to providing the data to support these positions, and also to support the schools. In this regard, the NEI notes the continued gaps in areas such as: instructional leadership, effective data analysis, school improvement planning, the use of learner-centred pedagogical approaches, differentiation in the classroom, inclusion strategies, the building of effective interpersonal relationships among peers, and students' empowerment. This underscores the need for greater effort generally, but more so in the areas highlighted.

Nevertheless, the NEI is encouraged by the improvements seen in the current round of inspections, both in summative assessments and levels of certification of the students leaving the system. Similarly, the NEI notes the general improvements in school outputs, and applauds the genuine efforts that are being made to add value to the overall student experience within the system. Some of the significant value-added initiatives include, the increase in the vocational offerings and the number of students sitting exit examinations and acquiring certification. A growing number of schools are increasing the general curricular opportunities to ensure that the varied needs of students are met. Importantly, more school leaders and teachers are also accessing further training and sensitization in aspects of curriculum and leadership that will assist them in enhancing their competencies, and by extension, improve students' outcomes.

The NEI praises the efforts of our schools and encourages our stakeholders to continue to engage in the scrupulous search for worthwhile solutions to the challenges that confront us.

Maureen Dwyer
Chief Inspector
National Education Inspectorate
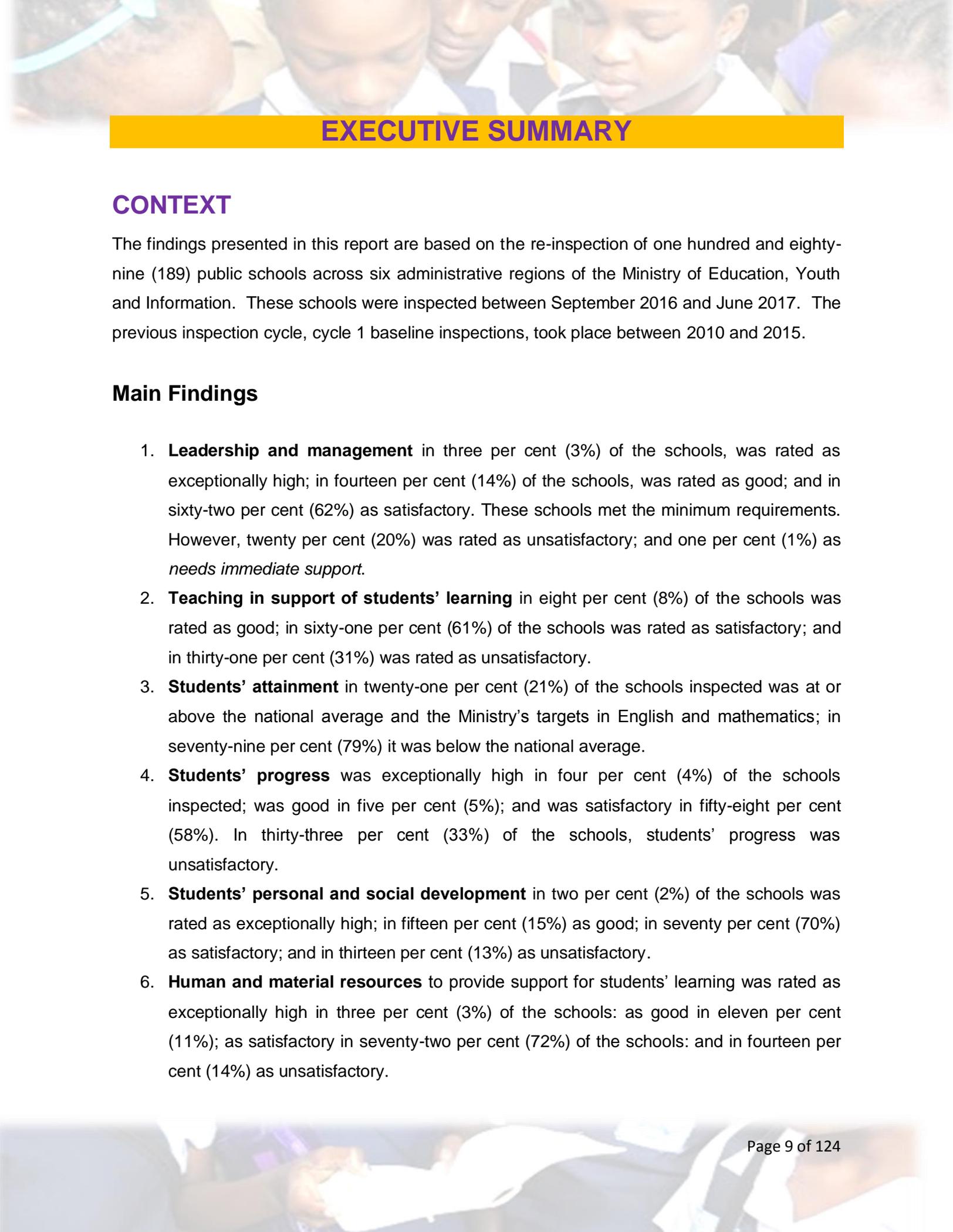
EXECUTIVE SUMMARY

CONTEXT

The findings presented in this report are based on the re-inspection of one hundred and eighty-nine (189) public schools across six administrative regions of the Ministry of Education, Youth and Information. These schools were inspected between September 2016 and June 2017. The previous inspection cycle, cycle 1 baseline inspections, took place between 2010 and 2015.

Main Findings

1. **Leadership and management** in three per cent (3%) of the schools, was rated as exceptionally high; in fourteen per cent (14%) of the schools, was rated as good; and in sixty-two per cent (62%) as satisfactory. These schools met the minimum requirements. However, twenty per cent (20%) was rated as unsatisfactory; and one per cent (1%) as *needs immediate support*.

2. **Teaching in support of students' learning** in eight per cent (8%) of the schools was rated as good; in sixty-one per cent (61%) of the schools was rated as satisfactory; and in thirty-one per cent (31%) was rated as unsatisfactory.

3. **Students' attainment** in twenty-one per cent (21%) of the schools inspected was at or above the national average and the Ministry's targets in English and mathematics; in seventy-nine per cent (79%) it was below the national average.

4. **Students' progress** was exceptionally high in four per cent (4%) of the schools inspected; was good in five per cent (5%); and was satisfactory in fifty-eight per cent (58%). In thirty-three per cent (33%) of the schools, students' progress was unsatisfactory.

5. **Students' personal and social development** in two per cent (2%) of the schools was rated as exceptionally high; in fifteen per cent (15%) as good; in seventy per cent (70%) as satisfactory; and in thirteen per cent (13%) as unsatisfactory.

6. **Human and material resources** to provide support for students' learning was rated as exceptionally high in three per cent (3%) of the schools: as good in eleven per cent (11%); as satisfactory in seventy-two per cent (72%) of the schools: and in fourteen per cent (14%) as unsatisfactory.

7. **Curriculum and enhancement programmes** in three per cent (3%) of the schools were rated as exceptionally high; in fifteen per cent (15%) as good; in fifty-nine per cent (59%) as satisfactory; and in twenty-three per cent (23%) as unsatisfactory.

8. **Student's safety, security, health and well-being** was rated as exceptionally high in four per cent (4%) of the schools; good in fourteen per cent (14%); satisfactory in sixty-five per cent (65%); unsatisfactory in sixteen per cent (16%); and as needs immediate support in one per cent (1%) of the schools.

Overall Effectiveness

Overall, approximately sixty-nine per cent (69%) or 130 of the schools inspected were rated as **effective**. Thirty-one per cent (31%) or 59 schools were rated as **ineffective.**

Graph 1: Overall Effectiveness of Schools Inspected

31%

69%

Effective
Ineffective

Source: NEI Inspection Data, October 2017
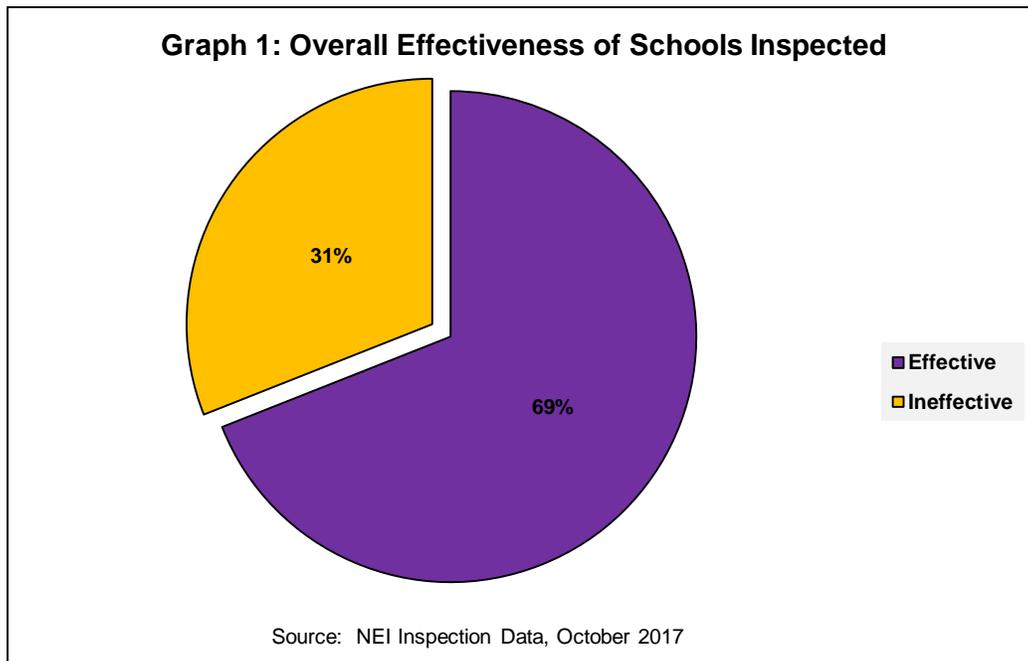
CHAPTER ONE

THE NATIONAL EDUCATION INSPECTORATE

NATIONAL EDUCATION INSPECTORATE
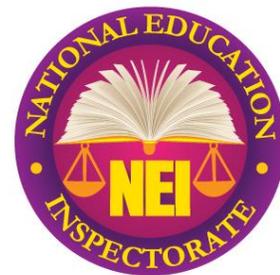
BACKGROUND

The National Task Force on Educational Reform commissioned in 2004, to prepare and present an action plan consistent with a vision to create a world class education system, placed before both Houses of Parliament a range of systemic recommendations to be undertaken within the shortest possible timeframe. One major recommendation was the establishment of a National Quality Assurance Authority (NQAA) to address the issues of performance and accountability in the education system. In line with this recommendation, the then Ministry of Education formulated the policy and legislative framework for the establishment of an independent National Education Inspectorate (NEI) to address the issues identified and effect changes complementary to the transformation of the education sector. Currently, the NEI awaits Cabinet's approval to become an Executive Agency, reporting directly to the Minister of Education, Youth and Information. The NEI will operate within the overall context of the Government of Jamaica's (GoJ) policies and strategic objectives for the education system.

Roles and Responsibilities

The roles and responsibilities of the NEI are consistent with the legislative framework which authorizes the Minister of Education, Youth and Information to cause *any educational institution to be inspected at such intervals as he may think fit by persons authorized by him in that behalf and the Minister shall cause a special inspection of any such institution to be carried out whenever it appears to him that such special inspection is desirable* (Education Act, 1965, Section 39). Within the existing legislative framework, the NEI is empowered to objectively assess the standards attained by the students in all public primary and secondary level schools at key points in their education, and to report on how well they perform or improve as they progress through their schooling. The NEI is also charged with the responsibility to make recommendations to support improvement in the quality of the provision and outcomes of all learners. In the first cycle of inspections, the NEI inspected all public primary and secondary level schools and identified improvements that schools should make in order to secure sustained levels of high quality outcomes. In subsequent reports, the NEI will also conduct impact analyses to determine the relationships between inputs and the educational product. The cycle of inspecting schools and other educational service providers will be determined by the Chief Inspector and/or as requested by the Minister of Education, Youth and Information. The

NEI will systematically issue reports, provide guidance and advice, and give assistance to boards of management, principals, school administrators, teachers, education officers and other related education professionals about effective practices, based on the accumulation of evidence from the school inspections. The NEI will analyse and interpret the data generated from all inspections, and provide policy advice to the Minister of Education, Youth and Information, who will present a report on the state of the education system to Parliament. The scope of the NEI's mandate is framed within the context of the public formal education system, which currently provides education for approximately 500,000 students enrolled at the primary and secondary levels in 930 educational institutions island-wide.

Students at Westwood High School for Girls in Stewart Town, Trelawny

Photo Credit: www.moe.gov.jm

CHAPTER TWO

CONTEXTUAL FRAMEWORK
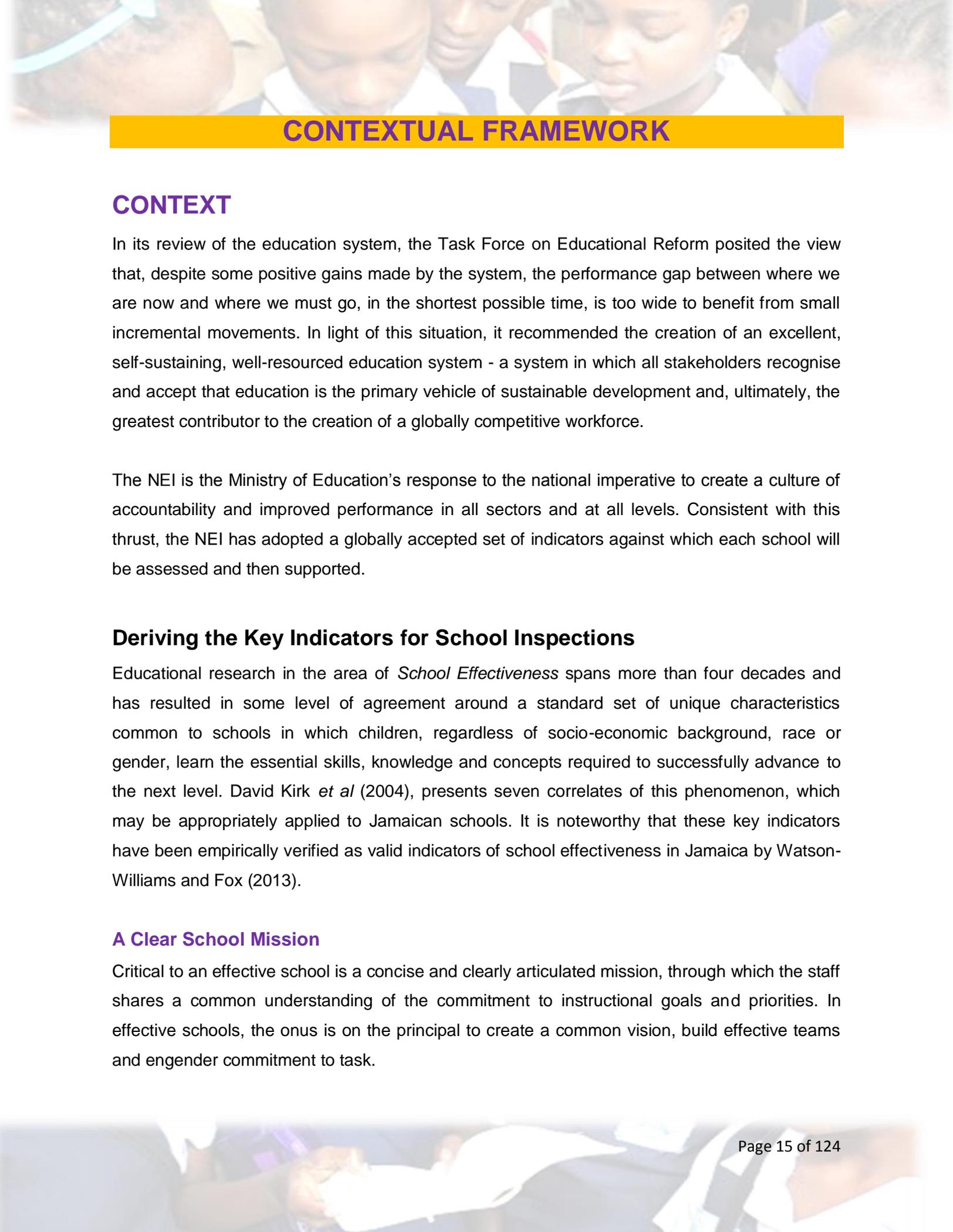
CONTEXTUAL FRAMEWORK

CONTEXT

In its review of the education system, the Task Force on Educational Reform posited the view that, despite some positive gains made by the system, the performance gap between where we are now and where we must go, in the shortest possible time, is too wide to benefit from small incremental movements. In light of this situation, it recommended the creation of an excellent, self-sustaining, well-resourced education system - a system in which all stakeholders recognise and accept that education is the primary vehicle of sustainable development and, ultimately, the greatest contributor to the creation of a globally competitive workforce.

The NEI is the Ministry of Education's response to the national imperative to create a culture of accountability and improved performance in all sectors and at all levels. Consistent with this thrust, the NEI has adopted a globally accepted set of indicators against which each school will be assessed and then supported.

Deriving the Key Indicators for School Inspections

Educational research in the area of *School Effectiveness* spans more than four decades and has resulted in some level of agreement around a standard set of unique characteristics common to schools in which children, regardless of socio-economic background, race or gender, learn the essential skills, knowledge and concepts required to successfully advance to the next level. David Kirk *et al* (2004), presents seven correlates of this phenomenon, which may be appropriately applied to Jamaican schools. It is noteworthy that these key indicators have been empirically verified as valid indicators of school effectiveness in Jamaica by Watson-Williams and Fox (2013).

A Clear School Mission

Critical to an effective school is a concise and clearly articulated mission, through which the staff shares a common understanding of the commitment to instructional goals and priorities. In effective schools, the onus is on the principal to create a common vision, build effective teams and engender commitment to task.
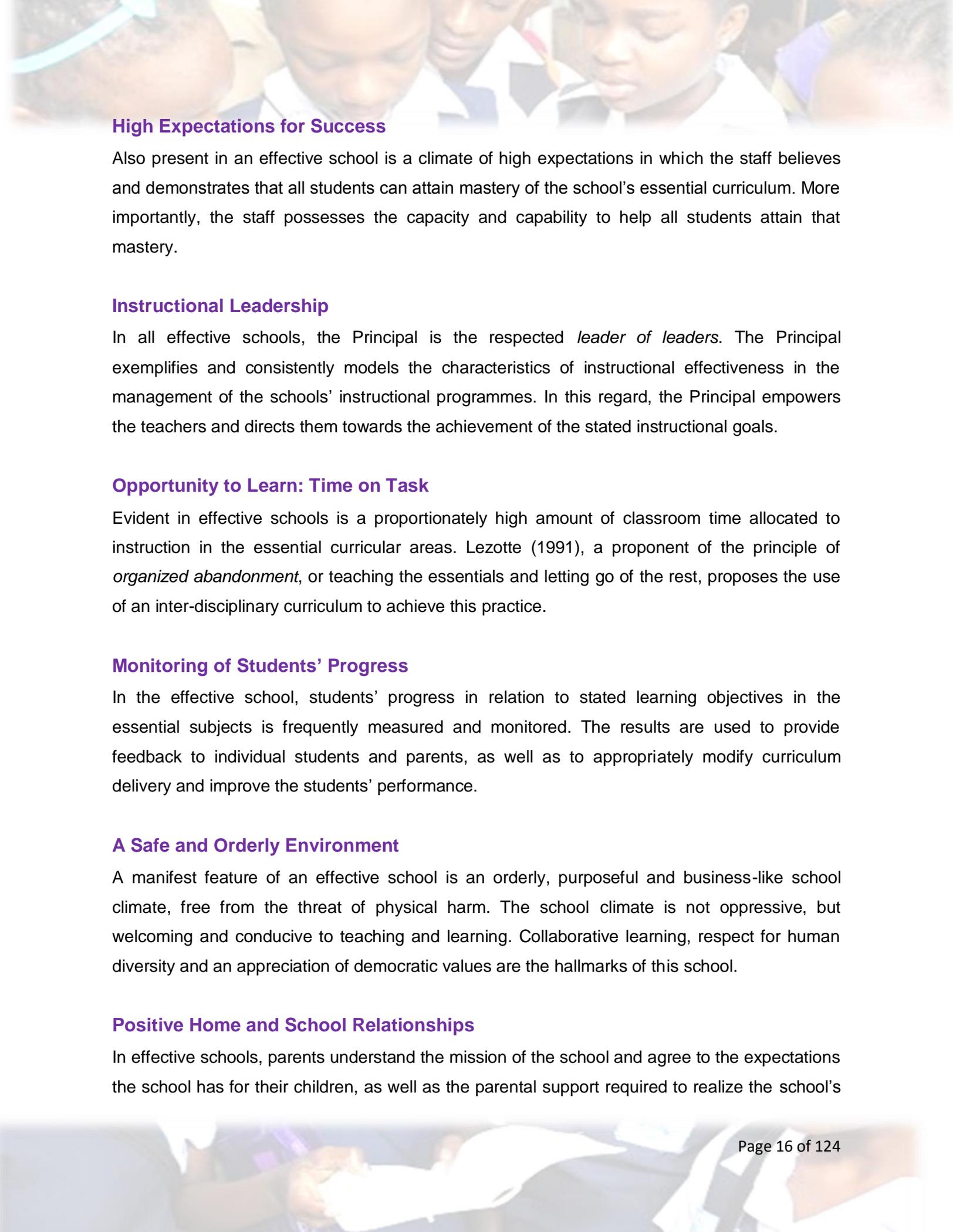
High Expectations for Success

Also present in an effective school is a climate of high expectations in which the staff believes and demonstrates that all students can attain mastery of the school's essential curriculum. More importantly, the staff possesses the capacity and capability to help all students attain that mastery.

Instructional Leadership

In all effective schools, the Principal is the respected *leader of leaders*. The Principal exemplifies and consistently models the characteristics of instructional effectiveness in the management of the schools' instructional programmes. In this regard, the Principal empowers the teachers and directs them towards the achievement of the stated instructional goals.

Opportunity to Learn: Time on Task

Evident in effective schools is a proportionately high amount of classroom time allocated to instruction in the essential curricular areas. Lezotte (1991), a proponent of the principle of *organized abandonment*, or teaching the essentials and letting go of the rest, proposes the use of an inter-disciplinary curriculum to achieve this practice.

Monitoring of Students' Progress

In the effective school, students' progress in relation to stated learning objectives in the essential subjects is frequently measured and monitored. The results are used to provide feedback to individual students and parents, as well as to appropriately modify curriculum delivery and improve the students' performance.

A Safe and Orderly Environment

A manifest feature of an effective school is an orderly, purposeful and business-like school climate, free from the threat of physical harm. The school climate is not oppressive, but welcoming and conducive to teaching and learning. Collaborative learning, respect for human diversity and an appreciation of democratic values are the hallmarks of this school.

Positive Home and School Relationships

In effective schools, parents understand the mission of the school and agree to the expectations the school has for their children, as well as the parental support required to realize the school's

mission. Effective schools value parents as members of the school community, and they are treated as respected partners who bring important perspectives and often untapped potential to the relationship.

Key Questions

Consistent with the literature, the Jamaica School Inspection Process (JSIP) focuses on eight interlocking key questions that guide inspectors in the assessment of the educational provisions and performance of every school. These are outlined below:

1. How effectively is the school led and managed by the Board, Principal and Senior Management and Middle Leadership?
2. How effectively does teaching support the students' learning?
3. How well do students perform in national and/or regional tests and assessments against the national averages and targets set for the sector?
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 safety, security, health and well-being?

Figure 1: Relationship Between the Eight Key Areas of the Inspection Framework

LEADERSHIP & MANAGEMENT

- Teaching Support for Learning
- Use of Material and Human Resources
- Curriculum and Enhancement Programmes
- Students' safety, security, health and wellbeing

INPUT

OUTPUT

- Students' Academic Performance
- Students' Academic Progress
- Students' Personal and Social Development

LEADERSHIP & MANAGEMENT
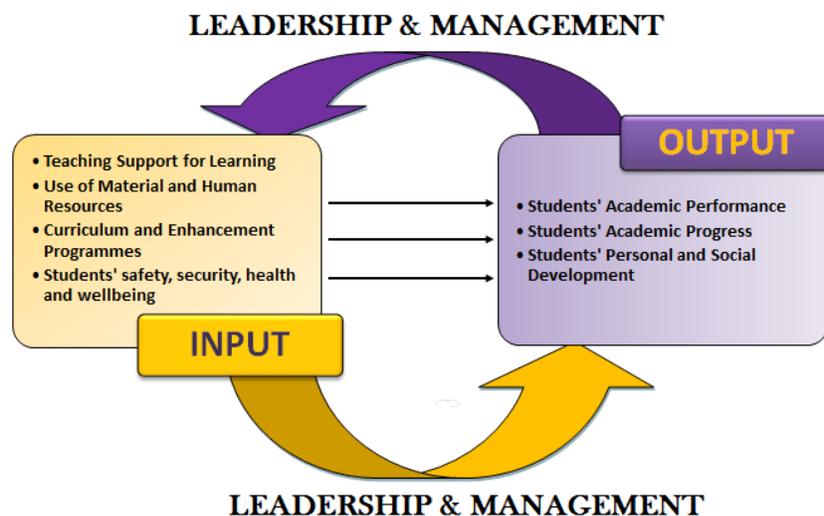
Source: National Education Inspectorate, 2016

CHAPTER THREE

DESIGN AND METHODOLOGY
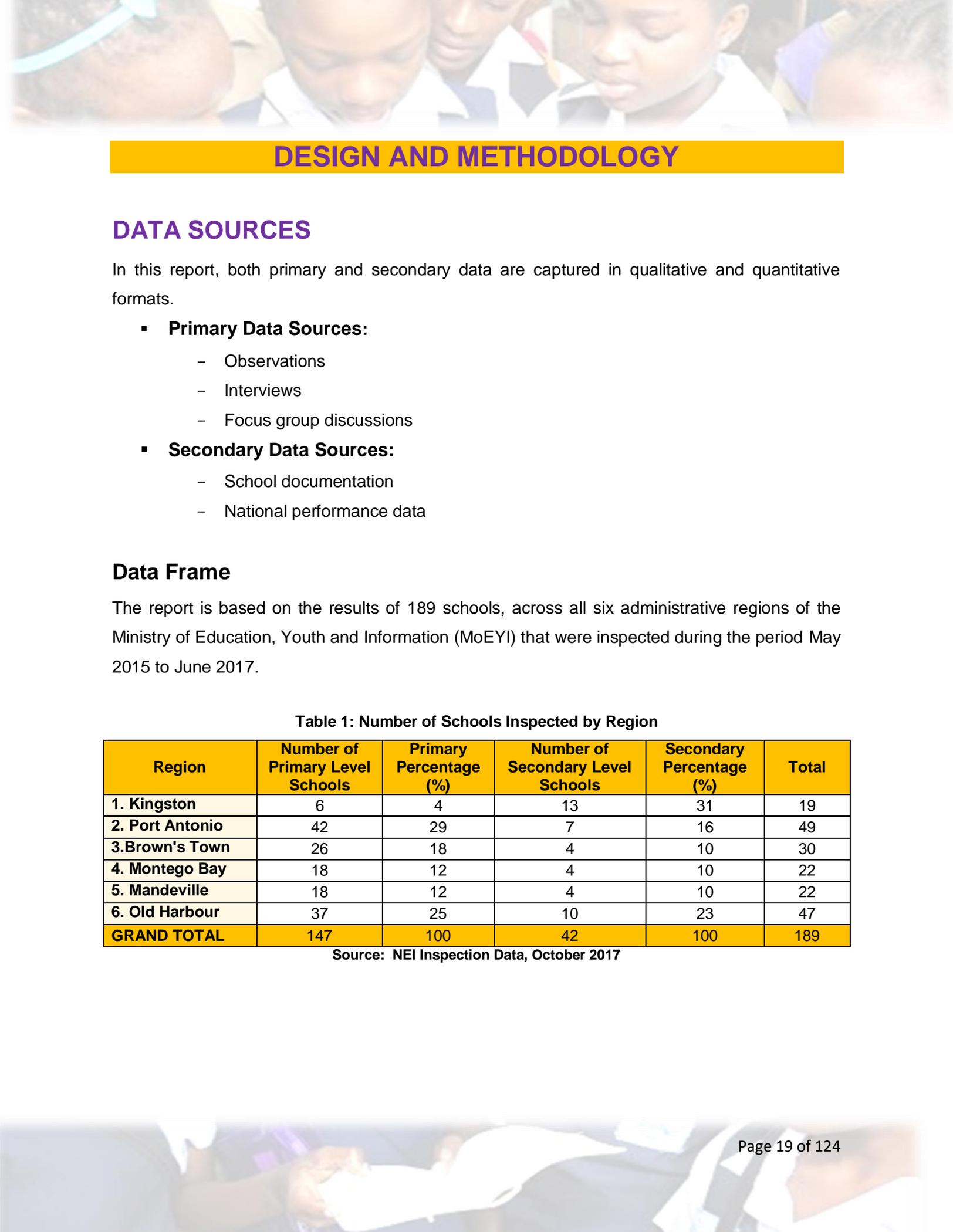
DESIGN AND METHODOLOGY

DATA SOURCES

In this report, both primary and secondary data are captured in qualitative and quantitative formats.

- **Primary Data Sources:**
    - Observations
    - Interviews
    - Focus group discussions
- **Secondary Data Sources:**
    - School documentation
    - National performance data

Data Frame

The report is based on the results of 189 schools, across all six administrative regions of the Ministry of Education, Youth and Information (MoEYI) that were inspected during the period May 2015 to June 2017.

Table 1: Number of Schools Inspected by Region

Region	Number of Primary Level Schools	Primary Percentage (%)	Number of Secondary Level Schools	Secondary Percentage (%)	Total
1. Kingston	6	4	13	31	19
2. Port Antonio	42	29	7	16	49
3.Brown's Town	26	18	4	10	30
4. Montego Bay	18	12	4	10	22
5. Mandeville	18	12	4	10	22
6. Old Harbour	37	25	10	23	47
GRAND TOTAL	147	100	42	100	189

Source: NEI Inspection Data, October 2017
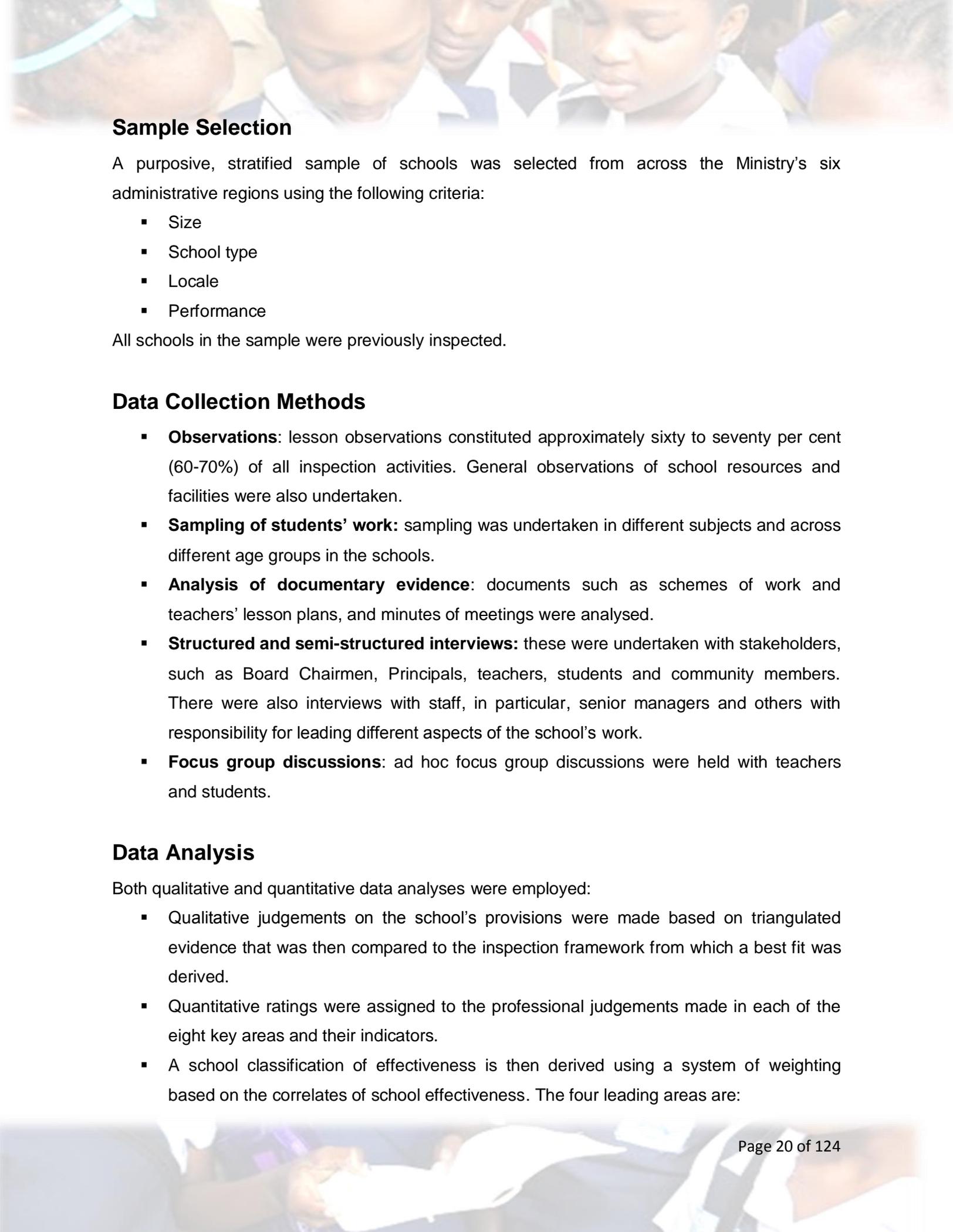
Sample Selection

A purposive, stratified sample of schools was selected from across the Ministry's six administrative regions using the following criteria:

- Size
- School type
- Locale
- Performance

All schools in the sample were previously inspected.

Data Collection Methods

- **Observations**: lesson observations constituted approximately sixty to seventy per cent (60-70%) of all inspection activities. General observations of school resources and facilities were also undertaken.
- **Sampling of students' work:** sampling was undertaken in different subjects and across different age groups in the schools.
- **Analysis of documentary evidence**: documents such as schemes of work and teachers' lesson plans, and minutes of meetings were analysed.
- **Structured and semi-structured interviews:** these were undertaken with stakeholders, such as Board Chairmen, Principals, teachers, students and community members. There were also interviews with staff, in particular, senior managers and others with responsibility for leading different aspects of the school's work.
- **Focus group discussions**: ad hoc focus group discussions were held with teachers and students.

Data Analysis

Both qualitative and quantitative data analyses were employed:

- Qualitative judgements on the school's provisions were made based on triangulated evidence that was then compared to the inspection framework from which a best fit was derived.
- Quantitative ratings were assigned to the professional judgements made in each of the eight key areas and their indicators.
- A school classification of effectiveness is then derived using a system of weighting based on the correlates of school effectiveness. The four leading areas are:

- Leadership and Management;
- Teaching in Support of Students' Learning;
- Students' Progress; and
- Curriculum and Enhancement Programmes

The inspection framework, associated indicators and judgement descriptors are outlined below:

Table 2: Outline of Inspection Framework and Indicators

KEY QUESTIONS	INDICATORS
Leadership & Management	
1. How effectively is the school led and managed by the Board, the Principal and Senior Management and Middle Leadership?	1.1 School-based leadership and management 1.2 School self-evaluation and improvement planning 1.3 Governance 1.4 Relations with parents and community
Teaching Support for Students' Learning	
2 How effectively does teaching support the students´ learning?	2.1 Teachers' knowledge of the subjects they teach and how best to teach them 2.2 Teaching methods 2.3 Assessment 2.4 Students' learning
Students' Performance in National or Regional Tests and Assessments	
3 How well do students perform in national and/or regional tests and assessments against the national averages and targets set for the sector?	3.1 Performance in national and/or regional assessments in English 3.2 Performance in national and/or regional assessments in mathematics
Students' Progress	
4 How much progress do students make in relation to their starting points? (For infants: in relation to age-related expectations and progress by gender)	4.1 Progress against starting points, over time and during lessons in English 4.2 Progress against starting points, over time and during lessons in mathematics
Students' Personal and Social Development	
5 How good is the students' personal and social development?	5.1 Students' attitudes and behaviours 5.2 Students' punctuality at school and classes 5.3 Students' understanding of civic responsibility and spiritual awareness 5.4 Students' economic awareness and understanding 5.5 Students' environmental awareness and understanding
Human and Material Resources	
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?	6.1 The quality and quantity of human resources 6.2 The use of human resources; 6.3 The quality and quantity of material resources; 6.4 The use of material resources
Curriculum and Enhancement Programmes	
7 How well do the curriculum and any enhancement programmes meet the needs of the students?	7.1 Provisions for curriculum 7.2 Enhancement programmes
Students' Safety, Security, Health and Well-being	
8 How well does the school ensure everyone's safety, security, health, and well-being?	8.1 Safety and security 8.2 Health and well-being

Source: NEI Inspection Data, 2016
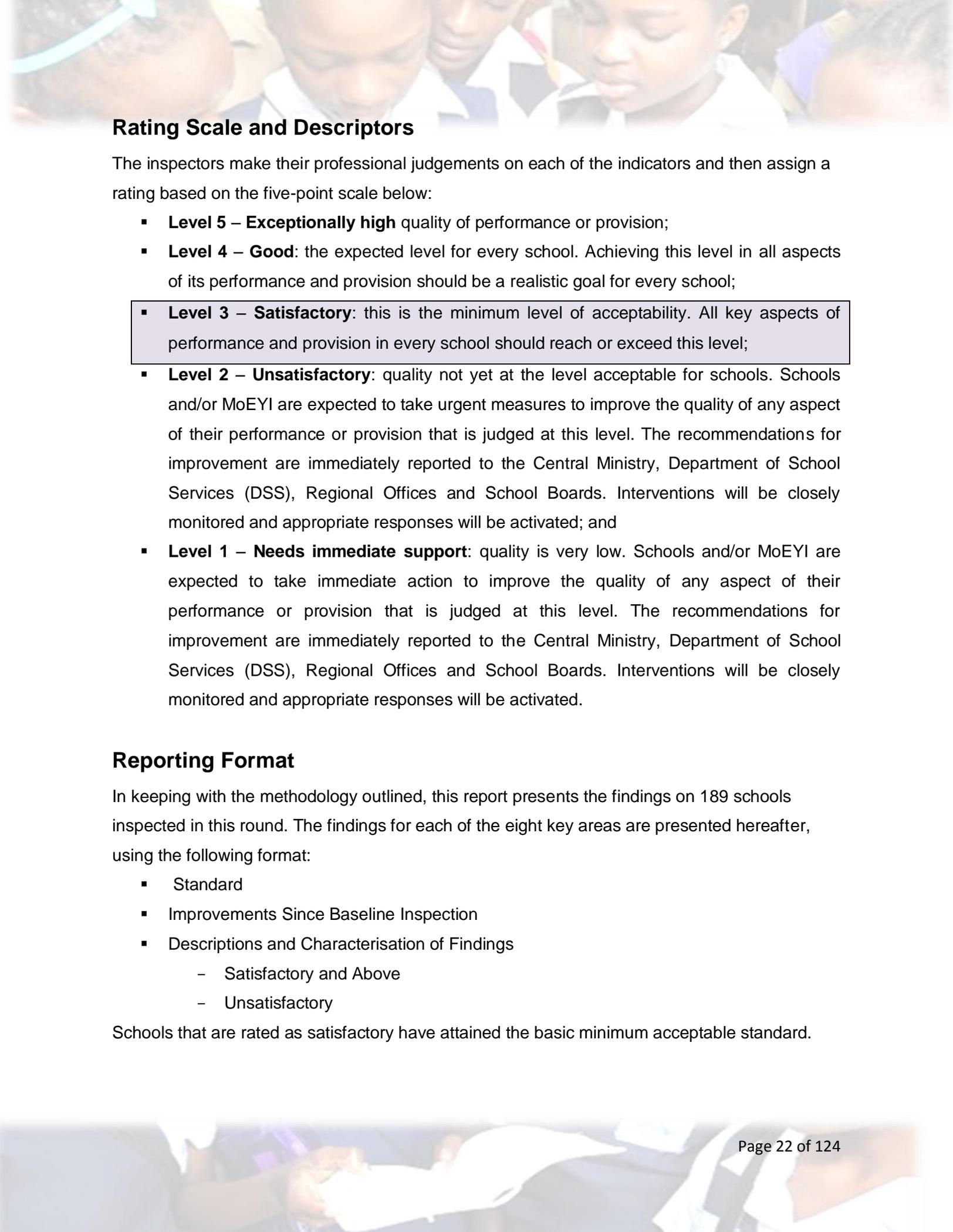
Rating Scale and Descriptors

The inspectors make their professional judgements on each of the indicators and then assign a rating based on the five-point scale below:

- **Level 5** – **Exceptionally high** quality of performance or provision;
- **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**: this is the minimum level of acceptability. 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 and/or MoEYI are expected to take urgent measures to improve the quality of any aspect of their performance or provision that is judged at this level. The recommendations for improvement are immediately reported to the Central Ministry, Department of School Services (DSS), Regional Offices and School Boards. Interventions will be closely monitored and appropriate responses will be activated; and
- **Level 1** – **Needs immediate support**: quality is very low. Schools and/or MoEYI are expected to take immediate action to improve the quality of any aspect of their performance or provision that is judged at this level. The recommendations for improvement are immediately reported to the Central Ministry, Department of School Services (DSS), Regional Offices and School Boards. Interventions will be closely monitored and appropriate responses will be activated.

Reporting Format

In keeping with the methodology outlined, this report presents the findings on 189 schools inspected in this round. The findings for each of the eight key areas are presented hereafter, using the following format:

- Standard
- Improvements Since Baseline Inspection
- Descriptions and Characterisation of Findings
    - Satisfactory and Above
    - Unsatisfactory

Schools that are rated as satisfactory have attained the basic minimum acceptable standard.
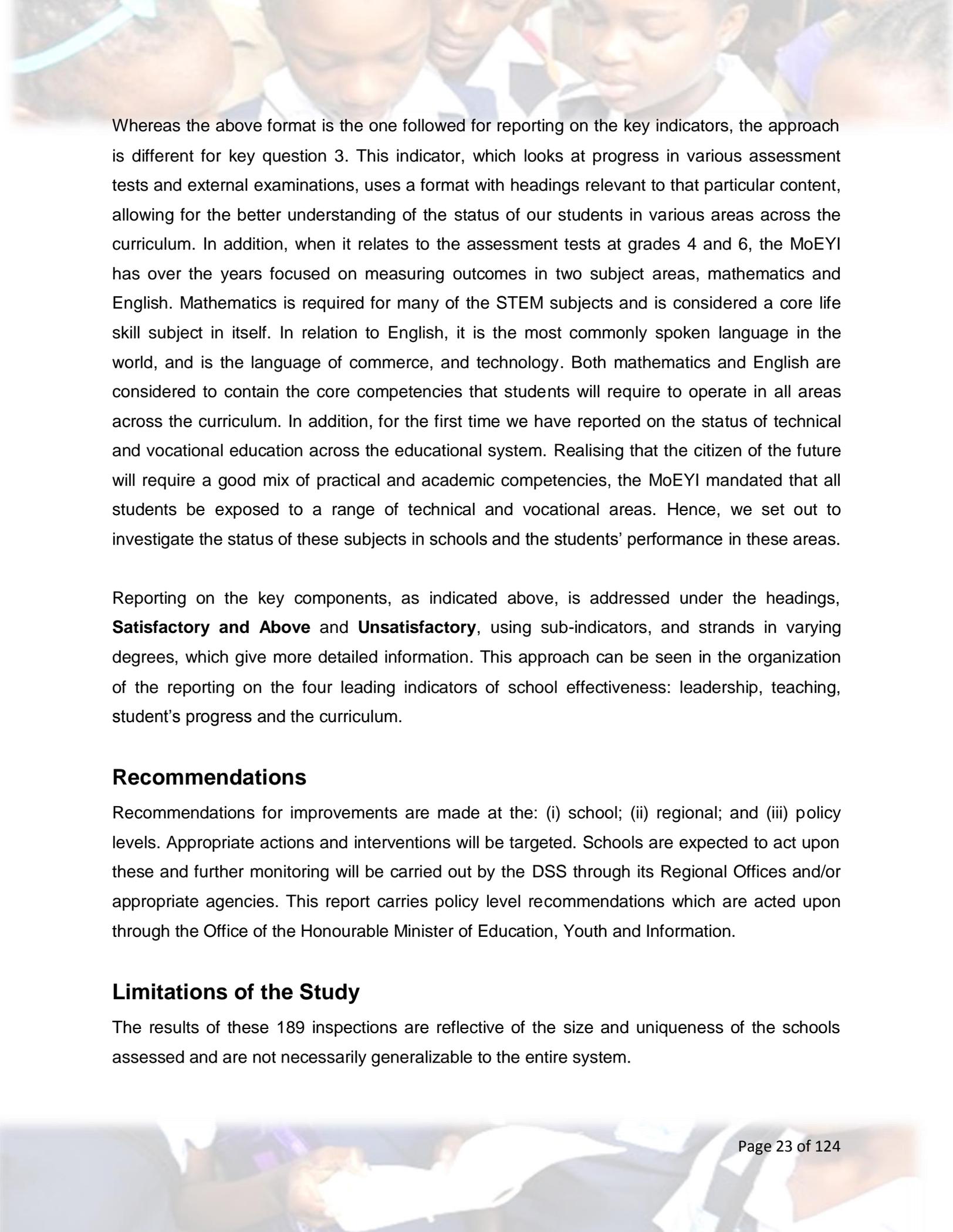
Whereas the above format is the one followed for reporting on the key indicators, the approach is different for key question 3. This indicator, which looks at progress in various assessment tests and external examinations, uses a format with headings relevant to that particular content, allowing for the better understanding of the status of our students in various areas across the curriculum. In addition, when it relates to the assessment tests at grades 4 and 6, the MoEYI has over the years focused on measuring outcomes in two subject areas, mathematics and English. Mathematics is required for many of the STEM subjects and is considered a core life skill subject in itself. In relation to English, it is the most commonly spoken language in the world, and is the language of commerce, and technology. Both mathematics and English are considered to contain the core competencies that students will require to operate in all areas across the curriculum. In addition, for the first time we have reported on the status of technical and vocational education across the educational system. Realising that the citizen of the future will require a good mix of practical and academic competencies, the MoEYI mandated that all students be exposed to a range of technical and vocational areas. Hence, we set out to investigate the status of these subjects in schools and the students' performance in these areas.

Reporting on the key components, as indicated above, is addressed under the headings, **Satisfactory and Above** and **Unsatisfactory**, using sub-indicators, and strands in varying degrees, which give more detailed information. This approach can be seen in the organization of the reporting on the four leading indicators of school effectiveness: leadership, teaching, student's progress and the curriculum.

Recommendations

Recommendations for improvements are made at the: (i) school; (ii) regional; and (iii) policy levels. Appropriate actions and interventions will be targeted. Schools are expected to act upon these and further monitoring will be carried out by the DSS through its Regional Offices and/or appropriate agencies. This report carries policy level recommendations which are acted upon through the Office of the Honourable Minister of Education, Youth and Information.

Limitations of the Study

The results of these 189 inspections are reflective of the size and uniqueness of the schools assessed and are not necessarily generalizable to the entire system.

CHAPTER FOUR
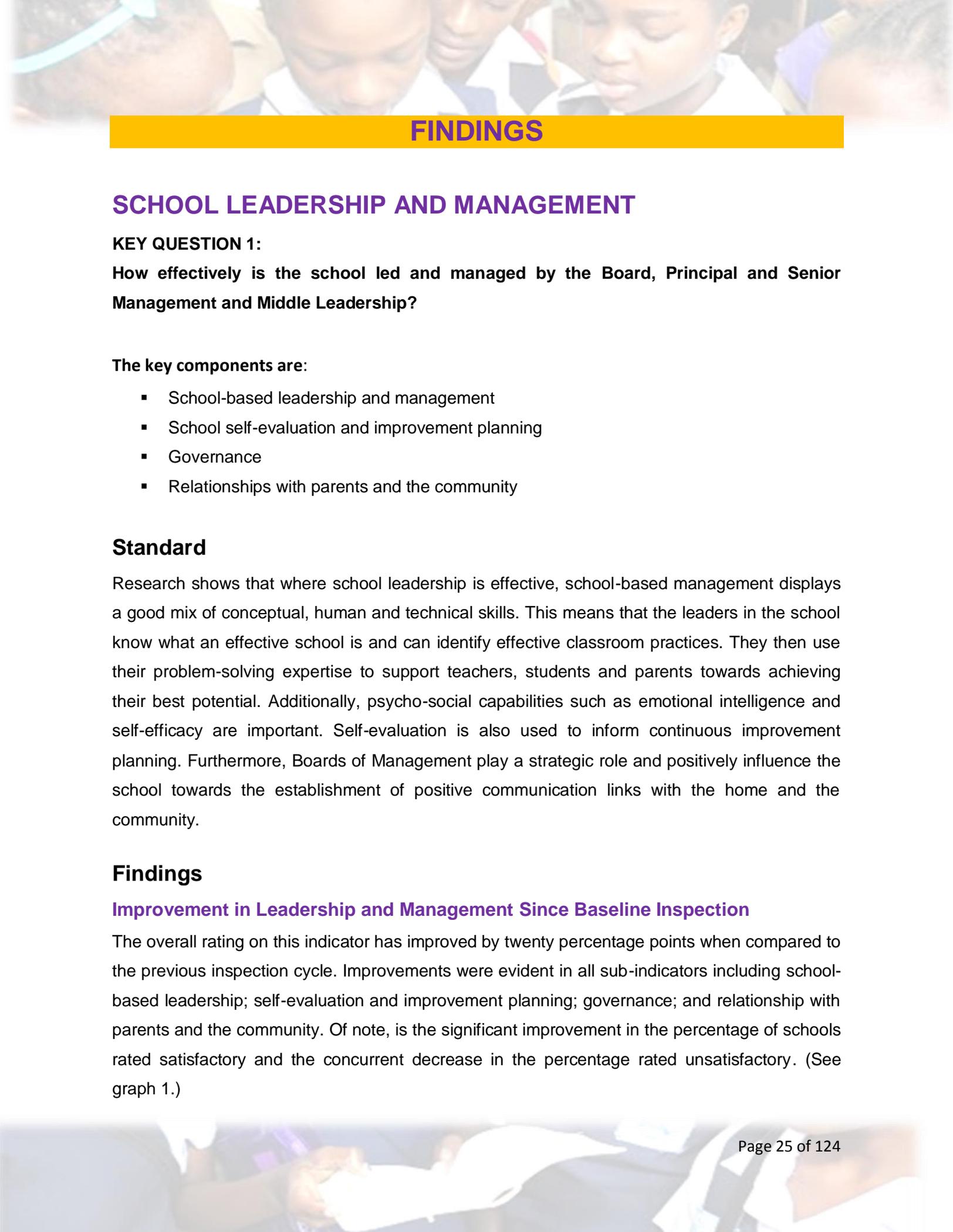
FINDINGS

SCHOOL LEADERSHIP AND MANAGEMENT

KEY QUESTION 1:

How effectively is the school led and managed by the Board, Principal and Senior Management and Middle Leadership?

The key components are:

- School-based leadership and management
- School self-evaluation and improvement planning
- Governance
- Relationships with parents and the community

Standard

Research shows that where school leadership is effective, school-based management displays a good mix of conceptual, human and technical skills. This means that the leaders in the school know what an effective school is and can identify effective classroom practices. They then use their problem-solving expertise to support teachers, students and parents towards achieving their best potential. Additionally, psycho-social capabilities such as emotional intelligence and self-efficacy are important. Self-evaluation is also used to inform continuous improvement planning. Furthermore, Boards of Management play a strategic role and positively influence the school towards the establishment of positive communication links with the home and the community.

Findings

Improvement in Leadership and Management Since Baseline Inspection

The overall rating on this indicator has improved by twenty percentage points when compared to the previous inspection cycle. Improvements were evident in all sub-indicators including school-based leadership; self-evaluation and improvement planning; governance; and relationship with parents and the community. Of note, is the significant improvement in the percentage of schools rated satisfactory and the concurrent decrease in the percentage rated unsatisfactory. (See graph 1.)

**Graph 2: Changes in Inspection Ratings
Leadership and Management**

Rating	Baseline	Current
Exceptionally High		3%
Good		14%
Satisfactory		62%
Unsatisfactory		20%
Needs Immediate Support		1%

■ Baseline ■ Current

Source: NEI Inspection Data, October 2017
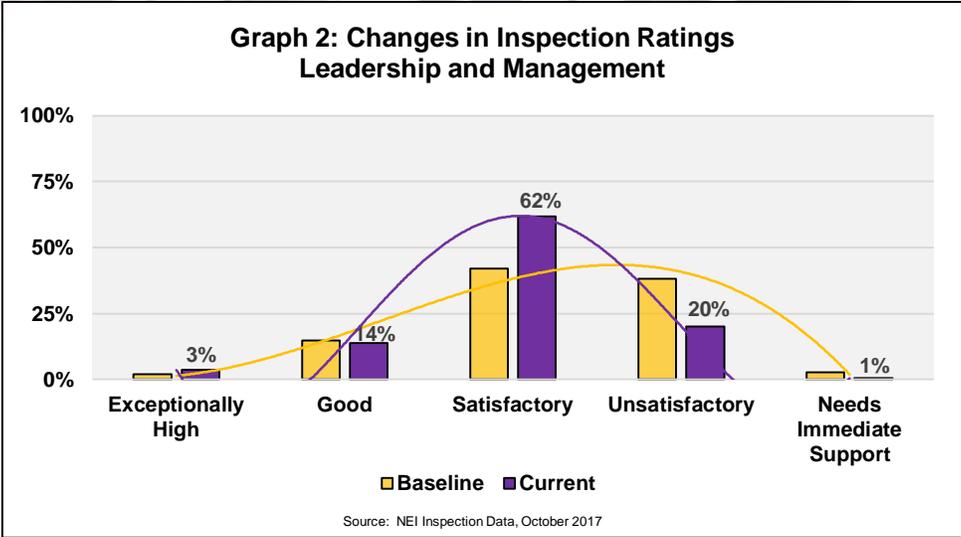
In this round of inspections, 71 schools – 52 primary and 19 secondary – have improved to a satisfactory or an above rating in leadership and management. The following primary level schools received improved ratings: Aenon Town All Age, Albion Mountain Primary, Albion Primary, Bellas Gate Primary, Belle Castle Primary and Infant, Bellevue Primary and Junior High, Boston Primary and Infant, Braeton Primary and Junior High, Breadnut Hill Primary, Coffee Piece Primary, Cumberland All Age, Daniel Town Primary, Elderslie Primary and Junior High, Elgin Primary, Epworth Primary, Fairfield Primary, Free Hill Primary, Ginger Ridge All Age, Gregory Park Primary, Homestead Primary, Lacovia Primary, Mount Hermon Primary and Junior High, Nain Primary and Junior High, New Green Primary, Orange Hill Primary, Port Henderson Primary, Portland Cottage Primary, Porus Primary, Roses Valley Primary, Sawyers Primary, Shirley Castle Primary, Sligoville All Age, Somerton All Age and Infant, Southborough Primary, Spring Garden Primary and Infant, Spring Gardens All Age, Springfield Primary, St. Mary's All Age, St. Richard's Primary, Thompson Town Primary and Infant, Waldensia Primary, Waterloo Primary, and White Hall Primary. Secondary schools in this category were: Aabuthnott Gallimore High, Campion College, Holy Childhood High, Kingston College, Little London High, Seaforth High, Spanish Town High, St. Andrew High, William Knibb Memorial High, and Wolmer's Boys' School.

In these schools, a more systematic approach was applied to instructional management with greater emphasis on improving teacher effectiveness and students' outcomes. In addition, school leaders effectively used data in educational decision-making and encouraged wide

stakeholder participation in self-evaluation and planning processes. A further characterisation of these schools is detailed below.

Description and Characterisation by Rating Category

In this sample of 189 schools, leadership and management was rated exceptionally high in 3 per cent; good in 14 per cent; satisfactory in 62 per cent; unsatisfactory in 20 per cent; and needs immediate support in 1 per cent. (See table 3.)

Table 3: Inspection Ratings for Leadership and Management

Inspection Ratings	Number of Schools	Percentage (%)
Exceptionally High	7	3
Good	26	14
Satisfactory	117	62
Unsatisfactory	38	20
Needs Immediate Support	1	1
GRAND TOTAL	189	100

Source: NEI Inspection Data, October 2017

Satisfactory and Above

In this second round of the Cycle 2 inspections, the best cases of school leadership and management practices were found in 33 schools. In these effective schools, innovative and systematic approaches were noted for all the sub-indicators: school-based leadership and management; self-evaluation and school improvement planning; governance; and relationship with parents and the local community.

School-based Leadership and Management

In the schools rated satisfactory and above, great emphasis is placed on improved students' outcomes through the implementation of programmes aimed at enhancing teacher effectiveness and the overall school climate. Innovations were noted in the key areas of mentoring and teacher support; instructional leadership; monitoring and accountability; data management and evidence-based decision-making; creating and maintaining positive ethos; and the motivation of staff and students.

Mentoring and teacher support

In these effective schools, the school management team (SMT) has recognized the importance of providing support for their teachers through mentorship arrangements and opportunities for

professional growth. Teachers were allowed to shadow school leaders in order to gain practical experiences in leadership and management. For instance, at the Foga Road High School, members of the staff appointed to posts of special responsibility were provided with the opportunity from time to time to be team leader and deputy team leader for the day. On these days, they served as Principal and Vice Principal, and participated in the general management of the school. At William Knibb Memorial High School, middle managers were assisted by junior staff members who shadowed their responsibilities as part of the school's efforts to build capacity. This practice was not limited to large schools, as some multi-grade school leaders empowered their teachers by embracing shared leadership strategies. For example, at Fairfield Primary School in Portland, there is no Senior Teacher assigned to assist the Principal with his administration duties due to the small student population. Undaunted by this reality, the Principal invited some members of his small staff to share in the management of the school, while using the opportunity to support their professional development in school administration. Teachers were assigned various responsibilities to ensure smooth operations of school activities. The success achieved in this regard was undoubtedly attributed to the cohesiveness and collegiality evident among teachers as well as the strong commitment demonstrated for the work of the school.

Instructional leadership

There is an increased focus on instructional leadership in schools rated satisfactory and above. This means that more school leaders are promoting learning for students and teachers in an effort to improve the quality of instruction and students' learning. At Southborough Primary School, for example, there is a monthly *meeting of the minds* dubbed 'Community of Learners'. In these sessions, all teachers meet with the Principal and participate in review and professional development sessions. In addition, in the schools rated satisfactory and above on this indicator, the leaders set clear goals; evaluated teachers regularly to promote students' learning and development and monitor the curriculum through the regular vetting of lesson plans. At Bridgeport High School, for example, there is a multi-layered system for vetting lesson plans with three members of the SMT reviewing the plans before delivery of instruction. At Nain Primary and Junior High, lesson observations are conducted at least four times per term, and frequent walkabouts facilitate additional opportunities for the Principal to evaluate the quality of teaching. In their focus on learning, these school leaders have implemented innovative programmes to enhance students' learning, particularly among different groups of students. For instance, at Spring Gardens Primary, gender specific approaches, which include a mentoring

component, are being employed to reduce the gap in performance between boys and girls; it is not uncommon to see all-boys classes where the lesson delivery is more activity-based and learner-centred. Coupled with this, these boys are also mentored by their teachers. In other instances of innovative school leadership, students are encouraged to use Standard Jamaican English (SJE) throughout the school; reading as a subject is added to the timetable; extra sessions are organised for students who present with certain challenges; and differentiated instruction is a feature in many lessons. This was particularly evident in schools such as Coffee Piece Primary, Porus Primary, Fairfield Primary, Homestead Primary, and Chantilly Primary.

Monitoring and accountability

In support of the robust instructional leadership evident in most of these effective schools, there are rigorous monitoring systems in place to ensure that the teaching staff is held accountable for students' outcomes. In most of them, the middle managers are expected to set the direction to be pursued for that year and are then responsible for strategizing with, and monitoring their departments to achieve these goals. At Holy Childhood High School, for instance, an Academic Enhancement Seminar was held for this purpose. The middle managers are empowered to support senior leaders and ensure that students are appropriately monitored during the course of the school day. In schools, including Thompson Town High, Bellefield High, and Clan Carthy High, there is a substitution schedule in place to ensure that students are not left unattended in the absence of teachers; the blocks are regularly monitored in a bid to reduce loitering after break periods; and in Thompson Town High, there is a corridor pass system designed to limit the traffic along the walkways during scheduled lessons. As a part of the system of monitoring and accountability, school leaders conduct regular appraisal of staff. School leaders at Epworth Primary, for instance, provide teachers with a *Teacher Performance Record* at the end of the year which is a report card on their submission of lesson plans for the period, as well as attendance and punctuality; a copy is maintained on file. More school leaders use reporting as a means of monitoring their teaching staff and as such require mandatory reports of their activities; for example, all heads of department at William Knibb Memorial High School are required to submit regular reports on the performance of their departments. At the Cedar Grove Academy, exit forms are used at the end of each school year to report on the submission of lesson plans, textbooks, other records, and resources. In a few of these schools, a range of incentives is provided for high-performing teachers to encourage them to maintain high standards.

Data management and evidence-based decision-making

In most of the schools rated satisfactory and above, there has been tremendous improvement in the way data are gathered and managed. Many of these schools have invested in school management systems (SMS) in order to have information that is useful in decision-making at all levels of the school. Schools, including Kingston College, Campion College, Wolmer's High School for Girls, Wolmer's Boys' School, St Andrew High, Immaculate High School, and Holy Childhood have upgraded their data management systems and this is proving to be a worthwhile investment. These school management systems effectively manage school data such as attendance, punctuality and assessment scores. The SMS also has the capacity to monitor the frequency of assessment and feedback as well as the performance of all students and teachers over time. Data generated by the software are effectively used for planning at all levels of the school to ensure a consistently high quality of teaching and learning.

Of the schools in this category without an electronic SMS, leaders have successfully implemented organized systems of documentation and record-keeping to facilitate the monitoring of the school's operations as well as students' and teachers' performance. At Lystra Primary School, for instance, students' performance records are submitted on a monthly basis and this is helpful in keeping the Principal abreast of students' progress. The data are used in providing feedback to teachers, students, and parents as a means of strengthening teaching, learning, and for the design and implementation of targeted interventions. Also, at Hayfield Primary School, record-keeping is an area of emphasis. Here, in addition to the systematic collection of students' scores, the documentation and maintenance of anecdotal records support the tracking of students' behaviours. At Rest Primary and Junior High, teachers at all grade levels are expected to maintain data books in which there are detailed analyses of students' performance data in mathematics diagnostic tests administered at the beginning of the term.

Of note, are the innovative ways in which data are used to plan programmes aimed at improving students' outcomes. At Kensington Primary, school leaders implemented an early diagnostic assessment which helps them to determine the need for mandatory summer lessons for cohorts of new entrants to the school. Also, at Porus Primary, as a complement to the GOILP, the Slosson Oral Reading Test (SORT) is used to determine how the students are placed in their learning teams to further enhance their literacy development.

Creating and maintaining a positive ethos

In the schools that were rated effective, school leaders have made deliberate attempts to create and maintain a positive ethos which augurs well for rich experiences for students within the school. These schools are branded through mission and vision statements and, in schools such as Thompson Town High and New Green Primary, students are reminded of the vision statements during devotions and in select classroom activities. In most effective schools, these vision statements are posted on the walls in different locations across the schools. For example, school spirit is encouraged by the repetition of the school's pledge when the students meet for general assembly at the Coffee Piece Primary School and the staff wear branded shirts and vests in a demonstration of school pride. A family-like atmosphere pervades these schools; relationships are cordial and professional; and the focus on discipline promotes an environment that is conducive to learning. On a daily basis, schools such as Kensington Primary and Bellefield High, play inspirational music on the public address system before the start of lessons in order to create an atmosphere conducive to learning. At Alpha Primary and Highgate Primary and Junior High, for example, school leaders ensure that students move about in an orderly way – in lines – showing extraordinary levels of discipline. This is in keeping with the overall ethos of the school. Also, at Highgate Primary and Junior High, the ethos of the school is reflected in annual themes that guide the school's yearly activities.

An essential component of creating and maintaining a positive school ethos is through the motivation of staff and students. At Sligoville All Age, for example, the school leaders celebrate excellence and provide awards and incentives to teachers, students, and parents to encourage quality participation in the work of the school. This strategy contributes to the high level of commitment demonstrated by some of the teachers to ensure that the school is run smoothly on a daily basis. In these effective schools, expectations are high and this energizes the staff and parents to want more for the students. At Horizon Park Primary, a 'Teacher of the Year Award' has been implemented, and an honour roll system which is in place at Cambridge Primary awards students for their academic performance.

School Self-evaluation and Improvement Planning

Concurrent with efficiency in school-based leadership and management is the execution of more rigorous school self-evaluation and improvement planning processes. This means that more schools are planning more effectively in order to maximize outcomes. Specifically, innovations have been noted in the following areas: the nature and inclusivity of the processes,

quality of the plans for improvement, and the monitoring and evaluation of the school improvement plan (SIP) targets.

Nature and inclusivity of the processes

In highly effective schools, the practice of self-evaluation and improvement planning is embedded in the development processes. The consistent and systematic analysis of school data forms the basis of deliberate planning for improvement. In a few of these schools, the processes are formal and facilitated by consultants or other experienced personnel. This is particularly evident in schools such as Holy Childhood High, Campion College, Wolmer's High School for Girls, and Wolmer's Boys' School. At the primary schools that are effective, the processes are also more sophisticated and inclusive. A notable example was observed at Kensington Primary School where stakeholders at various levels meet regularly to evaluate school operational processes and to make plans for improvement. These meetings often provided a forum for brainstorming sessions where priorities for improvement are identified, and appropriate plans are put in place to address them. The ideas generated are subject to scrutiny from the SMT, which reviews submissions before selecting targets to be met and projects to be undertaken in a given period. An additional round of planning takes place during which strategies to achieve specific targets are formulated. At the Southborough Primary School, evaluation is a school-wide process that is undertaken every three years; a comprehensive SWOT analysis of the school and its systems is conducted for several days until a final document is developed. There is wide participation in the school's self-evaluation and improvement planning processes with input from key stakeholders, including parents and students at schools such as Bellevue Primary and Junior High and the Cedar Grove Academy. At the Cedar Grove Academy, for instance, regular perception surveys are conducted among students and analysed, while at the Portland Cottage Primary, a Principal's session is regularly held where students are given opportunities to share some of the issues that concern them. For example, the quality of food at the canteen was raised by the students as an issue and they were able to influence decisions to improve the quality of provisions in the canteen.

Quality of plans

In the effective schools in this round, a culture of self-evaluation and planning was observed as teachers are encouraged to engage in regular self- and peer-assessment and evaluation with a view to improving practices. Teachers are also encouraged to develop their individual action plans with targets that are aligned to the SIP. In schools such as Porus Primary, Belmont Park

Primary, and Holy Childhood High, action plans are drafted across the board to ensure that the senior and middle leaders as well as teachers are coordinated in their efforts and were tracking the achievement of targets. The SIP targets in these effective schools were developed in response to findings from the schools' self-evaluation (SSE). For instance, at the Bellevue Primary and Junior High, the SIP targets were geared towards improving the overall performance of students; rebranding the school in order to remove the stigma currently attached; and providing alternative pathways for the students.

Monitoring and evaluation of SIP targets

In highly effective schools, the SIP targets are closely monitored by relevant personnel including the Board Chairman. While this is not practised as widely as it should be, many of the schools rated satisfactory and above have made deliberate and systematic attempts to ensure that the SIP targets are closely monitored and evaluated. In some schools, namely Campion College, Immaculate Conception High, Wolmer's High School for Girls, and Wolmer's Boys' School, the Board is involved in the process, which is used as an accountability tool for school leaders. In most other effective schools, such as Ginger Ridge Primary, Bellevue Primary and Junior High, Rest Primary and Junior High, Adelphi Primary, and Bellefield High, monitoring mechanisms are in place to ensure that SIP targets are completed within the stated time-frame and that the activities are implemented at the required standard. At Rest Primary and Junior High and Adelphi Primary, the annual evaluation matrix is completed and submitted to the MoEYI. Interim reporting is, therefore, a requirement which provides school leaders with opportunities to outline achievements, and to indicate the challenges faced and the solutions employed in achieving SIP targets. At Ginger Ridge Primary, as part of the monitoring and evaluation process, the school leaders convene meetings with the Board Members and teachers to review and make necessary adjustments to the SIP documents.

Governance

Effective school governance is especially important to the school's organizational structure and is crucial if a school is to remain true to its mission and achieve its vision. The schools rated satisfactory and above are supported by well-organized governance systems which are distinctive in key areas, such as the quality of the Board's composition, the quality of the support, and rigour of monitoring and accountability practices.

Quality of the Board's composition

In many of these highly effective schools, Board members avail themselves of training offered by the National Council on Education (NCE) and have access to resource materials and information which support the strategic roles that they play. In schools such as Kingston College, Immaculate Conception High School, Campion College, Wolmer's High School for Girls, and Wolmer's Boys' High School, the Board of Management consists of individuals whose professional expertise and social capital enable them to provide strategic support to the educational programmes at the school. Board Members are typically from a range of professional backgrounds, including law, education, engineering, medicine, business and finance. They lend their expertise in various ways; for example, the Board Chairman at Campion College leverages his accounting skills to provide valuable advice on the management of school resources, and the Board Chairman for Springfield Primary sometimes teaches physical education in support of the programme there. At Homestead Primary, the Board Chairman has been active in helping to forge and keep the peace in the local community, which has been good for the stability of the school. Also, a member of the Board at the Porus Primary who has expertise in education facilitated staff development sessions to strengthen teachers' skills in comprehension strategies.

Quality of the support

Concurrent with the improvement in the competencies of the school Board representatives in effective schools, is the improvement in the quality of the support provided. More Board Members are providing more strategic and financial support to the school community. For example, Board Members from the Belle Castle Primary, Salem Primary and Junior High and Highgate Primary and Junior High provide mentorship and financial assistance to individual students facing challenges. The Board at the New Green Primary School assists in the financing of the study camps hosted to prepare students for national examinations. In many of these effective schools, the Board places special focus on celebrating excellence, and regularly awards parents, teachers, staff and students for exceptional work. At Sligoville Primary School, for instance, scholarships are awarded to volunteers; free trips for teachers to local and international destinations; and tablets and books for students. And, at the Albion Primary, the Board Chairman's annual award is presented to the 'Outstanding Parent of the Year'. In the best schools, the Boards provide strong support for the school's programmes and seek to align the schools with partners who can assist them in addressing some of the challenges they face. The Board at the Porus Primary, for instance, has established a strong partnership with the Past

Students' Association which has resulted in the purchase of books for the school library; the Board at the Albion Mountain Primary invited a literacy specialist to make presentations to the staff as a part of the school's professional development programme. Importantly, Board representatives in these schools provide effective support for planning activities that are geared towards the schools' improvement programmes.

Monitoring and accountability

In schools rated satisfactory and above, the Boards hold school leaders to rigorous account for achievement of SIP targets and students' outcomes. For instance, Board Members of Kensington Primary School visit Parent Teachers Association (PTA) meetings and encourage parents to assist their children with homework and other projects. Also, members of the Board of Free Hill Primary visit the school to observe activities and conduct spontaneous checks of school records. In almost all of the effective schools in this round, leaders provide regular reports of projects, the finances, academic achievements, and students' and teachers' discipline. This practice of reporting is one of the most effective accountability tools in these schools.

Relationships with Parents and the Community

This is the sub-indicator that reflected the most innovation in the schools inspected in this round. In the best schools, there are unique and effective distinctions in the structure of the parent bodies; the means of communication employed by the schools; the quality of parental support; the quality of the support provided by the schools; the contribution of the past students' associations; and the links between local and international partners.

Structure of the parent bodies

In the effective schools inspected in this round, the parent bodies are more structured and assumed responsibility for different aspects of school operations. An exceptional example was found at St Andrew High where the Parent Teacher Association (PTA) comprised eleven subcommittees, dealing with various aspects of the school's operation. These include: Welfare, Health, Spiritual Development, and Information Technology. The PTA also has an office on the school premises that houses a prep room, recreational room, and an administrative area in support of students' extra-curricular activities. Well-structured parent bodies allow for more productive interactions with school leaders and teachers; for example, the PTA president of

Kingston College holds monthly meetings with the Principal, and a retreat was hosted for the executive to plan for the entire school year.

Communication

As the parent bodies become more complex the interactions also increase, and these effective schools have used various creative and effective means for communicating with parents. Among the methods used are group Whatsapp, group emails, Facebook pages, phone calls and texts, formal meetings, and informal conversations during visits by the parents. In the best schools, PTA meetings are well-attended. Many schools host grade and class PTA meetings; and a few facilitate zone PTA meetings in areas where the parents reside. Examples of schools hosting zone PTA meetings include Aabuthnott Gallimore High and May River Primary. In almost all of the schools rated satisfactory and above, parents are granted unfettered access to the school compound in order to consult with teachers and to check on their students' progress in school. Notably, some schools such as Wolmer's High School for Girls, Wolmer's Boys', and Campion College have timetabled sessions for daily interactions with parents. Specifically, each teacher at Campion College provides a one-hour consultation session once a week for parents who may need to inquire about their children's performance. The open-door policy existing in these schools augurs well for improving parents' sense of awareness of the issues that the students face as they advance across grades. Importantly, most of these schools empower parents and afford them a space to voice their concerns and their ideas for school improvement. For example, parents at Daniel Town Primary were an integral part of the decision to rebrand the school with the change of students' uniform.

Quality of parental support

In this round of inspections, it was noted that the quality of parental support had improved tremendously. Parents in almost all of the schools rated satisfactory and above supported school projects in a variety of ways. At Free Hill Primary, for instance, parents regularly participate in the school's clean-up and Labour Day activities; a few volunteer their services as teachers' assistants during lessons; and also monitor students during break periods. At Campion College, parents regularly volunteer to assist in the event of the illness of a teacher, while others provide support in the library between the hours of 4:00 and 6:00 pm. At St. Alban's Primary, parents and other community members collaborated to replace a breached sewer system that exposed the students and members of staff to health problems. Notably, some parents in schools such as Kensington Primary, Mico Practising Primary and Junior High, and

Wolmer's High School for Girls, offer their professional expertise through presentations and workshops for students and teachers on various subject matters. Another notable example was found at Belle Castle Primary where the PTA have established a Reading Club at the school in which students are divided based on their age for various activities; the parents supervise the club with oversight from the teachers who help them to plan and organize activities. At Priory Primary and Infant, a parent mentoring programme dubbed: 'Man up' is in place to help develop boys socially.

Quality of support provided to parents by the school

There have been creative innovations in the way that these effective schools support their parent bodies. These innovations are aimed at improving parents' literacy and numeracy skills; informing parents of good parenting strategies; encouraging participation from fathers; providing opportunities for parents to receive the benefits of support services; and increasing attendance at PTA meetings. In this round of inspections, it was noted that schools such as Alpha Primary and Elgin Primary hosted mathematics lessons for parents, so they could be better equipped to help their children. Similarly, at Shirley Castle Primary, reading workshops were held to guide parents on how to better help their children; and Southborough Primary planned workshops designed to help parents sharpen their skills in literacy and numeracy. Although the participation is relatively low, classes are offered in reading and computer skills every second Saturday at Horizon Park Primary, while in an 'after school' programme at Elderslie Primary and Junior High, parents are given the opportunity to learn vocabulary and comprehension skills. School leaders in these effective schools engage parents in meaningful ways through seminars which provide parents with the requisite skills and knowledge to better support their children's education. This was seen in schools such as Shirley Castle Primary and Kensington Primary. There is also a thrust to have fathers, in particular, become more involved in their children's education. Therefore, schools such as Southborough Primary and Kensington Primary host Fathers' PTA sessions; while Nain Primary and Junior High has implemented a Father's Empowerment Programme. During Parent's month, parents at Epsom Primary and Nain Primary and Junior High benefit from spa treatments, and information sessions facilitated by representatives from agencies and organizations such as the Rural Agricultural Development Authority (RADA), Credit Unions, the Registrar General's Department (RGD), and the Child Development Agency (CDA).

Past students' associations

In most of the schools rated satisfactory and above, there has been much support from the past students whose contribution to the school is evident in the quality of material resources and the success of welfare and other developmental programmes. At Salem Primary and Junior High, the Past Students' Association has established a welfare programme in which one child per family is sponsored up to the university level as long as the child maintains satisfactory grades. At Immaculate Conception High, both the local and New York chapters of the Past Students' Association play an integral role in the life of the students; for instance, the 'Big Sister' programme provides mentorship and develops students' social skills. The Kingston College Old Boys Association collaborated with the school to host a major staff development conference with presentations by personnel from the Gurian Institute in New York. Other schools such as St Andrew High, Wolmer's Boys' and Campion College also receive valuable assistance from their past students.

Links with local and international partners

In order to advance their goals, almost all of the schools deemed effective in this round have created and maintained strong and productive links with local and international partners. In most instances, these schools benefit materially. Organizations such as Digicel, Food for the Poor, Wisynco, and Jamaica Social Investment Fund (JSIF) play an integral role in providing much needed resources to these schools. The church also provides good moral support for the staff and students in these schools. At Boston Primary and Infant, church groups regularly provide spiritual support for the students; Food for the Poor donated desks; and JSIF assisted with the construction of a new sanitation block in 2015. Links with local hotels and the tourist industry in general have inspired the inclusion of Spanish in the curriculum for upper school students at William Knibb Memorial High, and collaboration with the Caribbean Maritime Institute has opened up new career options for many of the students. More schools have been partnering with international organisations to improve their offerings. For example, Albion Primary established a partnership with Oak Hill School in Nashville, in the USA, which resulted in sponsorship to enable two senior staff members to travel to their campus as part of a capacity building venture. The partnership also resulted in the construction of a classroom block, and the acquisition of 20 netbooks and a projector for teaching and learning. William Knibb Memorial High partners with the Loma Linda University in the United States of America (USA), which sponsors students' work in the areas of science, technology, engineering, mathematics (STEM); and a dental team from the USA regularly visits the Albion Mountain Primary to offer dental care

services to all students. Unity Primary in Trelawny partners with the Pelican Missionaries from the USA, who volunteer to assist with literacy activities in the school and donate games that can be used to promote students' literacy development. In one exceptional case, students from Glenmuir High were provided with opportunities to visit universities abroad in order to explore possibilities for international studies.

Table 4: Percentage of Schools Rated in Key Components of Leadership and Management

Inspection Ratings	School-based leadership and management	School self-evaluation and improvement planning	Governance	Relations with parents and community
Exceptionally High	4%	5%	4%	5%
Good	17%	14%	30%	33%
Satisfactory	58%	59%	57%	57%
Unsatisfactory	19%	20%	9%	5%
Needs Immediate Support	2%	2%	0%	0%
GRAND TOTAL	**100%**	**100%**	**100%**	**100%**

Source: NEI Inspection Data, October 2017

Unsatisfactory Leadership and Management

Unsatisfactory leadership and management was evident in 39 of the schools inspected in this round. In the schools that were rated unsatisfactory in this round, there were several trends observed that contributed to their overall ineffectiveness. These include poor planning; ineffective governance; poor management of data; and ineffective instructional leadership.

Poor planning

In most schools rated unsatisfactory on this indicator, the self-evaluation processes were not fully robust to ensure adequate planning and intervention where needed. In many of them, there were no current school self-evaluation SSE documents and School Improvement Plans (SIP) to provide the relevant guidance for school-wide goal attainment. In instances where the SSE documents were in place, they lacked vital details and did not fully represent the realities of the schools. In many of these schools, the self-evaluation processes are not inclusive and the SSE documents are often written based on the views of select members of staff. Another recurring weakness observed in these ineffective schools was the poor quality of the SIPs. Very often, the SIPs had appropriate goals and targets that were aligned to Ministry of Education Youth and Information's (MoEYI's) strategic priority. However, in most instances, it was evident that the
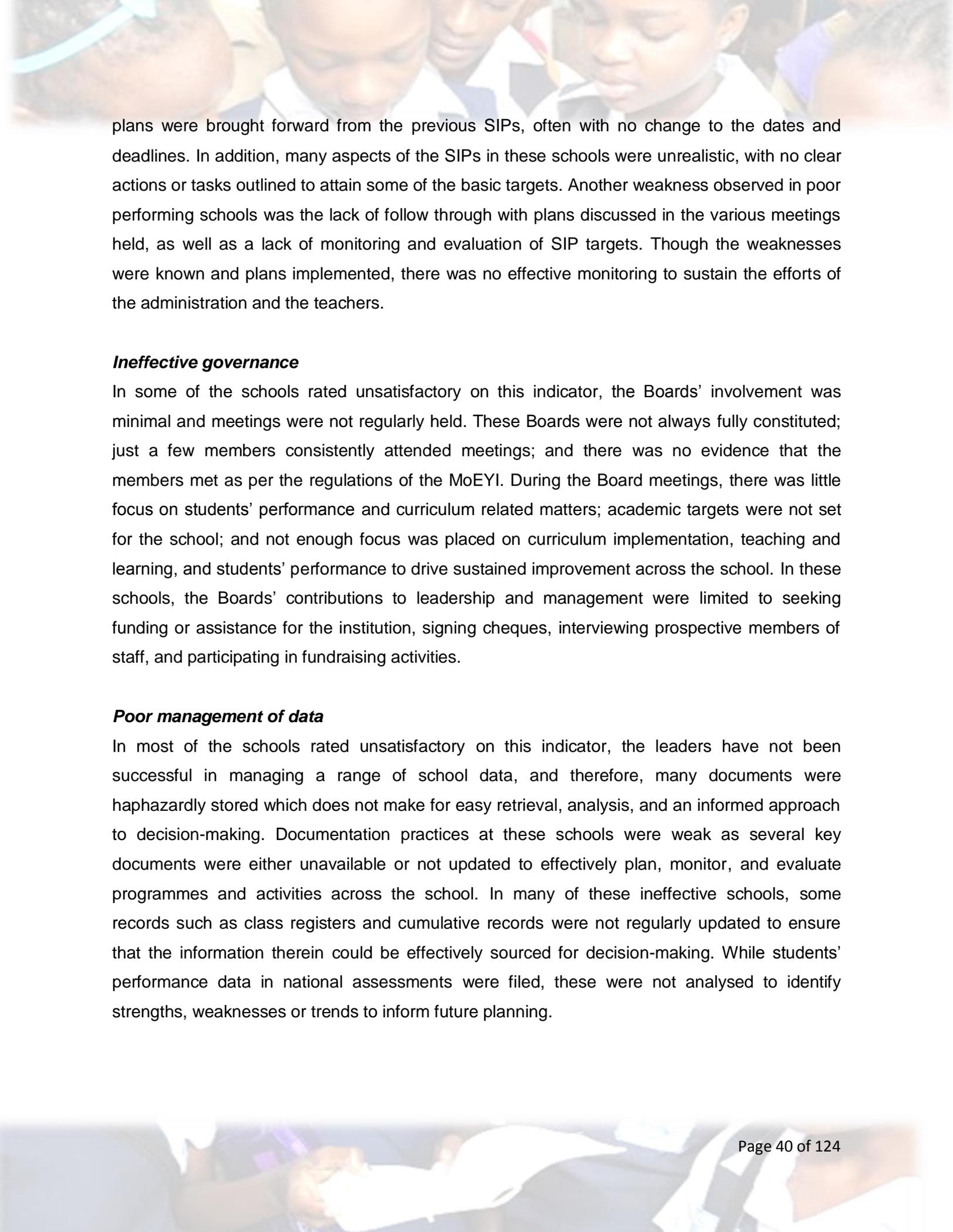
plans were brought forward from the previous SIPs, often with no change to the dates and deadlines. In addition, many aspects of the SIPs in these schools were unrealistic, with no clear actions or tasks outlined to attain some of the basic targets. Another weakness observed in poor performing schools was the lack of follow through with plans discussed in the various meetings held, as well as a lack of monitoring and evaluation of SIP targets. Though the weaknesses were known and plans implemented, there was no effective monitoring to sustain the efforts of the administration and the teachers.

Ineffective governance

In some of the schools rated unsatisfactory on this indicator, the Boards' involvement was minimal and meetings were not regularly held. These Boards were not always fully constituted; just a few members consistently attended meetings; and there was no evidence that the members met as per the regulations of the MoEYI. During the Board meetings, there was little focus on students' performance and curriculum related matters; academic targets were not set for the school; and not enough focus was placed on curriculum implementation, teaching and learning, and students' performance to drive sustained improvement across the school. In these schools, the Boards' contributions to leadership and management were limited to seeking funding or assistance for the institution, signing cheques, interviewing prospective members of staff, and participating in fundraising activities.

Poor management of data

In most of the schools rated unsatisfactory on this indicator, the leaders have not been successful in managing a range of school data, and therefore, many documents were haphazardly stored which does not make for easy retrieval, analysis, and an informed approach to decision-making. Documentation practices at these schools were weak as several key documents were either unavailable or not updated to effectively plan, monitor, and evaluate programmes and activities across the school. In many of these ineffective schools, some records such as class registers and cumulative records were not regularly updated to ensure that the information therein could be effectively sourced for decision-making. While students' performance data in national assessments were filed, these were not analysed to identify strengths, weaknesses or trends to inform future planning.

Ineffective Instructional Leadership

In the schools rated unsatisfactory on this indicator, ineffective instructional leadership, was by far the most prevalent weakness found. In many of these schools, the quality of instructional supervision provided and the accountability systems in place were not sufficiently robust. Most lesson plans were seldom submitted by teachers in a timely manner and not consistently vetted. In addition, lesson plans were merely signed and dated by supervisors with limited comments of approval or suggestions to guide improvement. In many of these schools, teachers were observed periodically; however, instructive or evaluative comments were not consistently made to guide the teachers to improve instruction. There were very few structures in place to hold teachers accountable for students' outcomes; for example, lesson submissions were not logged and classroom lesson observation schedules were not maintained. There were also cases in which school leaders did not document lesson observations conducted; teachers' appraisal records were incomplete; and the areas of weaknesses were inadequately targeted for action. As a result, there was a lack of innovative interventions to address weaknesses in literacy and numeracy in these schools.

Students at Mount Providence Primary School in Kingston

Photo credit: www.largeup.com

TEACHING IN SUPPORT OF STUDENTS' LEARNING

KEY QUESTION 2:

How effectively does the teaching support the students' learning?

The key components are:

- Teachers' knowledge of the subjects they teach and how best to teach them
- Teaching methods
- Assessment
- Students' learning

Standard

Research literature shows that the quality of teaching is at the heart of effective schooling. The expectation, therefore, is that all teachers have secure knowledge of the subjects they teach. Their secure subject knowledge is supported by a variety of teaching strategies which match the needs of the students under their care. As the teachers interact with their students, they should continuously assess them and their work in order to promote the development of self-assessment and independent learning skills.

Findings

Improvement in Teaching in Support of Students' Learning Since Baseline Inspection

Overall more schools in this round have been rated satisfactory and above on this indicator compared to the previous inspection cycle. The ratings on this indicator have improved by eleven percentage points reflecting improvements in all sub-indicators, including the teachers' subject knowledge and how best to teach the subject; teaching methods; assessment; and students' learning. A few schools received lower ratings than they did in the previous cycle of inspections. (See graph 3.)

Graph 3: Changes in Inspection Ratings
Teaching in Support of Students' Learning

Source: NEI Inspection Data, October 2017
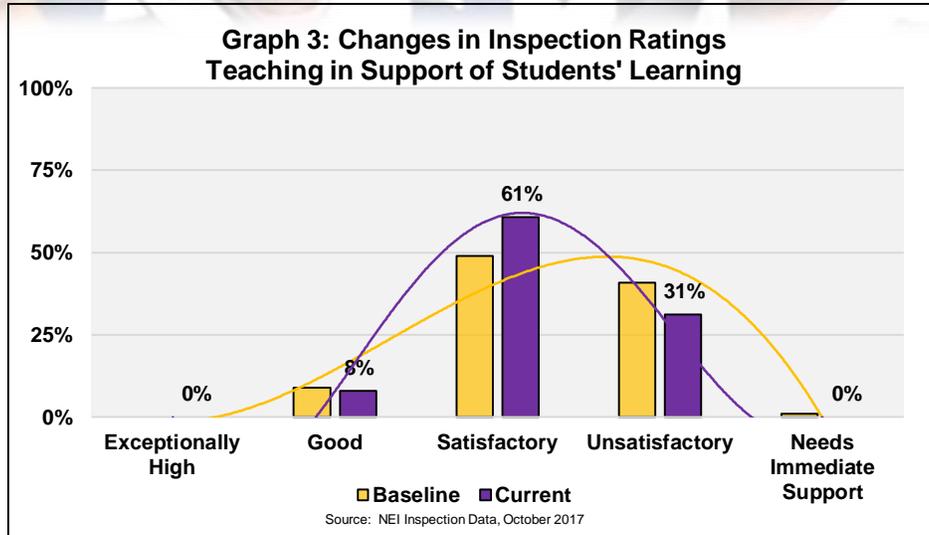
In this round of inspections, 48 schools improved to ratings of satisfactory and above on this indicator: 43 at the primary level and five at the secondary level. The following primary level schools received improved status: Aenon Town All Age, Albion Mountain Primary, Albion Primary, Alston Primary and Infant, Angels Primary, Belle Castle Primary and Infant, Bellevue Primary and Junior High, Braeton Primary and Junior High, Breadnut Hill Primary, Cambridge Primary, Clark's Town Primary, Crescent Primary, Cumberland All Age, Daniel Town Primary, Easington Primary, Elgin Primary, Flankers Primary and Junior High, Free Hill Primary, Good Hope Primary, Lacovia Primary, Lystra Primary, Mount Hermon Primary and Junior High, Nain Primary and Junior High, New Green Primary, Orange Hill Primary, Port Henderson Primary, Portland Cottage Primary, Porus Primary, Rest Primary and Junior High, Richmond Primary and Infant, Roses Valley Primary, Salem Primary and Junior High, Sawyers Primary, Sligoville All Age, Southborough Primary, Springfield Primary, St. Mary's All Age, St. Richard's Primary, Thompson Town Primary and Infant, Wakefield Primary, Waldensia Primary, Waterloo Primary, and White Hall Primary. Secondary schools in this category were: Little London High, Seaforth High, Spanish Town High, St. Andrew High, and Thompson Town High.

In these schools, the teachers employed innovative student-centred strategies and were successful in meaningfully engaging their students resulting in improved learning outcomes. A further characterisation is detailed below.

Description and Characterisation by Rating Category

In this sample of 189 schools, teaching in support of students' learning was rated as good in 8 per cent of the schools inspected; satisfactory in 61 per cent; and unsatisfactory in 31 per cent. (See table 5). It must be noted that this indicator lags behind all other indicators in terms of the quality; no school was rated exceptionally high overall on this indicator. Notwithstanding this, there have been creative innovations in most of the schools rated satisfactory and above in this round.

Table 5: Inspection Ratings for Teaching in Support of Students' Learning

Inspection Ratings	Number of Schools	Percentage (%)
Exceptionally High	0	0
Good	15	8
Satisfactory	115	61
Unsatisfactory	59	31
Needs Immediate Support	0	0
GRAND TOTAL	189	100

Source: NEI Inspection Data, October 2017

Satisfactory and Above

In this second round of the Cycle 2 inspections, the best cases of teaching in support of students' learning were found in 15 schools. In these effective schools, innovations were noted for all sub-indicators: the teachers' subject knowledge and how best to teach the subject; teaching methods; assessment; and students´ learning.

Teachers' Knowledge of the Subjects They Teach and How Best to Teach Them

In the schools rated satisfactory and above in this round, teachers were typically on the cutting edge of pedagogical practices and tend to research innovative strategies and access videos that they believe will enhance the students' engagement.

Content knowledge

In these schools, teachers demonstrate sound subject knowledge and most teach concepts confidently, ensuring that students are engaged in the learning process. In the best lessons, students' questions are accurately answered; misconceptions are clarified; and key concepts are clearly explained. More teachers are able to extend the students' imagination in a way that enabled them to think outside the box and to gain a better appreciation of the ways in which the

concepts apply to their lived experiences. Of note, there is a greater effort on the part of mathematics teachers to explain the rationale behind concepts introduced, rather than just teaching students to follow steps. This was evident in schools such as Wolmer's Boys', Campion College, and St Andrew High.

Knowledge of how best to teach

In the schools deemed effective in this round, the teachers make greater effort to increase students' engagement and to cater to their diverse interests and needs. At Southborough Primary, for example, encouraging collaboration among students; providing content in a variety of methods such as jingles, songs, charts and word cards to stimulate interest and participation; applying lessons to students' everyday experiences are some of the ways teachers delivered their content. Most teachers also employ age-appropriate techniques to ensure that students are able to grasp the concepts taught. One good example was observed in a lower school language arts lesson at Cambridge Primary School where the teacher encouraged students to form letters in the air thus promoting the development of good penmanship. Noted also, in literacy development lessons at Breadnut Hill Primary and Highgate Primary and Junior High, was the technique of having lower school students place their hands below their chins while they syllabicate words, which allowed them to better determine the number of syllables in words. At Campion College, most teachers used demonstrations such as modelling pronunciation in language classes, experimentation, peer teaching, role play, and individual presentations, which allowed students to interpret for themselves and represent issues in ways that deepened their understanding. Most teachers focus on the different abilities and learning styles of each group and provide adequate opportunities for students to be actively involved in their own learning. At Aabuthnott Gallimore High, some teachers modelled active learning by their hands-on approach in working solutions to mathematical problems; demonstrating practical skills in the use of the computer and other lab equipment; and, in Spanish, speaking the target language using an authentic accent to carry on dialogue.

Teaching Methods

Given the soundness of teachers' knowledge of how best to teach, there have been notable innovations in teaching methods. Specifically, key areas such as the effectiveness of teaching strategies; the effective use of learning resources; and the quality of classroom interactions have reflected improvements.
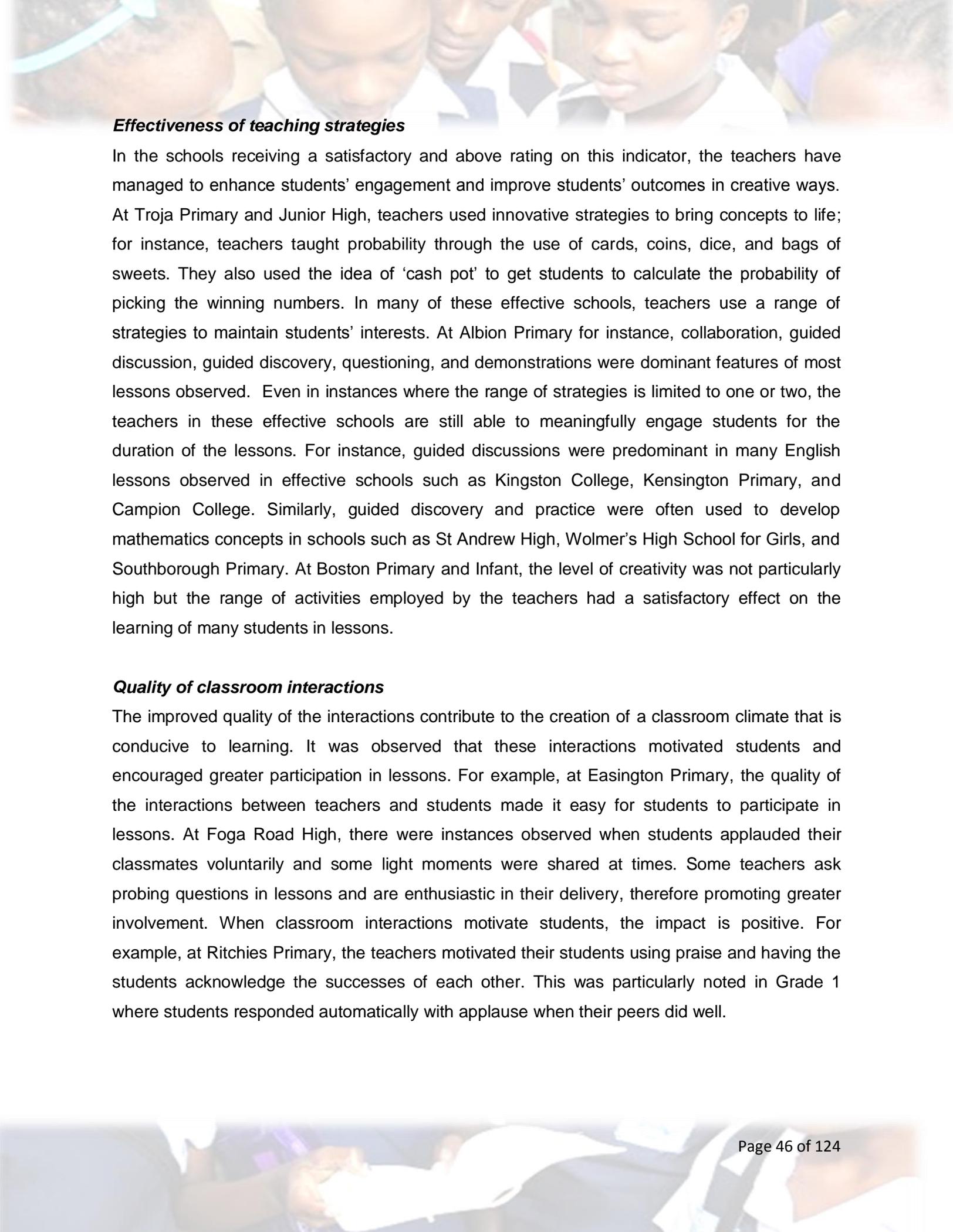
Effectiveness of teaching strategies

In the schools receiving a satisfactory and above rating on this indicator, the teachers have managed to enhance students' engagement and improve students' outcomes in creative ways. At Troja Primary and Junior High, teachers used innovative strategies to bring concepts to life; for instance, teachers taught probability through the use of cards, coins, dice, and bags of sweets. They also used the idea of 'cash pot' to get students to calculate the probability of picking the winning numbers. In many of these effective schools, teachers use a range of strategies to maintain students' interests. At Albion Primary for instance, collaboration, guided discussion, guided discovery, questioning, and demonstrations were dominant features of most lessons observed. Even in instances where the range of strategies is limited to one or two, the teachers in these effective schools are still able to meaningfully engage students for the duration of the lessons. For instance, guided discussions were predominant in many English lessons observed in effective schools such as Kingston College, Kensington Primary, and Campion College. Similarly, guided discovery and practice were often used to develop mathematics concepts in schools such as St Andrew High, Wolmer's High School for Girls, and Southborough Primary. At Boston Primary and Infant, the level of creativity was not particularly high but the range of activities employed by the teachers had a satisfactory effect on the learning of many students in lessons.

Quality of classroom interactions

The improved quality of the interactions contribute to the creation of a classroom climate that is conducive to learning. It was observed that these interactions motivated students and encouraged greater participation in lessons. For example, at Easington Primary, the quality of the interactions between teachers and students made it easy for students to participate in lessons. At Foga Road High, there were instances observed when students applauded their classmates voluntarily and some light moments were shared at times. Some teachers ask probing questions in lessons and are enthusiastic in their delivery, therefore promoting greater involvement. When classroom interactions motivate students, the impact is positive. For example, at Ritchies Primary, the teachers motivated their students using praise and having the students acknowledge the successes of each other. This was particularly noted in Grade 1 where students responded automatically with applause when their peers did well.

Assessment

Of all the sub-indicators in this indicator, the most effective innovations were observed in the assessment of students' learning in the schools inspected in this round. These were evident specifically in the areas of assessment policy and practice; quality of continuous assessment; record-keeping; use of students' assessment data; and the quality and frequency of feedback.

Assessment policy and practice

In the majority of schools rated satisfactory and above in this round, assessment policies are developed and implemented with a view to ensuring that students' progress is appropriately monitored, and that the data gathered are effectively used in planning educational programmes. In Easington Primary, for instance, an assessment policy has been developed and practised, and its implementation supervised by a teacher who served as school based assessment coordinator. Other schools, such as Rest Primary and Junior High School and Albion Primary, have developed a policy to guide teachers' assessment practices. At Albion Primary and Free Hill Primary, all teachers are required to develop an Assessment Plan to reflect components of the policy, while at Clarks Town Primary there is an Assessment Committee in place headed by the School Based Assessment Coordinator and four other members of staff. Many of these policies provide guidance for the types and use of assessments, the frequency of assessments, the weighting of scores, and the purpose of each assessment implemented. For instance, at Cumberland All Age, the policy states that upon entering a new grade, students are to be given diagnostic tests to determine their ability levels. In addition, each student is assessed monthly and termly to determine if the teacher and students are making progress and if the teacher needs to re-teach topics.

At Kensington Primary, diagnostic tests are administered to reveal the students' strengths and weaknesses, which inform class and grade level interventions. At Good Hope Primary, at the beginning of the school year, the Informal Diagnostic Reading Inventory (IDRI) is administered to the students across grades. The results are analysed to confirm the current level at which each student is performing, and this informs the execution of differentiated strategies and the implementation of interventions. In a few of these schools, quality assurance mechanisms are in place to ensure that the assessments meet the minimum required standards. One good example was noted at the Cedar Grove Academy where there is a rigorous process of vetting scripts using a pre-examination administration review instrument. After these tests are administered and marked, they are quality assured and the scores validated using another
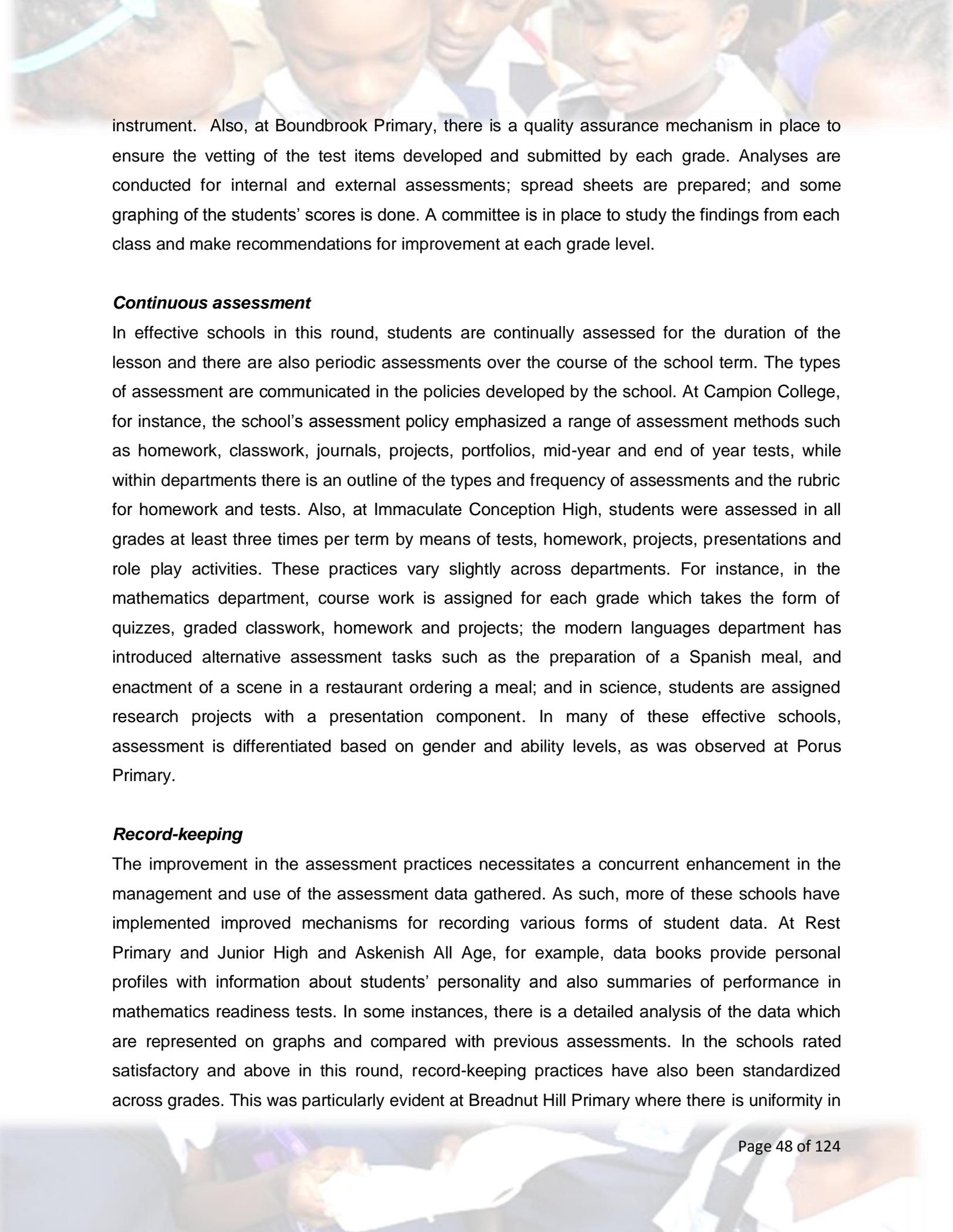
instrument. Also, at Boundbrook Primary, there is a quality assurance mechanism in place to ensure the vetting of the test items developed and submitted by each grade. Analyses are conducted for internal and external assessments; spread sheets are prepared; and some graphing of the students' scores is done. A committee is in place to study the findings from each class and make recommendations for improvement at each grade level.

Continuous assessment

In effective schools in this round, students are continually assessed for the duration of the lesson and there are also periodic assessments over the course of the school term. The types of assessment are communicated in the policies developed by the school. At Campion College, for instance, the school's assessment policy emphasized a range of assessment methods such as homework, classwork, journals, projects, portfolios, mid-year and end of year tests, while within departments there is an outline of the types and frequency of assessments and the rubric for homework and tests. Also, at Immaculate Conception High, students were assessed in all grades at least three times per term by means of tests, homework, projects, presentations and role play activities. These practices vary slightly across departments. For instance, in the mathematics department, course work is assigned for each grade which takes the form of quizzes, graded classwork, homework and projects; the modern languages department has introduced alternative assessment tasks such as the preparation of a Spanish meal, and enactment of a scene in a restaurant ordering a meal; and in science, students are assigned research projects with a presentation component. In many of these effective schools, assessment is differentiated based on gender and ability levels, as was observed at Porus Primary.

Record-keeping

The improvement in the assessment practices necessitates a concurrent enhancement in the management and use of the assessment data gathered. As such, more of these schools have implemented improved mechanisms for recording various forms of student data. At Rest Primary and Junior High and Askenish All Age, for example, data books provide personal profiles with information about students' personality and also summaries of performance in mathematics readiness tests. In some instances, there is a detailed analysis of the data which are represented on graphs and compared with previous assessments. In the schools rated satisfactory and above in this round, record-keeping practices have also been standardized across grades. This was particularly evident at Breadnut Hill Primary where there is uniformity in
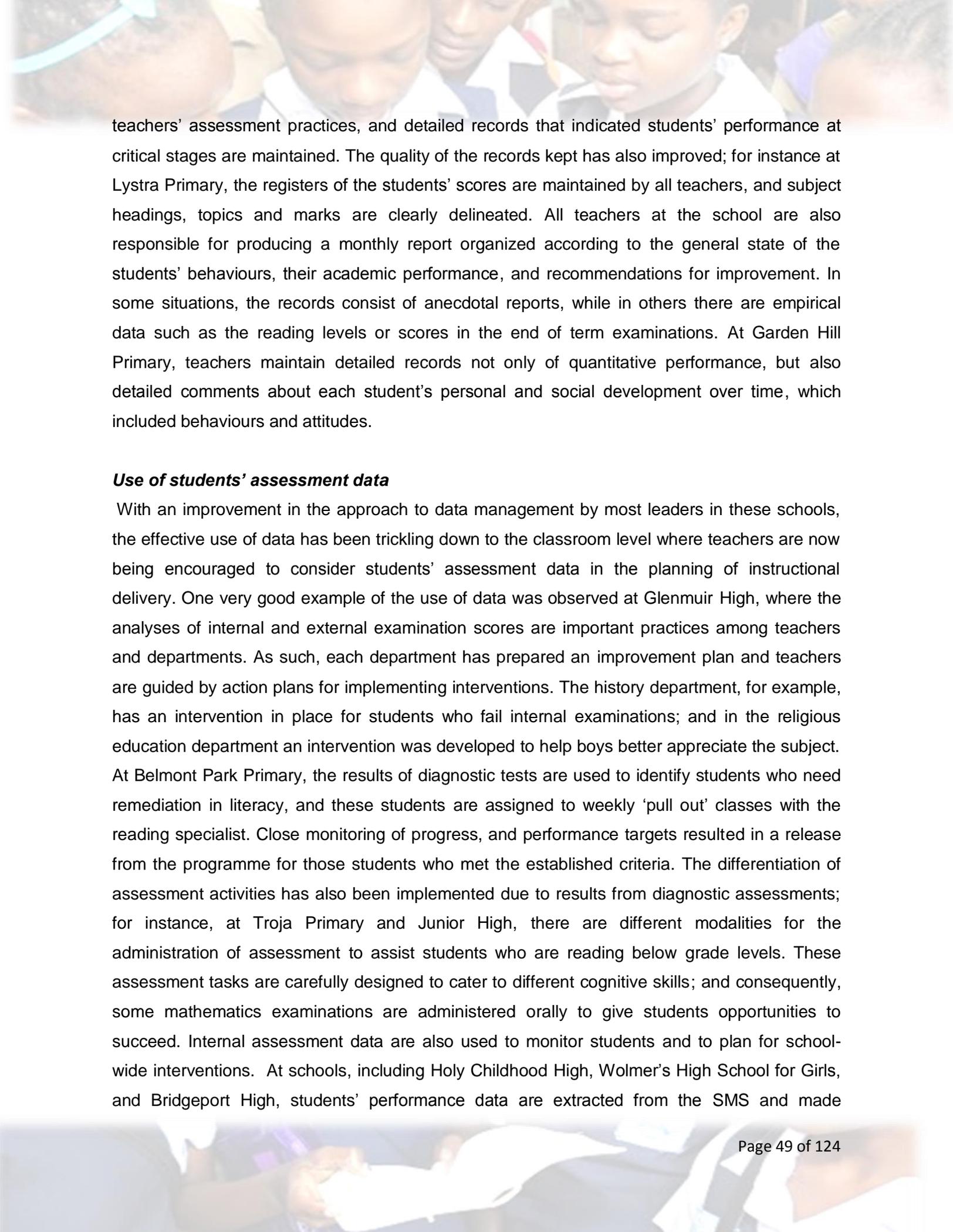
teachers' assessment practices, and detailed records that indicated students' performance at critical stages are maintained. The quality of the records kept has also improved; for instance at Lystra Primary, the registers of the students' scores are maintained by all teachers, and subject headings, topics and marks are clearly delineated. All teachers at the school are also responsible for producing a monthly report organized according to the general state of the students' behaviours, their academic performance, and recommendations for improvement. In some situations, the records consist of anecdotal reports, while in others there are empirical data such as the reading levels or scores in the end of term examinations. At Garden Hill Primary, teachers maintain detailed records not only of quantitative performance, but also detailed comments about each student's personal and social development over time, which included behaviours and attitudes.

Use of students' assessment data

With an improvement in the approach to data management by most leaders in these schools, the effective use of data has been trickling down to the classroom level where teachers are now being encouraged to consider students' assessment data in the planning of instructional delivery. One very good example of the use of data was observed at Glenmuir High, where the analyses of internal and external examination scores are important practices among teachers and departments. As such, each department has prepared an improvement plan and teachers are guided by action plans for implementing interventions. The history department, for example, has an intervention in place for students who fail internal examinations; and in the religious education department an intervention was developed to help boys better appreciate the subject. At Belmont Park Primary, the results of diagnostic tests are used to identify students who need remediation in literacy, and these students are assigned to weekly 'pull out' classes with the reading specialist. Close monitoring of progress, and performance targets resulted in a release from the programme for those students who met the established criteria. The differentiation of assessment activities has also been implemented due to results from diagnostic assessments; for instance, at Troja Primary and Junior High, there are different modalities for the administration of assessment to assist students who are reading below grade levels. These assessment tasks are carefully designed to cater to different cognitive skills; and consequently, some mathematics examinations are administered orally to give students opportunities to succeed. Internal assessment data are also used to monitor students and to plan for school-wide interventions. At schools, including Holy Childhood High, Wolmer's High School for Girls, and Bridgeport High, students' performance data are extracted from the SMS and made

available for all teachers so they can track their students' progress as well as identify gaps in their learning. Under-achieving students are given special attention in English and mathematics.

Quality and frequency of feedback

In the schools rated satisfactory and above in this round, there has been marked improvement in the quality and frequency of verbal and written feedback provided to students. This was evident at Mount Hermon Primary and Junior High where teachers effectively monitor students as they work, providing feedback, and engaging in individual coaching to strengthen students' learning. At Cascade Primary and Junior High, teachers generally move around to different students to monitor their progress; they assist as needed, and probed for answers with questions such as 'why?', 'what if…?' in an effort to enhance students' critical thinking. The teachers also provide oral and written feedback in lessons to guide the students' improvement. This was observed in a Grade 4 language arts lesson where the teacher marked books immediately, picked up on errors, and engaged in discussions with student or class on a whole for them to improve. In these satisfactory schools, most teachers also provide comments in students' notebooks to guide their improvement; for instance, at New Green Primary, students' notebooks indicated frequent marking of assignments, and with instructive comments such as, "Look back at the meanings of the words and make corrections."

Students' Learning

In the schools rated satisfactory and above in this round of inspections, there were notable exceptions, chiefly in students' demonstration of inquiry and research skills; critical thinking and higher order skills; and their application of learning to new situations or to their real-life experiences.

Inquiry and research skills

In the schools deemed effective in this round, much effort was made to ensure that students receive multiple opportunities to develop inquiry and research skills. More teachers design activities that encourage students to explore and investigate topics relevant to their school and personal contexts. For instance, Grade 11 mathematics students at St Andrew High collaborated and conducted research by collecting student data based on their favourite colour and genre of music in order to draft a frequency chart and complete a pie chart. Similarly, Grade 6 students at Southborough Primary, collected data on their school grounds which were then transferred to a frequency table then to a bar graph as part of their lesson on statistics. Most

students in these schools develop inquiry skills when they conduct investigations of real life objects or situations. For example, at Highgate Primary and Junior High, students in a Grade 4 science lesson identified the parts of a plant during a field walk on the school grounds, while in a Grade 5 mathematics lesson, students weighed themselves to determine whether there was loss or gain in their weight over a one-week period. During a science lesson at Easington Primary Grade 6 students conducted investigations inside and outside the classroom to assess the visible spectra of white light using water, oil, soap, 'flashlight' and CD. Most students also develop their inquiry skills when they research information about given topics. For instance, at Mico Practising Primary and Junior High, Grade 9 students used the Internet to find out methods for troubleshooting computer issues and to explore how culture is impacted by globalization. Similarly, students in a Grade 3 social studies lesson at Easington Primary, used world maps and textbooks to find ethnic groups; the countries from which they came; and their locations. Notably, at Unity Primary in Trelawny, many students demonstrated good inquiry and research skills from as early as Grade 1; without prompting from their teachers, students reach for their dictionaries to find word meanings and share in discussions.

Critical thinking and higher order skills

While there is much room for improvement in this particular area in all the schools inspected in this round, many students are developing requisite critical thinking and higher order skills. They are able to employ reasoning skills to provide responses to higher order questions, state their opinions, and arrive at conclusions that were not introduced in the lessons. For instance, in a Grade 5 mathematics lesson at Angels Primary, students discussed the purpose of a graph, and the differences between qualitative and quantitative data, so as to construct their own understanding of lesson concepts. In mathematics lessons across grades at St Andrew High, students solved problems on the board while providing justifications for each step taken. At Belmont Park Primary, many students, mainly in the upper grades, demonstrated their abilities in the use of higher order and critical thinking skills. For example, students in a Grade 6 mathematics lesson developed their own methods of solving ratio problems which required them to calculate the number of items an individual would receive, given a particular ratio. In a Grade 5 science lesson, most students were involved in observing, predicting and applying outcomes such as the reaction of magnets to certain metals. Higher order skills such as classifying and creating were also observed across grades. For instance, Grade 6 students from Mount Hermon Primary and Junior High classified the planets according to size (large or small), composition (gaseous or rocky), and distance from the sun (inner or outer). Grade 4 students in

a mathematics lesson conducted surveys among their peers and created bar graphs to show their favourite animals, colours, and food.

Application of new learning

In the schools rated satisfactory and above in this round, there are clear improvements in students' ability to apply new learning to various contexts. One notable example was observed at Holy Childhood High where the Grade 11 students were able to apply the mathematical concepts of angles of elevation to calculate actual elevations on the school grounds. This was also true at the primary level, with students making relevant links between lesson concepts and their real-life experiences. At Highgate Primary and Junior High, for example, most students in Grade 3 were able to explain why drivers are important in their community, while most Grade 4 students were able to identify the right angles from the natural configuration of objects in their classrooms.

Table 6: Percentage of Schools Rated in Key Components of Teaching in Support of Students' Learning

Inspection Ratings	Teachers' knowledge of the subjects they teach and how best to teach them	Teaching methods	Assessment	Students' learning
Exceptionally High	0%	0%	0%	1%
Good	12%	8%	19%	9%
Satisfactory	65%	61%	59%	59%
Unsatisfactory	23%	31%	22%	31%
Needs Immediate Support	0%	0%	0%	0%
GRAND TOTAL	**100%**	**100%**	**100%**	**100%**

Source: NEI Inspection Data, October 2017

Unsatisfactory Teaching in Support of Students' Learning

Teaching in support of students' learning was unsatisfactory in 59 of the schools inspected in this round. In these schools there were clear challenges in the teachers' ability to meaningfully engage their students in the learning process. Findings suggest weaknesses in key areas, including teachers' knowledge of the subjects and how best to teach them; poor planning of learning activities; ineffective teaching strategies; and ineffective assessment practices.
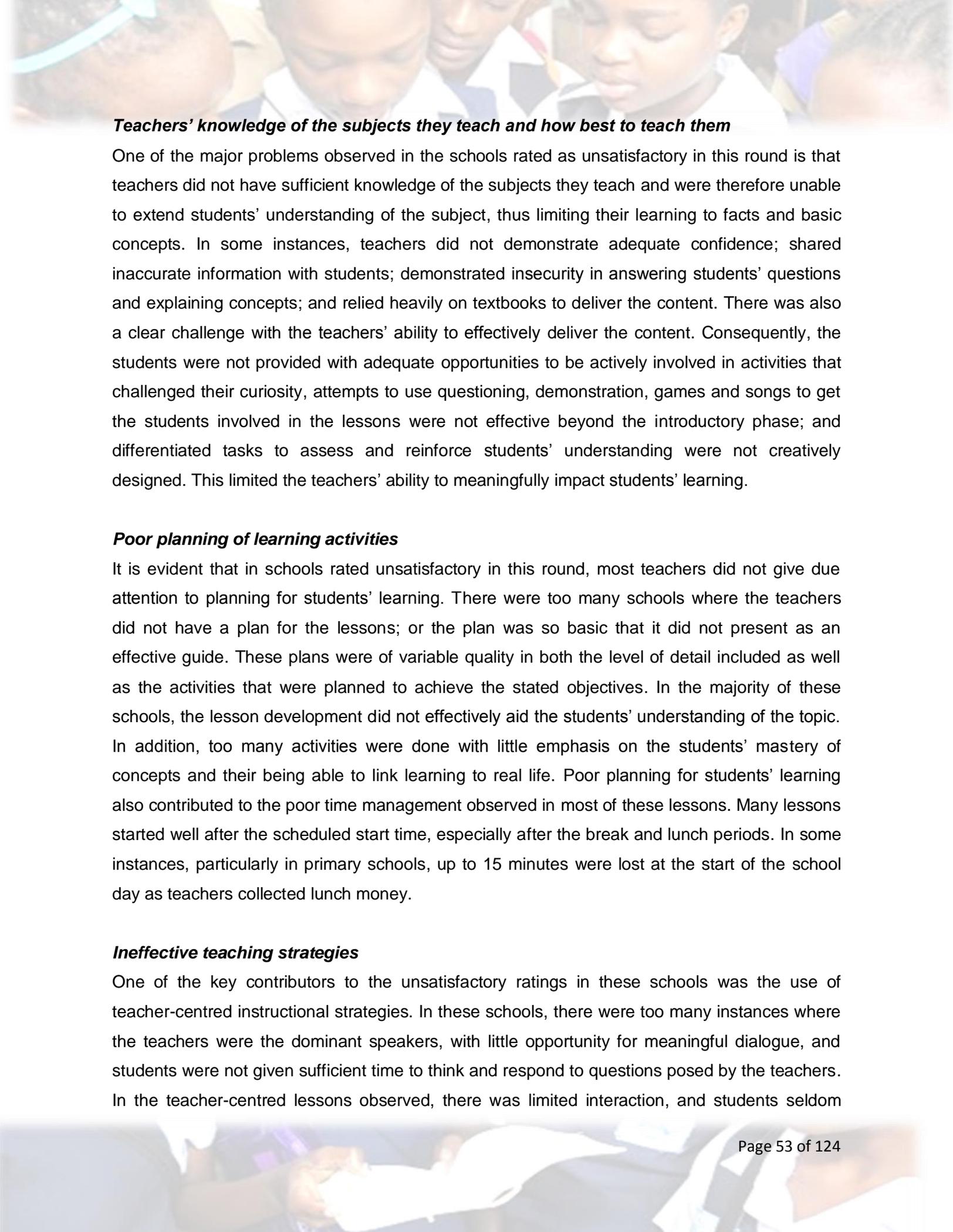
Teachers' knowledge of the subjects they teach and how best to teach them

One of the major problems observed in the schools rated as unsatisfactory in this round is that teachers did not have sufficient knowledge of the subjects they teach and were therefore unable to extend students' understanding of the subject, thus limiting their learning to facts and basic concepts. In some instances, teachers did not demonstrate adequate confidence; shared inaccurate information with students; demonstrated insecurity in answering students' questions and explaining concepts; and relied heavily on textbooks to deliver the content. There was also a clear challenge with the teachers' ability to effectively deliver the content. Consequently, the students were not provided with adequate opportunities to be actively involved in activities that challenged their curiosity, attempts to use questioning, demonstration, games and songs to get the students involved in the lessons were not effective beyond the introductory phase; and differentiated tasks to assess and reinforce students' understanding were not creatively designed. This limited the teachers' ability to meaningfully impact students' learning.

Poor planning of learning activities

It is evident that in schools rated unsatisfactory in this round, most teachers did not give due attention to planning for students' learning. There were too many schools where the teachers did not have a plan for the lessons; or the plan was so basic that it did not present as an effective guide. These plans were of variable quality in both the level of detail included as well as the activities that were planned to achieve the stated objectives. In the majority of these schools, the lesson development did not effectively aid the students' understanding of the topic. In addition, too many activities were done with little emphasis on the students' mastery of concepts and their being able to link learning to real life. Poor planning for students' learning also contributed to the poor time management observed in most of these lessons. Many lessons started well after the scheduled start time, especially after the break and lunch periods. In some instances, particularly in primary schools, up to 15 minutes were lost at the start of the school day as teachers collected lunch money.

Ineffective teaching strategies

One of the key contributors to the unsatisfactory ratings in these schools was the use of teacher-centred instructional strategies. In these schools, there were too many instances where the teachers were the dominant speakers, with little opportunity for meaningful dialogue, and students were not given sufficient time to think and respond to questions posed by the teachers. In the teacher-centred lessons observed, there was limited interaction, and students seldom
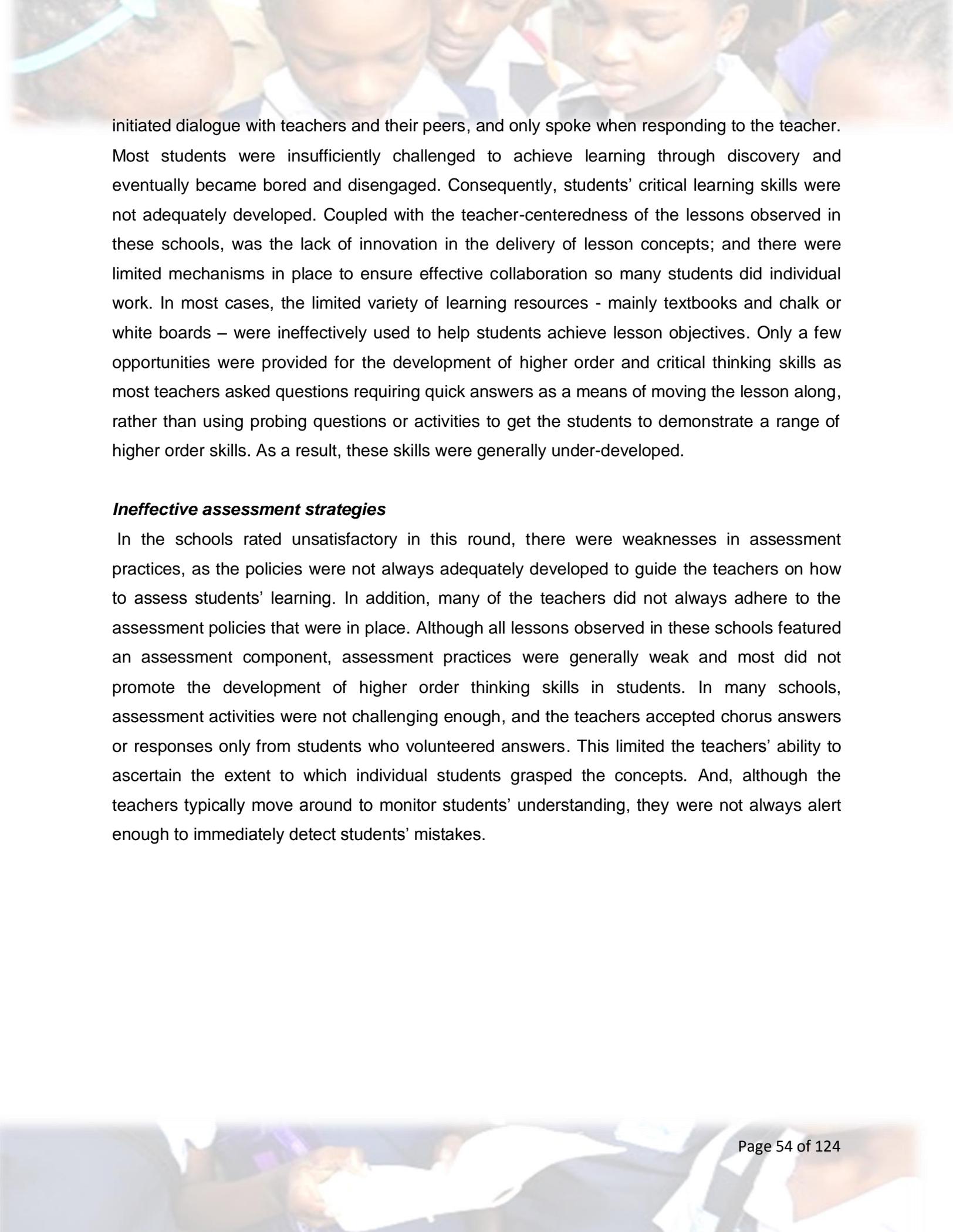
initiated dialogue with teachers and their peers, and only spoke when responding to the teacher. Most students were insufficiently challenged to achieve learning through discovery and eventually became bored and disengaged. Consequently, students' critical learning skills were not adequately developed. Coupled with the teacher-centeredness of the lessons observed in these schools, was the lack of innovation in the delivery of lesson concepts; and there were limited mechanisms in place to ensure effective collaboration so many students did individual work. In most cases, the limited variety of learning resources - mainly textbooks and chalk or white boards – were ineffectively used to help students achieve lesson objectives. Only a few opportunities were provided for the development of higher order and critical thinking skills as most teachers asked questions requiring quick answers as a means of moving the lesson along, rather than using probing questions or activities to get the students to demonstrate a range of higher order skills. As a result, these skills were generally under-developed.

Ineffective assessment strategies

In the schools rated unsatisfactory in this round, there were weaknesses in assessment practices, as the policies were not always adequately developed to guide the teachers on how to assess students' learning. In addition, many of the teachers did not always adhere to the assessment policies that were in place. Although all lessons observed in these schools featured an assessment component, assessment practices were generally weak and most did not promote the development of higher order thinking skills in students. In many schools, assessment activities were not challenging enough, and the teachers accepted chorus answers or responses only from students who volunteered answers. This limited the teachers' ability to ascertain the extent to which individual students grasped the concepts. And, although the teachers typically move around to monitor students' understanding, they were not always alert enough to immediately detect students' mistakes.
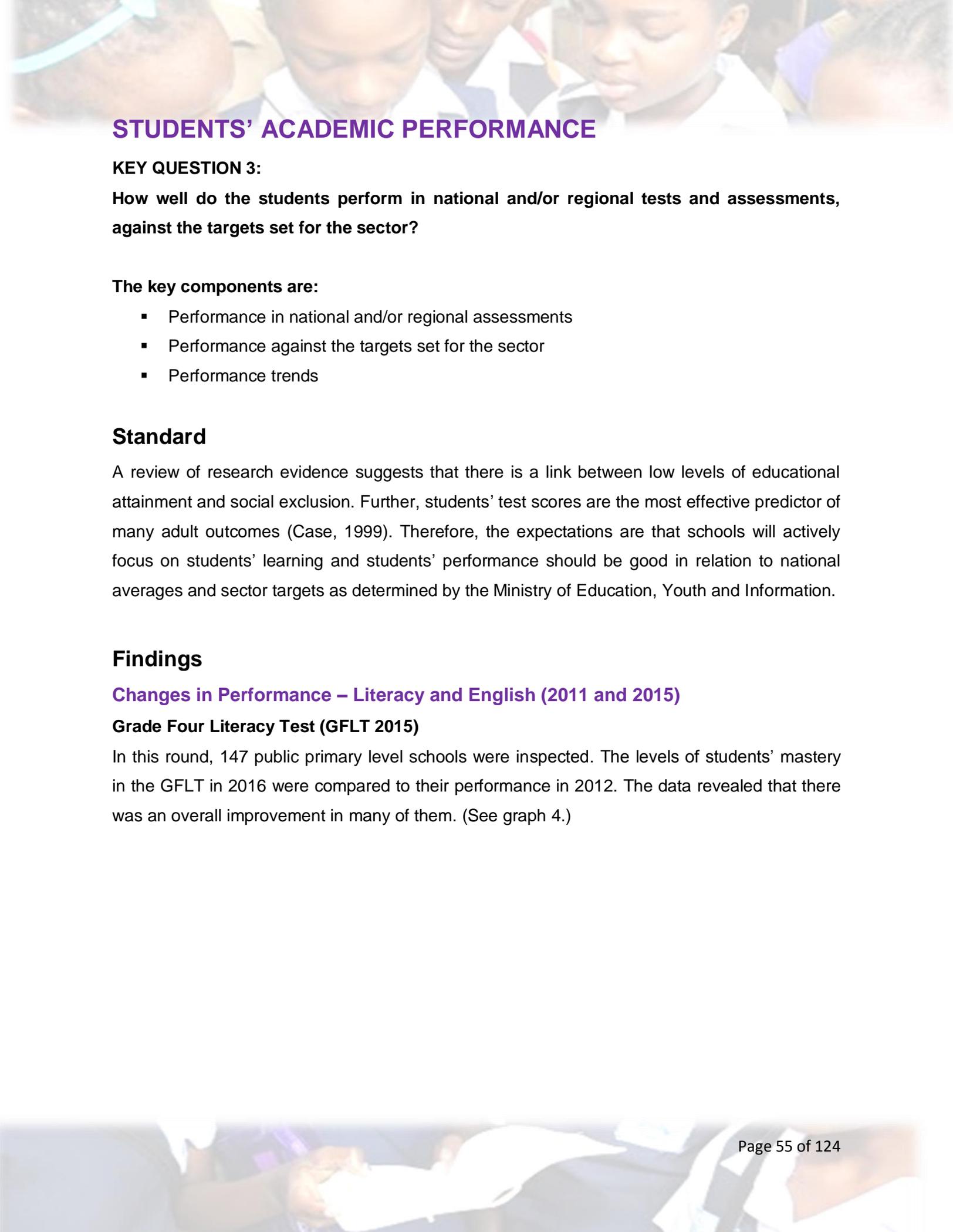
STUDENTS' ACADEMIC PERFORMANCE

KEY QUESTION 3:

How well do the students perform in national and/or regional tests and assessments, against the targets set for the sector?

The key components are:

- Performance in national and/or regional assessments
- Performance against the targets set for the sector
- Performance trends

Standard

A review of research evidence suggests that there is a link between low levels of educational attainment and social exclusion. Further, students' test scores are the most effective predictor of many adult outcomes (Case, 1999). Therefore, the expectations are that schools will actively focus on students' learning and students' performance should be good in relation to national averages and sector targets as determined by the Ministry of Education, Youth and Information.

Findings

Changes in Performance – Literacy and English (2011 and 2015)

Grade Four Literacy Test (GFLT 2015)

In this round, 147 public primary level schools were inspected. The levels of students' mastery in the GFLT in 2016 were compared to their performance in 2012. The data revealed that there was an overall improvement in many of them. (See graph 4.)

Graph 4: Changes in Mastery Levels on the GFLT between 2012 and 2016

- Overall increase
- Remain the same
- Overall decrease

GFLT: Overall increase 65%, Remain the same 4%, Overall decrease 31%

Source: NEI Inspection Data, October 2017
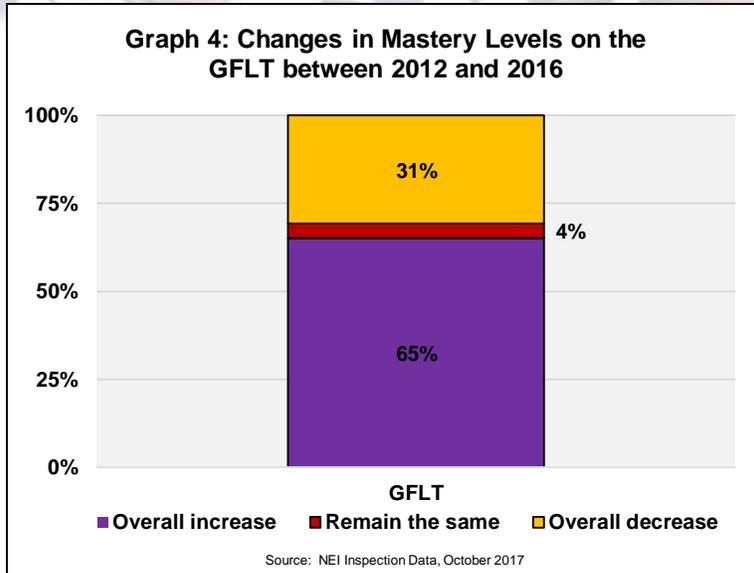
Overall, 65 per cent or 95 of the 147 primary level schools recorded improved mastery levels between 2012 and 2016. These improvements ranged from one per cent to 60 per cent. Whereas 51 schools (or 54 per cent of the 95 schools) improved by up to 15 percentage points, 44 schools (or 46 per cent of the 95 schools) improved by over 15 percentage points. For example, Portland Cottage Primary recorded a 45 percentage point increase in literacy rates from 48 per cent in 2012 to 93 per cent in 2016.

Performance in Relation to National Targets

More of these schools met the national target of 85 per cent in 2016 than in 2012. Specifically, 42 per cent of the schools inspected in this round met or exceeded the national target in 2016 compared with 24 per cent in 2012. (See graph 5.)

Graph 5: Performance of Primary Schools in Relation to National Target of 85%

	GFLT (2012)	GFLT (2016)
Below	76%	58%
At or above	24%	42%

■ At or above ■ Below

Source: NEI Inspection Data, October 2017
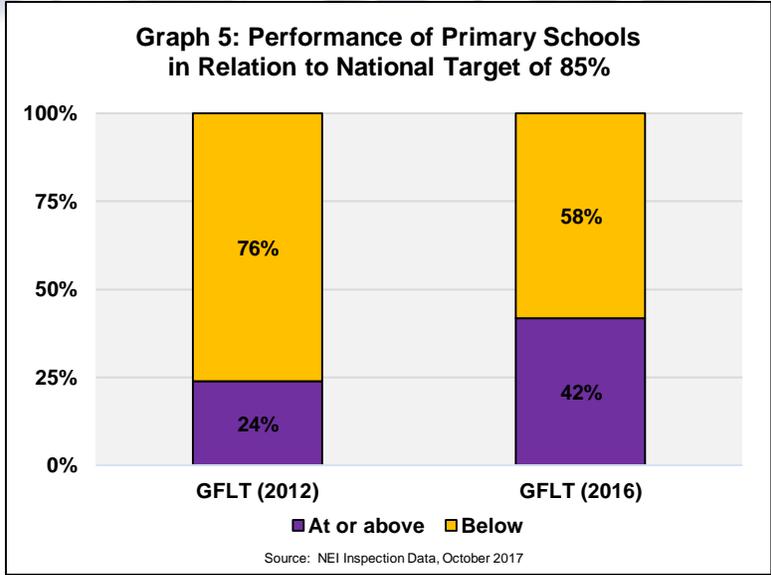
Literacy Attainment (2012-2016)

Of the schools inspected in this round, a greater percentage of students mastered the GFLT in 2016 than in 2012. A total of 5,293 students in these 147 schools sat the GFLT in 2016 and 4,296 or 81 per cent attained mastery. A total of 6,672 students in these 147 schools sat the GFLT in 2012 and 4,975 or 75 per cent attained mastery. (See graph 6.)

Graph 6: Overall Mastery Levels in the GFLT

	Mastery	Almost Mastery	Non-mastery
2012	75%	18%	7%
2016	81%	16%	3%

■ 2012 ■ 2016

Source: NEI Inspection Data, October 2017

The 2016 data revealed strong performance on all components of the GFLT: word recognition, reading comprehension, and writing tasks. Generally, students had strong foundational groundings in word recognition and were weakest in writing tasks. (See graph 7.)

Graph 7: Mastery Levels in Subtests of the 2016 GFLT

Word Recognition: Mastery 96%, Non-Mastery 4%
Reading Comprehension: Mastery 92%, Non-Mastery 8%
Writing Tasks: Mastery 83%, Non-Mastery 17%

Mastery ■ Non-Mastery

Source: NEI Inspection Data, October 2017

Grade Six Achievement Test (GSAT) - Changes in Performance (2012 and 2016)

Overall, between 2012 and 2016, the average score in GSAT language arts improved in 74 per cent or 108 of the 147 primary level schools inspected. (See graph 8.)

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Graph 8: Changes in Average Scores between 2012 and 2016

GSAT Language Arts: Overall increase 74%, Remain the same 3%, Overall decrease 23%
GSAT Communication Tasks: Overall increase 11%, Remain the same 1%, Overall decrease 88%

■ Overall increase ■ Remain the same ■ Overall decrease

Source: NEI Inspection Data, October 2017
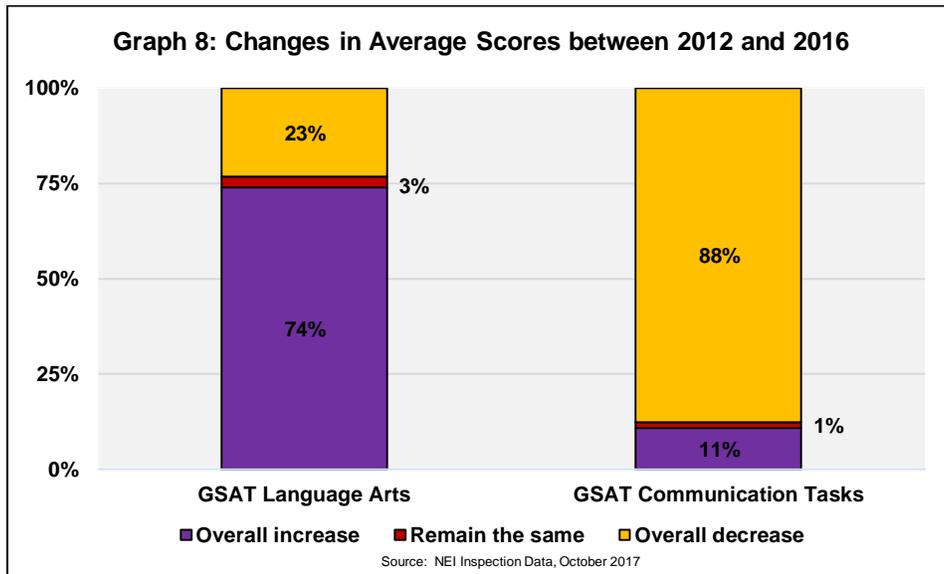
The improvement in the average scores in language arts ranged from one percentage point to 34 percentage points with 13 of the 108 schools improving by 15 percentage points or more. For example, Cascade Primary and Junior High recorded a 34 percentage point increase in

their average score in GSAT language arts moving from 60 per cent in 2012 to 94 per cent in 2016.

The average score in GSAT communication tasks improved in 11 per cent or 16 schools over the same period. The improvements ranged from one percentage point to 13 percentage points and there was no school in which the improvement was greater than 15 percentage points. For example, Braeton Primary and Junior High recorded a 13 percentage point increase in their average score in GSAT communication tasks moving from 62 per cent in 2012 to 75 per cent in 2016.

Performance in Relation to National Average (2016)

In 2016, 29 per cent or 42 schools recorded average scores in GSAT language arts that were at or above the national average of 64 per cent. Forty-one per cent or 60 schools had average scores in communication tasks that were greater than or equal to the national average of 68 per cent. (See graph 9.)

Graph 9: Performance of Primary Schools in 2016 in Relation to National Averages

	GSAT Language Arts (64%)	GSAT Communication Tasks (68%)
Below	71%	59%
At or above	29%	41%

■ At or above □ Below

Source: NEI Inspection Data, October 2017

Changes in the Caribbean Secondary Examination Certificate (CSEC) Results (2012 and 2017)

Overall, the pass rate in CSEC English increased in 83 per cent or 34 of the 41[1] secondary level schools. (See graph 10.)

Graph 10: Changes in Pass Rates in CSEC English between 2012 and 2017

7%	Overall decrease
10%	Remain the same
83%	Overall increase

Source: NEI Inspection Data, October 2017

Seventeen of these schools recorded an increase of more than 15 percentage points. Merlene Ottey High and Port Antonio High recorded the largest increase in pass rates – 44 percentage points each. The pass rate at Merlene Ottey High increased from 22 per cent in 2012 to 66 per cent in 2017 while at Port Antonio High, the pass rate increased from 26 per cent to 70 per cent. In these 41 schools, more than 50 per cent of the students who sat CSEC English A demonstrated a good understanding of the subject; however, their ability to express ideas clearly in the subject area was weak. This is consistent with the national trend. (See graph 11.)

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[1] The Cedar Grove Academy, which was inspected in this round, has not yet sent a cohort to sit the CSEC examinations.

Graph 11: Profile Performance in 2017 CSEC English

Source: NEI Inspection Data, October 2017
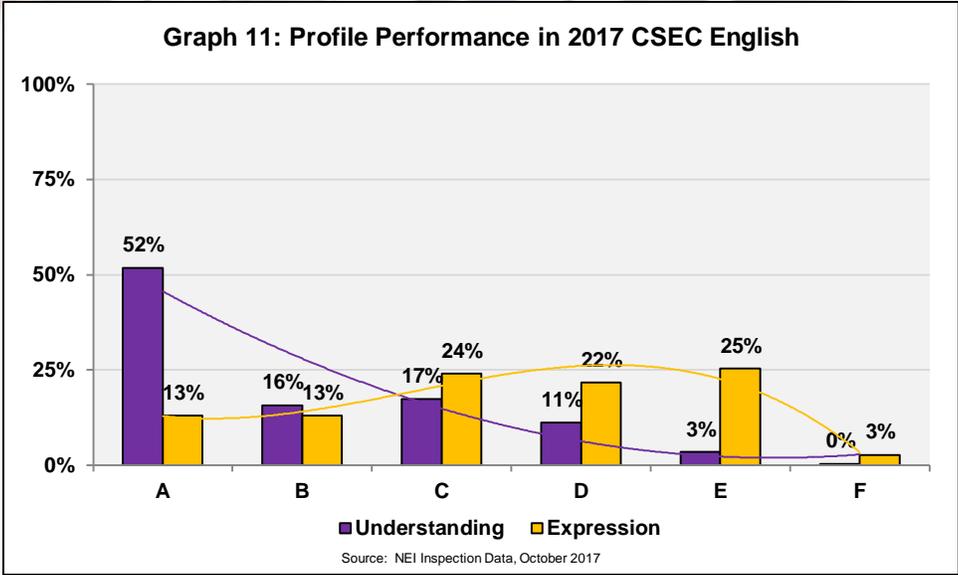
Changes in Performance – Numeracy and Mathematics (2012 and 2016)

General Achievement in Numeracy (GAIN)

In this round, 147 public primary level schools were inspected. Fifty-eight per cent or 84 of them recorded improved mastery levels in the GAIN between 2012 and 2016. (See graph 12.) These improvements ranged from one per cent to 67 per cent. The mastery levels in the GAIN improved by more than 15 percentage points in 45 schools. For example, Hamwalk Primary achieved full mastery in 2016 moving from 33 per cent in 2012. This was the largest increase in mastery on the GAIN.

Graph 12: Changes in Mastery Levels on the GAIN between 2012 and 2016
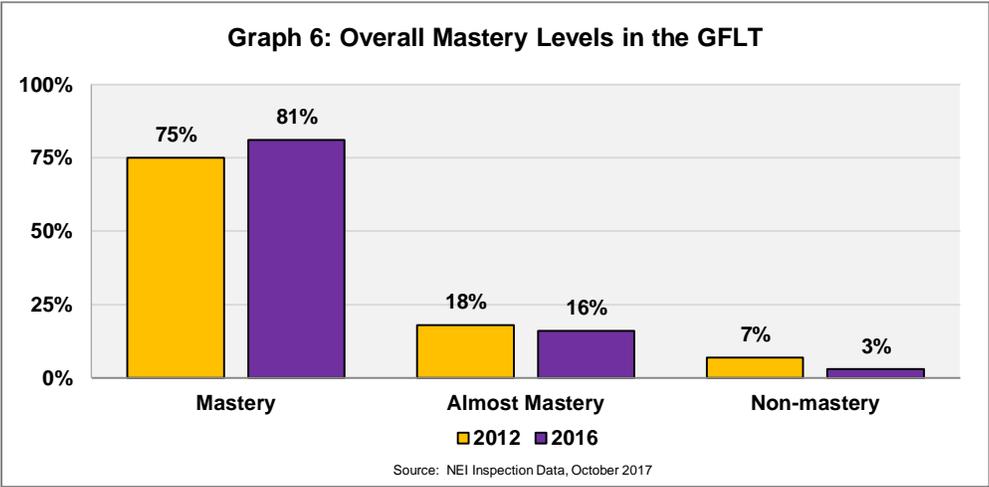
Source: NEI Inspection Data, October 2017
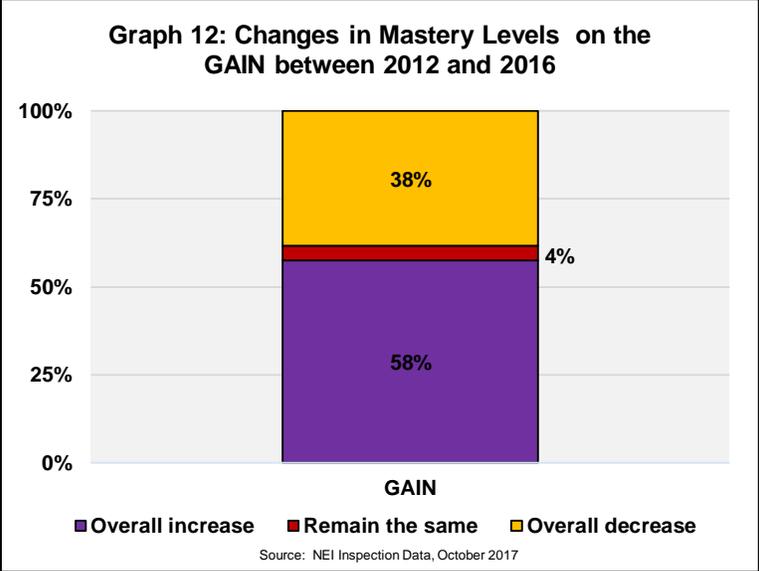
Performance in Relation to National Targets (2016)

More of these schools met the national target of 85 per cent in 2016 than in 2012. Thirteen per cent of the 147 schools inspected in this round met or exceeded the national target in 2016 compared with 6 per cent in 2012. (See graph 13.)

Graph 13: Performance of Primary Schools in Relation to National Target of 85%

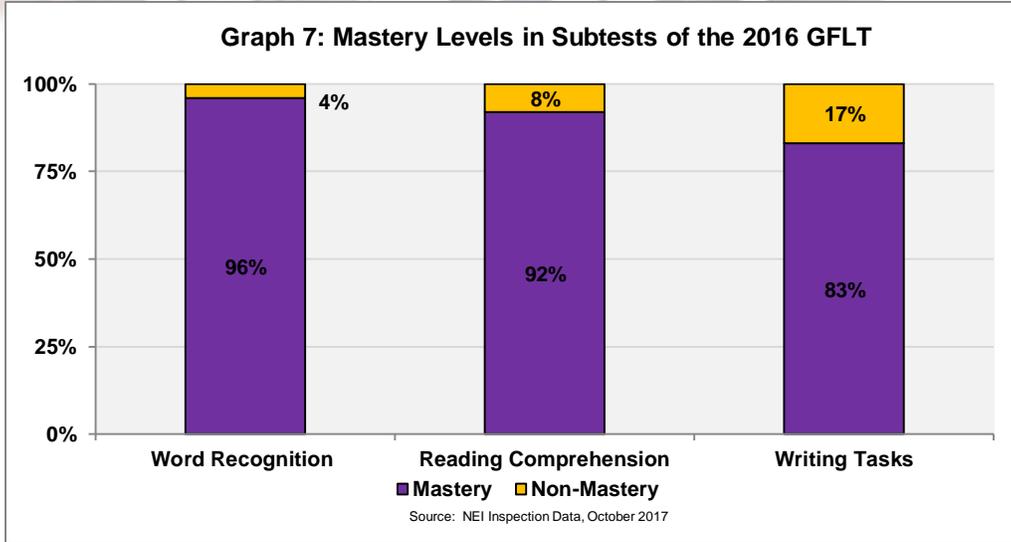|	GAIN (2012)	GAIN (2016)
At or above	6%	13%
Below	94%	87%

Source: NEI Inspection Data, October 2017
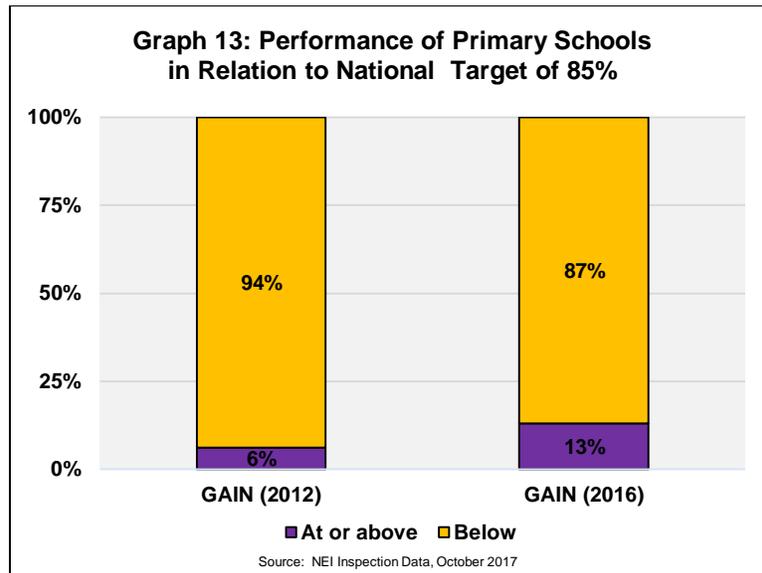
Numeracy Attainment (2012 and 2016)

Of the schools inspected in this round, a greater percentage of students mastered the GAIN in 2016 than in 2012. A total of 5,315 students sat the GAIN in 2016 and 3,287 or 62 per cent attained mastery. Comparatively, a total of 6,594 students sat the GAIN in 2012 and 3,651 or 55 per cent attained mastery.

Graph 14: Overall Mastery Levels in the GAIN

Category	2012	2016
Mastery	55%	62%
Almost Mastery	29%	24%
Non-mastery	15%	14%

Source: NEI Inspection Data, October 2017
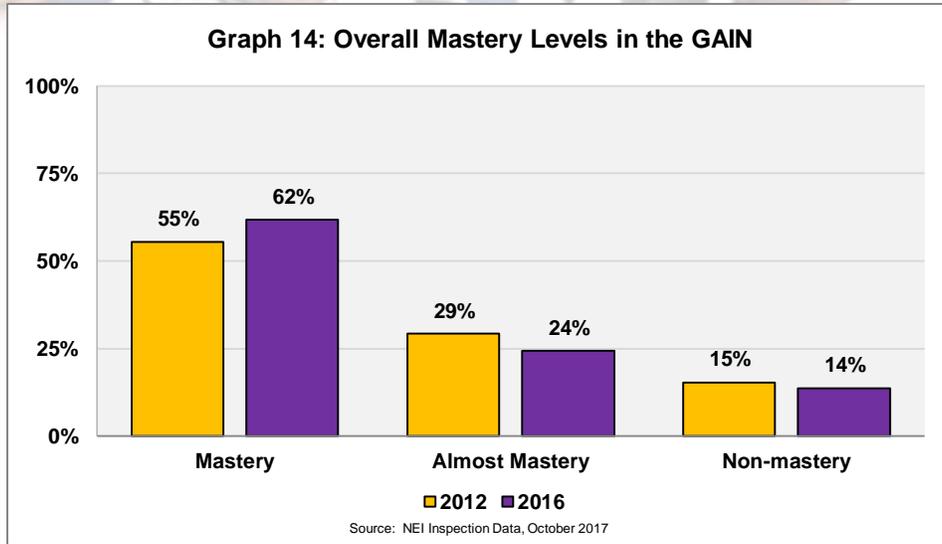
The 2016 data revealed that the two areas of strength were measurement and statistics and the weakest areas of performance were number operations and algebra. (See graph 15.)

Graph 15: Mastery Levels in Subtests of the 2016 GAIN

Subtest	Mastery	Non-Mastery
Number Operation	55%	45%
Number Representation	66%	34%
Measurement	87%	13%
Geometry	73%	27%
Algebra	49%	51%
Statistics	77%	23%

Source: NEI Inspection Data, October 2017
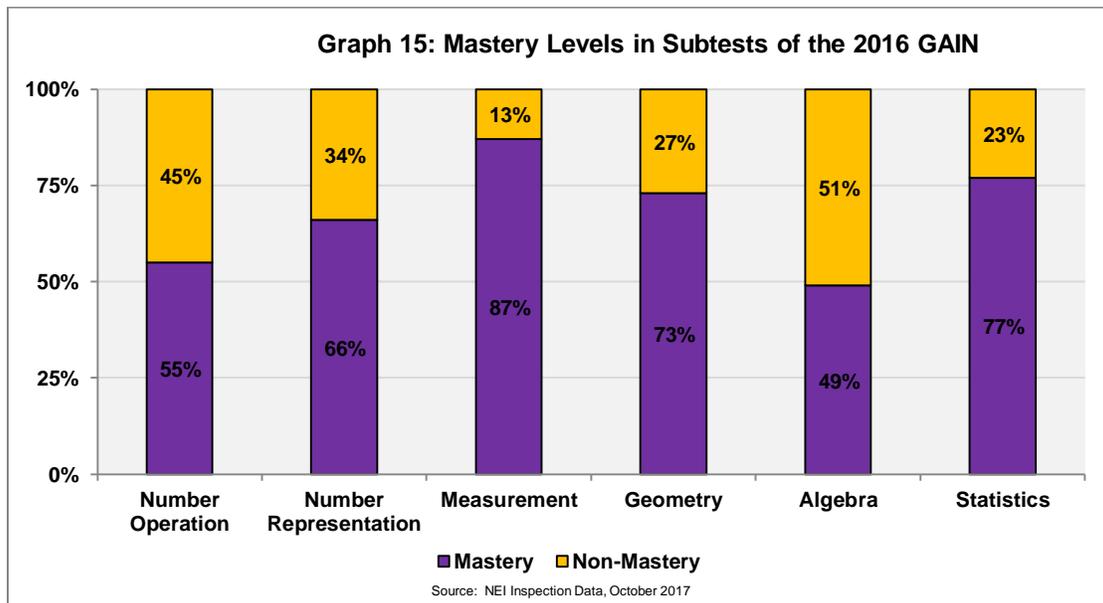
Grade Six Achievement Test: Mathematics (2012) and 2016

Overall, the average score in GSAT mathematics improved in 24 per cent or 35 of the 147 primary level schools between 2012 and 2016. (See graph 16.)

Graph 16: Changes in Average Scores between 2012 and 2016

- Overall increase: 24%
- Remain the same: 3%
- Overall decrease: 73%

GSAT Mathematics

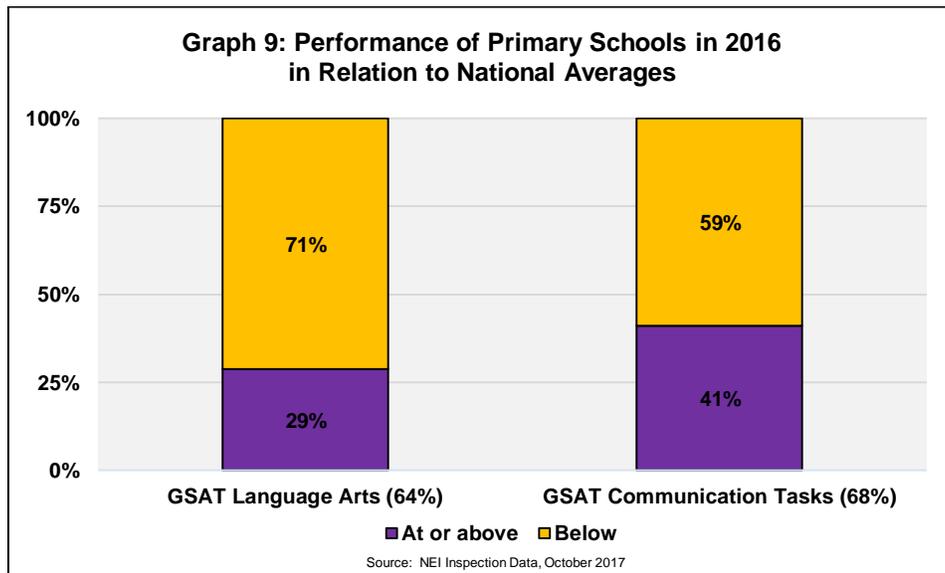■ Overall increase ■ Remain the same ■ Overall decrease

Source: NEI Inspection Data, October 2017
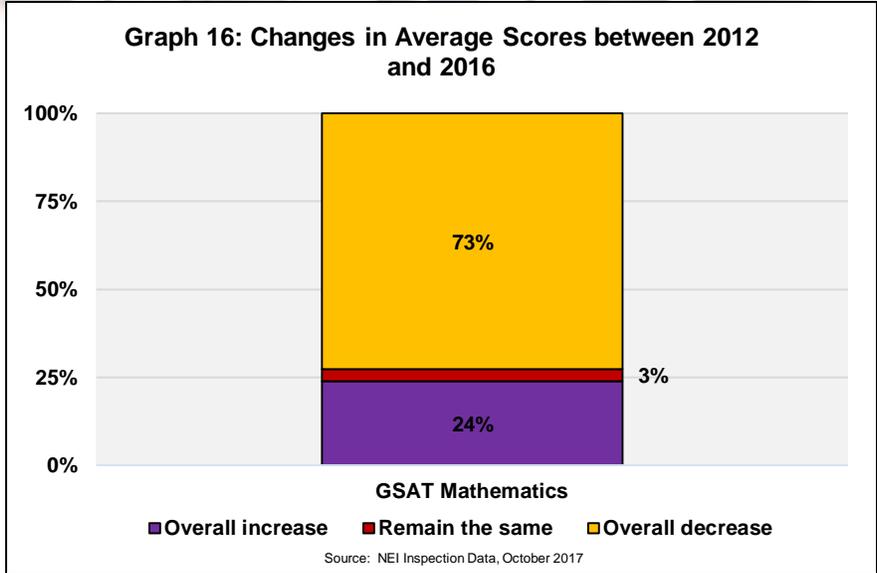
The improvement in scores ranged from one percentage point to 23 percentage points with 4 of the 35 schools improving by 15 percentage points or more. For example, Winchester Primary recorded the highest improvement in the average score in GSAT mathematics, moving from 51 per cent in 2012 to 74 per cent in 2016. Conversely, the average score declined in 73 per cent or 106 schools and in 14 of these 106 schools, the decline was by 15 percentage points or more.
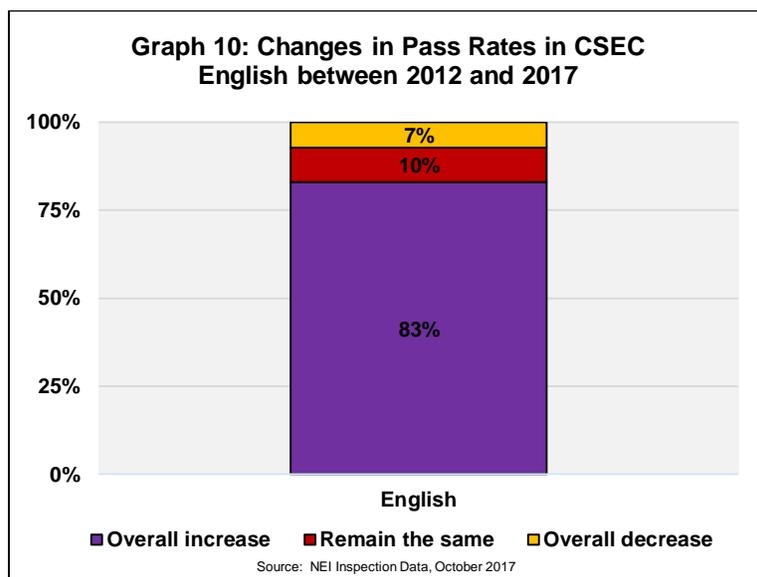
Performance in Relation to National Average (2016)

In 2016, 28 per cent or 41 schools recorded average scores in GSAT mathematics that were at or above the national average of 58 per cent. (See graph 17.)

Graph 17: Performance of Primary Schools in 2016 in Relation to National Averages

- 100%
- 75%
- 72%
- 50%
- 25%
- 28%
- 0%

GSAT Mathematics (58%)

■ At or above ■ Below
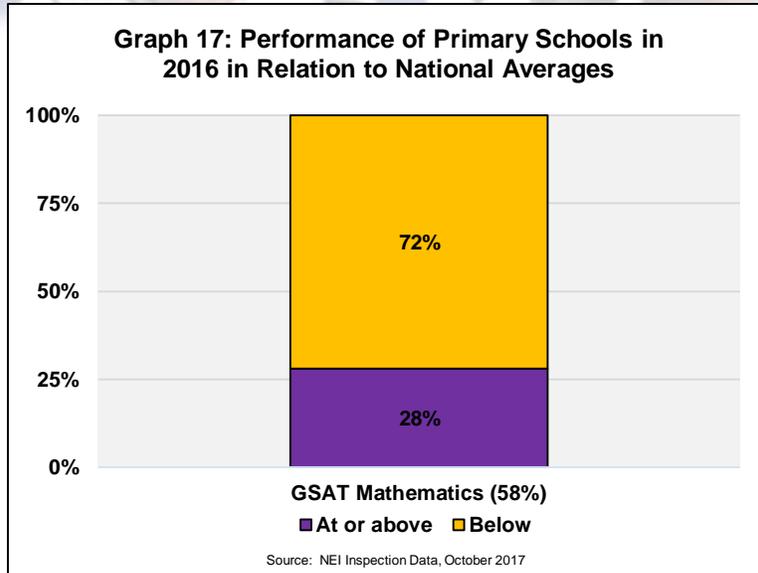
Changes in the Caribbean Secondary Examination Certificate (CSEC) Results (2012-2016)

There was an overall increase in the pass rate in CSEC mathematics in 76 per cent or 31 of the 41 secondary level schools. (See graph 18.)

Graph 18: Changes in Pass Rates in CSEC Mathematics between 2012 and 2017

- 100%
- 20%
- 75%
- 5%
- 50%
- 25%
- 76%
- 0%

Mathematics

■ Overall increase ■ Remain the same ■ Overall decrease
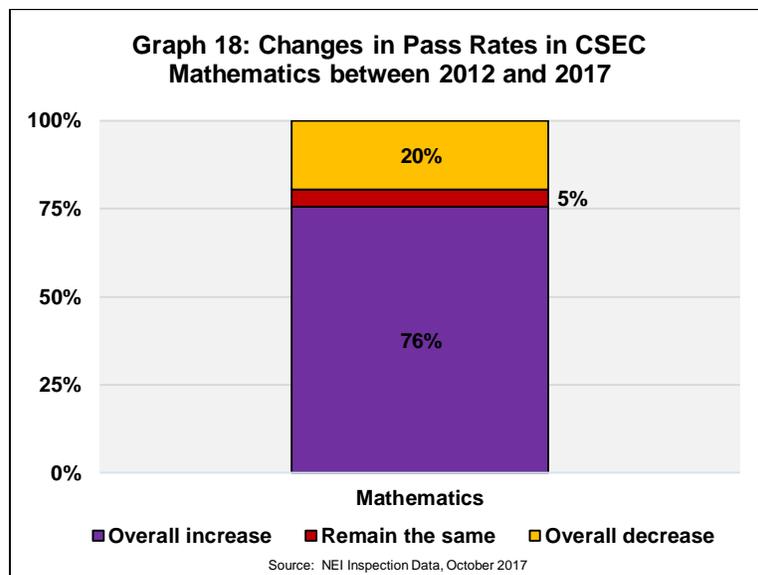
Eleven of these schools recorded an increase of more than 15 percentage points. For example, the pass rate at Brimmer Vale High improved by 35 percentage points moving from 22 per cent in 2012 to 57 per cent in 2017.

The performance profile data revealed that 38 per cent of the students who sat CSEC mathematics, in these 41 secondary level schools, demonstrated good computational skills; that is, a basic knowledge of how to work out solutions to a mathematical problem. Their comprehension skills, that is, the ability to understand the meaning and application of concepts to real life situations, were assessed as moderate to weak. Further, their reasoning skills were assessed to be mainly weak. (See graph 19.)

Graph 19: Profile Performance in 2017 CSEC Mathematics

Source: NEI Inspection Data, October 2017
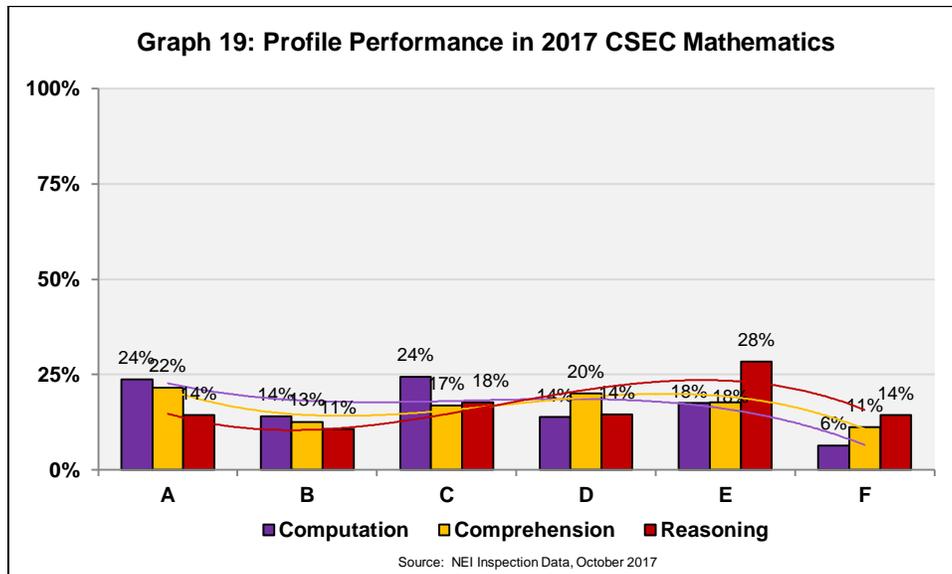
Overview of CSEC Performance in English and Mathematics in Sample of Schools

Overall participation rates and pass rates have improved in these 41 schools since their baseline inspection. Of the 8,839 students in the 2017 cohort of secondary schools inspected in this round, a total of 5,674 or 64 per cent of the students sat CSEC English A, and 3,823 or 67 per cent of those sitting received passing grades. This reflects overall improvement when compared to the 2012 participation rate of 62 per cent and pass rate of 50 per cent. In 2017, 57 per cent or 5,014 students sat CSEC mathematics, and 2,540 or 51 per cent received passing grades. This reflects an overall improvement in the participation rate from 54 per cent in 2012 and an improvement in the pass rate from 42 per cent in 2012. (See table 7)

Table 7: Overview of CSEC Performance in English and Mathematics in Sample of Schools

	2012	2017
Grade 11 Cohort	**10,215**	**8,839**
Participation in mathematics	5,490	5,014
% participation	54%	57%
Passes in mathematics	2,329	2,540
% sitting and passing mathematics	42%	51%
% of cohort passing mathematics	23%	29%
Participation in English	6,355	5,674
% participation	62%	64%
Passes in English	3,198	3,823
% sitting and passing English	50%	67%
% of cohort passing English	31%	43%

Source: NEI Inspection Data, October 2017

More students received passing grades in English than in mathematics. This is consistent with the national trend. A breakdown of the individual grades is presented in graph 20.

Graph 20: Distribution of Grades Received in 2017 CSEC English and Mathematics

Source: NEI Inspection Data, October 2017
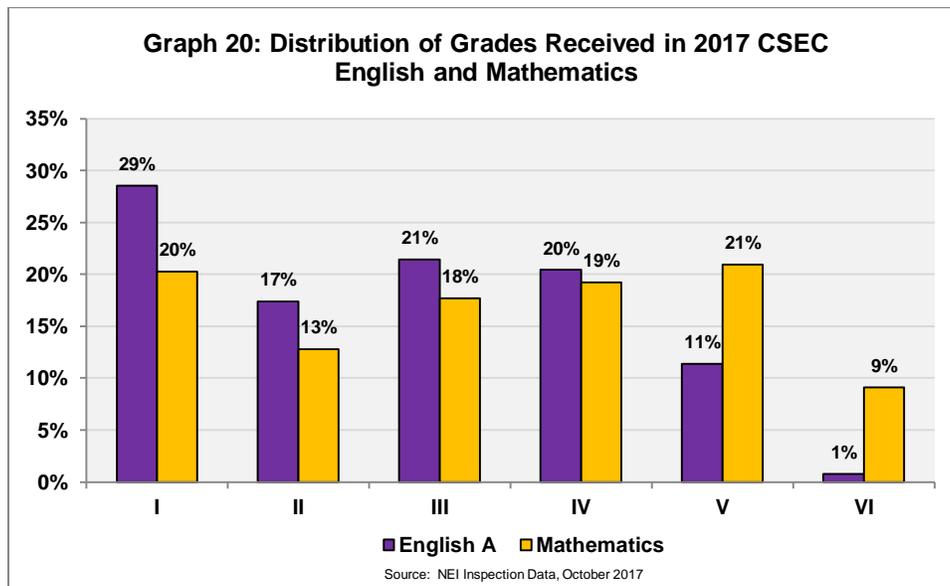
Performance in City and Guilds

Students' Performance in 2017

The data revealed that 1,817 students sat City and Guilds Reading and Writing in 2017 and 1,167 or 64 per cent received passes. Two per cent or 32 of these passes were at the level of Distinction. A total of 650 or 36 per cent of the students who sat did not receive a pass in reading and writing.

In 2017, 1,710 students sat City and Guilds mathematics and 1,048 or 61 per cent received passes. Eight per cent or 130 of these passes were at the level of Distinction. A total of 662 or 39 per cent of the students who sat did not receive a pass in mathematics. (See graph 21.)

Graph 21: Distribution of Performance in 2017 City and Guilds English and Mathematics

Level	Reading and Writing	Mathematics
Distinction	2%	8%
Merit	21%	23%
Pass	41%	31%
Fail	36%	39%

Source: NEI Inspection Data, October 2017
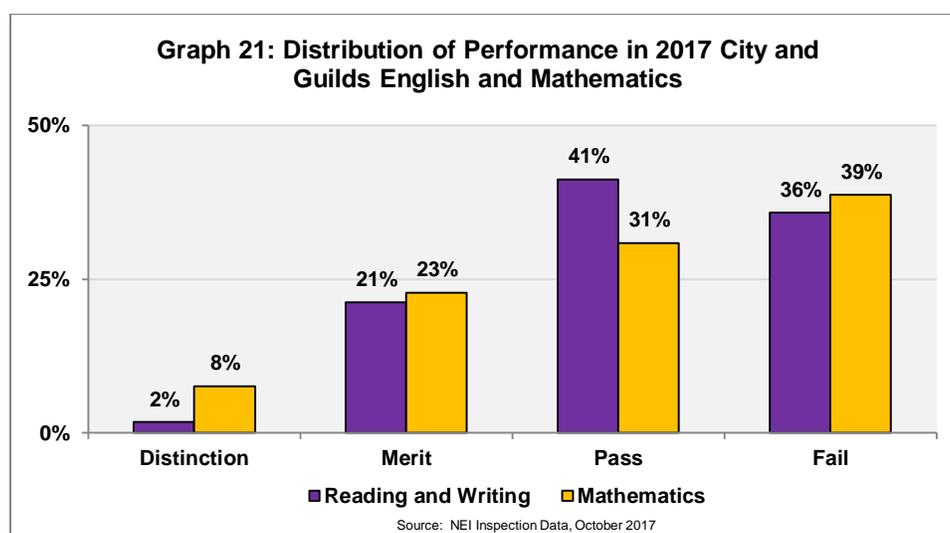
Participation Rate

Students were entered to sit City and Guilds examinations in 33 of the 41 secondary schools inspected in this round. The participation rates in both mathematics and reading and writing increased between 2016 and 2017. However, only mathematics recorded an increase in the pass rate for the same period.

The data revealed that in 2016, more students were entered to sit mathematics but more students received passes in reading and writing. In 2017, more students sat and received passes in reading and writing than in mathematics. (See table 8.)

Table 8: Participation and Pass Rates in City and Guilds Examinations

	2016	2017
Grade 11 Cohort	10,215	8,839
Participation in mathematics	1,702	1,710
% participation	17%	19%
Passes in mathematics	975	1,048
% sitting and passing mathematics	57%	61%
% of cohort passing mathematics	10%	12%
Participation in English	1,583	1,817
% participation	15%	21%
Passes in English	1,085	1,167
% sitting and passing English	69%	64%
% of cohort passing English	11%	13%

Source: NEI Inspection Data, October 2017

Performance in Technical and Vocational Examinations

Combined Pass Rates of Students in Technical/Vocational Subjects

An analysis of the performance of students in the technical and vocational subjects in these 41 secondary schools revealed that agricultural science (single award) continued to record the highest pass rate of 97 per cent in both 2012 and 2017. Physical education and sports also recorded a pass rate of 97 per cent in 2017. Visual arts recorded the lowest pass rate of 63 per cent in 2017. In 2012, industrial technology (electrical) recorded the lowest pass rate of 52 per cent. (See table 9.)

Table 9: Combined Pass Rates of Students in Technical/Vocational Subjects

Technical/Vocational Subjects	Number Sitting		Number Attaining Grades I-III		Percentage Attaining Grades I-III	
	2012	2017	2012	2017	2012	2017
Agricultural Science Double Award *	501	571	441	509	88%	89%
Agricultural Science Single Award	68	59	55	57	81%	97%
Industrial Technology (Building)	126	486	75	362	60%	74%
Building Technology - Woods (Now Merged)	299		170		57%	
Textiles	294	288	243	211	83%	73%
Industrial Technology (Electrical)	484	408	253	271	52%	66%
Electronic Document Preparation and Management	1118	1314	1024	1208	92%	92%
Food	1058	1055	871	953	82%	90%
Family and Resource Management	902	910	738	807	82%	89%
Information Technology	2350	2485	1851	2092	79%	84%
Industrial Technology (Mechanical)	247	270	147	193	60%	71%
Physical Education and Sports	621	1001	603	970	97%	97%
Technical Drawing	723	889	444	632	61%	71%
Theatre Arts	128	183	116	163	91%	89%
Visual Arts	504	463	345	292	68%	63%

Source: NEI Inspection Data, October 2017

Changes in Percentage of Students Sitting and Passing Technical and Vocational Subjects (2012 and 2017)

There were noted improvements in performance in nine of the 14 technical and vocational subjects between 2012 and 2017. The overall pass rates improved by more than ten percentage points in agricultural science (single award); industrial technology (building); industrial technology (electrical); and industrial technology (mechanical). Of the three subjects in which pass rates declined over the period, textiles recorded the largest decline of nine percentage points. (See graph 22.)

Graph 22: Changes in Percentage of Students Sitting and Passing CSEC Technical/Vocational Subjects between 2012 and 2017

Subject	Baseline	Cycle 2
Agricultural Science Double Award *		
Agricultural Science Single Award		
Industrial Technology (Building)		
Building Technology - Woods (Now Merged)		
Textiles		
Industrial Technology (Electrical)		
Electronic Document Preparation and Management		
Food		
Family And Resource Management		
Information Technology		
Industrial Technology (Mechanical)		
Physical Education And Sport		
Technical Drawing		
Theatre Arts		
Visual Arts		

■ Baseline ■ Cycle 2

Source: NEI Inspection Data, October 2017

Participation in CSEC Technical/Vocational Subjects

While the combined pass rates in these schools were notably high in many of the subject areas, the participation rates were generally low. The data revealed that information technology recorded the highest participation rate of 28 percent in 2017, up from 23 per cent in 2012. In 2017, the participation rates were higher than ten per cent in only three of the other 13 subjects, and in 2012, it was higher than ten per cent in only one subject. In both 2012 and 2017, less

than five per cent of the Grade 11 cohort participated in agricultural science (single award); textiles; industrial technology (mechanical); and theatre arts. (See graph 23.)

Graph 23: Changes in Percentage of Grade 11 Students Sitting CSEC Technical/Vocational Subjects between 2012 and 2017

Source: NEI Inspection Data, October 2017
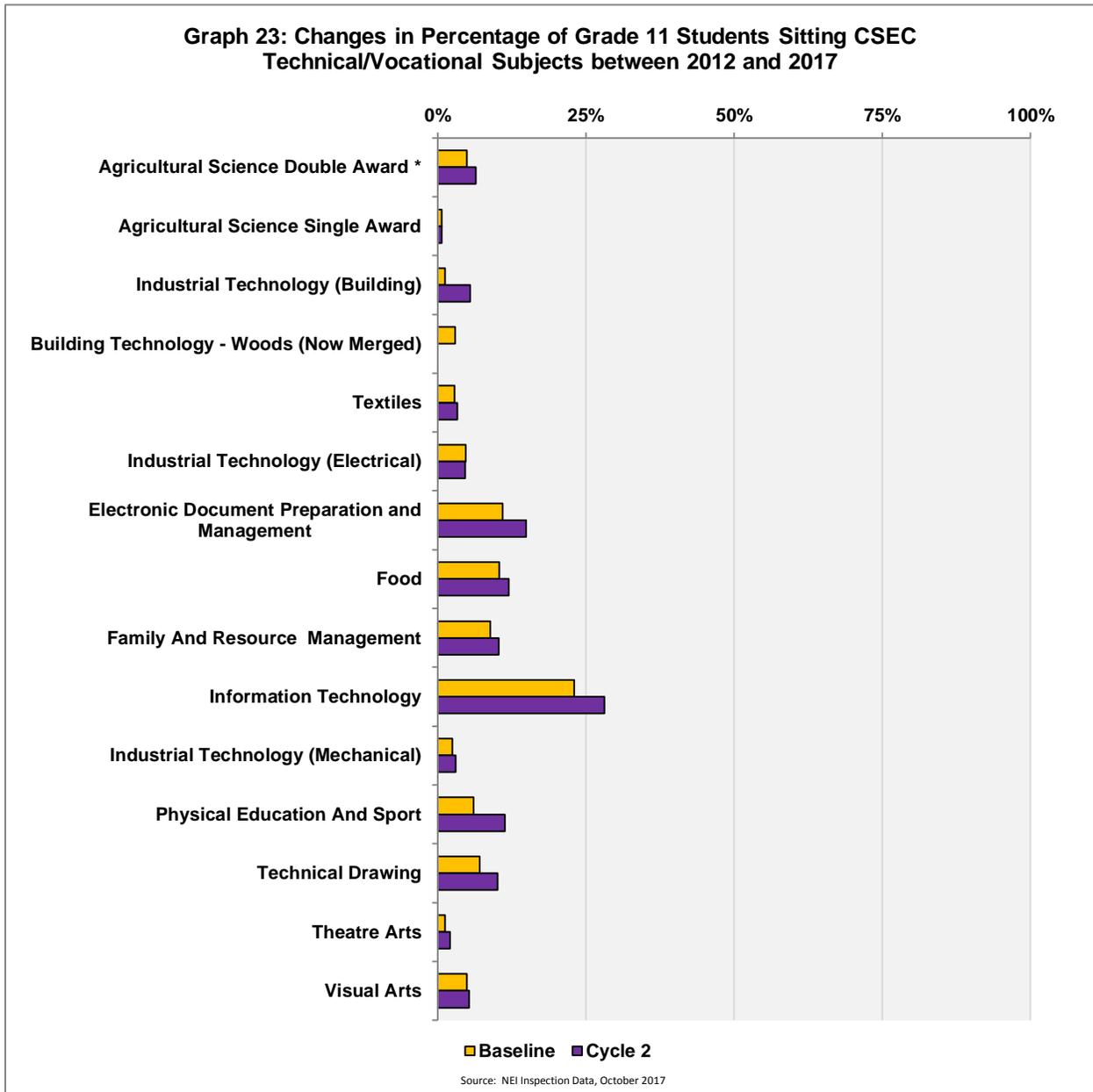
Notwithstanding the relatively low levels of participation, there were noted improvements in participation rates in ten of the 14 technical and vocational subjects between 2012 and 2017. The participation rates in information technology and in physical education and sports improved by five percentage points between 2012 and 2017. The evidence suggests that since their baseline inspection, a larger proportion of the students in these 41 schools are accessing technical and vocational subjects. (See table 10.)

Table 10: Combined Participation and Pass Rates of Students in Technical/Vocational Subjects as a Percentage of the Grade 11 Cohorts

Technical/Vocational Subjects	Percentage of Grade 11 Cohort Sitting		Percentage of Grade 11 Cohort Attaining Grades I-III	
	2012	2017	2012	2017
Agricultural Science Double Award *	5%	6%	4%	6%
Agricultural Science Single Award	1%	1%	1%	1%
Industrial Technology (Building)	1%	5%	1%	4%
Building Technology - Woods (Now Merged)	3%		2%	
Textiles	3%	3%	2%	2%
Industrial Technology (Electrical)	5%	5%	2%	3%
Electronic Document Preparation and Management	11%	15%	10%	14%
Food	10%	12%	9%	11%
Family and Resource Management	9%	10%	7%	9%
Information Technology	23%	28%	18%	24%
Industrial Technology (Mechanical)	2%	3%	1%	2%
Physical Education and Sport	6%	11%	6%	11%
Technical Drawing	7%	10%	4%	7%
Theatre Arts	1%	2%	1%	2%
Visual Arts	5%	5%	3%	3%

Source: NEI Inspection Data, October 2017

The percentage of Grade 11 students attaining passing grades in these subjects followed the same general pattern as the rate of participation.

Performance in NCTVET Examinations

Students from 24 of the 41 secondary schools inspected in this round were entered to sit a total of 19 different NCTVET Examinations in 2016 and 2017. One thousand one hundred and seventy students participated in 16 subjects in 2016 and 280 or 24 per cent of them were certified. In 2017, more students participated in more subject areas. Of the 1,415 students who participated in 18 subjects, 416 or 29 per cent of them were certified. The data revealed that the performance of students improved in 13 of the 19 subjects and declined in two subjects. One subject, garment construction, maintained 100 per cent certification in both years. (See table 11.)

Table 11: Performance in NCTVET Examinations

NCTVET Subjects	Number Sitting		Number Certified to date		Number Not Yet Assessed	
	2016	2017	2016	2017	2016	2017
Barbering	2	10	0	2	2	8
Business Administration (Secretarial Skills)	-	6	-	0	-	6
Carpentry	19	50	0	1	19	49
Commercial Food Preparation (Cook)	58	74	6	14	52	60
Crop Production	4	17	0	10	4	7
Data Operations	167	197	39	66	128	131
Electrical Installation	148	165	27	59	121	106
Food and Beverage Service	65	53	24	20	41	33
Furniture Making	26	25	2	1	24	24
Garment Construction	5	10	5	10	0	0
General Construction	11	24	0	2	11	22
General Cosmetology	291	415	90	146	201	269
General Office Administration (Office Clerk)	-	24	-	2	-	22
Housekeeping (Room Attendant)	57	53	22	24	35	29
Masonry Level 1	12	-	1	-	11	-
Metal Work Engineering	-	3	-	0	-	3
Motor Vehicle Repairs (Cars and Light Trucks)	158	154	27	35	131	119
Plumbing	51	38	27	21	24	17
Welding	96	97	10	3	86	94
Total	1170	1415	280	416	890	999

Source: NEI Inspection Data, October 2017

An analysis of the participation in individual subjects revealed that, in both 2016 and 2017, the largest number of students sat general cosmetology. Relatively high levels of participation were also recorded for data operations, electrical installation, and motor vehicle repairs. However, although the performance in each of these subjects improved between 2016 and 2017, the levels of certification remained below 40 per cent. Garment construction was the only subject in which all of the students who sat were certified. More than half of the students who sat plumbing in 2016 and in 2017 were certified and more than half of those sitting crop production in 2017 were certified. (See graph 24)

Graph 24: Percentage of Grade 11 Students Gaining Certification in NCTVET Examinations in 2016 and 2017

Legend: ■ 2016 ■ 2017

Source: NEI Inspection Data, October 2017
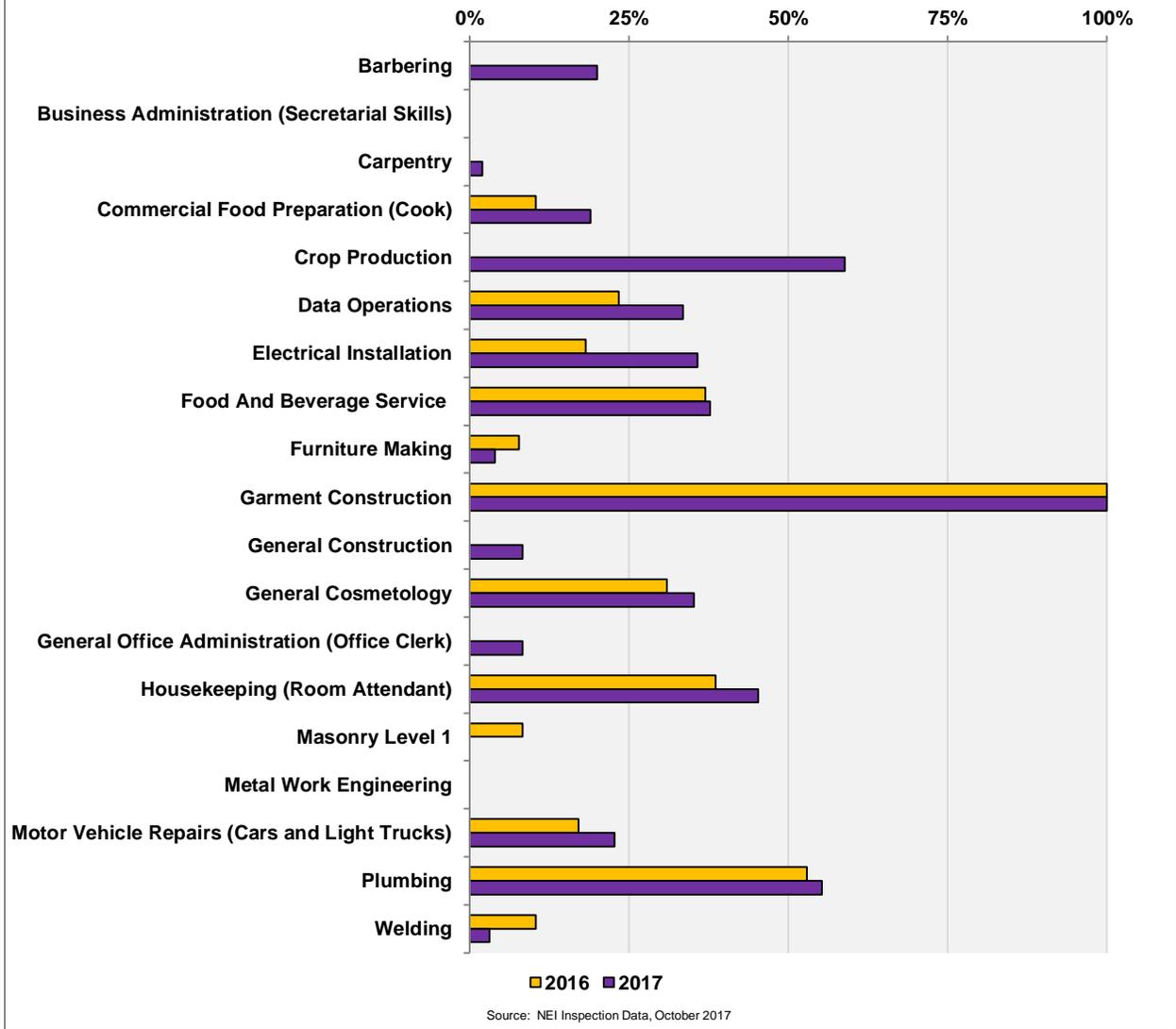
While some subjects recorded very low levels of certification, in 2016 no student was certified in barbering, crop production, or general construction. Similarly, in 2017, no student was certified in business administration or metal work engineering.

STUDENTS' ACADEMIC PROGRESS

KEY QUESTION 4:

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

The key components are:

- Progress against starting points
- Progress over time
- Appropriateness of levels achieved during lessons and against curricular standards

Standard

Expectations are that the progress of most students should be good and most students should demonstrate appropriate levels of growth when compared with their earlier levels of attainment.

Findings

Improvement in Students' Progress Since Baseline Inspection

The overall rating on this indicator improved by twenty-one percentage points since the first cycle of inspections with more schools rated satisfactory and above in this round. (See graph 25.)

**Graph 25: Changes in Inspection Ratings
Students' Progress in English and Mathematics**

Source: NEI Inspection Data, October 2017
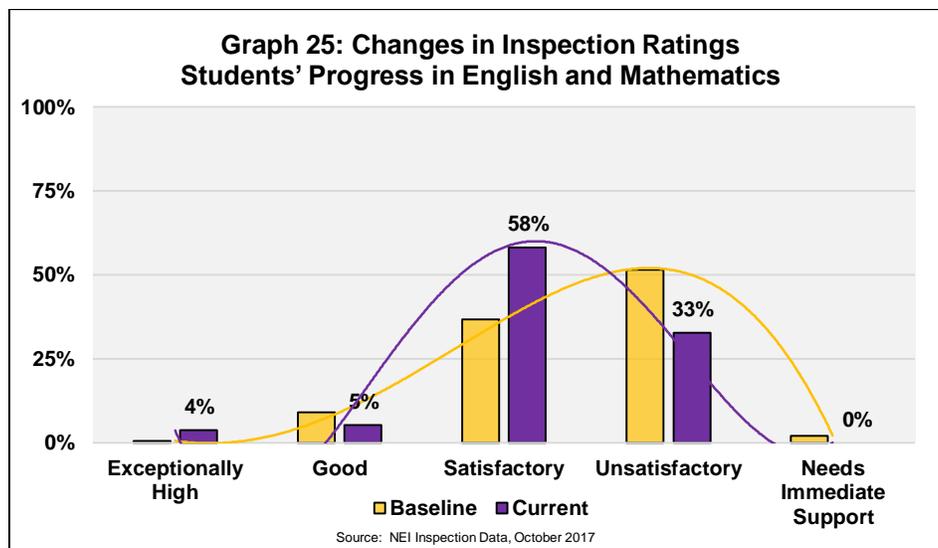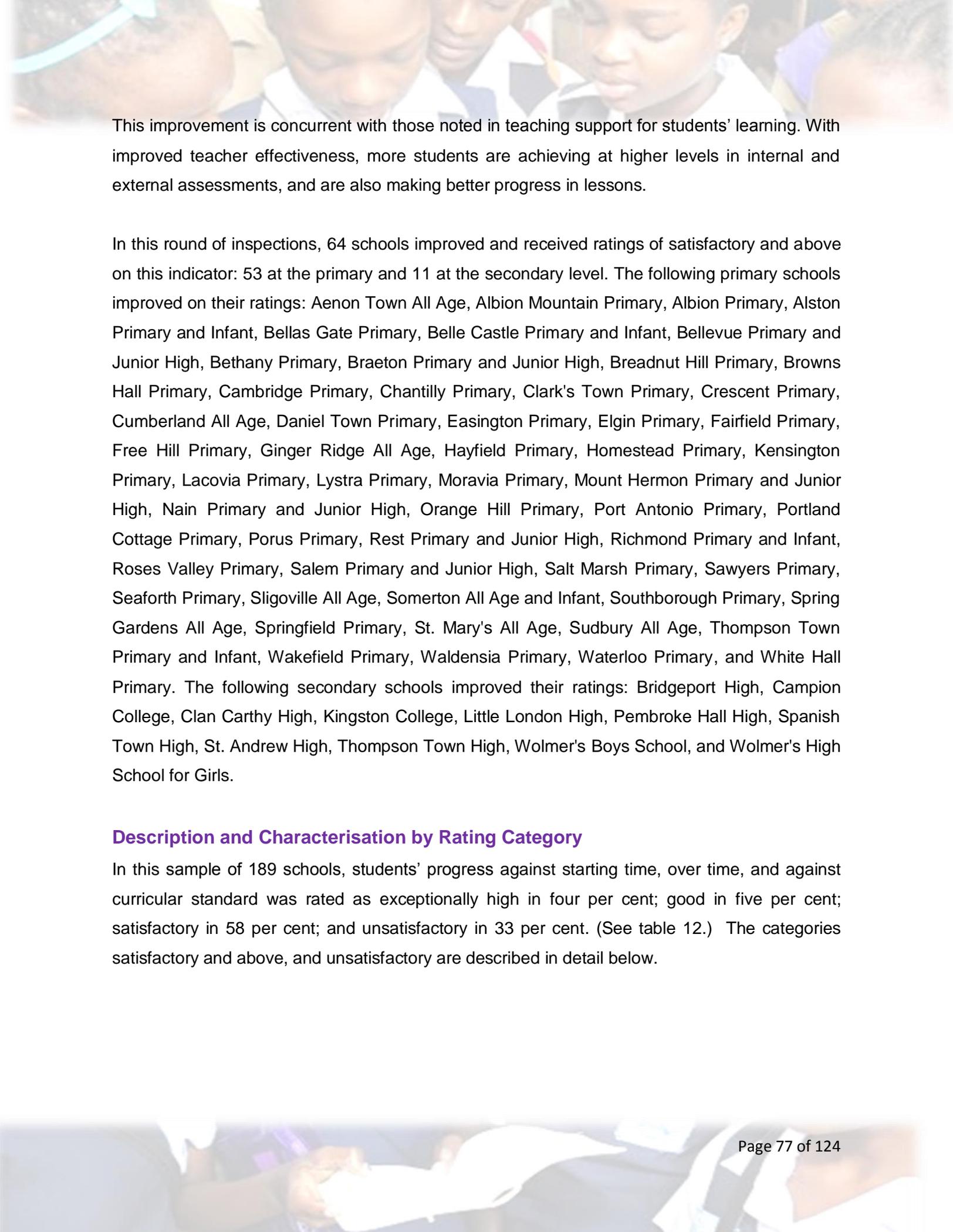
This improvement is concurrent with those noted in teaching support for students' learning. With improved teacher effectiveness, more students are achieving at higher levels in internal and external assessments, and are also making better progress in lessons.

In this round of inspections, 64 schools improved and received ratings of satisfactory and above on this indicator: 53 at the primary and 11 at the secondary level. The following primary schools improved on their ratings: Aenon Town All Age, Albion Mountain Primary, Albion Primary, Alston Primary and Infant, Bellas Gate Primary, Belle Castle Primary and Infant, Bellevue Primary and Junior High, Bethany Primary, Braeton Primary and Junior High, Breadnut Hill Primary, Browns Hall Primary, Cambridge Primary, Chantilly Primary, Clark's Town Primary, Crescent Primary, Cumberland All Age, Daniel Town Primary, Easington Primary, Elgin Primary, Fairfield Primary, Free Hill Primary, Ginger Ridge All Age, Hayfield Primary, Homestead Primary, Kensington Primary, Lacovia Primary, Lystra Primary, Moravia Primary, Mount Hermon Primary and Junior High, Nain Primary and Junior High, Orange Hill Primary, Port Antonio Primary, Portland Cottage Primary, Porus Primary, Rest Primary and Junior High, Richmond Primary and Infant, Roses Valley Primary, Salem Primary and Junior High, Salt Marsh Primary, Sawyers Primary, Seaforth Primary, Sligoville All Age, Somerton All Age and Infant, Southborough Primary, Spring Gardens All Age, Springfield Primary, St. Mary's All Age, Sudbury All Age, Thompson Town Primary and Infant, Wakefield Primary, Waldensia Primary, Waterloo Primary, and White Hall Primary. The following secondary schools improved their ratings: Bridgeport High, Campion College, Clan Carthy High, Kingston College, Little London High, Pembroke Hall High, Spanish Town High, St. Andrew High, Thompson Town High, Wolmer's Boys School, and Wolmer's High School for Girls.

Description and Characterisation by Rating Category

In this sample of 189 schools, students' progress against starting time, over time, and against curricular standard was rated as exceptionally high in four per cent; good in five per cent; satisfactory in 58 per cent; and unsatisfactory in 33 per cent. (See table 12.) The categories satisfactory and above, and unsatisfactory are described in detail below.

Table 12: Inspection Ratings for Students' Progress in English and Mathematics

Inspection Ratings	Number of Schools	Percentage (%)
Exceptionally High	7	4
Good	10	5
Satisfactory	110	58
Unsatisfactory	62	33
Needs Immediate Support	0	0
GRAND TOTAL	189	100

Source: NEI Inspection Data, October 2017

Satisfactory and Above

In this second round of cycle 2 inspections, the best cases of students' progress were found in 17 schools. In these effective schools, the school made steady progress over time and students made very good progress against English and mathematics curricular standards. (See table 13)

Progress Against Starting Points and Over Time

Many of the schools with improved ratings in progress also made improvements in national assessments over time. At the primary level, there were significant improvements, particularly in the Grade 4 national assessments, with some schools improving their literacy and numeracy levels over the 2012 to 2016 period. For example, Portland Cottage Primary recorded a 45 percentage point increase in literacy rates from 48 per cent in 2012 to 93 per cent in 2016. The GSAT results reflected a similar trend with significant progress recorded in a few schools. Cascade Primary and Junior High, for example, recorded a 34 percentage point increase in their average score in GSAT language arts; moving from 60 per cent in 2012 to 94 per cent in 2016. In the GSAT communication tasks, Braeton Primary and Junior High recorded a 13 percentage point increase in their average score; moving from 62 per cent in 2012 to 75 per cent in 2016.

At the secondary level, some schools improved their outcomes in national assessments at the CSEC levels while at the same time increasing students' participation rates. Bridgeport High recorded an increase in English pass rates of 28 percentage points; the pass rate increased from 45 per cent in 2012 to 74 per cent in 2017. In mathematics, Port Antonio High improved by 25 percentage points, moving from 23 per cent in 2012 to 48 per cent in 2017. In that same time period, Brimmer Vale High went from a pass rate of 22 per cent to 57 per cent, and Islington High increased its pass rate from 1 per cent to 37 per cent.
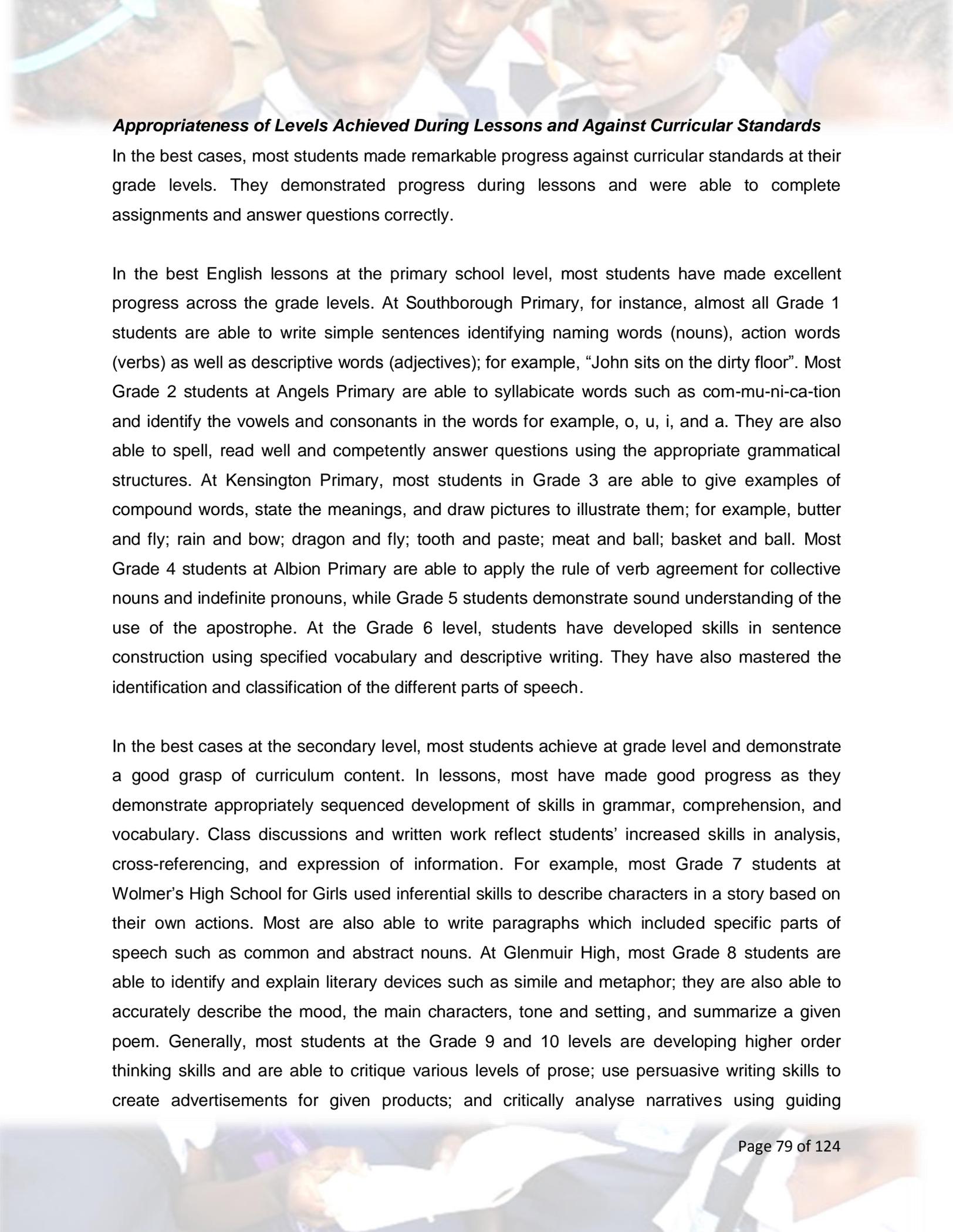
Appropriateness of Levels Achieved During Lessons and Against Curricular Standards

In the best cases, most students made remarkable progress against curricular standards at their grade levels. They demonstrated progress during lessons and were able to complete assignments and answer questions correctly.

In the best English lessons at the primary school level, most students have made excellent progress across the grade levels. At Southborough Primary, for instance, almost all Grade 1 students are able to write simple sentences identifying naming words (nouns), action words (verbs) as well as descriptive words (adjectives); for example, "John sits on the dirty floor". Most Grade 2 students at Angels Primary are able to syllabicate words such as com-mu-ni-ca-tion and identify the vowels and consonants in the words for example, o, u, i, and a. They are also able to spell, read well and competently answer questions using the appropriate grammatical structures. At Kensington Primary, most students in Grade 3 are able to give examples of compound words, state the meanings, and draw pictures to illustrate them; for example, butter and fly; rain and bow; dragon and fly; tooth and paste; meat and ball; basket and ball. Most Grade 4 students at Albion Primary are able to apply the rule of verb agreement for collective nouns and indefinite pronouns, while Grade 5 students demonstrate sound understanding of the use of the apostrophe. At the Grade 6 level, students have developed skills in sentence construction using specified vocabulary and descriptive writing. They have also mastered the identification and classification of the different parts of speech.

In the best cases at the secondary level, most students achieve at grade level and demonstrate a good grasp of curriculum content. In lessons, most have made good progress as they demonstrate appropriately sequenced development of skills in grammar, comprehension, and vocabulary. Class discussions and written work reflect students' increased skills in analysis, cross-referencing, and expression of information. For example, most Grade 7 students at Wolmer's High School for Girls used inferential skills to describe characters in a story based on their own actions. Most are also able to write paragraphs which included specific parts of speech such as common and abstract nouns. At Glenmuir High, most Grade 8 students are able to identify and explain literary devices such as simile and metaphor; they are also able to accurately describe the mood, the main characters, tone and setting, and summarize a given poem. Generally, most students at the Grade 9 and 10 levels are developing higher order thinking skills and are able to critique various levels of prose; use persuasive writing skills to create advertisements for given products; and critically analyse narratives using guiding

questions. By Grade 11, most students have mastered analytical, evaluative, and other literary tools in readiness for their exit examinations.

In the best mathematics lessons in the primary schools, most students demonstrate a good grasp of the various concepts ranging from numbers to factors, fractions, statistics, and word problems. Observations of lessons revealed that the foundation was being laid for mastery of higher level skills in mathematics; and in most instances the topic and content were appropriate for the grade level. Most Grade 1 students at Kensington Primary, for instance, are able to count from 1 to 10 in Spanish, and are able to identify single and two-digit numbers such as 7, 23, and 33. They understand the concept of 'less than' and 'greater than', and given two numbers, are able to accurately indicate which is greater. At Angels Primary, most students in Grade 2 are able to accurately complete subtraction activities using renaming/regrouping of tens and ones and using the correct procedure of presenting value; for example, 4 tens 3 ones minus 9 ones = 3 tens and 4 ones. Most Grade 3 students at Southborough Primary are able to differentiate between the line and line segment; are able to identify different polygons; and use line segments to create different polygons. Most Grade 4 students have mastered skills in solving simple word problems; collecting and presenting data on bar graphs; identifying polygons based on the number of sides; and manipulating various forms of fractions. Most Grade 5 and 6 students are applying concepts learnt in solving word problems, and are fairly comfortable manipulating statistical data, ratios, whole numbers, decimals, fractions, and percentages.

In the best cases at the secondary level, most students have made good progress as evidenced by their reasoning and problem-solving abilities as well as the ease with which they grasp complex concepts. Most Grade 7 students at Campion College, Glenmuir High, and Immaculate Conception High are able to apply mathematical rules to complete simple operations involving algebra. At Wolmer's High School for Girls and St Andrew High, most students in Grade 8 are able to solve simple linear equations and inequations using both the balancing and transposition methods. At Wolmer's Boys' and Holy Childhood High, most students in Grade 8 demonstrated an understanding of sets and were able to solve related problems. By Grade 9 and 10, many students in these schools are generally able to confidently tackle more complex algebraic problems involving factorization and simplification. Most Grade 11 students demonstrate the appropriate skills such as graphing, geometric transformation and construction, and manipulation of statistical data in preparation for external assessments. Notably, in schools such as St Andrew High and Kingston College, many Grade 10 and 11 students are taking the

subject additional mathematics, which is more advanced and prepares them for advanced proficiency examinations. These students are solving trigonometric equations and are confidently manipulating quadratic, exponential and logarithmic functions.

Table 13: Percentage of Schools Rated in Students' Progress in English and Mathematics

Inspection Ratings	Students' Progress in English	Progress in mathematics
Exceptionally High	4%	4%
Good	9%	5%
Satisfactory	62%	59%
Unsatisfactory	25%	32%
Needs Immediate Support	0%	0%
GRAND TOTAL	100%	100%

Source: NEI Inspection Data, October 2017

Unsatisfactory Progress

Unsatisfactory progress was evident in 62 of the schools inspected in this round. In these schools, teacher ineffectiveness, poor instructional leadership, and readiness levels of the intake students were contributing factors. Consequently, most students did not make adequate progress against curricular standards as learning took place at a slow pace.

At the primary level, most students in the lower school had poor reading, penmanship, and word attack skills. They also struggled with writing and manipulating double and triple digit numbers. Generally, in the upper grades, students were not appropriately challenged to develop skills in the use of capital letters and the use of context to meaningfully identify synonyms in order to build vocabulary. At the secondary levels, some students were placed on pathways designed to address their unique learning needs based on the Alternative Pathway to Secondary Education (APSE). And, in many instances, students in Pathways 2 and 3 made incremental progress from their starting points; some were able to move up from Pathway 3 to Pathway 2 and many Pathway 2 students advanced to Pathway 1. However, only some of these students made adequate progress in lessons. Weaknesses from the primary level continue to impact students' progress at the secondary level; this was evidenced by poor reading and writing skills in English and weak computational skills in mathematics.
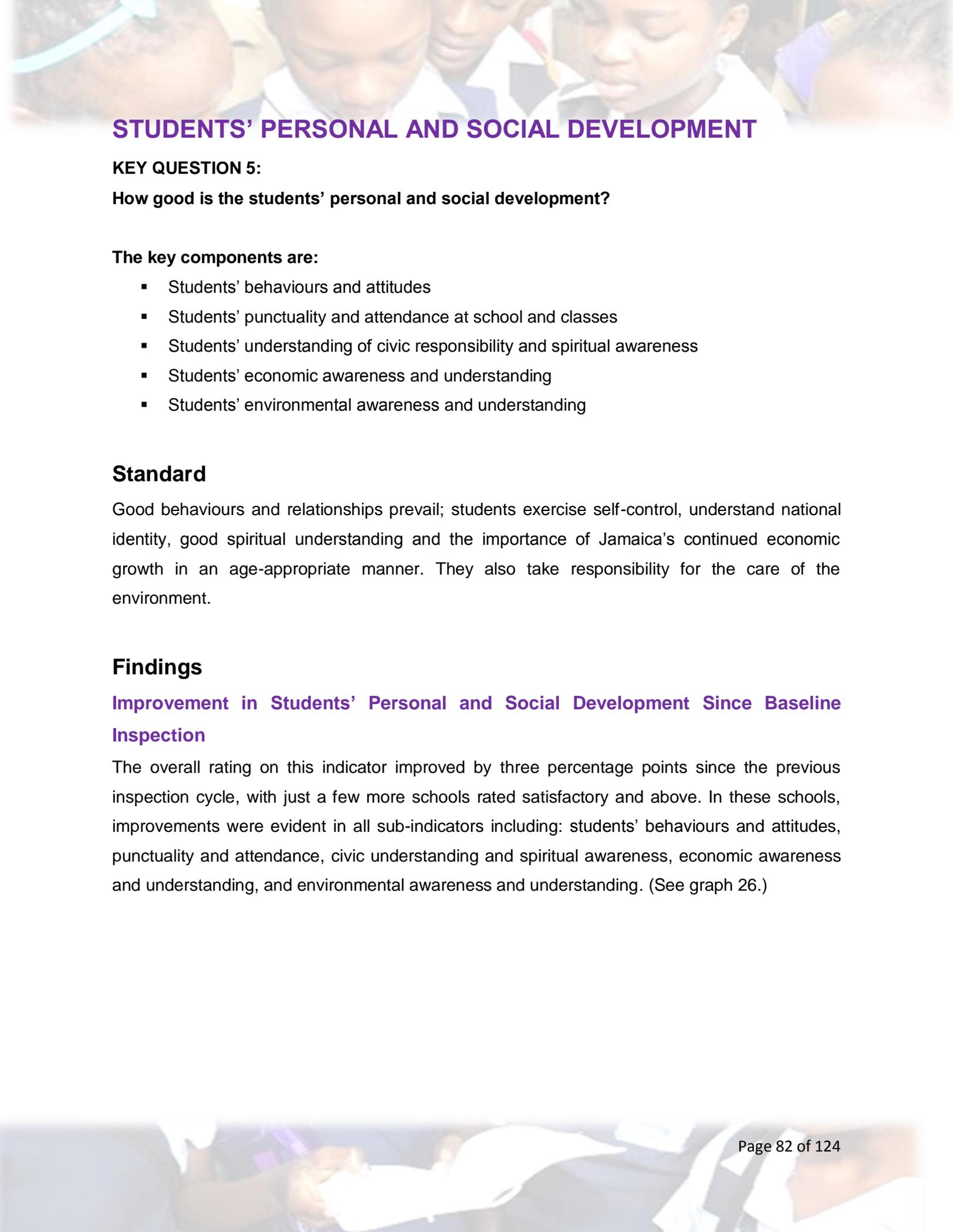
STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT

KEY QUESTION 5:

How good is the students' personal and social development?

The key components are:

- Students' behaviours and attitudes
- Students' punctuality and attendance at school and classes
- Students' understanding of civic responsibility and spiritual awareness
- Students' economic awareness and understanding
- Students' environmental awareness and understanding

Standard

Good behaviours and relationships prevail; students exercise self-control, understand national identity, good spiritual understanding and the importance of Jamaica's continued economic growth in an age-appropriate manner. They also take responsibility for the care of the environment.

Findings

Improvement in Students' Personal and Social Development Since Baseline Inspection

The overall rating on this indicator improved by three percentage points since the previous inspection cycle, with just a few more schools rated satisfactory and above. In these schools, improvements were evident in all sub-indicators including: students' behaviours and attitudes, punctuality and attendance, civic understanding and spiritual awareness, economic awareness and understanding, and environmental awareness and understanding. (See graph 26.)

**Graph 26: Changes in Inspection Ratings
Students' Personal and Social Development**

Source: NEI Inspection Data, October 2017
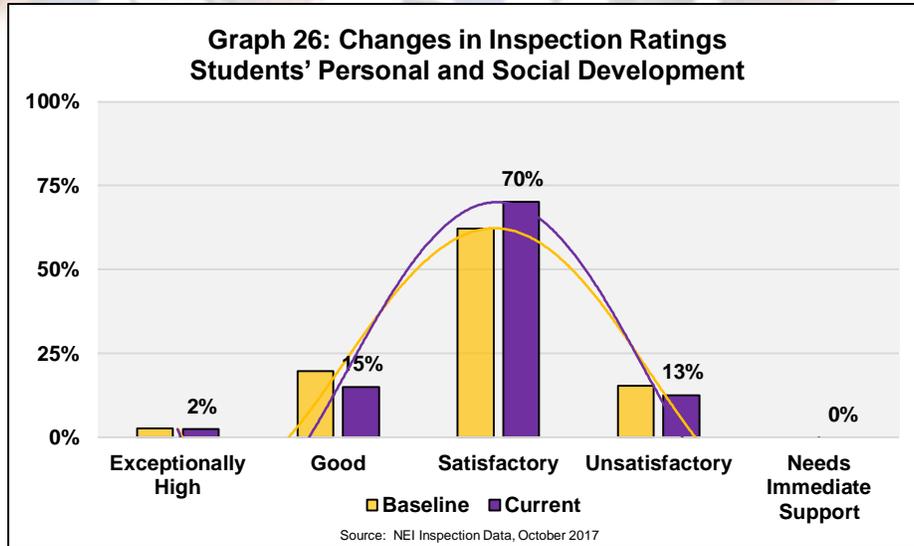
In this round of inspections, 31 schools – 24 at the primary and seven at the secondary level – received improved ratings from unsatisfactory to satisfactory and above on this indicator. These primary schools are: Aenon Town All Age, Bellas Gate Primary, Belle Castle Primary and Infant, Bellevue Primary and Junior High, Belmont Park Primary, Boundbrook Primary, Braeton Primary and Junior High, Browns Hall Primary, Garden Hill Primary, Good Hope Primary, Lacovia Primary, Nain Primary and Junior High, Orange Hill Primary, Spring Gardens All Age, St. Richard's Primary, and Sudbury All Age. Secondary schools in this category are: Campion College, Holy Childhood High, Little London High, Spanish Town High, and Thompson Town High.

Description and Characterisation by Rating Category

In this round, students' personal and social development was rated as exceptionally high in two per cent of the schools inspected; good in 15 per cent; satisfactory in 70 per cent; and unsatisfactory in 13 per cent. (See table 14.)

Table 14: Inspection Ratings for Students' Personal and Social Development

Inspection Ratings	Number of Schools	Percentage (%)
Exceptionally High	4	2
Good	25	15
Satisfactory	117	70
Unsatisfactory	21	13
Needs Immediate Support	0	0
GRAND TOTAL	167*	100

Source: NEI Inspection Data, October 2017

*Does not include twenty-two (22) thematic Inspections

Satisfactory and Above

In the schools inspected in this round, the best cases of personal and social development of students were found in 29 of the 167 schools receiving full or light touch inspections. In these effective schools, there were commendable characteristics related to students' behaviours and attitudes; punctuality at school and classes; understanding of civic responsibilities and spiritual awareness; economic awareness; and environmental awareness. (See table 15.)

Students' Behaviours and Attitudes

In the best cases in this round, students are well behaved and display positive work attitudes. They are prepared for lessons; listen keenly to their teachers; follow instructions; remain on task; and participate well in class discussions. Most demonstrate self-discipline and commitment to the learning process. Notably, in a Grade 1 class at Discovery Bay All Age, students were engaged in singing the ABC song and reading information from charts in their teacher's absence. Most complete required reading activities and exercise diligence toward their homework and assignments. Many of the students in these schools use Standard Jamaican English (SJE) in lessons and even at play. Most of them interact well with their peers; are respectful to adults, and are quite courteous in their interactions with teachers and ancillary workers.

Students' Punctuality and Attendance at School and Classes

In the effective schools in this round, students' attendance and punctuality are commendable. At Cascade Primary, the teachers noted that even when there is heavy rainfall the students attend school, although some may be late on those occasions. Transition between lessons is generally very smooth in primary schools, while in the high schools, there is good monitoring of the

transition between sessions, thus limiting the amount of time students take to move between lessons and to resume lessons after lunch. At Lyssons Primary, for instance, different activities are used to mentally prepare students for the new task at hand; Highgate Primary and Junior High has instituted a daily exercise involving the formation of lines in preparation for movement from one location to the next so as to maintain order during these transition periods. Other effective strategies have been implemented by many of these high schools to reduce loitering as students move from one lesson to the next. For example, corridor passes are used to monitor students' movements and daily report forms are in place to capture truancy at Little London High. Similarly, at Clan Carty High, a 'loiter log' is maintained to document and monitor students who are habitually slow in returning to their lessons. After break periods, more schools are making deliberate attempts to ensure that students return quickly to their classrooms, and with good effect. Notably, students at Bellas Gate Primary and Lyssons Primary quickly left whatever they were doing at the sound of the bell, to form lines at their classroom doors for prayers and admission to class by their teachers.

Students' Understanding of Civic Responsibility and Spiritual Awareness

Generally, most students in schools rated satisfactory and above in this round, have a good sense of their cultural heritage and have a general awareness of other cultures in the Caribbean. Most students in these schools are aware of Jamaica's history and how slavery impacted the mix of cultures the country enjoys. They are proud of shared practices throughout the region; for example, reggae music, food, clothes, and festivals. They are also able to provide rich descriptions of Carnival in Trinidad, Johnkunoo in Bahamas, and Crop Over in Barbados. Most are generally aware of our national celebrations such as Emancipation and Independence; they demonstrate an appreciation of the meaning of these celebrations in terms of our national self-determination. They are able to express their understanding that these celebrations play an important role in maintaining an awareness of our history among our young people. In addition, they can explain that our National Symbols and Heroes are a part of our 'Jamaican-ness', which relate to the important aspects of our life, and celebrate the resilience of our ancestors. At New Green Primary, a Culture Club was instituted specifically to raise the awareness of our culture and to instil civic pride and to enhance the leadership qualities of students. The effective schools in this round generally have a Christian ethos and in many primary schools prayers are said at the start and end of the day, as well as at lunch time. At Campion College, daily devotions are held and led by teachers; and a subject called Christian Living, which emphasizes an active life of service to country and society, is timetabled across

grades. Most students attend church regularly which further heightens their spiritual awareness. Most of the students also demonstrate an awareness of different religious groups such as Hindus and Jews, and are able to state the significance of Christian festivals such as Christmas and Easter.

Students' Economic Awareness and Understanding

In the schools deemed effective in this round, students' understanding of economic matters is bolstered by both the curricular and extra-curricular programmes of the school. For instance, at Kingston College, the students pursued subjects such as geography, social studies, principles of accounts, and principle of business, which contribute to their awareness and understanding of Jamaica's economic progress and importance locally and globally. In addition, through their clubs and societies students have opportunities to participate in seminars and projects that allow them to consider real-life situations. Most of these students shared informed opinions regarding some of the economic practices in the country. For instance, some students from Immaculate Conception High took issue with the government's recent decision to spend millions of dollars to host a parade for our athletes and debated the pros and cons of the new Tax Alleviation Plan. They argued that programmes such as PATH, although well intentioned, are subject to a high level of abuse and are a financial drain on the tax payers. Many students at Little London High demonstrated an understanding of *Pay As You Earn* (PAYE) and knew that the National Insurance Scheme (NIS) and Education Tax are examples of taxes that are deducted each time salaries are paid to an employee. They were articulate in their discussion of the recent tax plan; the raising of the retirement age from 60 to 65 years; and the five per cent contribution that public sector workers are expected to make towards their pension.

In the primary schools, many students demonstrate age-appropriate understanding of economic activities in other countries. For instance, some students at Boundbrook Primary were aware that spices are important to Grenada's economy, and could conclude the economic status of countries such as Britain and China to be good. Notably, at Lyssons Primary, some students practise thrift and save from their lunch money for special events. They are aware that their parents and other community workers earn money which they use to pay bills, buy food, and send their children to school. They are also aware of ways to conserve energy in order to save money, including watching less TV, seeking other recreational activities, such as playing outside; using less air conditioning; and unplugging electronic devices and appliances. These students also explained that there is a gain to re-using or re-cycling items, and that we can save

energy on an even larger scale by investing in renewable sources of energy, including hydro-electricity.

Students' Environmental Awareness and Understanding

Through lessons and co-curricular involvement, students in these effective schools have gained an appreciation for the close link between the general state of our society and our care of the environment. Most students at Immaculate Conception High, for example, believe that Jamaica should adopt best practices from countries such as Singapore, and enforce penalties for acts of environmental abuse such as improper disposal of garbage, deforestation and pollution. They also understand that everyone has a role to play in preserving the earth and its resources. At the primary school level, most students demonstrate age-appropriate awareness of local and global environmental issues and shared informed opinions about ways to address them. Students at Belmont Park Primary demonstrated an awareness of the harmful effects of littering, water pollution, soil erosion, and destruction of marine life. To positively impact this issue, they suggested increased public education campaigns, enforcement of laws, replanting trees and vegetation, as well as more marine and border patrols. Similarly, some students from Boundbrook Primary described the effect of burning on the ozone layer, which shields the Earth from ultraviolet rays. They explained that the depletion of the ozone layer contributed to global warming. To their credit, schools have instituted effective programmes to further enhance students' environmental awareness. For example, at Kingston College, students who have been appointed environmental wardens take their jobs seriously, giving that extra eye to ensure that proper garbage disposal is observed; students in the Environmental Club at Clark's Town Primary participated in World Coastal Clean-Up Day activities and some are designated environmental wardens; upper school students at Flankers Primary and Junior High participated in peace walks and clean-up activities in their communities; students at Ascot High participated in a recycling project at the school sponsored by the Environmental Club and the prefect body. Notably, some students at William Knibb Memorial High are environmental advocates and attend community meetings to raise consciousness on the dangers of littering and the need for recycling.

Table 15: Percentage of Schools Rated in Key Components of Students' Personal and Social Development

Inspection Ratings	Students' attitudes and behaviours	Students' punctuality and attendance	Students' understanding of civic responsibility and spiritual awareness	Students' economic awareness and understanding	Students' environmental awareness and understanding
Exceptionally High	3%	1%	3%	2%	4%
Good	37%	16%	39%	16%	27%
Satisfactory	50%	49%	57%	73%	66%
Unsatisfactory	10%	32%	1%	9%	3%
Needs Immediate Support	0%	2%	0%	0%	0%
GRAND TOTAL	**100%**	**100%**	**100%**	**100%**	**100%**

Source: NEI Inspection Data, October 2017

Unsatisfactory Students' Personal and Social Development

Students' personal and social development was rated unsatisfactory in 21 of the 167 schools receiving a full or light touch inspection in this round. Notably, even in schools rated unsatisfactory overall, students demonstrated satisfactory awareness on environment, cultural, and economic issues. However, some students in these ineffective schools were observed littering the compound and many of these schools were defaced by graffiti. The main challenges observed were related to students' behaviours and attitudes, and attendance and punctuality.

Poor behaviours and attitudes

Many of the students in schools rated unsatisfactory in this round displayed unacceptable behaviours during lessons which diminished the quality of the learning experience. Many students did not demonstrate an interest in the lessons; they were observed making sudden outbursts, chatting excessively, shouting across the class, and playing with their cell phones. Many of them displayed aggressive behaviours towards their peers by hitting and shoving, while others were disrespectful to their teachers. Many students in these schools loitered around the school campus and engaged in idle and boisterous conversations. The use of indecent language was quite noticeable among students in some of these schools. Furthermore, some students showed little or no self-discipline; they took a long time to settle down after lunch and break sessions; students were even seen going to purchase items from the vendors nearby after the bell was rung for the resumption of lessons. In a few of the schools rated unsatisfactory in this round, students were involved in gang activities which sometimes involved

members of the community; a few of these students would leave the school compound to purchase marijuana.

Poor attendance and punctuality

In many of the schools rated unsatisfactory in this round, there was a high level of absenteeism due largely to the lack of financial support from parents. This was compounded by transportation problems in some schools brought on by the poor road conditions. In these schools, transition time was observed to be very lengthy as students responded slowly to the bell, thereby returning to classes late after lunch and also when transitioning from physical education and other specialist classes. Of note, in a few schools, a few students explained that they were deliberately late in an attempt to avoid the long devotions and certain classes.

Students at Williams Knibb High School in Falmouth, Trelawny

Photo Credit: www.livingoceansfoundation.org

USE OF HUMAN AND MATERIAL RESOURCES

KEY QUESTION 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?

The key components are

- Quality and quantity of human resources
- Use of human resources
- Quality and quantity of material resources
- Use of material resources

Standard

The school has a sufficiency of qualified and knowledgeable teaching and support staff which is appropriately trained and deployed to deliver and support the delivery of the curriculum. This cadre of competent staff is buttressed by sufficient support materials and a school plant that adequately houses students and staff.

Findings

Improvement in the Use of Human and Material Resources Since Baseline Inspection

The overall rating on this indicator improved by 14 percentage points since the previous inspection cycle with more schools rated satisfactory and above in this category. In these schools, improvements were evident in all sub-indicators: the quality of human resources; the use of human resources; the quality and quantity of material resources; and use of material resources. (See graph 27.)
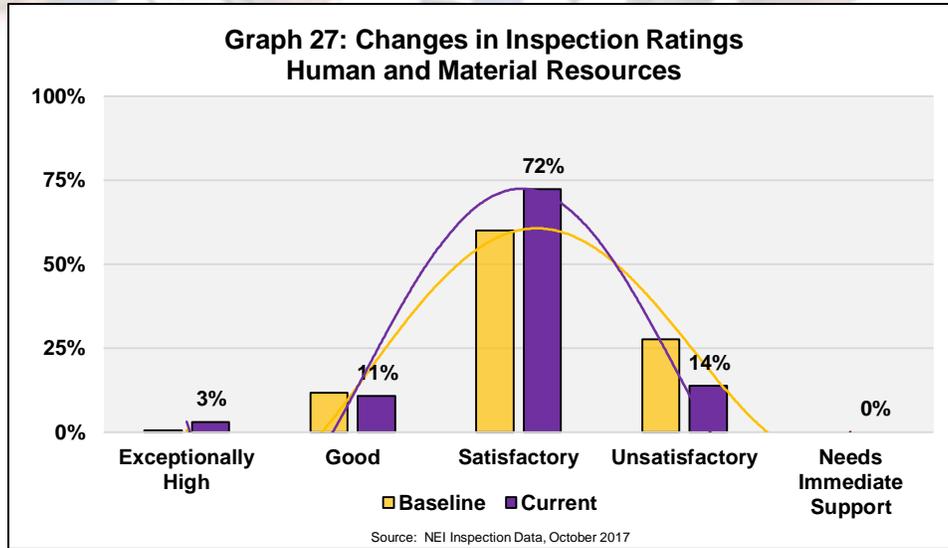
Graph 27: Changes in Inspection Ratings Human and Material Resources

Source: NEI Inspection Data, October 2017

Source: NEI Inspection Data, October 2017

In this round of inspections, 50 schools – 38 at the primary and 12 at the secondary level, received improved ratings, from unsatisfactory to satisfactory and above on this indicator. The primary schools that improved were: Aenon Town All Age, Albion Primary, Angels Primary, Belle Castle Primary and Infant, Bellevue Primary and Junior High, Braeton Primary and Junior High, Clark's Town Primary, Crescent Primary, Cumberland All Age, Daniel Town Primary, Easington Primary, Elgin Primary, Free Hill Primary, Good Hope Primary, Highgate Primary and Junior High, Lacovia Primary, Nain Primary and Junior High, New Green Primary, Portland Cottage Primary, Ritchies Primary, Roses Valley Primary, Shirley Castle Primary, Siloah Primary, Sligoville All Age, Southborough Primary, St. Richard's Primary, and Thompson Town Primary and Infant. The secondary schools were: Campion College, Glenmuir High, Kingston College, Seaforth High, Spanish Town High, St. Andrew High, and Wolmer's High School for Girls.

Description and Characterisation by Rating Category

In this round, the use of human and material resources to support students' learning was rated as exceptionally high in three per cent of the schools; good in 11 per cent; satisfactory in 72 per cent; and unsatisfactory in 14 per cent. (See table 16.)

Table 16: Inspection Ratings for Use of Human and Material Resources

Inspection Ratings	Number of Schools	Percentage (%)
Exceptionally High	5	3
Good	18	11
Satisfactory	121	72
Unsatisfactory	23	14
Needs Immediate Support		0
GRAND TOTAL	167*	100

Source: NEI Inspection Data, October 2017

*Does not include twenty-two (22) thematic Inspections

Satisfactory and Above

In the schools inspected in this round, the best cases of effective use of human and material resources were found in 23 of the 167 schools receiving a full or light touch inspection. There were commendable features noted for all the sub-indicators in this category, as described below. (See table 17)

Quality and Quantity of Human Resources

The academic, administrative, and auxiliary staffs are of very high standards. In the very best schools, there is an even balance between younger and more experienced teachers and the attrition rate is low, with most of the academic staff being employed for over five years. This is particularly evident in schools such as Bridgeport High and Lyssons Primary where teachers have been employed to the school for over 20 years, thus contributing to the sustained development of the school. Importantly, in these schools, all the teachers are supported through professional development activities and mentorship programmes for new teachers. At Immaculate Conception High, for instance, new teachers are supported through a mentorship programme where each is paired to an existing teacher for guidance and direction based on needs identified. At Campion College and Kensington Primary, the new teachers are placed into a mentor-mentee relationship with their more experienced colleagues in order to enhance their pedagogical skills. In the very best cases, the members of the support staff participate in regular development and training sessions; for example, customer service and professionalism in the work place at Southborough Primary; grooming and presentation at Cascade Primary; and health issues and financial management at Immaculate Conception High. One notable example

was observed at Little London High where the administrative staff was trained in Payroll Management, and an in-house Food Handlers clinic was held for the ancillary staff.

Use of Human Resources

In schools rated satisfactory and above in this round, the rate of staff attendance is good; persistent and unexplained absences are rare; most teachers are punctual to school and lessons. Innovations noted in this sub-indicator relate to the way in which the staff is deployed to ensure smooth operations of the school, especially in cases where staff members are unavoidably absent. At Campion College, members of the administrative staff are appropriately deployed to make a positive contribution to teaching and learning. Specifically, the bursary's staff teaches certain topics in mathematics and business, while the system administrators substitute in the rare cases of teacher absences. At the multi-grade school Waldensia Primary, the School Safety Officer (SSO), in addition to his core duties, ably assists with the teaching of Spanish, and sometimes with other teaching responsibilities when students are not at play.

Quality and Quantity of Material Resources

In schools rated satisfactory and above on this indicator in this round, there are fairly good material resources to enhance the quality of students' learning experiences. School grounds are well-maintained and in excellent condition. The premises are generally aesthetically pleasant as the grounds are beautified with flowering plants, shrubs and grass. Walls are clean and free from graffiti; classrooms are spacious and well ventilated with adequate furniture for teachers and students; ceiling and wall fans are available to assist with cooling; there are sufficient cupboards for storage; the halls and corridors are clean; and the schools are litter-free. At schools such as Campion College and Holy Childhood High, seating areas are strategically located around the grounds with beautifully maintained green spaces to accommodate students' unsupervised activities and lunch. In the very best schools, there are amenities such as playfields, lunch rooms, swimming pools, and auditoriums; there are specialist areas including libraries, laboratories, industrial arts rooms, SMART rooms, computer labs, and resource rooms. Notably, Elgin Primary, a small remote rural school is relatively well-stocked with resources for teaching and learning. The school owns two multi-media projectors, two photocopiers, a DVD player, 13 functional desktop computers, a laptop, a flat screen television, and a laminating machine. There is also a Mobile Digicel cart library, and a host of manipulatives for mathematics such as base ten rods, centimetre cubes, geometric shapes, and solids.

Use of Material Resources

 In the schools rated satisfactory and above in this round, available rooms and learning resources are utilized to provide opportunities to enhance students' learning and personal development. In many of these schools, the walls of buildings are used to display curriculum-related murals such as science diagrams; and signs posted around the grounds are written in both English and Spanish, as observed at Mico Practising Primary and Junior High. At Boundbrook Primary, notice boards display information that tracks students' progress; lists the names of high achievers; and promotes earthquake awareness. Notably, at William Knibb Memorial High, teachers coordinate, and sometimes switch classrooms to facilitate the use of Information and Communication Technology (ICT) equipment. Some teachers download materials from secure sites on the Internet and provide hand-outs to supplement students' lesson materials, while others encourage the use of indigenous materials such as recycled plastic and paper in lessons. More schools are now using available land space for farming activities that not only develop and reinforce concepts taught in lessons, but also contribute to the school's economic activities. At schools such as Highgate Primary and Junior High, Askenish Primary and Junior High, and Aenon Town All Age, the farms are used to rear poultry and plant crops which supply the canteen, and are sold to teachers and community members, thereby creating an income stream.

Table 17: Percentage of Schools Rated in Key Components of Use of Human and Material Resources

Inspection Ratings	The quality of human resources	The use of human resources	The quality and quantity of material resources	The use of material resources
Exceptionally High	3%	2%	3%	2%
Good	25%	21%	14%	17%
Satisfactory	69%	65%	68%	73%
Unsatisfactory	3%	12%	15%	8%
Needs Immediate Support	0%	0%	0%	0%
GRAND TOTAL	**100%**	**100%**	**100%**	**100%**

Source: NEI Inspection Data, October 2017

Unsatisfactory Use of Human and Material Resources

Unsatisfactory use of human and material resources was evident in 23 of the 167 schools receiving a full or light touch inspection in this round. These schools shared similar characteristics. In most of them, teachers were adequately qualified and certified in education or

related areas, but in many cases they were not effectively deployed to maximize students' learning. In some of these schools, substitution systems were in place but not effectively executed; and many staff members often arrived late for school, and especially for lessons which negatively impacted teaching and learning. Also, the focus of some professional development sessions was not relevant to the needs of the teachers, and information garnered from MoEYI-facilitated sessions were not effectively implemented to improve teaching and learning overall. In most cases, there were not enough resources to support teaching and learning; laboratories and specialist rooms were under-resourced and were not adequately maintained; and much of the equipment was obsolete or in urgent need of repairs. In addition, in these schools, learning resources were not always effectively integrated in lesson delivery and cross curricular integration was not fully developed.

Students at Southborough Primary School in Portmore, St. Catherine

Photo credit: www.southboroughprimary.com
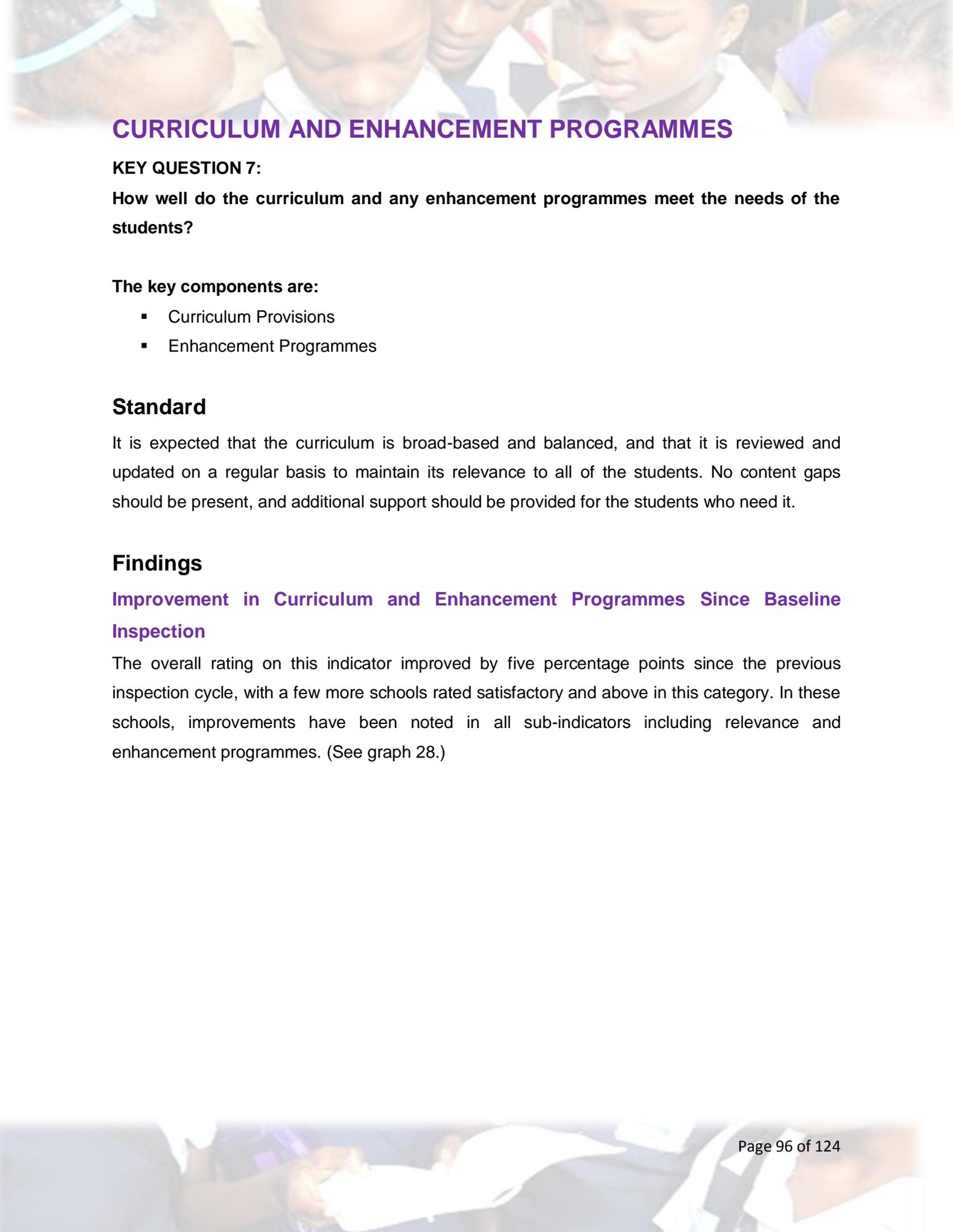
CURRICULUM AND ENHANCEMENT PROGRAMMES

KEY QUESTION 7:

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

The key components are:
- Curriculum Provisions
- Enhancement Programmes

Standard

It is expected that the curriculum is broad-based and balanced, and that it is reviewed and updated on a regular basis to maintain its relevance to all of the students. No content gaps should be present, and additional support should be provided for the students who need it.

Findings

Improvement in Curriculum and Enhancement Programmes Since Baseline Inspection

The overall rating on this indicator improved by five percentage points since the previous inspection cycle, with a few more schools rated satisfactory and above in this category. In these schools, improvements have been noted in all sub-indicators including relevance and enhancement programmes. (See graph 28.)

Graph 28: Changes in Inspection Ratings Curriculum and Enhancement Programmes

Source: NEI Inspection Data, October 2017
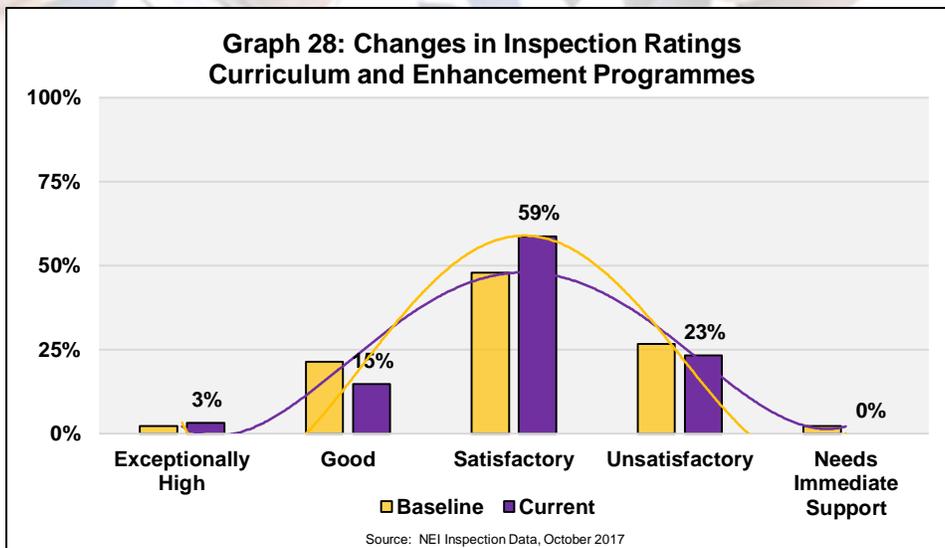
Source: NEI Inspection Data, October 2017

In this round of inspections, 53 schools – 42 at the primary level and 11 at the secondary level, received improved ratings from unsatisfactory to satisfactory and above on this indicator. The following primary schools were in this category: Albion Primary, Belle Castle Primary and Infant, Bellevue Primary and Junior High, Belmont Park Primary, Bethany Primary, Braeton Primary & Junior High, Breadnut Hill Primary, Coffee Piece Primary, Crescent Primary, Cumberland All Age, Daniel Town Primary, Easington Primary, Elderslie Primary and Junior High, Elgin Primary, Epworth Primary, Free Hill Primary, Garden Hill Primary, Gregory Park Primary, Homestead Primary, Kensington Primary, Lime Tree Gardens Primary and Infant, Mount Hermon Primary and Junior High, Nain Primary and Junior High, Orange Hill Primary, Port Henderson Primary, Porus Primary, Richmond Primary and Infant, Ritchies Primary, Roses Valley Primary, Sawyers Primary, Siloah Primary, Southborough Primary, Spring Garden Primary and Infant, Spring Gardens All Age, Springfield Primary, St. Mary's All Age, St. Richard's Primary, Troja Primary and Junior High, Waldensia Primary, and Waterloo Primary. The schools at the secondary level were: Holy Childhood High, Seaforth High, Spanish Town High, St. Andrew High, and Wolmer's Boys School.

Description and Characterisation by Rating Category

In this round comprising 189 schools, curriculum and enhancement programmes to enrich students' learning were rated as exceptionally high in three per cent; good in 15 per cent; satisfactory in 59 per cent; and unsatisfactory in 23 per cent. (See table 18)

Table 18: Inspection Ratings for Curriculum and Enhancement Programmes

Inspection Ratings	Number of Schools	Percentage (%)
Exceptionally High	6	3
Good	28	15
Satisfactory	111	**59**
Unsatisfactory	44	**23**
Needs Immediate Support	0	0
GRAND TOTAL	189	100

Source: NEI Inspection Data, October 2017

Satisfactory and Above

For the schools rated satisfactory and above in this round, of the 189 schools inspected, the best cases of curriculum and enhancement programmes were found in 34 schools. The curricula implemented were highly relevant and met the needs of the diverse student population. Innovative intervention programmes were implemented, and the enhancement programmes enabled students to learn life lessons both inside and outside of the walls of the classrooms.

Curriculum Provisions

In these schools, the way the curriculum was organized and implemented, the quality of the adaptations and modifications, the balance, continuity, coverage and progression of curriculum concepts were all noteworthy. There is much evidence to suggest that these schools are making good provision to meet the needs of the entire student population.

Review and adaption of the curriculum

School leaders organize the curriculum through regularly held meetings with members of the academic staff. These common planning sessions allow for teacher collaboration, sharing of best practices, and meaningful discussions regarding students' progress and learning styles. At Campion College, for example, teachers engage in deliberate planning based on the analysis of assessment data. Students' profiles are analyzed to examine trends, and modifications are made at the department level. At Discovery Bay All Age and the Troja Primary and Junior High, the common planning time is used to examine data, share best practices, and plan interventions designed to maximize students' potential at each grade level. At Cumberland Primary, one teacher is designated the Common Planning Monitor and tasked with ensuring the achievement of lesson objectives. At Rest Primary and Junior High, the Principal is integrally involved in these planning sessions; she conducts research and prepares hand-outs for teachers to support

their professional development. In the very best cases, there are functioning Curriculum Implementation Teams (CITs) which are responsible for reviewing and monitoring the curriculum and making adjustments to ensure that it addresses the needs of all students. These teams ensure that the curriculum is appropriately delivered; review the curriculum to inform deployment; adjust the timetable to accommodate certain curriculum topics as required; and plan professional development sessions to strengthen teachers' skills. The composition of these CITs varies across schools; for instance, at New Green and Broughton Primary, the CIT comprises the Principal, Vice Principal, a senior teacher, a classroom teacher, a parent, and a member of the community. Notably, at Elderslie Primary and Junior High, parents have been integrated into the curriculum implementation processes and are represented on the CIT. Other schools with functioning CITs include Ramble and Priory Primary. In many of the schools rated satisfactory and above, the CIT has been established though not operationalized. Notwithstanding, regular review of the curriculum is evident.

In schools rated satisfactory and above, the regular reviews and modifications of the curriculum during planning sessions assists in identification of any weaknesses. Weaknesses identified in the analysis of students' performance are discussed; changes implemented are evaluated; best practices shared; and strategies for effective lesson delivery and students' learning are selected. There is evidence that the modifications are based on systematic and sophisticated processes involving effective use of students' performance data. At St Andrew High, the curriculum is modified and adapted based on students' assessment data; for instance, data indicated that the GSAT students who entered the system have weak comprehension skills and experience challenges expressing themselves verbally and in writing. Consequently, strategies and activities have been introduced to target these weaknesses. At Nain Primary and Junior High, the curriculum has been sufficiently modified to suit students' needs, and the sequencing of some topics have been rearranged to better accommodate students' deficiencies. Specifically, there is an emphasis on ensuring that the weakest students in English receive more instructional time in this subject. On entry, all students sit a reading test; and students are grouped according to their reading levels and competence in mathematics. At Kensington Primary also, leaders have been responsive to the needs of the students and restructured programmes to address emerging weaknesses; for instance, the writing component of the language arts in Grade 1 has been strengthened in response to trends observed in the GSAT results where students were receiving just average scores in communication tasks.

In some of these schools, the curriculum offerings are modified to accommodate gifted students. At Campion College and Kingston College, for example, students are offered practical options, and fast-tracked to prepare them for their chosen careers. As a consequence, students in Grade 10 who intended to sit pure mathematics in sixth form are allowed to pursue additional mathematics in Grade 11 in preparation for the pure mathematics programme.

Breadth, balance, continuity and progression

In schools that are rated satisfactory and above, curricular materials generally reflect good balance, continuity, coverage, and progression. Good balance in curriculum offerings ensures that students are offered an appropriate range of subjects to enrich their learning experiences. For example, in addition to the core subjects, students are offered aesthetic subjects such as physical education, music, and creative expression. Similarly, the inclusion of civics, health and family life education, and Spanish promotes students' moral development and self-awareness. In the effective high schools, the leaders are incorporating more subjects to meet the needs and interests of the students. At Aabuthnott Gallimore High, for example, Grade 10 and 11 students are learning cosmetology through the NCTVET programme, and in addition to the many technical and vocational subjects offered at the school, efforts are now underway to offer courses in mixology, building construction, electrical engineering, crop production, and mechanical technology. Continuity and progression in curriculum concepts ensure students make appropriate and adequate progress both within and across grades. At Portland Cottage Primary, for instance, the lesson content is structured, and developed gradually from a lower to a higher level of difficulty. Notably, at Fairfield Primary, the curriculum is so structured that students are able to seamlessly transition from the school's infant department to the primary level. The curriculum used in the infant department focuses on letter sounds, phonics drills, blends and diagraphs, and comprehension skills. These are continued in the primary curriculum where teachers emphasize similar skills at progressively higher levels with greater focus on comprehension skills in the upper school.

Cross-curricular links

In general, schools rated satisfactory and above in this round have introduced innovative intervention programmes to improve students' performance overall. Most of these schools have instituted early work programmes to stimulate the slower learners; deliberately made links across the curricula; and implemented pull-out programmes based on analysis of students' assessment data. At New Green Primary, for instance, early morning lessons are held at all

grade levels from 7:15am until devotion time; the students are supervised by their teachers in the respective classes. These teachers write the work on the board overnight in the event that they are late in arriving at school the next morning. Also, at Elderslie Primary and Junior High, cross-curricular links are made during integrated studies lessons to reinforce literacy and numeracy concepts. The introduction of the Edusports curricula in some of these schools encourages physical activity while enhancing coordination and listening skills.

Literacy and numeracy interventions

The work being done in innovations in literacy and numeracy interventions deserves special attention. More school leaders have become more deliberate in their approach to the development of literacy and numeracy plans to guide the implementation of interventions. In the high schools, the interventions typically take the form of pull-outs or intensive support outside of school hours. Kingston College, for instance, has implemented intervention programmes that are designed to address students with special needs. Students who were failing or performing below average were placed in a special programme where they were tested in mathematics, reading, comprehension, and spelling. There is a homework programme to assist lower school students outside of regular class time while an online programme facilitates the revision of key topics for all grade levels. Notably, at William Knibb Memorial High, the Intervention Remediation in Education (IRIE) is a one-hour after school programme in which students are given specialized attention in mathematics, English and science.

Some of these schools have implemented creative and effective programmes to address the literacy needs of slower learners. For instance, at Hastings Primary, there is a Print Day during which boys are given the opportunity to wear a printed shirt and to read and explain what was written on their shirts during English lessons. There is also a 'Book Buddy Week'; students take a book to school and exchange it with a friend, and by the end of the week a book report is written by each student and presented during lessons. At Chantilly Primary, there is a reading intervention programme called 'Read Me', while at Southborough Primary, there are 'Stop and Write' sessions for students with a weakness in expressing themselves in writing. The Drop Everything and Read (DEAR) programme is a feature of these primary schools, and some schools, including Mt Hermon Primary and Junior High, support this with 15-minute phonetic drills. In addition, Lacovia Primary recently launched a Literacy Transition Programme to provide literacy support to students at different grades through small 'pull-out' sessions. One notable intervention was observed in action at the Elderslie Primary and Junior High where the parents

were co-opted into a programme aimed at developing their capacity to support the development of their children's literacy skills. There was a 'Books in Home' programme which involved loaning Literacy 1-2-3 books to parents in order to support them in this endeavour. Southborough Primary has adopted a similar programme to support parents' knowledge of the curriculum. Parents participate in curriculum-based workshops to enable them to support their children's learning. These workshops are scheduled on the school's calendar of events

The quantity and quality of numeracy interventions, both at the high and primary schools, were generally below expectations, given the poor performance rates in mathematics. However, in some of the schools rated satisfactory and above in this round, there are effective innovations to enhance skills in this area. Subject teaching and team teaching in primary schools have emerged as effective tools for strengthening students' mathematics skills. Subject teaching was observed at schools such as Gregory Park Primary and Caledonia Primary, while team teaching was evident at Troja Primary and Junior High. Other notable interventions were observed at Albion Primary, which were aimed at developing conceptual understanding, computational/procedural fluency, and problem solving skills. Further, in order to build on students' skills as they progress across grades, topics completed in the lower school are revised to ensure that students are provided with appropriate scaffolds prior to introducing more complex topics. Coffee Piece Primary also implemented an intervention programme that focused on building conceptual understanding. Students are empowered to develop their mental skills; gender based strategies are employed to accommodate boys; and incentives are used to encourage high achievement. Other schools such as Rest Primary and Junior High emphasize the development of mathematics corners, while Bethany Primary hosts weekly mathematics development sessions for teachers; and provides incentives for teachers' efforts and creativity in the delivery of the subject. Some primary schools, such as Port Antonio Primary and Ramble Primary, have also adapted the DEAR sessions to include a 15-minute session of 'calculation time' or 'mentals' in order to strengthen students' arithmetic skills. One of the more effective strategies observed at the high school level was the staging of a Mathematics pageant where contestants presented a talent piece reflecting given mathematics concepts, usually in the form of music or poetry, as was observed at the Port Antonio High School.

Enhancement Programmes

In the schools rated satisfactory and above in this round, more opportunities are provided for students to extend their learning beyond the walls of the classrooms, and local organizations

and the members of the community have been an essential part of their learning experiences. In almost all of these schools, extracurricular activities are designed and implemented to develop students' leadership and social skills. The activities are well-structured, closely monitored, timetabled, and well-attended. In schools such as Campion College, Holy Childhood, and Immaculate Conception High, participation in extracurricular activities is a requirement for graduation. At Horizon Park Primary, there are some clubs that students are mandated to join based on specific needs, for example, the literacy club which focuses on improving students' skills in literacy. In many of these schools, the activities are timetabled with club coordinators who ensure that meeting agendas are developed, activities are documented, and attendance is recorded weekly. This was evident at Campion College and The Cedar Grove Academy. At Southborough Primary, a standardized *Extra-Curricular Activities Report Form* is used to capture pertinent information such as teacher in charge, club leaders' name and roles, objectives of the club and activities for each term. Field trips are also a feature of these schools and are sometimes arranged based on areas of study; for instance, students at Mico Practising Primary and Junior High visited the National Water Commission (NWC) water treatment plant to observe the filtering process in order to strengthen their understanding of concepts taught in the classroom. Other field trips were made to local attractions and historical sites such as Wynter's Park, Port Royal, Hope Zoo, the Meteorological Office, and manufacturing companies.

Links with the local environment and community

More of the schools rated satisfactory and above design programmes aimed at partnering with local organisations and the community to enhance the quality of students' learning experiences. At Kingston College and Immaculate Conception High, club activities extend into communities to instil in the students care and sensitivity as well as enabling them to become active community leaders in the future. For instance, students in the Junior Achievement Club at Kingston College participate in outreach programmes in the Mustard Seed Community at Christmas time, where they sing, read, and feed the residents. At The Cedar Grove Academy, the Community Upliftment Support Programme (CUSP) provides opportunities for students to perform voluntary service at children's homes, nursing homes, and through community home visits, to assist the indigent. The church and other religious organisations have played a very active role in students' development in these schools. At Free Hill Primary, for instance, the church and missions visited the school to guide and support students in their social and moral development. Some of the top partnerships created and maintained, include those with the Rural Agricultural Development Authority (RADA) which supported the operation of the school farm at Sligoville All

Age; the HEART Trust which conducts yearly seminars/workshops for Grade 9 students and provides information to help with subject selection; and the Registrar General's Department (RGD), the PATH, and the Social Development Commission (SDC) which conducted sensitization workshops for members of the school community at May River Primary.

Table 19: Percentage of Schools Rated in Key Components of Curriculum and Enhancement Programmes

Inspection Ratings	Provisions for curriculum	Enhancement programmes
Exceptionally High	3%	7%
Good	19%	27%
Satisfactory	55%	61%
Unsatisfactory	22%	5%
Needs Immediate Support	1%	0%
GRAND TOTAL	100%	100%

Source: NEI Inspection Data, October 2017

Unsatisfactory Curriculum and Enhancement Programmes

Unsatisfactory curriculum and enhancement programmes were found in 44 of the schools inspected in this round. In these schools, there was generally little documentary evidence to suggest that the curriculum was modified to suit the special needs of students; very little differentiation of instruction was evident; and there was no structured approach to teaching, particularly for multi-grade configurations. Curriculum coverage in these schools was often affected by irregular attendance, and intervention activities to enhance students' literacy and numeracy skills were either ineffective or non-existent. Also, not all the grades received the required instructional time for mathematics and English each week. In many of these unsatisfactory schools, the New Standards Curriculum (NSC) was yet to be implemented, and in cases where it was, the teachers experienced challenges with its delivery due to the lack of ICT at the school. It is also important to note that in the schools deemed ineffective, the school leaders did not effectively organise for the delivery of the curriculum. Very often, the lack of strategic deployment of staff and inadequate training resulted in minimal collaboration during common planning sessions.
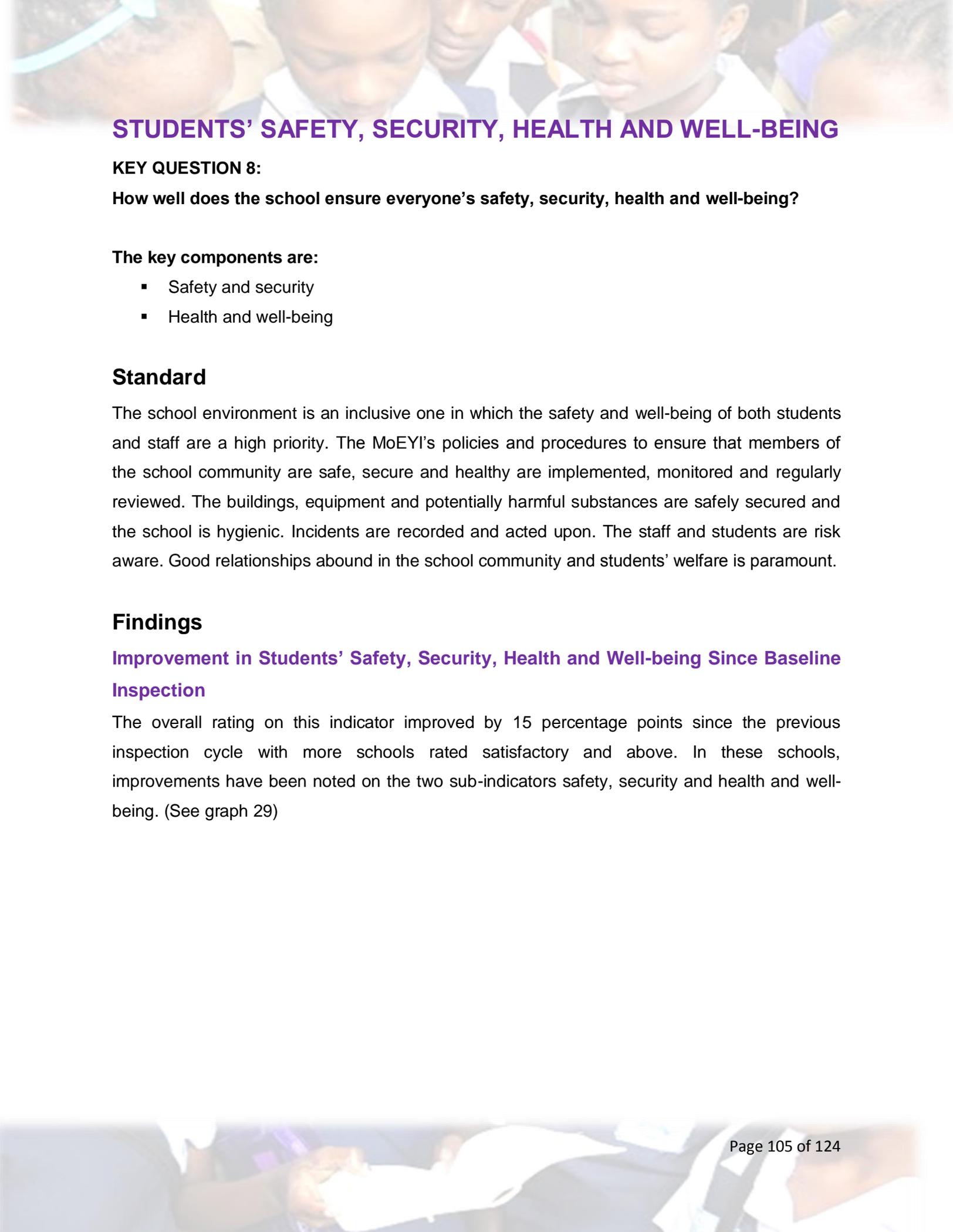
STUDENTS' SAFETY, SECURITY, HEALTH AND WELL-BEING

KEY QUESTION 8:

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

The key components are:

- Safety and security
- Health and well-being

Standard

The school environment is an inclusive one in which the safety and well-being of both students and staff are a high priority. The MoEYI's policies and procedures to ensure that members of the school community are safe, secure and healthy are implemented, monitored and regularly reviewed. The buildings, equipment and potentially harmful substances are safely secured and the school is hygienic. Incidents are recorded and acted upon. The staff and students are risk aware. Good relationships abound in the school community and students' welfare is paramount.

Findings

Improvement in Students' Safety, Security, Health and Well-being Since Baseline Inspection

The overall rating on this indicator improved by 15 percentage points since the previous inspection cycle with more schools rated satisfactory and above. In these schools, improvements have been noted on the two sub-indicators safety, security and health and well-being. (See graph 29)

Graph 29: Changes in Inspection Ratings
Students' Safety Security Health and Well-Being

Source: NEI Inspection Data, October 2017
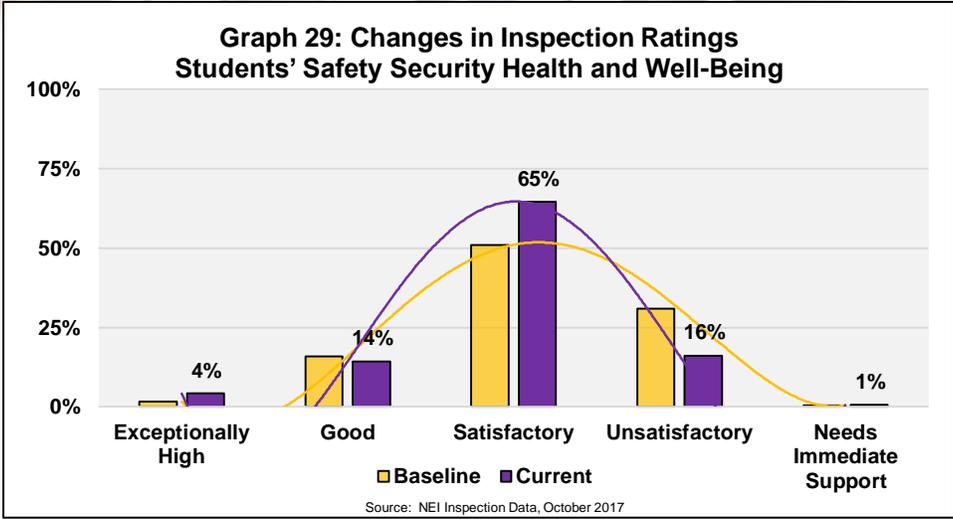
In this round of inspections, 52 schools – 38 at the primary and 14 at the secondary level – received improved ratings from unsatisfactory to satisfactory and above on this indicator. The primary schools were: Adelphi Primary, Bellas Gate Primary, Belle Castle Primary and Infant, Bellevue Primary and Junior High, Braeton Primary and Junior High, Browns Hall Primary, Chantilly Primary, Clark's Town Primary, Easington Primary, Homestead Primary, Lacovia Primary, Mile Gully Primary, Mount Hermon Primary and Junior High, Nain Primary and Junior High, New Green Primary, Roses Valley Primary, Seaforth Primary, Spring Garden Primary and Infant, Spring Gardens All Age, St. Richard's Primary, and Waldensia Primary. The secondary schools were: Ascot High, Campion College, Kingston College, Little London High, Pembroke Hall High, Spanish Town High, St. Andrew High, Thompson Town High, and Wolmer's Boys School.

Description and Characterisation by Rating Category

In this round, students' safety, security, health and well-being was rated as exceptionally high in four per cent of the schools; good in 14 per cent; satisfactory in 65 per cent; unsatisfactory in 16 per cent and needs immediate support in one per cent of them. (See table 20)

Table 20: Inspection Ratings for Students' Safety Security Health and Well-Being

Inspection Ratings	Number of Schools	Percentage (%)
Exceptionally High	7	4
Good	24	14
Satisfactory	108	65
Unsatisfactory	27	16
Needs Immediate Support	1	1
GRAND TOTAL	167*	100

Source: NEI Inspection Data, October 2017

*Does not include twenty-two (22) thematic Inspections

Satisfactory and Above

In the schools inspected in this round, the best cases of students' safety, security, health and well-being were found in 31 of the 167 schools receiving full or light touch inspections. There were commendable security features, and good quality provisions were in place for students' health and well-being.

Safety and Security

In the schools rated satisfactory and above in this round, commendable features have been noted in the quality of security provisions, the documentation of policies and procedures, as well as the monitoring of critical incidents.

Quality of security provisions

In many of these effective schools, the school grounds are securely fenced and gated; the schools are monitored by closed-circuit television cameras; and security guards patrol the compound throughout the day to ensure the safety of the stakeholders. In the best cases, twenty-four hour security service is provided by external contractors and visitors to the campus are carefully screened before being granted access. At William Knibb Memorial High, access to the administrative block requires the use of a code and a metal detector is used periodically to scan students for weapons. In many of the secondary schools, including Ascot High and Foga Road High, the local police are very supportive of the school's operations. In some of these schools, particularly at the primary level, there are School Resource Officers (SROs) on duty to further enhance students' sense of safety on the school grounds. These officers were observed playing important roles in schools such as Lacovia Primary, Aenon Town All Age and Browns Hall Primary. This augurs well for teaching and learning at the school, as an atmosphere which

is free from fear contributes to an environment in which students can learn effectively. In a few other schools, including Nain Primary and Junior High, teachers are responsible for general safety and have oversight of the safety of the school. The signs that are posted around the schoolyard and in the classrooms such as '*this way to the assembly point'* and '*do not play in this area'* indicate that a culture of safety is being promoted. Notably, at Belmont Park Primary, the school has attempted to address the frequent falls students experience from running on the corridors by displaying an accident meter that indicates the number of days the school has been accident free. At May River Primary, students receive strong support from their peers, teachers and community members to assist them during potentially dangerous activities. For instance, getting to school is sometimes a safety risk due to the fording and narrow bridges that students have to use. Consequently, the school groups students at dismissal, with older students serving as group leaders. And in the event of heavy rainfall, parents or other adults will come to accompany the students home.

Documentation and monitoring

These schools effectively document policies and procedures and have also been considerably vigilant in the monitoring of critical incidents at the school. Almost all of the schools rated satisfactory and above in this indicator, have 'Safety and Security Plans' which clearly outline the policies and guidelines for students' safety, both on and off-site, and hold relevant personnel accountable. In some schools such as Lyssons Primary, in the case of field trips and external competitions, students are required to present permission slips indicating parents' or guardians' consent, and time of departure and return. In the best cases, there are robust documentation systems in place; critical incident reports by teachers and students are logged as well as misdemeanours such as fights, use of expletives, violations of dress code, and lack of respect for authority. In some schools such as Bridgeport High and Portland Cottage Primary, there are official systems in place for school maintenance with a log for maintenance monitoring. Emergency drills are regularly conducted with the support of the local police and Fire Brigade; and there are functional and fully serviced fire extinguishers. At Clark's Town Primary, the school maintains a safety and security corner at the entrance, which displays numbers for emergency services, including the Fire Department, hospital, and the police. At Spring Gardens Primary, in addition to recently serviced fire extinguishers, there are smoke detectors as well as a bell for fire drills. Notably, Crescent Primary is one of three schools, involved in the Fire Programme with the Jamaica Fire Brigade where three teachers were trained to respond in emergencies, to use fire extinguishers, and to administer First Aid.

Health and Well-being

In the schools rated satisfactory and above in this round, the quality of the guidance programmes; provisions for health and well-being; and the management of behaviours, attendance and punctuality are highly commendable.

Quality of the guidance programmes

In most of these schools, there are comprehensive guidance programmes which are guided by the schools' vision and mission statements, and informed by needs assessments. Group, individual and grief counselling sessions are facilitated for both students and staff; lessons are timetabled across grades; home visits are conducted when necessary; and special activities such as Boys', Girls', and Career Days are organized for the benefit of students. At Mile Gully Primary, for instance, the Guidance Counsellor focuses on psycho-social interventions for parents and students, and hosts Parents' Day seminars, and Boys' and Girls' Days. Reputable persons such as pastors and retired teachers are employed to give support. The Guidance Counsellor has also initiated a Character Development Programme where students are selected from each class and trained and certified to be 'Character Ambassadors' for their class and school. This has had a positive effect on students' discipline. Notably, at Chantilly Primary, the leaders provide a drop-box where students are able to communicate their concerns in confidence in writing in order to arrange for counselling at a later date. In schools which were not assigned Guidance Counsellors, support is provided by schools in the surrounding areas.

Provisions for health and well-being

In almost all of the effective schools in this round, appropriate provisions are in place to attend to students' health needs. In most cases, there are established procedures and protocols to guide the response to students who fall ill on the compound. In the best cases, for example, Immaculate Conception High and Bellefield High, there are health policies adapted from the MoEYI and standard procedures for health are known by relevant persons. Many of these schools, have implemented policies and programmes to encourage healthy lifestyles; for instance, Nain Primary and Junior High implemented 'fruits/water less-stress' days and have made plans to stage a Run/Walk competition geared towards building health awareness. Notably, at Aabuthnott Gallimore High, healthy lifestyles are encouraged by a zero tolerance for the drinking and selling of sodas. The welfare of students in these schools is given high priority for example, at Kingston College and Immaculate Conception High, the guidance departments

and past students' associations provide financial and other assistance including uniforms, shoes and food, health care and scholarships for students. At Horizon Park Primary, students and their parents deemed to be most in need, receive small packages of food items when supplies come from Food for the Poor.

Management of behaviour, attendance, and punctuality

In many of the schools rated satisfactory and above, positive social skills are fostered and good behaviours are promoted through counselling and motivation. At Kingston College, for instance, personal development classes are timetabled and support is in place for needy students; and a culture of respect pervades the school as the teachers address the gentlemen with respect. At Thompson Town Primary, leaders instituted a programme known as "Polite Words" because a number of students in the school were using unkind words to each other. In these schools, there are effective programmes to address students with behavioural challenges. For example, at Kingston College, students deemed to be in need of closer monitoring are placed on the tiered-card or 'stoplight' system as a way to manage the escalation of their inappropriate behaviours. More serious cases have been sometimes referred to Child Guidance Clinics and parents may be required to accompany the child. In some schools, such as Foga Road High and Thompson Town Primary, referrals have also been made to the Peace and Justice Centre, as required.

At Southborough Primary, the very effective Principal's Ambassador Programme targets students with behavioural challenges and these students are given responsibilities around the compound. A merit and demerit system is used to manage behaviours at Somerton Primary and students are given awards for showing kindness and helping to resolve conflicts. This programme has gained success as students' behaviours have been transformed as a result of this intervention. Suspensions and exclusions are rare in these schools as leaders have found alternative strategies to address some students' behaviours. For instance, Easington Primary successfully implemented a policy geared towards students' remediation through positive reinforcement in lieu of suspensions; a disciplinary committee and the school's Board handles repeat cases where remediation has failed. Whitehall Primary referred students to an agency where they can get help; no student was out of school due to suspension or exclusion in recent times. Notably, at Horizon Park Primary, homework was assigned to students in the rare event of suspension. In these effective schools, leaders played an integral role in the management of attendance and punctuality. Consequently, effective systems were implemented to improve students' attendance. Some schools such as Cumberland Primary implemented an incentive

scheme whereby students who arrive early are offered a complimentary breakfast. Notably, in a few schools, including New Green Primary and Portland Cottage Primary, students' attendance and punctuality patterns were tracked for subsequent interventions. Portland Cottage Primary implemented one such programme which resulted in an improvement in students' punctuality over a period of time. (See table 21.)

Table 21: Percentage of Schools Rated in Key Components of Students' Safety Security Health and Well-Being

Inspection Ratings	Safety and Security	Health and Well-being
Exceptionally High	5%	6%
Good	14%	36%
Satisfactory	59%	57%
Unsatisfactory	21%	1%
Needs Immediate Support	1%	0%
GRAND TOTAL	100%	100%

Source: NEI Inspection Data, October 2017

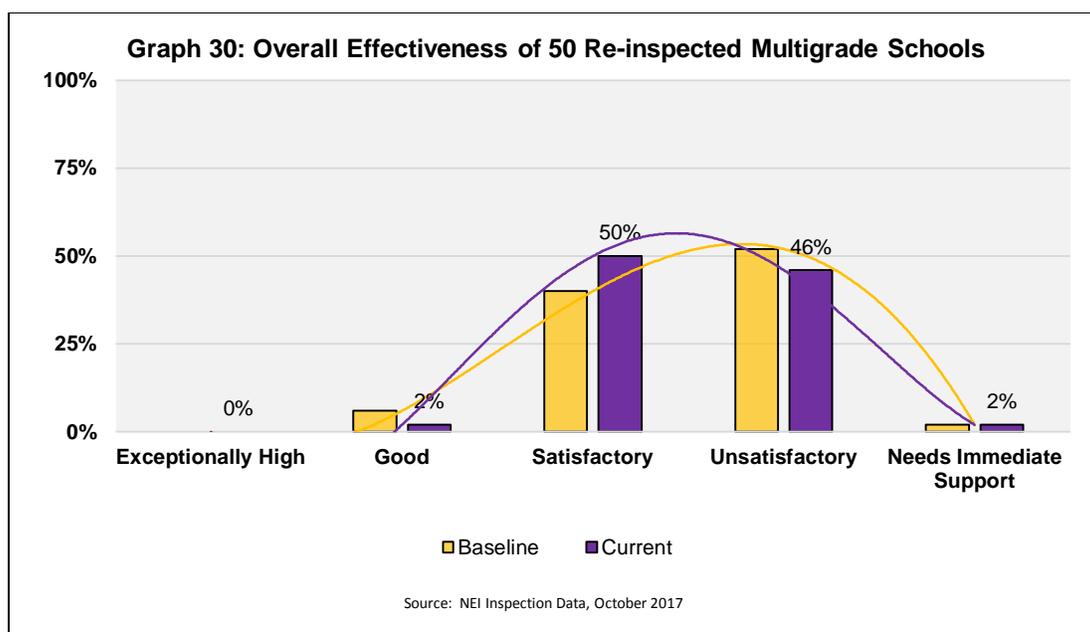## Unsatisfactory Safety, Security, Health and Well-being

In this round, 28 of the 167 schools receiving full or light touch inspections were rated unsatisfactory on this indicator. These schools were plagued by serious security issues. In most instances, these issues related to the lack of a coordinated system of response in the event of emergencies; the poor monitoring of safety equipment, including fire extinguishers; irregularity of emergency drills; absence of clearly labelled assembly areas and evacuation routes; and poor maintenance of buildings which were sometimes overrun by termites. In some cases, the schools did not have perimeter fencing, and animals and unauthorized persons would wander on to the premises creating a clear danger for the stakeholders. In a few instances, there were reports of persons of unsound mind wandering on to the school grounds, and also burglaries and incidents of praedial larceny. In a few of these schools, there was insufficient monitoring of students' activities, and students were observed leaving the school premises during break periods unsupervised. In the worst cases, corporal punishment was used as a means of managing students' behaviours; little or no attempt was made to address punctuality and attendance issues, and some students felt that they were being disrespected by the teachers.

EFFECTIVENESS OF MULTI-GRADE SCHOOLS
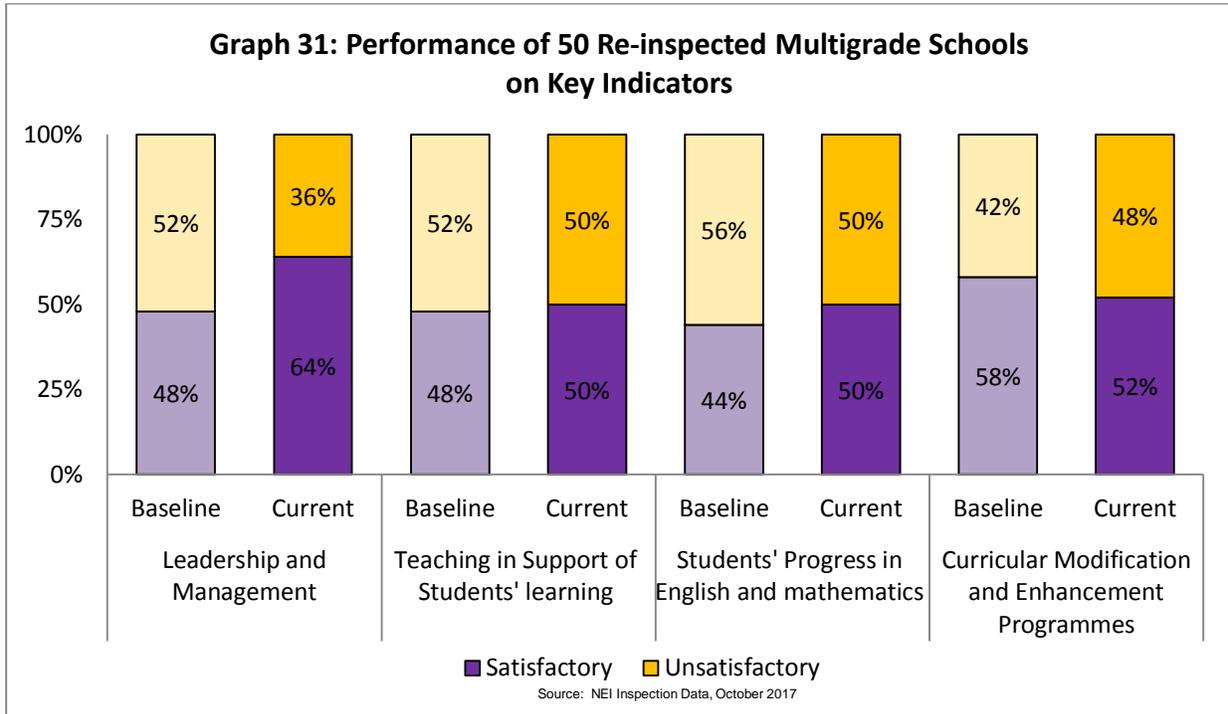
FINDINGS

Performance of 50 Re-inspected Multi-grade Schools

Thirty-four per cent or 50 of the 147 primary schools that were re-inspected in this round were multi-grade schools. Analysis of their ratings for overall effectiveness revealed that more multi-grade schools were rated satisfactory and above in the current cycle of inspections than in the baseline inspections. There was a six percentage point increase in the number of multi-grade schools that were rated as satisfactory and above.

Graph 30: Overall Effectiveness of 50 Re-inspected Multigrade Schools

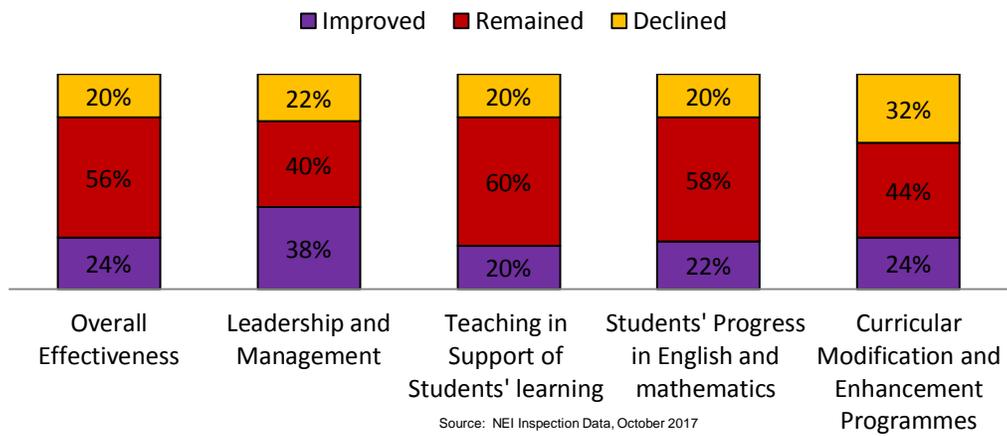| Rating	Baseline	Current
Exceptionally High	0%	
Good		2%
Satisfactory	40%	50%
Unsatisfactory		46%
Needs Immediate Support		2%

Source: NEI Inspection Data, October 2017

There was, however, a four percentage point decline in the number of multi-grade schools that were rated as good in their overall effectiveness. Further analysis revealed that more schools received satisfactory ratings in three of the four key indicators when compared to their baseline inspection ratings. (See graph 30). The proportion of multi-grade schools being rated as satisfactory and above in **Leadership and Management** increased by 16 percentage points in this round of inspections. There were also increases in the proportion of satisfactory ratings for **Teaching in Support of Students' Learning** and **Students' Progress in English and mathematics**. There was, however, a six percentage point decline in the proportion of multi-

grade schools in which **Curriculum Modification and Enhancements Programmes** were satisfactory.

Graph 31: Performance of 50 Re-inspected Multigrade Schools on Key Indicators

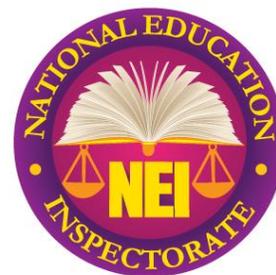|	Satisfactory	Unsatisfactory
Leadership and Management – Baseline	48%	52%
Leadership and Management – Current	64%	36%
Teaching in Support of Students' learning – Baseline	48%	52%
Teaching in Support of Students' learning – Current	50%	50%
Students' Progress in English and mathematics – Baseline	44%	56%
Students' Progress in English and mathematics – Current	50%	50%
Curricular Modification and Enhancement Programmes – Baseline	58%	42%
Curricular Modification and Enhancement Programmes – Current	52%	48%

Source: NEI Inspection Data, October 2017

Analysis of the changes in ratings on inspection indicators revealed that, in this round of inspections, there was an improvement in overall effectiveness in 24 per cent of the schools and a decline in 20 per cent of them. The most significant changes in indicator ratings were noted for **Leadership and Management**, which improved in 38 per cent of the multi-grade schools, and for **Curriculum Modification and Enhancements Programmes** which declined in 32 per cent of the multi-grade schools. (See graph 32)
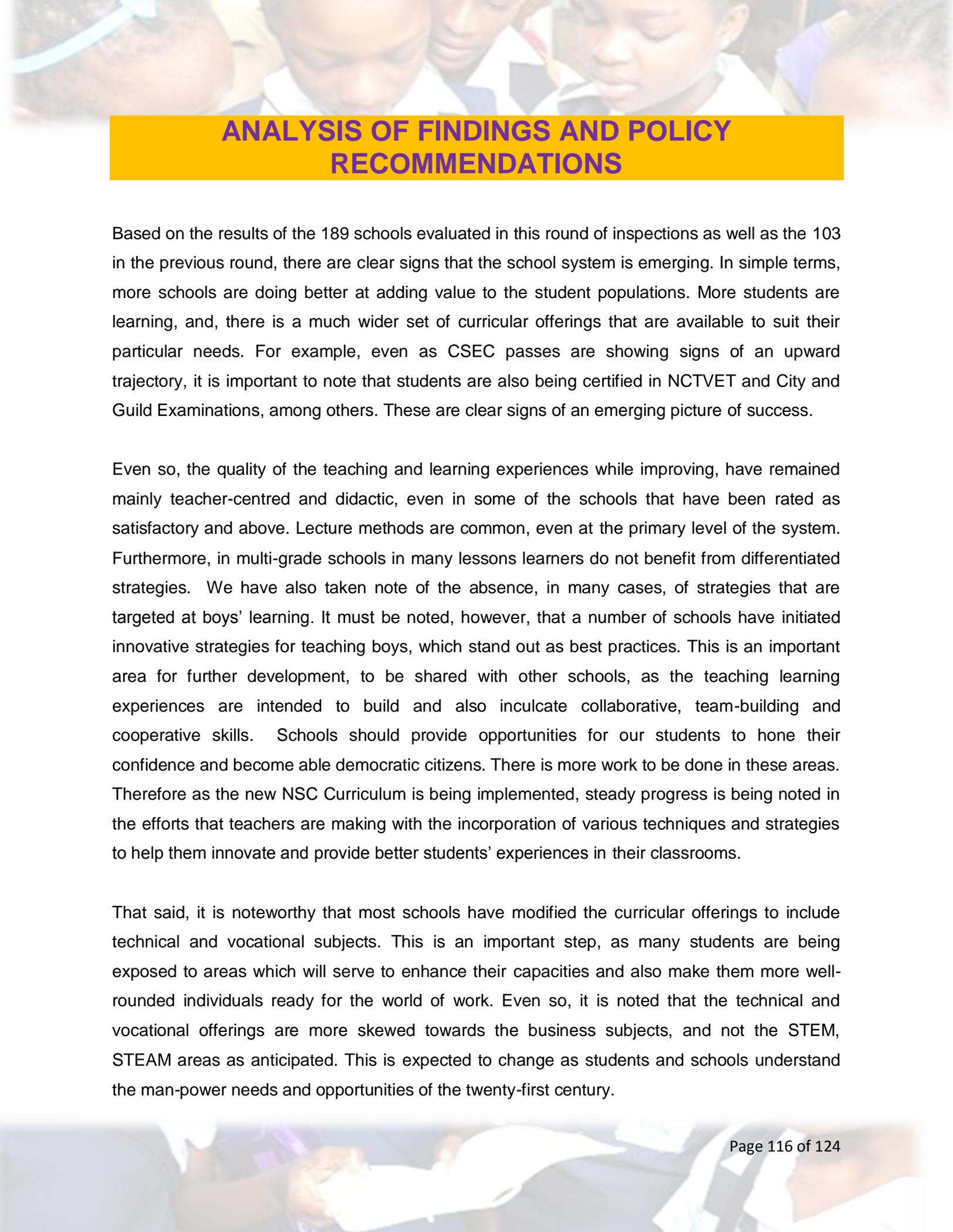
Graph 32: Changes on Inspection Indicators in 50 Re-inspected Multigrade Schools

Legend: ■ Improved ■ Remained ■ Declined

Indicator	Improved	Remained	Declined
Overall Effectiveness	24%	56%	20%
Leadership and Management	38%	40%	22%
Teaching in Support of Students' learning	20%	60%	20%
Students' Progress in English and mathematics	22%	58%	20%
Curricular Modification and Enhancement Programmes	24%	44%	32%

Source: NEI Inspection Data, October 2017

CHAPTER FIVE

ANALYSIS AND

POLICY RECOMMENDATION

ANALYSIS OF FINDINGS AND POLICY RECOMMENDATIONS

Based on the results of the 189 schools evaluated in this round of inspections as well as the 103 in the previous round, there are clear signs that the school system is emerging. In simple terms, more schools are doing better at adding value to the student populations. More students are learning, and, there is a much wider set of curricular offerings that are available to suit their particular needs. For example, even as CSEC passes are showing signs of an upward trajectory, it is important to note that students are also being certified in NCTVET and City and Guild Examinations, among others. These are clear signs of an emerging picture of success.

Even so, the quality of the teaching and learning experiences while improving, have remained mainly teacher-centred and didactic, even in some of the schools that have been rated as satisfactory and above. Lecture methods are common, even at the primary level of the system. Furthermore, in multi-grade schools in many lessons learners do not benefit from differentiated strategies. We have also taken note of the absence, in many cases, of strategies that are targeted at boys' learning. It must be noted, however, that a number of schools have initiated innovative strategies for teaching boys, which stand out as best practices. This is an important area for further development, to be shared with other schools, as the teaching learning experiences are intended to build and also inculcate collaborative, team-building and cooperative skills. Schools should provide opportunities for our students to hone their confidence and become able democratic citizens. There is more work to be done in these areas. Therefore as the new NSC Curriculum is being implemented, steady progress is being noted in the efforts that teachers are making with the incorporation of various techniques and strategies to help them innovate and provide better students' experiences in their classrooms.

That said, it is noteworthy that most schools have modified the curricular offerings to include technical and vocational subjects. This is an important step, as many students are being exposed to areas which will serve to enhance their capacities and also make them more well-rounded individuals ready for the world of work. Even so, it is noted that the technical and vocational offerings are more skewed towards the business subjects, and not the STEM, STEAM areas as anticipated. This is expected to change as students and schools understand the man-power needs and opportunities of the twenty-first century.

Finally, the heightened sense of focus on the learning in schools by leadership teams is commendable. Many are effectively using SIPs and other strategic planning documents to ensure that standards are raised and more students are learning as well as they are able, and being challenged to extend themselves further whenever possible. This is enabled/ensured when data-drives the school improvement efforts. However, this approach has not been sufficiently cascaded to the level of school and classroom-level assessment. It therefore means that leadership development must take account of the deficits in this area in order to allow for the continuous educational improvements that Jamaica needs in order to propel us to the high levels of social and economic growth.

APPENDICES

Appendix I: List of Abbreviations and Acronyms

ASTEP	Alternative Secondary Transition Education Programme
CAPE	Caribbean Advanced Proficiency Examination
CCSLC	Caribbean Certificate of Secondary Level Competence
CIT	Curriculum Implementation Team
CSEC	Caribbean Secondary Education Certificate
DSS	Department of School Services
GAIN	General Achievement in Numeracy
GFLT	Grade Four Literacy Test
GNAT	Grade Nine Achievement Test
GOJ	Government of Jamaica
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
JSIP	Jamaica School Inspection Process
JTA	Jamaica Teachers Association
MOEYI	Ministry of Education, Youth and Information
NEI	National Education Inspectorate
NQAA	National Quality Assurance Authority
NVQJ	National Vocational Qualification of Jamaica
PATH	Programme of Advancement Through Health and Education
PTA	Parent Teacher Association
SIP	School Improvement Plan
SJE	Standard Jamaican English
SMT	School Management Team

Appendix II: CSEC Grade and Profile Descriptions

The overall grade and profile descriptions are:

Overall Grades

- GRADE I: Candidate shows a comprehensive grasp of the key concepts, knowledge, skills and competencies required by the syllabus.

- GRADE II: Candidate shows a good grasp of the key concepts, knowledge, skills and competencies required by the syllabus.

- GRADE III: Candidate shows a fairly good grasp of the key concepts, knowledge, skills and abilities required by the syllabus.

- GRADE IV: Candidate shows a moderate grasp of the key concepts, knowledge, skills and competencies required by the syllabus.

- GRADE V: Candidate shows a limited grasp of the key concepts, knowledge, skills and competencies required by the syllabus.

- GRADE VI: Candidate shows a very limited grasp of the key concepts, knowledge, skills and competencies required by the syllabus.

Profile Grades

- A Outstanding

- B Good

- C Fairly Good

- D Moderate

- E Weak

- F Poor

Source: http://www.cxc.org/examinations/csec/

CERTIFICATION AND PROFILE DIMENSIONS – CSEC Mathematics

The subject will be examined for certification at the General Proficiency. Candidates' performance will be reported under Knowledge, Comprehension and Reasoning. In each paper, items and questions will be classified, according to the kind of cognitive demand made, as follows:

Knowledge   requires the recall of rules, procedures, definitions and facts, that is, items characterized by rote memory as well as simple computations and constructions.

Comprehension   requires algorithmic thinking that involves translation from one mathematical mode to another. The use of algorithms and the application of these algorithms to familiar problem situations.

Reasoning requires: (i) translation of non-routine problems into mathematical symbols and then choosing suitable algorithms to solve the problems;

(ii) combination of two or more algorithms to solve problems;

(iii) use of an algorithm or part of an algorithm, in a reverse order, to solve a problem;

(iv) inferences and generalizations from given data;

(v) justification of results or statement; and,

(vi) analysis and synthesis.

Source:
http://www.cxc.org/SiteAssets/CSEC_Mathematics_Syllabus_with_Specimen_Papers.pdf

CERTIFICATION AND PROFILE DIMENSIONS – CSEC English A

Mastery of knowledge and skills embodied in the subject content will be assessed under two profile dimensions.

1. Profile Dimension 1: Understanding

The skills to be examined under this profile dimension are the ability to:

(a) understand meaning conveyed in reading, through word choice, grammar, punctuation and paragraphing, and to obtain information accurately;

(b) grasp insights from reading literature;

(c) evaluate opinions expressed in various forms.

## 2. Profile Dimension 2: Expression

The skills to be examined under this profile dimension are the ability to:

(a) communicate factual information clearly, concisely, and adequately in giving written instructions, reports, summaries, and expositions in appropriate language;

(b) give aesthetic satisfaction to others in personal, creative and imaginative language;

(c) communicate personal opinion clearly and cogently in language which persuades or dissuades effectively.

As the syllabus implies, all students have the same basic language needs and will be called on in social intercourse to utilize the same range of language skills.

Source: https://www.cxc.org/SiteAssets/syllabusses/CSEC/CSEC_English.pdf
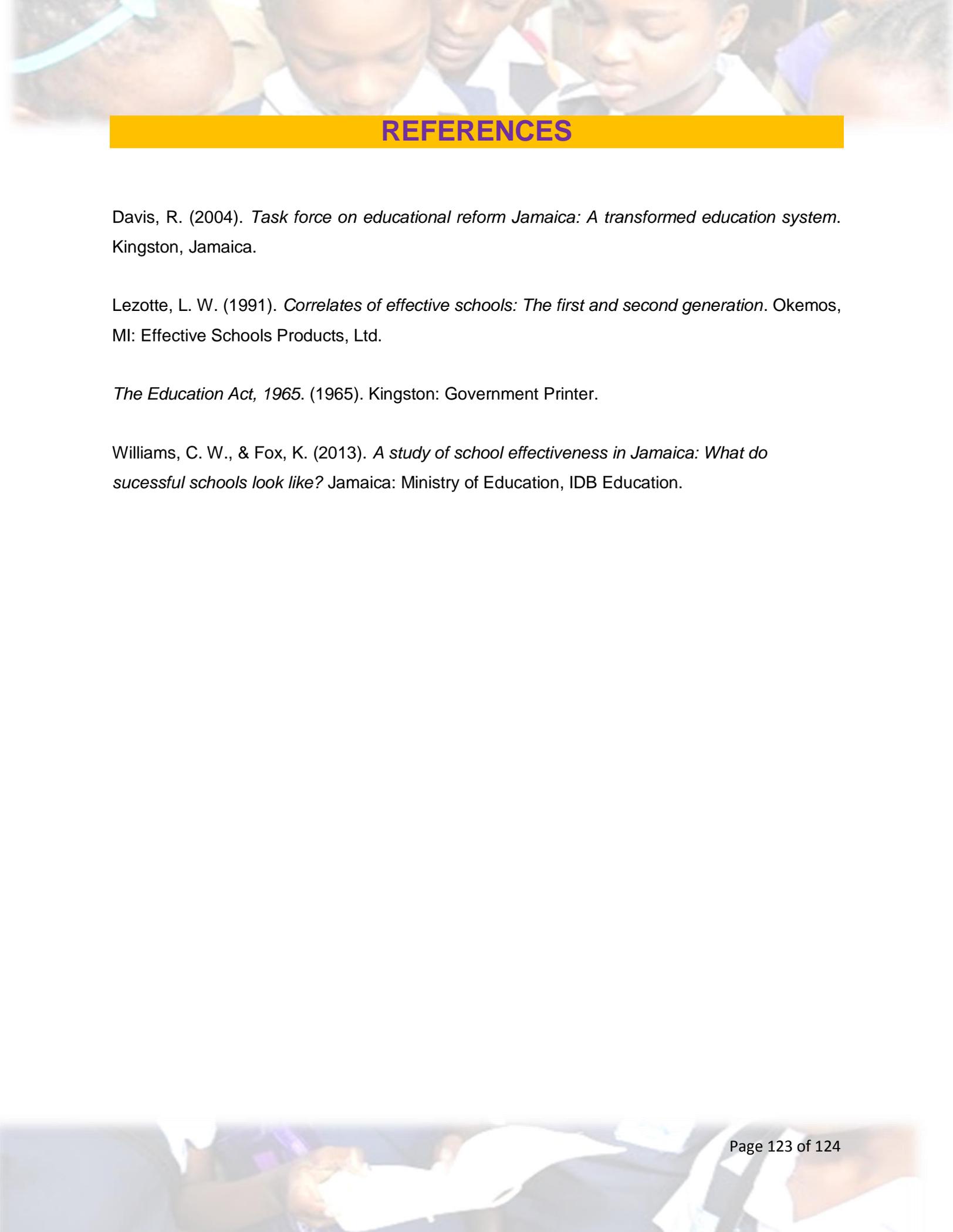
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