



**MINISTRY
OF
EDUCATION**

Every Child Can Learn, Every Child Must Learn



NATIONAL EDUCATION INSPECTORATE

CHIEF INSPECTOR'S REPORT



*Promoting Excellence Through
Quality Inspections*

CHIEF INSPECTOR'S REPORT

JUNE 2014

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From the Chief Inspector's Pen...

Building a culture of accountability in the Jamaican Education System is not an easy task and it might well prove to be the most daunting of the Ministry's reform efforts, to date. This is because though we have begun the all-important dialogue about who is responsible for what, it is equally imperative that this is followed-up with concrete actions by those of us in the education sector. Therefore, the discussions that are now taking place must result in tangible signs indicating that there is progress towards achieving educational excellence.

For its part, the National Education Inspectorate is responsible for, and has successfully, I believe, turned the spotlight on the quality of education in the nation's primary and secondary schools, and continues to provide them, the Ministry of Education, as well as the various stakeholders with timely and relevant data, which has positively impacted school improvement and policy-making efforts. The response from our schools to the NEI's recommendations for improvement is also very heartening.

Using these recommendations as an indicator of responsibility, it is noted that seventy-nine per cent (79%) of them were for school-based actions by principals, vice-principals, senior teachers and class teachers; nine per cent (9%) were for the Ministry of Education; and twelve per cent (12%) were for boards. What this means is that in-school factors figure prominently in effecting improvements in students' outcomes, and therefore, schools have a lot to do in this regard. Some of our schools have begun to act, and we commend them. But we cannot rest. Taking responsibility requires a change in thinking about what needs to be done, and that thinking should inform action, now.

Consequently, the urgency of action undertaken in some of our schools needs to be emulated by all other societal players, so that this generation can witness the continued growth of a culture of accountability that will propel Jamaica towards achieving its Vision 2030 objectives.



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Maureen Dwyer
Chief Inspector
National Education Inspectorate

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Executive Summary

Context

The findings presented in this report are based on the inspection of one hundred and twenty-nine (129) schools between September 2013 and March 2014. **The objective was to establish a baseline of the quality of educational inputs and outputs in the schools inspected.**

Main Findings

- 1. Leadership and management** was rated as good in eight per cent (8%) of the schools inspected; satisfactory in fifty-two per cent (52%); unsatisfactory in thirty-nine per cent (39%); and *needs immediate support* in one per cent (1%).
- 2. Teaching in support of students' learning** was rated as good in three per cent (3%) of the schools inspected; satisfactory in forty-five per cent (45%); unsatisfactory in fifty-one per cent (51%); and *needs immediate support* in one per cent (1%).
- 3. In this round, Students' attainment** in English and mathematics was above the Ministry of Education's targets, in two per cent (2%) of the schools inspected; at the targets in ten per cent (10%) of them and below in eighty-eight per cent (88%).
- 4. Students' progress** was rated as good in two per cent (2%) of the schools inspected; satisfactory in forty-five per cent (45%); unsatisfactory in fifty-one per cent (51%); and *needs immediate support* in two per cent (2%).
- 5. Students' personal and social development** was rated as good in fourteen per cent (14%) of the schools inspected; satisfactory in seventy per cent (70%); unsatisfactory in fourteen per cent (14%); and *needs immediate support* in two per cent (2%).
- 6. Human and material resources** to provide support for students' learning was rated as good in five per cent (5%) of the schools inspected; satisfactory in forty-six per cent (46%); unsatisfactory in forty-eight per cent (48%); and *needs immediate support* in one per cent (1%).

7. **Curriculum and enhancement programmes** were rated as good in nine per cent (9%) of the schools inspected; satisfactory in forty-six per cent (46%); unsatisfactory in forty-three per cent (43%); and *needs immediate support* in two per cent (2%).
8. **Safety, security, health and well-being** was rated as good in fourteen per cent (14%) of the schools inspected; satisfactory in fifty-one per cent (51%); and unsatisfactory in thirty-five per cent (35%).

Overall Effectiveness:

Approximately thirty-nine per cent (39%) or 50 of the schools inspected in this round were rated as **effective**¹. Sixty-one per cent (61%) or 79 schools were rated as **ineffective**.

Photograph 1: Teacher and students at Allman Town Primary School, Kingston



¹ Effective schools are defined by the following characteristics: strong leadership, a clear school mission, quality teaching and learning, a safe and orderly climate, transparent and effective monitoring of students' progress, high expectations and parental involvement. (NEI Working Definition)

CHAPTER 1: THE 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 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 is a project of the Education System Transformation Programme (ESTP) and will, in time, become an Executive Agency, reporting directly to the Minister of Education. The NEI will operate within the overall context of the Government of Jamaica's 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 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.* (The 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 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 will inspect all public schools at the primary and secondary levels and, in its initial inspections, will identify improvements that schools must 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.

The NEI will systematically issue reports, guidance, advice and 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 analyze and interpret the data generated from all inspections, and provide policy advice to the Minister of Education 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 954 educational institutions, island-wide.

CHAPTER 2: CONTEXTUAL FRAMEWORK

Context

In its review of the education system, the Task Force posited the view that, despite some positive gains made by the education 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 recognize 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 school's 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 Student 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 the school.

Positive Home and School Relations

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 inspectors answer 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 the teaching support the students' learning?
3. How well do students perform in national and/or regional tests and assessments against the 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



Source: National Education Inspectorate, June 2014

CHAPTER 3:

DESIGN AND METHODOLOGY

3.1 Data Sources

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

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

3.2 Data Frame

A total of 129 schools across all six administrative regions of the Ministry of Education were inspected during the period September 2013 to March 2014. See Table 1.

Table 1 Distribution of Schools by Level and Region

Region	Primary Level	Percentage (%)	Secondary Level	Percentage (%)	Grand Total
1. Kingston	12	10	5	36	17
2. Port Antonio	15	13	1	7	16
3. Brown's Town	16	14	1	7	17
4. Montego Bay	10	9	0	0	10
5. Mandeville	32	28	2	14	34
6. Old Harbour	30	26	5	36	35
GRAND TOTAL	115	100	14	100	129

Source: NEI Inspection Data, June 2014

3.3 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 sensitized.

3.4 Data Collection Methods

- Classroom Observation; this constitutes sixty to seventy per cent (60-70%) of all observations done.
- Sampling of students' work in different subjects and across different age groups in the school.
- Informal interviews with staff, in particular senior managers and others with responsibility for leading different aspects of the school's work.
- The analysis of documentary evidence, such as schemes of work and teachers' lesson plans, and minutes of meetings.
- Structured and semi-structured interviews with stakeholders, such as board chairmen, principals, teachers, students and community members;
- Focus group discussions; ad hoc, teachers and students
- Questionnaire interviews: teachers, parents and students

3.5 Data Analysis

Both qualitative and quantitative data analyses are employed:

- Qualitative judgements on the school's provisions are made based on triangulated evidence that is then compared to the inspection framework² from which a best fit is derived.
- Quantitative ratings are 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;
 - Curriculum and Enhancement Programmes; and
 - Students' Progress

² See the Handbook for School Inspections

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 the 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? (For infants: in relation to age-related expectations and gender achievement)	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 to 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

Key Questions	Indicators
	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 Relevance to almost all students 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, June 2014

3.6 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 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, 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 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, Regional Offices and School Boards. Interventions will be closely monitored and appropriate responses will be activated.

3.7 Reporting Format

In keeping with the methodology outlined, this report presents the findings on 129 schools inspected in this round, the emerging national picture after the 803 inspections as well as a brief summary of the Regions' performance on the four leading indicators. The findings for each of the eight key areas are presented hereafter, using the following format:

- Minimum Standard
- Findings
- Qualitative descriptions/characterisation in three categories:
 - Exceptionally High and Good (merged)
 - Unsatisfactory
 - Needs immediate support (as necessary)

Schools that are rated as satisfactory have attained the basic minimum acceptable standard.

3.8 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 Schools' Operations through the 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.

3.9 Limitations of the Study

The results of these 129 inspections are limited to the size and uniqueness of the schools assessed.

Key Question 1:

How effectively is the school led and managed by the Board, the 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 is an effective school 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:

Based on the assessment, leadership and management was rated as good in eight per cent (8%) of the schools; satisfactory in fifty-two per cent (52%); unsatisfactory in thirty-nine per cent (39%); and *needs immediate support* in one per cent (1%). See Table 3.

Table 3: Leadership and Management

Inspection Ratings	Number of Schools	Percentage (%)
Good	11	8
Satisfactory	67	52
Unsatisfactory	50	39
Needs Immediate Support	1	1
GRAND TOTAL	129	100

Source: NEI Inspection Data, June 2014

Characterisation:

Good Leadership and Management

Eleven of the schools inspected were rated in this category; school-based leadership and management along with self-evaluation and improvement planning, governance, and community relations were at the standard expected of Jamaican schools.

- **School-based leadership and management:**

School-based leaders in these schools saw the management of learning as a priority. There was a culture of high expectation for all students and this was demonstrated by the concerted effort of all teachers and support staff to ensure that every child was learning to his potential. Team members were held accountable for improvement in their own practice as well as students' learning. Decisions were also data driven and improvement planning was dynamic. Further, all stakeholders knew and understood how the vision of the school would be implemented. And, the views of parents, students, community members, teachers and other members of staff were valued and incorporated into the planning process. Some examples of schools with good school-based leadership included Aboukir Primary, Kellits Primary, Rousseau Primary, and York Castle High.

- **School self-evaluation and improvement planning:**

In these schools, self-evaluation and improvement planning were continuous processes. In each aspect of the school's operations, data were used to drive practice and so the leadership always knew what needed to be done to effect improvement. Additionally, the data showed the leadership how its actions impacted students' attainment and progress. All of the schools in this group had current SIPs which they used to guide their developmental activities and these were subject to periodic review and were modified as was necessary. Bartons Primary, Marlie Hill Primary, Mannings Hill Primary and St. George's College were assessed as exemplars in this area.

- **Governance**

Systems of governance were highly developed in these schools. Most board members were visible and integrally involved in the school's planning processes. They met regularly and through a system of reporting held the school leaders to

account for areas such as students' performance and resource management. Furthermore, most boards forged meaningful partnerships with local and other entities to support school development. The boards of Ardenne High, Dinthill Technical High, Rousseau Primary and St. George's College presented excellent models of governance.

- **Relations with parents and the community**

Almost all of these schools knew the importance of parental involvement to the success of the students and the institution. They demonstrated this understanding through the implementation of highly effective systems of communication such as text messages, notes, telephone calls and letters that communicated activities relating to students' performance and school improvement. In addition, the PTAs were vibrant and made significant contributions to decision-making and resourcing in the institution. Many of these parents volunteered their service in support of the schools' programmes and some benefited from the schools' outreach initiatives such as literacy and parenting programmes. These schools maintained strong linkages with community businesses, corporate entities, service clubs and NGOs. Past Students' Associations were strong in many of them, both at the primary and secondary level. Accompong Primary and Junior High, Airy Castle Primary, Muirhouse Primary and Junior High, Mulgrave Primary, Pike All Age and Lennon High formed successful associations with parents and the community to the benefit of the school.

Unsatisfactory Leadership and Management

Fifty of the schools inspected were rated in this category; school-based leadership and management along with self-evaluation and improvement planning, governance, and community relations were assessed to be below the standard expected of Jamaican schools.

- **School-based Leadership and Management:**

School-based leadership in these schools was generally weak; they were not able to successfully anchor the accountability for students' performance to the structure of middle managers and classroom teachers. Generally, lesson plans were not vetted, lessons not visited, documentation systems were weak and support for teachers'

professional development was not targeted. As a result, overall performance of both students and teachers was negatively impacted. In many of them, the school's vision was usually written but not shared widely among all stakeholders. In a few of them, the overall accountability for student improvement was also negatively impacted by tension among staff members, leaders and the community.

- **School self-evaluation and improvement planning:**

This was a weak area in many of the schools in this group. Planning and evaluation were not routine practices, and when they were done did not involve the input of all the key stakeholders. As a result, not everyone understood how to achieve the best for the students in the school. Furthermore, school improvement plans were incomplete or unrealistic and, in a few instances, non-existent. In many instances, staff appraisals did not reflect the standards and expectations of the MoE.

- **Governance:**

A few of the boards, especially at the primary level, were not fully constituted. Consequently, these schools did not benefit from the strategic oversight that is afforded by this mechanism. Many boards in this group did not operate at the strategic level and so systems of accountability tended to be weak. Regular reporting did not take place, targets were not clear, and little emphasis was placed on student performance and school improvement. Furthermore, the board members' knowledge of what should drive school improvement was usually limited.

- **Relations with parents and the community:**

In this group, a few schools did not make enough effort to have strong, positive relations with the parents and the community. There was limited support from those groups towards the overall improvement of the institution and their children. In some instances, attempts by the schools to forge linkages with community partners to support programmes were not sustained. In a few instances, the community did not protect the property of the school.

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:

Teaching in support of students' learning was rated as good in three per cent (3%) of the schools inspected; satisfactory in forty-five per cent (45%); unsatisfactory in fifty-one per cent (51%); and *needs immediate support* in one per cent (1%). See Table 4

Table 4 Teaching Support for Students' Learning

Inspection Ratings	Number of Schools	Percentage (%)
Good	4	3
Satisfactory	58	45
Unsatisfactory	66	51
Needs Immediate Support	1	1
GRAND TOTAL	129	100

Source: NEI Inspection Data, June 2014

Characterisation:

Good Teaching in Support of Students' Learning

Four of the schools inspected were rated in this category; teachers were knowledgeable and knew how best to teach their subjects. Their teaching methodologies and assessment strategies were highly effective resulting in good students' learning.

- **Teachers' knowledge of their subjects and how best to teach them:**

In this small group of schools, almost all teachers had a sound grasp of the subject content and they demonstrated an awareness of how best to guide their students' learning. In the best lessons, the teachers not only demonstrated mastery of the content but were also able to help the students' make connections between what was being taught and real world situations. Reflection was a common practice in this group and the results were used to inform improvements in teaching.

- **Teaching methods:**

Many teachers made good use of teaching methodologies such as discussions, questioning, and lectures to support learning at both the primary and secondary levels. In the best lessons, the teachers were aware of the various needs of their students. They demonstrated their understanding, of the students' needs, by selecting the most appropriate strategies, resources and activities to create optimal learning opportunities for them. Where this was seen, the students learnt well and were able to assess their own understanding of what was taught. It was also important to note that these teachers managed time well. In this round, strategies such as experimentation, research and guided discovery were seen in only a few lessons. Teaching methods were assessed as good in Kellits Primary, Wilmington Primary, Rousseau Primary and St. George's College.

- **Assessment:**

In these schools both formative and summative assessment strategies were highly developed. There was an overarching policy that guided the implementation of the strategies across the schools and these were understood by all teachers. This meant that the teachers tracked students' progress and were able to report on their learning as was required. Also, the data generated were used to drive school improvement

practices. Assessment was rated as good in six of the schools assessed in this round. These included Mocho Primary and Infant and Mannings Hill Primary.

- **Students' learning:**

Generally, most students in this group of schools at both the primary and secondary levels of the system were willing and motivated to learn. At the primary level, in the best cases, students in English lessons demonstrated analytical and problem-solving skills such as identification of main ideas and supporting details, describing the characters in a story and brainstorming ideas. Most were also assessed as being able to read, think and write at or above their grade levels. Similarly, in mathematics, most students were able to transfer their understanding of concepts to solve real-world problems such as those involving time, measurements and instruments and the making of models. Throughout the secondary level schools in this group and at various grade levels, most students were able to express themselves well, both orally and in writing using the Standard Jamaican English (SJE). In many instances, the students demonstrated analytical and evaluative skills in literature, language and other subject areas. Furthermore, many students were able to appropriately apply concepts such as profit and loss, complete financial transactions, interpret graphs, collect, analyse and interpret data and measurements in mathematics. There was evidence of good students learning in many of the lessons observed in schools such as Ardenne High, Kellits Primary, Rousseau Primary and St. George's College.

Unsatisfactory Teaching in Support of Students' Learning

Sixty-six of the schools inspected in this round were rated in this category. Although teachers' knowledge of their subject was generally satisfactory, their choice of methods and assessment strategies did not sufficiently support the learning of many students.

- **Teachers' knowledge of their subjects and how best to teach them:**

Many teachers knew the material they taught well, but did not demonstrate a sound enough grasp of the content to creatively and effectively organize for their students' learning. Further, they did not demonstrate a full understanding of the variety of learners in their classes and the range of strategies available to help each student learn best. In some of these lessons, teachers appeared to lack confidence and lessons were less productive. In the worst cases, children lost interest in the topics

being taught and some became disruptive. As a consequence, those teachers spent more time maintaining order rather than delivering instruction. Notably, these teachers tended to give greater focus on the content, rather than on the skills to be developed. So, the growth and progression that was expected as students move from one grade level to the next did not happen in a seamless way.

- **Teaching methods:**

In many of the lessons observed in this group, the teaching methodologies unsatisfactorily supported the intended learning outcomes. The lessons were mainly ‘chalk and talk’, and failed to engage with the various learning styles of the students in the classes. Although questioning was often used as a technique, they questions were mainly pitched at the recall level and did not facilitate students’ exploration, imagination or use of the concepts being taught. Many lessons were uninteresting, boring and did not connect with the learners’ realities. The inappropriateness of the methods selected did not serve to enhance the students’ thinking and reasoning skills, which were mostly underdeveloped. In a few of these lessons, time management was poor and lessons ended prematurely.

- **Assessment**

In this round, 61 of the schools were deemed to have unsatisfactory assessment practices. Most of the schools do not have a culture of continuous assessment that is integrated in the school assessment system. As a consequence, timely data on students’ progress was not always available to advance the school improvement planning process. In fact, many teachers maintained records; however, they were insufficiently organized to inform planning or track what students were able to do. Of particular concern, was the fact that there was inadequate differentiation in assessment tasks in the multi-grade schools, despite the varying abilities of the students.

- **Students’ Learning:**

In this group of schools, many students were motivated to learn. However, many of their learning experiences did not sufficiently facilitate the full development of the students’ capacity for problem-solving, critical thinking, self-assessment and research, at their appropriate grade levels. In many of these lessons, the introductory

activities were sufficiently stimulating and drew on the students' various interests and previous knowledge. However, at both levels of the system, the developmental activities which followed were weak and did not bring about the planned learning. As a result, students did not benefit from these lessons as well as they could.

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.

Findings:

In this round, Students' attainment in English and mathematics was above the Ministry of Education's targets, in two per cent (2%) of the schools inspected; at the targets in ten per cent (10%) of them and below in eighty-eight per cent (88%).

Table 5: Overall Students' Attainment (English and mathematics)

Inspection Ratings	Number of Schools	Percentage (%)
Exceptionally High	1	1
Good	2	1
Satisfactory	13	10
Unsatisfactory	108	84
Needs Immediate Support	5	4
GRAND TOTAL	129	100

Source: NEI Inspection Data, June 2014

Characterisation:

Exceptionally High and Good Attainment

Only three of the schools inspected, in this round, were rated in this category. In these schools, students' attainment in both mathematics and English met and exceeded the minimum targets set for performance in both areas at key output points.

Unsatisfactory Attainment

On hundred and eight of the schools inspected in this round were rated in this category. They did not meet the minimum standard of performance as determined by the Ministry of Education.

Attainment in English:

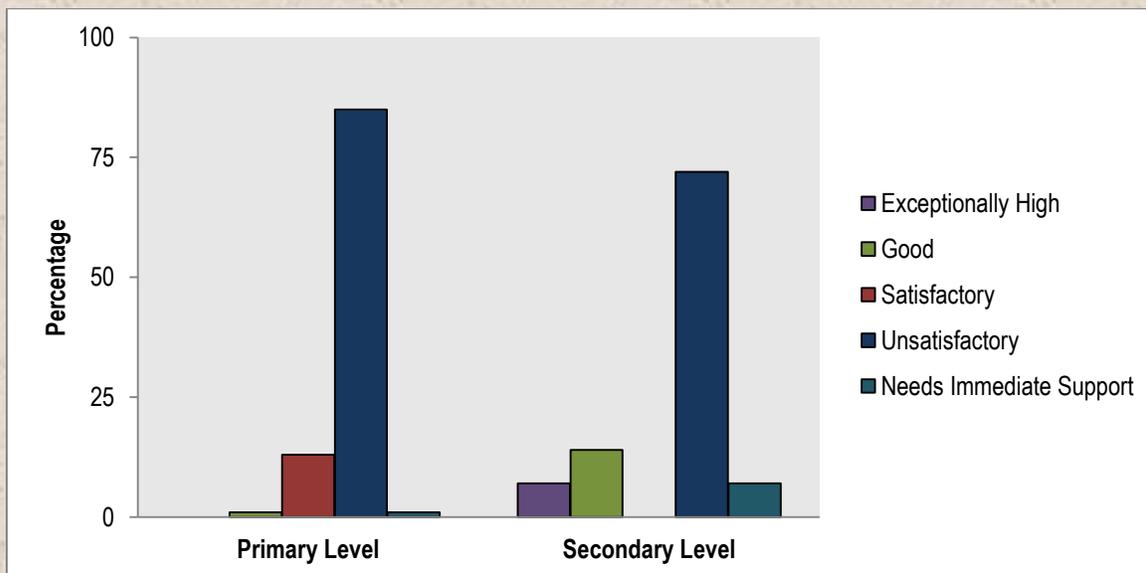
In eighty-five and seventy-one per cent of the primary and secondary level schools inspected in this round performance in English was rated as unsatisfactory. In these schools, most of the students did not attain at the level expected by the Ministry of Education. See Tables 6 and Graph 1 below:

Table 6: Students' Attainment in English

Inspection Rating	Number of Schools	Percentage (%)
Exceptionally High	1	1
Good	3	2
Satisfactory	15	12
Unsatisfactory	108	84
Needs immediate support	2	1
GRAND TOTAL	129	100

Source: NEI Inspection Data, June 2014

Graph 1: Students' Attainment in English by School Levels



Source: NEI Inspection Data, June 2014

Attainment in mathematics:

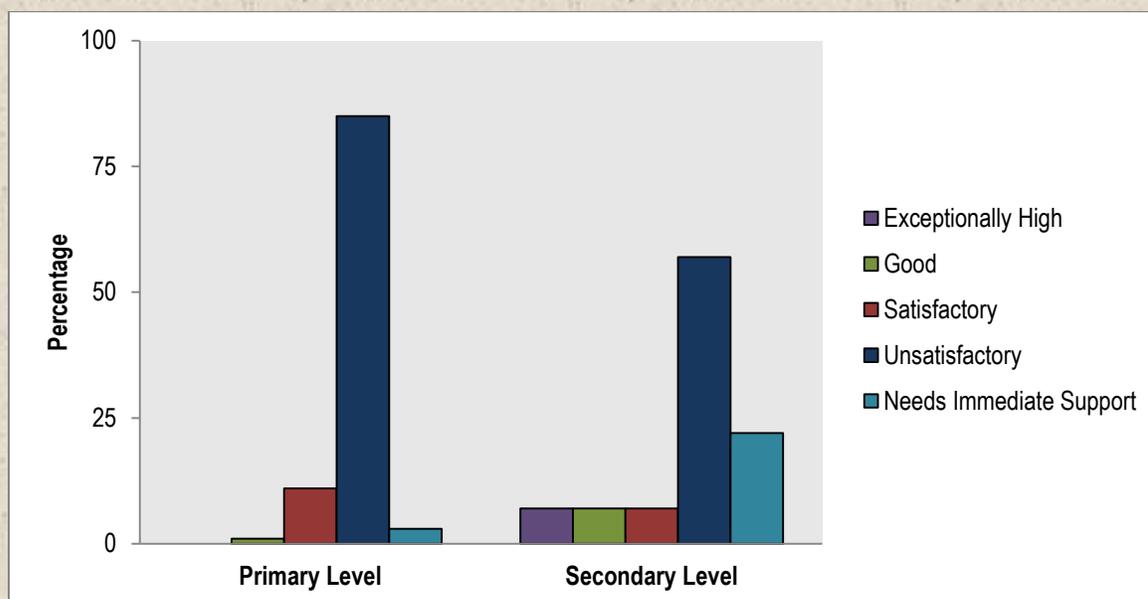
In eighty-five and fifty-seven per cent of the primary and secondary level schools inspected in this round performance in mathematics was rated as unsatisfactory. In these schools, most of the students did not attain at the level expected by the Ministry of Education. See Table 7 and Graph 2 below:

Table 7: Students' Attainment in Mathematics

Inspection Rating	Number of Schools	Percentage (%)
Exceptionally High	1	1
Good	2	2
Satisfactory	14	11
Unsatisfactory	106	82
Needs Immediate Support	6	4
GRAND TOTAL	129	100

Source: NEI Inspection Data, June 2014

Graph 2: Students' Attainment in Mathematics by School Levels



Source: NEI Inspection Data, June 2014

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
- Progress during lessons
- Appropriateness of levels achieved

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 attainment.

Findings:

Students' progress was rated good in two per cent (2%) of the schools inspected; satisfactory in forty-five per cent (45%); unsatisfactorily in fifty-one per cent (51%); and *needs immediate support* in two per cent (2%). See Table 8

Table 8: Students' Progress

Inspection Rating	Number of Schools	Percentage (%)
Good	2	2
Satisfactory	58	45
Unsatisfactory	67	51
Needs Immediate Support	2	2
GRAND TOTAL	129	100

Source: NEI Inspection Data, June 2014

Characterisation:

Exceptionally High and Good Students' Progress

Overall, there was better progress seen in English than mathematics, in these schools.

Good curricular and whole-school progress was seen in two schools. In these schools, there had been steady improvement in the outputs over the last three academic years. Also, in

relation to the curriculum standards, most students were performing at, and above the expected levels. Most students displayed the higher order skills expected of them at their appropriate grade levels; they were able to analyse, interpret information and apply the concepts they learnt to new situations.

Unsatisfactory Students' Progress

In 67 of the schools inspected in this round, progress was rated as unsatisfactory. In these schools, the students' performances at the key output points were below the expected standards over the period of review. Most of the students in these schools entered with limited prerequisite skills. As they moved through the system they did not make sufficient curricular progress to enable them to successfully complete tasks that were appropriate for that grade level. It was not uncommon to find gaps in the students' literacies and this limited their ability to fully access the national curriculum. So, many students were moving from one grade level to the next being unprepared for the next level.

Across the system, many students demonstrated weaknesses in expressing their ideas in writing.

***Needs Immediate Support* Students' Progress**

In two of the schools inspected in this round, no whole-school progress was made neither did most of the students progress against the expected curricular standards. Generally, literacy and numeracy skills were found to be underdeveloped in the students at all grade levels.

Progress in English:

In 64 of the primary level schools, progress was rated at satisfactory and above. Many students in these schools showed mastery of the key language arts skills such as reading, thinking, writing, speaking and research at the appropriate grade levels. Where this was true, there was appropriate reinforcement and extension as students moved from one grade level to the next. The development of these skills were ably supported by well-planned learning opportunities and intervention programmes.

Despite the language arts deficits of many students entering these schools, by the time they got to grade 4 they were able to: read and comprehend age-appropriate materials; decode

and spell a variety of words; and demonstrate some research skills. At grade 6, many of them were able to write short stories, poems, letters and express themselves in Standard Jamaican English (SJE).

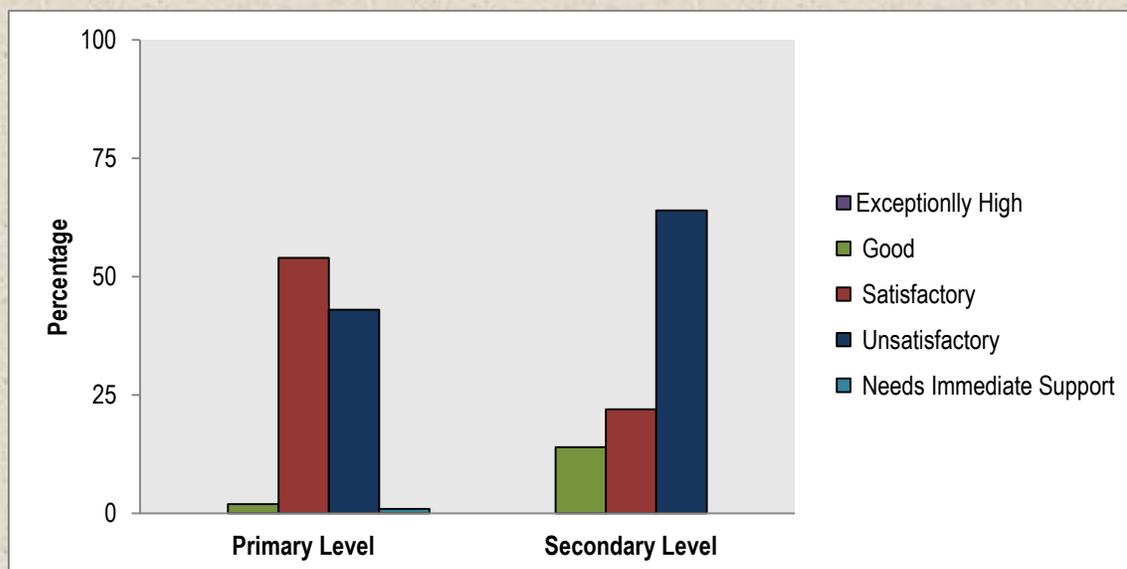
In 5 of the secondary schools assessed in this round, students' progress was rated at satisfactory and above. While most of these students showed sufficient understanding of language arts concepts in grammar, punctuation and the various modes of writing, some of them were unable to express their ideas in a clear, sustained and logical manner. See Table 9 and Graph 3.

Table 9: Students' Progress in English

Inspection Ratings	Number of Schools	Percentage (%)
Good	4	3
Satisfactory	65	50
Unsatisfactory	59	46
Needs Immediate Support	1	1
GRAND TOTAL	129	100

Source: NEI Inspection Data, June 2014

Graph 3: Students' Progress in English by School Levels



Source: NEI Inspection Data, June 2014

Progress in mathematics:

It was assessed that in 65 of the schools in this round, students' progress in mathematics was rated at satisfactory and above.

In some of the primary schools in this group, the students entered with low levels of readiness in number letter knowledge but made satisfactory progress in their mathematics lessons. However, in some instances, the progress that was seen here was not reflected in their performance in external assessments at grades 4 and 6. Mixed progress was assessed in relation to the curricular standards in the key skill areas of measurement, statistics, number concept, algebra and geometry, which resulted in many students operating below the expected standards in numeracy.

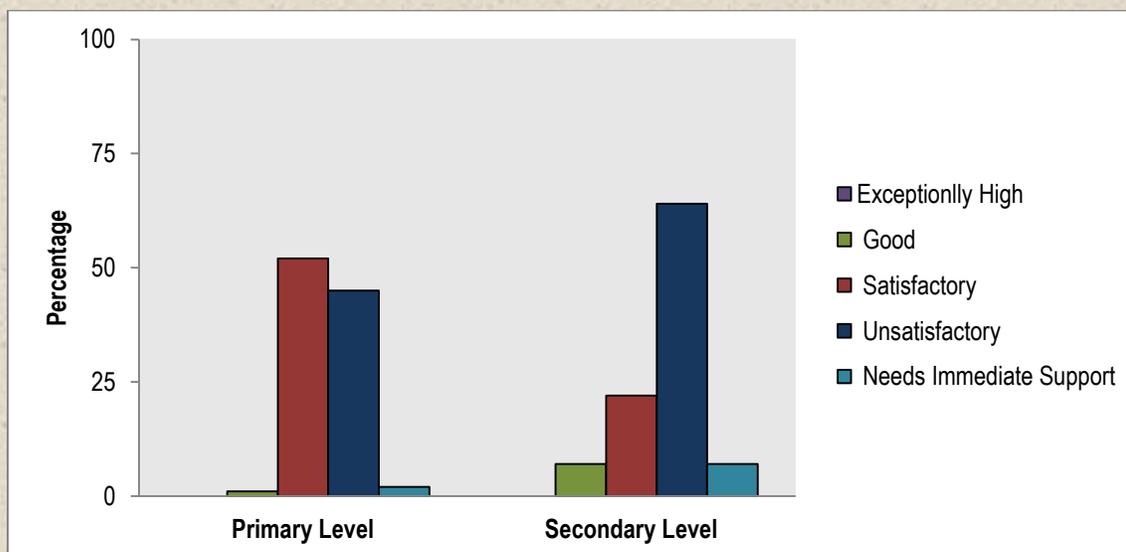
Significant weaknesses in students' conceptual understanding and reasoning were detected in the lessons observed in the 10 secondary level schools that were rated as unsatisfactory. It is important to note that in many of those schools, cohorts entered grade 7 operating below the grade level and so they did not make sufficient progress to attain the standard required after five years of secondary education. See Table 10 and Graph 4.

Table 10: Students' Progress in Mathematics

Inspection Ratings	Number of Schools	Percentage (%)
Good	2	2
Satisfactory	63	49
Unsatisfactory	61	47
Needs Immediate Support	3	2
GRAND TOTAL	129	100

Source: NEI Inspection Data, June 2014

Graph 4: Students' Progress in Mathematics by School Levels



Source: NEI Inspection Data, June 2014

Key Question 5:

How good is the students' personal and social development?

The key components are:

- Students' behaviours and attitudes
- Students' punctuality to school and classes (Time Management)
- Students' understanding of civic responsibility and spiritual awareness
- Students' economic awareness
- Students' environmental awareness

Standard:

Good behaviour 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:

Students' personal and social development was rated as good in fourteen per cent (14%) of the schools inspected; satisfactory in seventy per cent (70%); unsatisfactory in fourteen per cent (14%); and *needs immediate support* in two per cent (2%). See Table 11

Table 11: Students' Personal and Social Development

Inspection Ratings	Number of Schools	Percentage (%)
Good	18	14
Satisfactory	90	70
Unsatisfactory	19	14
Needs Immediate Support	2	2
GRAND TOTAL	129	100

Source: NEI Inspection Data, June 2014

Characterisation:

Good Students' Personal and Social Development

In 18 schools inspected in this round, students' personal and social development was assessed as good. In these schools, most of the students demonstrated respectful attitudes towards their peers and adults both in and out of classes. Most were polite and courteous to their peers, teachers and visitors. They also formed lines, moved with purpose and in an orderly manner. Most were self-organised, generally prepared for lessons, supportive of each other and worked well without supervision. Most students regularly attended school and were usually early for classes. At the secondary level, little time was lost in the transition between classes. Most students showed positive self-esteem and confidence in their abilities. In these schools, student leadership was vibrant with students serving as prefects, monitors, students' counsel representatives, club leaders and peer counsellors. They had a strong sense of national identity and pride in Jamaica. Across both the primary and secondary levels, most demonstrated age-appropriate understanding of Jamaica's place and her contribution to the dynamic regional and global cultural landscape. For example, most were able to outline how our cultural expressions such as music, dance, food and sports continue to influence other nations. Many understood the importance of participating in areas such as student governance and community outreach programmes. These students were spiritually aware; they had satisfactory knowledge of world religions and they demonstrated tolerance of the rights of others to worship as they see fit. Most students were well-informed about economic matters at both the local and international levels. They understood some of the issues around trade, taxation and money management. The understanding of environmental issues in this group was sound and was reflected in the students' treatment of their immediate environment. For example, many students cleaned up after they ate; they did not litter; and many participated in beautifying their local surrounding. Schools rated in this category included Ardenne High, Kellits Primary, Rousseau Primary, Runaway Bay All Age and York Castle High.

Unsatisfactory Students' Personal and Social Development

In the 19 schools rated in this category, many students demonstrated poor behaviours and low levels of awareness. Many of them were not assessed to be sufficiently self-directed, as they were frequently unprepared for lessons and did not work well without the supervision of their teachers. Their interpersonal skills were underdeveloped and many were unable to resolve conflict amicably. In this round, across both the primary and secondary levels,

attendance and punctuality presented a mixed picture. In some cases, many students attended school regularly but were often late and in other cases, some attendance was irregular but those students were punctual. At the secondary level, some students moved without purpose and it was not uncommon to see others loitering on corridors; there were also a few cases of truancy.

Of the students' awarenesses assessed, their knowledge of economic matters was generally the weakest. In this group, only a few students demonstrated sufficient understanding of; how the GOJ earns money; our local industries; and their potential contribution to national development. In some instances, their understanding of aspects of regional culture was weak. Some students had underdeveloped appreciation for their national identity and culture. Few had an understanding of the rights and responsibilities of citizens and many were intolerant of different religious views. While many understood environmental matters, little effort was made to take care of their immediate surroundings and few saw the need to preserve our natural resources.

Needs Immediate Support Students' Personal and Social Development

In these two schools, students behaved well, were well-mannered and most attended school regularly. However, almost all demonstrated insufficient development of the civic, economic, and environmental awarenesses. While students expressed a love for Jamaica and participated in daily devotions, most of them even in the upper grades demonstrated limited knowledge of Jamaican traditions and other cultural forms. Across these schools, the students' knowledge of economic and environmental matters was poor. In addition, they showed little care for their school environment.

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:

The use of human and material resources to support students' learning was rated as good in five per cent (5%) of the schools inspected; satisfactory in forty-six per cent (46%); unsatisfactory in forty-eight per cent (48%); and *needs immediate support* in one per cent (1%). See Table 12

Table 12: The Use of Human and Material Resources

Inspection Ratings	Number of Schools	Percentage (%)
Good	6	5
Satisfactory	60	46
Unsatisfactory	62	48
Needs Immediate Support	1	1
GRAND TOTAL	129	100

Source: NEI Inspection Data, June 2014

Characterisation:

Good Use of Human and Material Resources

In 6 schools inspected in this round, the use of human and material resources was assessed as good. In these schools, most teachers were effectively deployed to the areas for which they were trained. They ably supported their students' development through the effective delivery of the curriculum and therefore secured good learning outcomes for most of them. The administrative, academic and support staff knew their roles and responsibilities which were clearly outlined in their job descriptions. This afforded the institutions a smooth workflow towards the achievement of their academic targets. In these schools, most of the teaching and support staff were generally punctual and attended regularly. The leadership provided targeted staff development opportunities which helped them to keep current and carry out their tasks more efficiently. As a consequence, staff turnover was low, particularly at the primary level. In a few instances, there were staff improvisations to help alleviate shortages.

These schools used the available space well to support the students' learning. Where there was a shortage of space, they sometimes created specialty areas to supplement the full implementation of the curriculum, intervention programmes and special school activities. Generally, these schools were clean and well maintained. A variety of learning materials and resources were available and were regularly incorporated in lessons across the grades to enhance the learning experience. Schools in this group included: Kellits Primary, Marlie Hill (St. Catherine) Primary Rousseau Primary.

Unsatisfactory Use of Human and Material Resources

Sixty-two schools in this round were assessed to be unsatisfactory in the use of human and material resources. In some of these schools, teachers were under-qualified and, in some cases, unqualified for the areas to which they were deployed. Consequently, their impact on the students learning was minimal. For example, in these schools, a few teachers at the primary level had no qualification in mathematics and were unable to deliver the content with confidence and accuracy. At the secondary level, there were also instances where some teachers were deployed across subject areas for which they were not qualified.

Many of these schools had adequate teaching support resources but these were not sufficiently incorporated in lessons to drive students' learning. For instance, many

classrooms at the primary level were print rich but the materials were seldom used to enhance the teaching experience. In addition, only a few teachers in this group successfully incorporated ICTs in their lesson delivery. At the secondary level, many of the science labs were in poor condition and did not sufficiently support the teaching of the discrete science subjects. In a few instances, at both the primary and secondary level, inadequate space resulted in overcrowded classrooms which affected the level of flexibility that teachers had in the conduct of their lessons. In most of these schools, provisions for students with special needs were inadequate and, in a few cases, non-existent.

Key Question 7:

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

The key components are:

- Relevance to almost all students
- Uptake of programmes
- Continuity, progression and coverage
- Cross-curricular links and extra-curricular activities
- Links with the local environment and community

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 the students. No content gaps should be present. And, additional support is provided for the students who need it.

Findings:

Curriculum and enhancement programmes were rated as good in nine per cent (9%) of the schools inspected; satisfactory in forty-six per cent (46%); unsatisfactory in forty-three per cent (43%); and *needs immediate support* in two per cent (2%). See Table 13

Table 13: Curriculum and Enhancement Programmes

Inspection Ratings	Number of Schools	Percentage (%)
Good	12	9
Satisfactory	60	46
Unsatisfactory	55	43
Needs Immediate Support	2	2
GRAND TOTAL	129	100

Source: NEI Inspection Data, June 2014

Characterisation:

Good Curriculum and Enhancement Programmes

In 12 of the schools inspected in this round, curriculum and enhancement programmes were rated as good.

All primary level schools in this group had adapted and enhanced the Ministry of Education’s Curriculum to meet the needs of almost all students. At the secondary level, there was a variety of adaptations that included the ROSE, e-Learning, NCTVET, City and Guilds and CSEC. Additionally, these schools used innovative approaches to modify the curricula. For example, at the primary level, there were a number of innovations in time allocation, subject offerings, and programmes to support literacy and numeracy development. Schools such as Kellits and Mannings Hill Primary, extended the hours of teaching by implementing free additional sessions such as “early bird”, “early work” and “afterschool” sessions that augmented the regular schedule and allowed the students to benefit from more time on task. Additionally, some schools offered subjects such as Spanish, civics, health and family life education (HFLE), drama, art and music. And, literacy and numeracy pull-out programmes, Drop Everything and Read (DEAR) and reading across the curriculum were practiced with good results.

In most of these schools that were rated good, a range of curriculum enhancement programmes broadened the personal and social experiences of the students. These included: uniformed groups, service clubs, physical education and sports, aesthetics, leadership training and a vibrant house system. Many of them also had strong links with the community and so the curriculum was usually reflective of the emphasis that was placed on the local environment.

Unsatisfactory Curriculum and Enhancement Programmes

In 55 of the schools inspected in this round, curriculum and enhancement programmes were rated as unsatisfactory.

While all of these schools implemented the MoE's Curriculum, the level of modification, review and enhancement was insufficient to cater to the varying needs of all groups of students. As a result, many of the students were unable to find a pathway to support their full learning potential. Additionally, many of these schools did not have Curriculum Implementation Committees, which were prescribed by the MoE to ensure that the curriculum is suitably modified. In some of these schools, it was not uncommon to find that timetables did not reflect the stipulated number of hours for core subjects areas, particularly for primary level mathematics. Additionally, there were gaps in the coverage of content and skills.

Key Question 8:

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

The key components are:

- Safety, security and health
- Wellbeing

Standard:

The school environment is an inclusive one in which the safety and well-being of both students and staff are high priority. The MoE'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:

Safety, security, health and well-being was rated as good in fourteen per cent (14%) of the schools inspected; satisfactory in fifty-one per cent (51%); and unsatisfactory in thirty-five per cent (35%). See Table 14

Table 14: Safety, Security, Health and Wellbeing

Inspection Ratings	Number of Schools	Percentage (%)
Good	18	14
Satisfactory	66	51
Unsatisfactory	45	35
GRAND TOTAL	129	100

Source: NEI Inspection Data, June 2014

Characterisation:

Good Safety, Security, Health and Well-being

In 18 of the schools inspected in this round, safety, security, health and well-being was rated as good. In these schools, the leadership teams placed high priority on safety, security, health and well-being of staff and students. The schools demonstrated an understanding of their surroundings and implemented measures to respond to potential hazards and threats. Safety procedures were shared and known by staff, students and even parents. Further, systems of accountability and monitoring were well developed and were supported by good documentation. Regular maintenance of the school plant and equipment were features of these schools. They had established strong partnerships with emergency services and agencies such as the Fire Department, the Police and local health care providers to support their capacity to respond in cases of emergencies. Healthy lifestyles were encouraged, sufficient provisions were in place to cater to the nutritional needs of students and good sanitary practices were common. Arrangements for guidance and counselling support and the management of behaviour were also well developed. PATH provided assistance to many students. Example of these schools included: Aboukir Primary, Gaynstead High and Winston Jones High.

Unsatisfactory Safety, Security, Health and Wellbeing

In 45 schools inspected in this round, the safety and security practices were assessed to be unsatisfactory. In most of them, there were some safety measures in place, however, monitoring was generally weak and documentation of critical incidents was poor. The school compounds were often insufficiently secured and in some instances students and staff felt unsafe. In addition, emergency drills were irregular and many students were not aware of evacuation procedures. Buildings and equipment were sometimes poorly maintained and, in

some instances, presented as hazards. It was common in this round to find that provisions for safety and security were less effective than those for the students' health and well-being.

Notably, only nine schools in this round were rated as unsatisfactory in provision for health and well-being. Arrangements for the management of behaviour were weak and in some cases, there was reliance on corporal punishment. Sometimes procedures for dealing with health related issues and emergencies were unclear and in many instances teachers were unable to deal with the more severe cases of students' social and emotional complaints.

Summary of Findings

Conclusion

Between September 2013 and March 2014, 129 schools were inspected; 115 were at the primary level while 14 were at the secondary level. The data revealed that in:

- 78 schools, leadership and management was rated at satisfactory and above and in 51 unsatisfactory;
- 62 schools, teaching in support of students' learning was rated at satisfactory and above and in 67 unsatisfactory;
- 16 of the schools, students' attainment was rated at satisfactory and above and in 113 unsatisfactory;
- 60 of the schools, students' progress was rated at satisfactory and above and in 69 unsatisfactory;
- 108 schools, students' personal and social development was rated at satisfactory and above and in 21 unsatisfactory;
- 66 schools, the use of human and material resources was rated at satisfactory and above and in 63 unsatisfactory;
- in 72 schools, curriculum and enhancement programmes were rated at satisfactory and above and in 57 unsatisfactory; and
- 84 schools' safety, security, health and well-being was rated at satisfactory and above and in 45 unsatisfactory.

Overall, approximately 50 of the schools inspected in this round were rated as **effective** and 79 were rated as **ineffective**.

Analysis

The overall picture presented, based on the assessment of the 129 schools in this round, is similar to that of the previous rounds in two significant ways. Firstly, with thirty-nine per cent (39%) of the schools rated at satisfactory and above, the data indicates that in a large number of the schools, students have not attained the minimum academic standards. Secondly, more primary schools were assessed as unsatisfactory than their secondary counterparts. With over 800 schools inspected, it is clear, based on the data, that these trends are not likely to change when the entire baseline study of 954 schools is completed. And this means that we have sufficient evidence to show that the level of performance system-wide is, for the most part, mediocre - with the primary schools lagging behind the secondary ones. Additionally, with approximately half of the lessons observed rated as unsatisfactory, there is an urgent need to ensure that there is the requisite link between pedagogical practices and the national curriculum.

Despite this, some innovative practices in the use of time and other material resources were unearthed during the inspections. These commendable efforts provided some valuable insights into the ways in which some school leaders are working to ensure that their students are successful, as well as useful examples for others to emulate.

Recommendations

1. In this round, we witnessed the addition of time to task in many schools in innovative ways that were variously called “Early Work”, “Early Bird” and “Afterschool”. This means that, already, some schools are implementing innovations to better facilitate the delivery of the national curriculum. This in an effort to allow the students the opportunity to have more contact time which will help them to interact with the breadth of curriculum topics and associated activities. In light of this, consideration should be given to the formal extension of the school day, on a ‘phased basis’, in those schools where it is deemed necessary. The impact of this on the students’ performance should be evaluated and documented for possible replication across the system.
2. Too many schools failed to modify and enhance the national curriculum to suit the various needs of the students in them. It is recommended therefore that
 - a. Teams of curriculum officers from the MoE support the in-school curriculum teams in adapting the national curriculum to meet the learning needs of the students;
 - b. A concerted thrust should be made to incorporate more community resources by the schools leadership teams in the provision and support of enhancement programmes. For example, students should relate more closely with the social and economic activities in their local communities, which will give them a sense of appreciation of the value of the people and industries to their communities and how they contribute to national development.
3. This research strengthened our knowledge of the pervasive deficits in mathematical skills in key areas such as measurement, computation and reasoning at both the primary and secondary levels. Continuous in-service training in mathematics should therefore be mandatory for all primary level teachers over the next five years. This will help to build the capacity of the system from the ground up.

EMERGING NATIONAL AND REGIONAL PICTURES

Emerging National Picture

Between September 2010 and March 2014 the National Education Inspectorate conducted eight hundred and three (803) school inspections across the six administrative regions of the Ministry of Education. This sample represents eighty-four per cent (84%) of all Jamaican primary and secondary schools. See Table 15. In this section of the report, the ratings of this segment of the nation's schools on the four leading Indicators are briefly outlined.

Table 15: Distribution of 803 Schools Inspected by Region

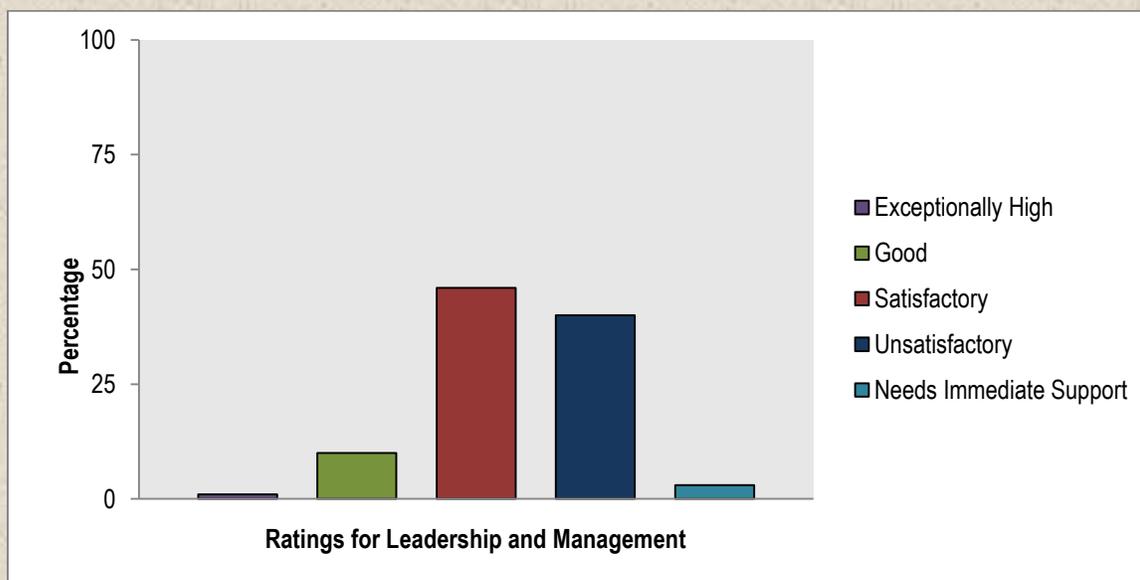
Region	Total Number of schools	Total Number Inspected	Percentage Inspected
1	144	131	91%
2	166	134	81%
3	115	97	84%
4	156	122	78%
5	157	131	83%
6	216	188	87%
Total	954	803	84%

Source: NEI Inspection Data, June 2014

After 803 school inspections, the performance of the schools and the emerging national trend on the four leading indicators – Leadership and Management, Teaching Support for Learning, Curriculum and Enhancement Programmes and Students' Progress – are highlighted below:

Distribution of Ratings for Leadership and Management (803)

Graph 5: Overall Ratings for Leadership and Management

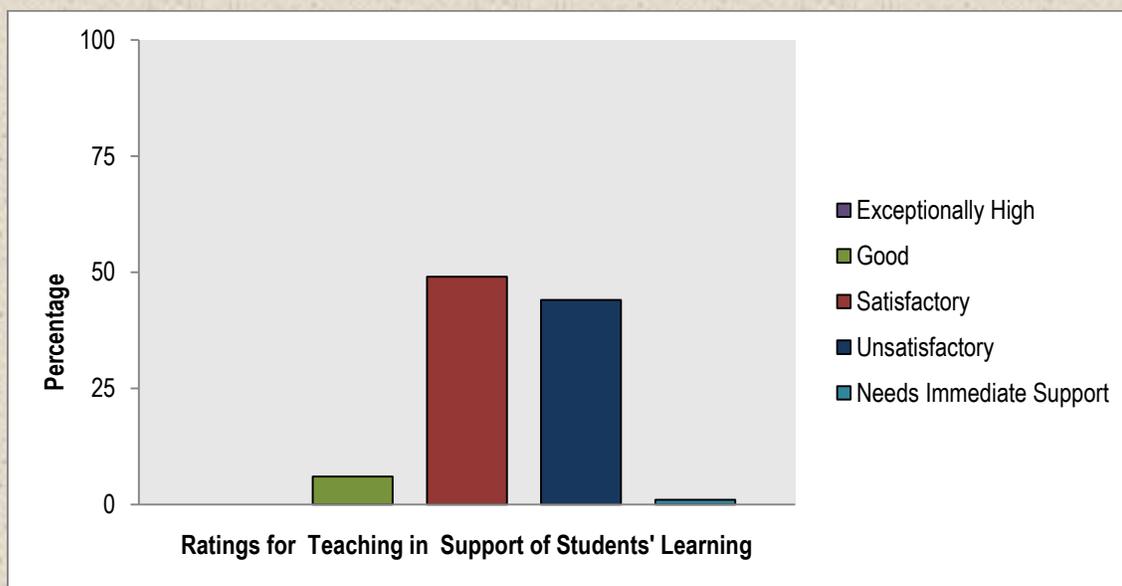


Source: Inspection Data, June 2014

Fifty-seven per cent (57%) of the schools were assessed as satisfactory and above in leadership and management and forty-three per cent (43%) was assessed as unsatisfactory and below.

Distribution of Ratings for Teaching in Support of Students' Learning (803)

Graph 6: Overall Ratings on Teaching and Learning

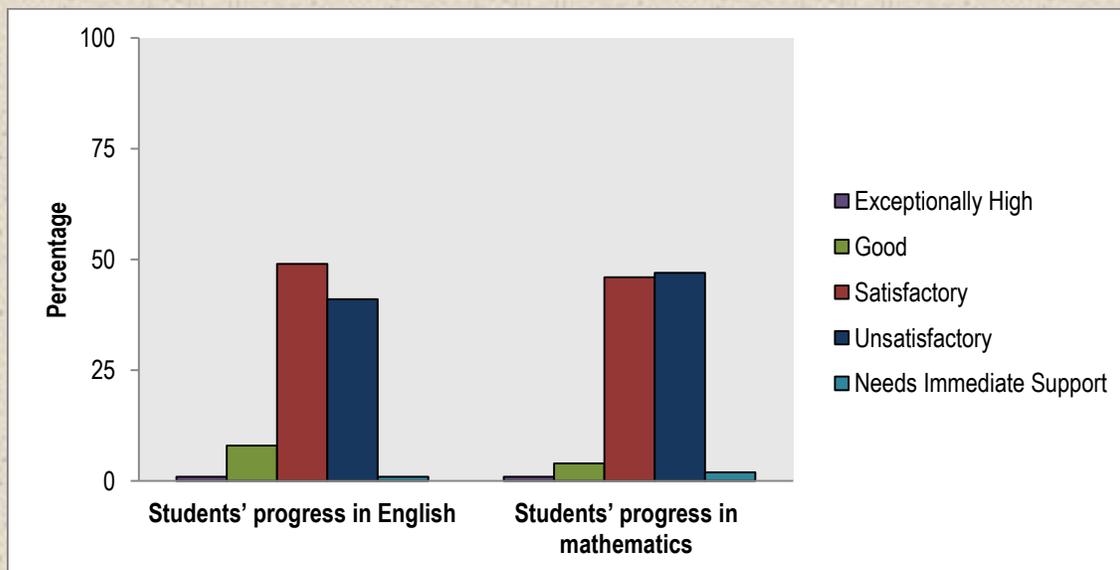


Source: Inspection Data, June 2014

Teaching in support of students' learning was rated as satisfactory and above in fifty-five per cent (55%) of the schools and unsatisfactory and below in forty-five per cent (45%) of them.

Distribution of Ratings for Progress in English and Mathematics (803)

Graph 7: Distribution of Inspection Ratings for Progress in English and mathematics

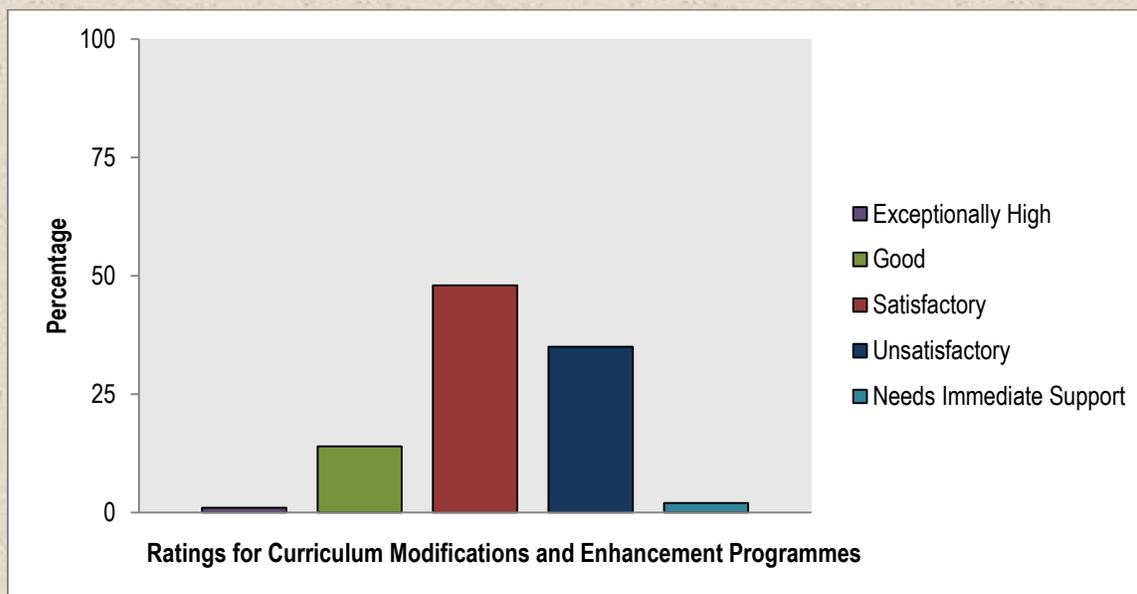


Source: NEI Inspection Data, June 2014

Overall, students' progress was rated as satisfactory and above in fifty-eight per cent (58%) and fifty-one per cent (51%) of the schools in English and mathematics respectively; unsatisfactory and below in forty-two (42%) and forty-nine per cent (49%) in English and mathematics respectively.

Distribution of Ratings for Curriculum and Enhancements (803)

Graph 8: Distribution of Inspection Ratings for Curriculum and Enhancements



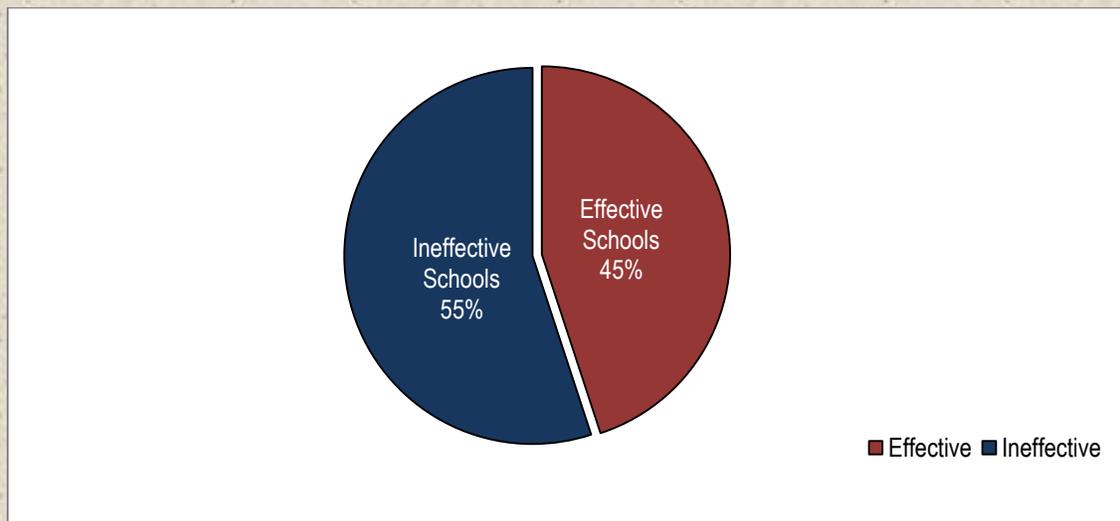
Source: NEI Inspection Data, June 2014

Curriculum and Enhancement Programmes were satisfactory and above in sixty-three per cent (63%) of the schools assessed and unsatisfactory and below in thirty-seven per cent (37%) of them.

Overall Effectiveness

Of the 803 schools inspected, forty-five per cent (45%) of them were assessed to be effective and fifty-five (55%) as ineffective. See Appendix 1

Graph 9: Overall Effectiveness



Source: NEI Inspection Data, June 2014

Significant Relationships

The data shows the emergence of two significant relationships; there is a strong and positive correlation between:

- the quality of school leadership and the quality of teaching support for students' learning; and
- the quality of school leadership and curriculum and enhancements programmes

The strength of the relationships is illustrated in the tables below.

Leadership and Teaching

Table 16: Correlates - Leadership and Teaching

		Leadership	Teaching
Leadership	Pearson Correlation	1	.702
	Sig. (2-tailed)		.000
	N	803	803
Teaching	Pearson Correlation	.702	1
	Sig. (2-tailed)	.000	
	N	803	803

Source: NEI Inspection Data, June 2014

There is a strong positive correlation between **Leadership and Management** and **Teaching in Support of Students' Learning** (Pearson's $r = 0.702$). The correlation between **Leadership and Management** and **Teaching in Support of Students' Learning** is statistically significant. Sig. (2-tailed) value is 0.000.

Leadership and the Curriculum

Table 17: Correlates - Leadership and Curriculum

		Leadership	Curriculum
Leadership	Pearson Correlation	1	.701
	Sig. (2-tailed)		.000
	N	803	803
Curriculum	Pearson Correlation	.701	1
	Sig. (2-tailed)	.000	
	N	803	803

Source: NEI Inspection Data, June 2014

There is a strong positive correlation between **Leadership and Management** and **Curriculum and Enhancement Programmes** (Pearson's $r = 0.701$). The correlation between **Leadership and Management** and **Curriculum and Enhancement Programmes** is statistically significant. Sig. (2-tailed) value is 0.000.

The national picture will be fully defined upon the completion of the baseline.

Regional Picture

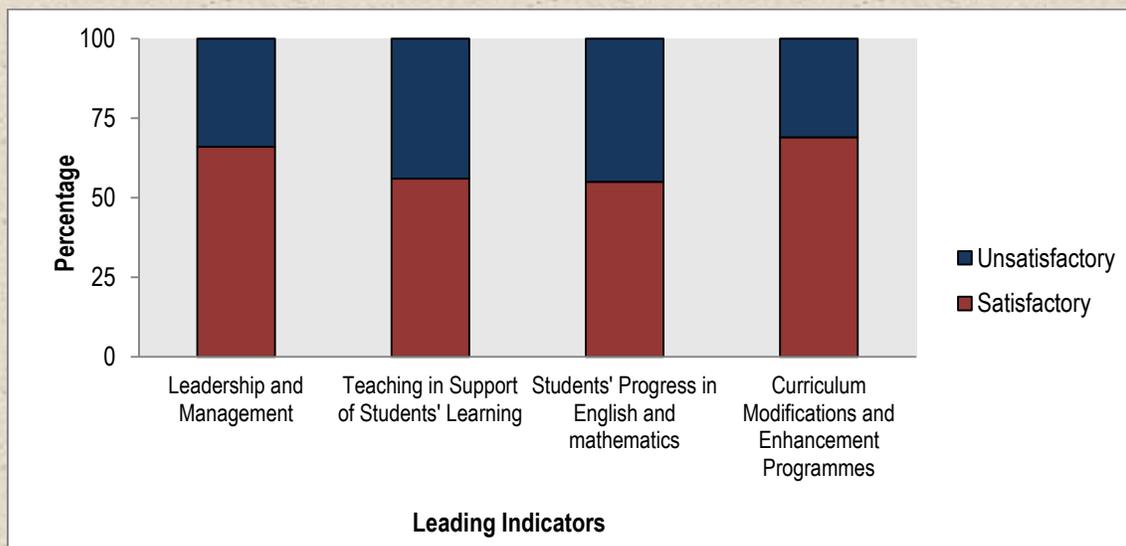
The National Education Inspectorate has now inspected at least 78 per cent of the schools in the six administrative regions of the MoE and is now in a position to report on the performance trends at the regional level. The data below shows how each Region was assessed on the following four leading indicators:

- **Leadership and Management** is a construct which is evaluated on: School-based leadership; school improvement planning and self-evaluation; governance; and relationship with parents and the community.
- **Teaching in Support of Student's Learning** is evaluated on: teachers' knowledge of their subjects and how best to teach them; teaching methods; assessment and students' learning.
- **Progress** is evaluated on: Students' progress during lessons; progress against starting points and progress over time.
- **Curriculum and Enhancement Programmes** are evaluated on: curriculum modification and enhancement programmes.

Region 1

In Region 1, ninety-one per cent (91%) of the schools were inspected. Their performance on the four leading indicators is illustrated below:

Graph 10: Performance on Leading Indicators

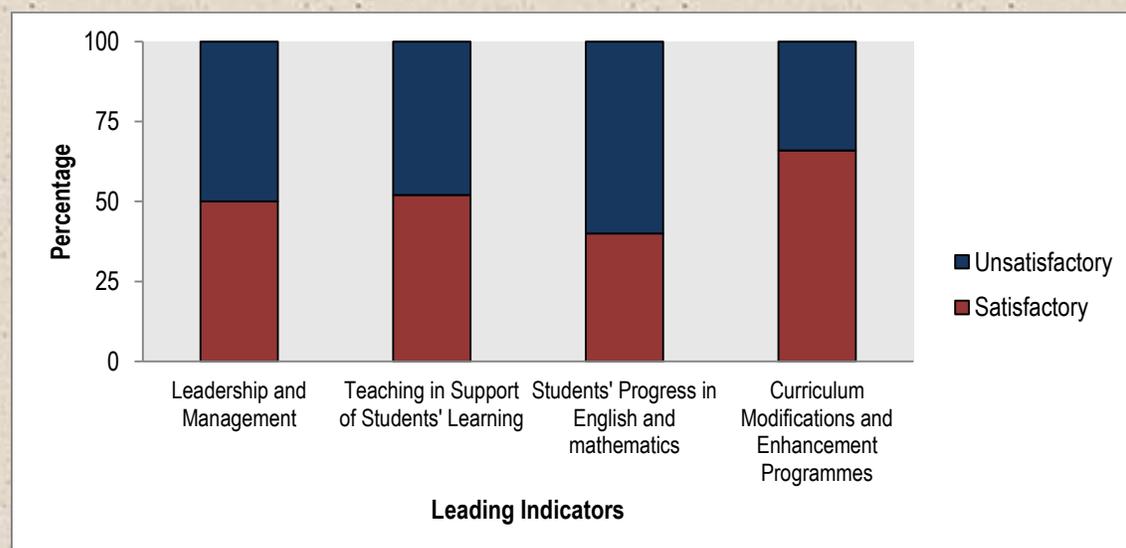


Source: NEI Inspection Data, June 2014

Region 2

In Region 2, eighty-one per cent (81%) of the schools were inspected and their performance on the four leading indicators is illustrated below:

Graph 11: Performance on Leading Indicators

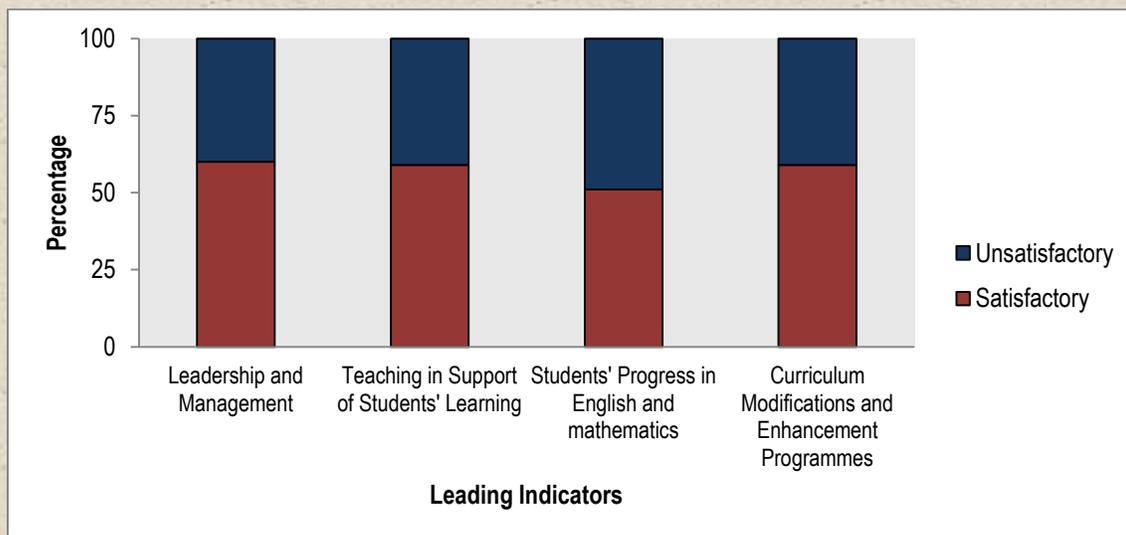


Source: NEI Inspection Data, June 2014

Region 3

In Region 3, eighty-four per cent (84%) of the schools were inspected. Their performance on the four leading indicators is illustrated below:

Graph 12: Performance on Leading Indicators

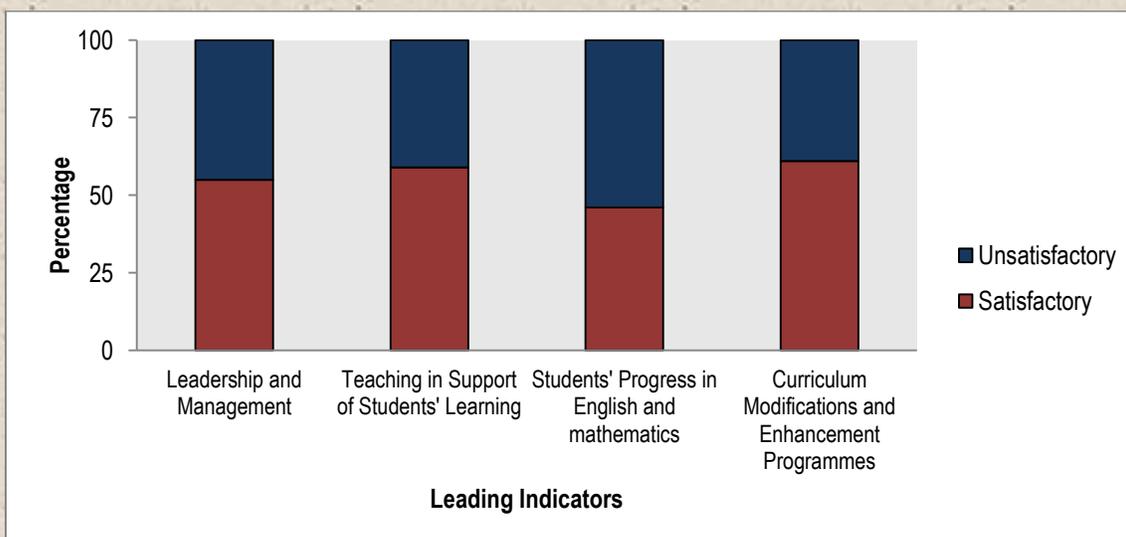


Source: NEI Inspection Data, June 2014

Region 4

In Region 4, seventy-eight per cent (78%) of the schools were inspected. Their performance on the four leading indicators is illustrated below.

Graph 13: Performance on Leading Indicators

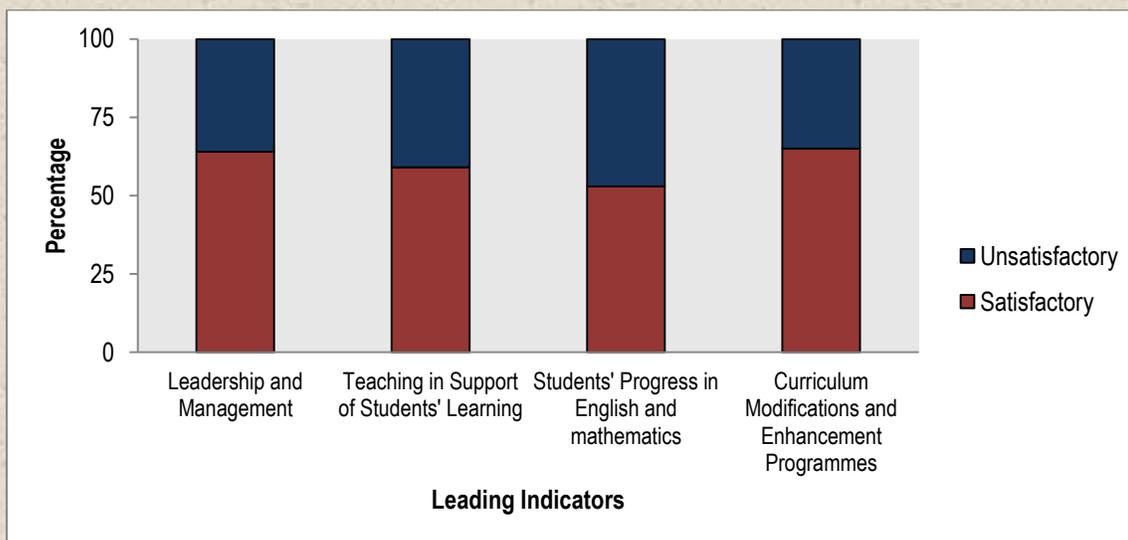


Source: NEI Inspection Data, June 2014

Region 5

In Region 5, eighty-three per cent (83%) of the schools were inspected. Their performance on the four leading indicators is illustrated below.

Graph 14: Performance on Leading Indicators

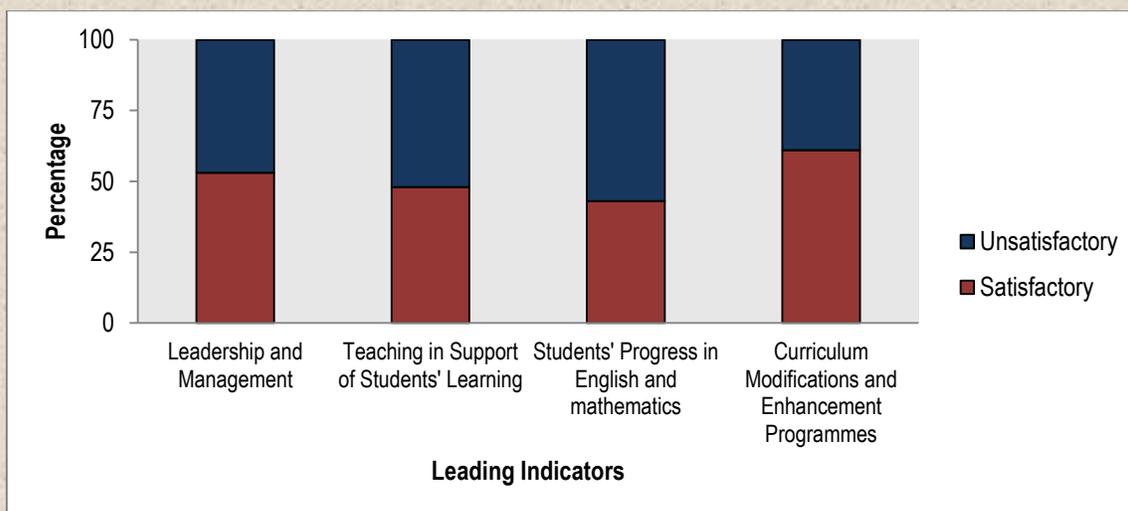


Source: NEI Inspection Data, June 2014

Region 6

In Region 6, eighty-seven per cent (87%) of the schools were inspected. Their performance on the four leading indicators is illustrated below.

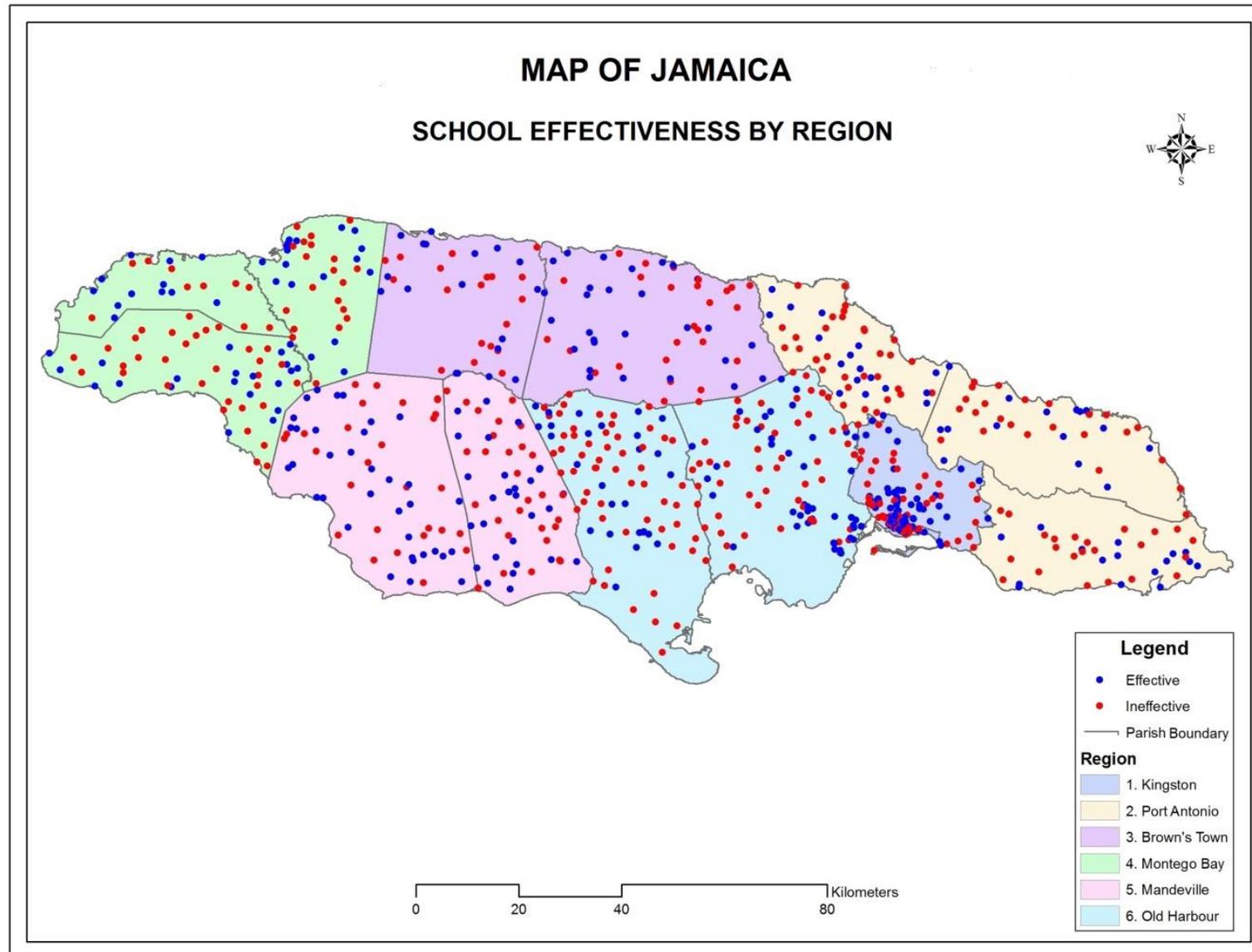
Graph 15: Performance on Leading Indicators



Source: NEI Inspection Data, June 2014

APPENDICES

Appendix 1: Map of Jamaica



Appendix 2: Regional overview of leading indicators

This Section provides a comparative overview of the ratings, on the four leading indicators, at the regional level, to date.

The findings are based on the inspection of 803 primary and secondary schools across the six administrative regions³ between September 2010 and March 2014.

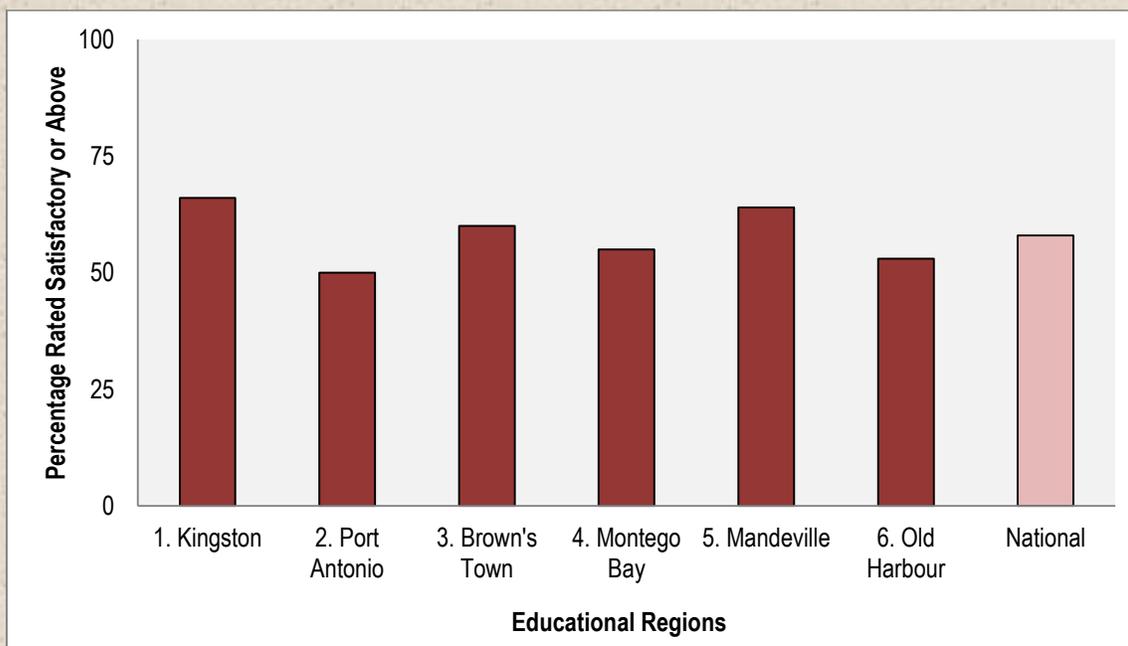
Table 18: Number and Percentage of Schools Inspected by Region

	Ministry of Education Administrative Regions						Grand Total
	Kingston	Port Antonio	Brown's Town	Montego Bay	Mandeville	Old Harbour	
Number of Schools Inspected	131	134	97	122	131	188	803
Percentage Inspected	91%	81%	84%	78%	85%	86%	84%
Total Number of Schools in Regions	144	166	115	156	154	219	954

Source: NEI Inspection Data, June 2014

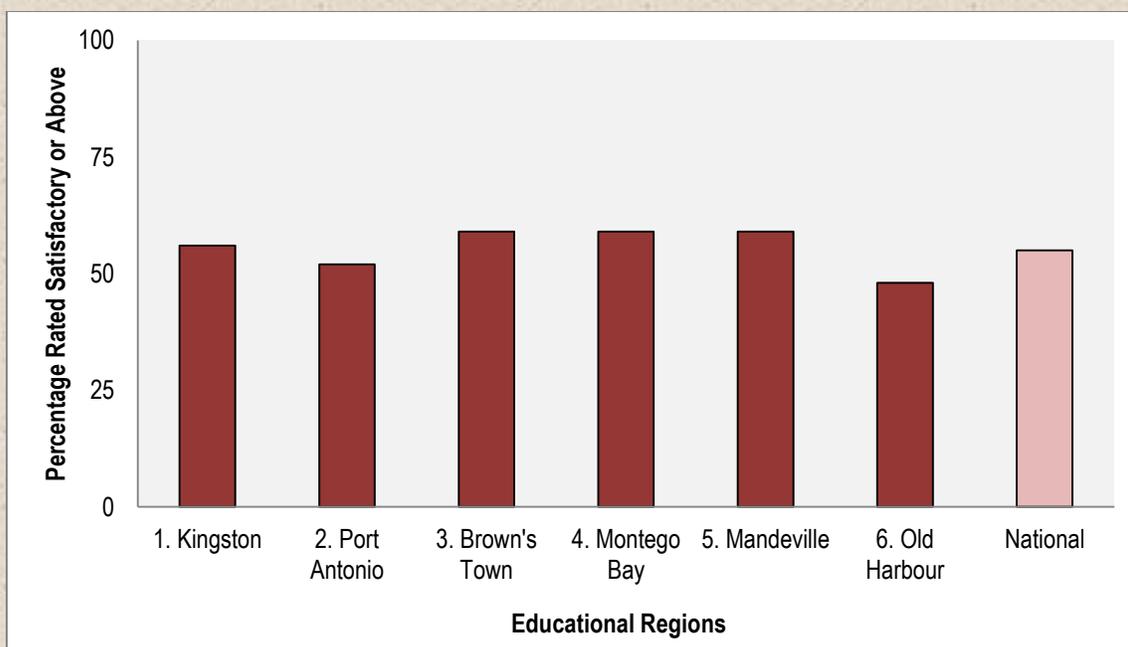
³ The Ministry of Education has six administrative regions. Each region is administered by a regional office staffed by Territorial Education Officers as well as administrative support staff.

Graph 16: Levels of Satisfactory Leadership and Management by Region



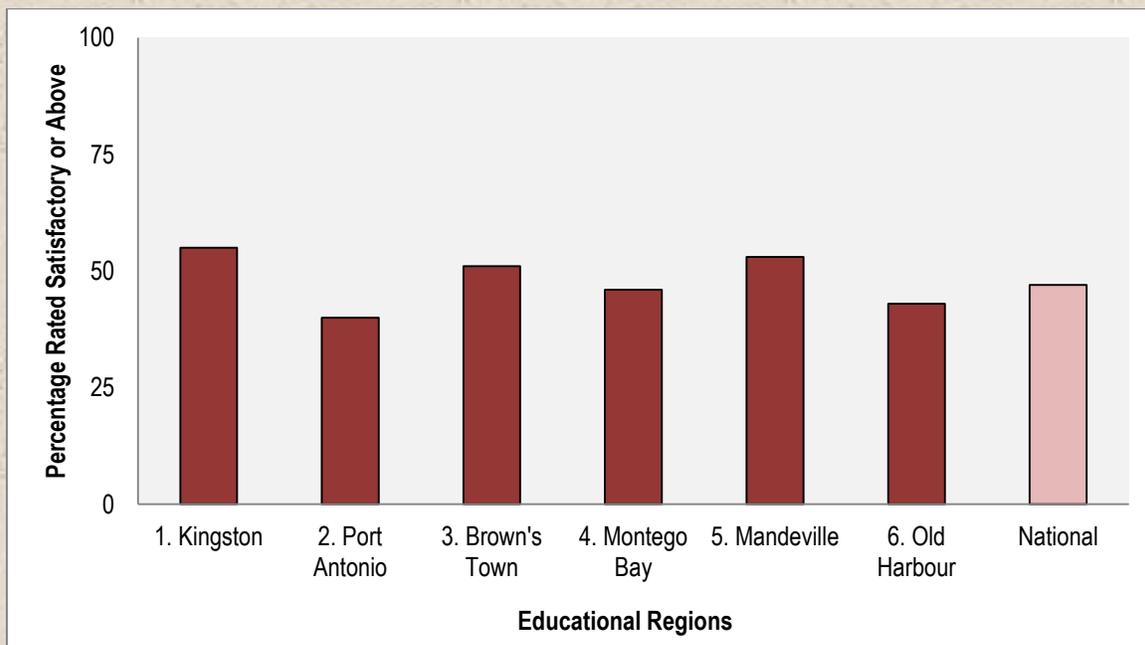
Source: NEI Inspection Data, June 2014

Graph 17: Levels of Satisfactory Teaching in Support of Students' Learning by Region



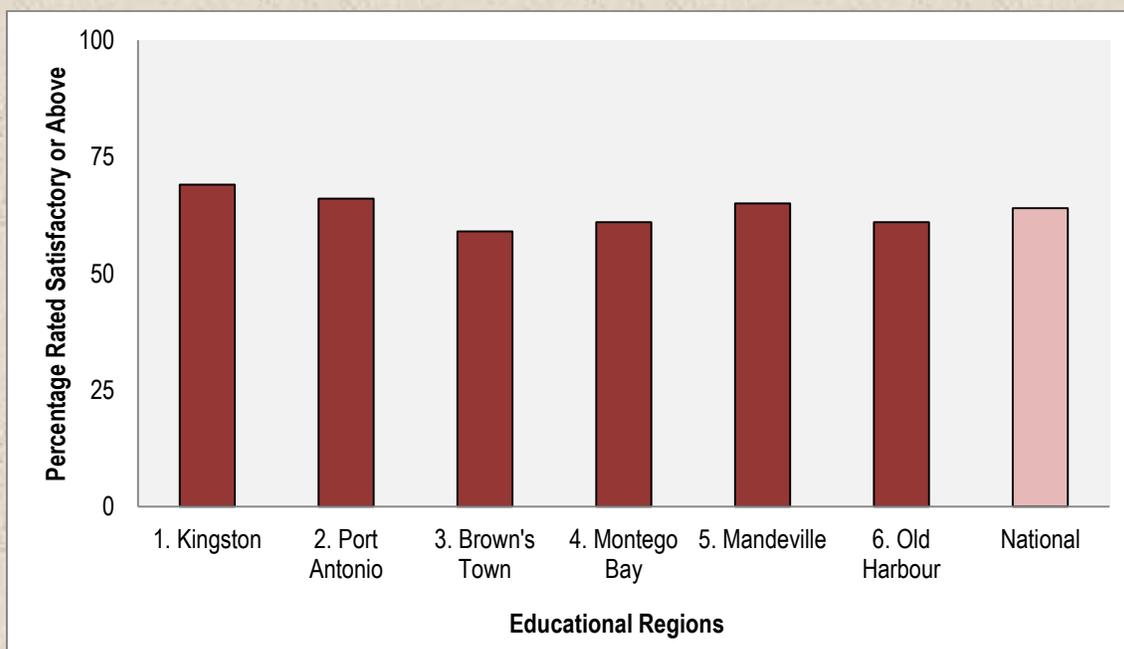
Source: NEI Inspection Data, June 2014

Graph 18: Levels of Satisfactory Students' Progress in English and mathematics by Region



Source: NEI Inspection Data, June 2014

Graph 19: Levels of Satisfactory Curriculum Modifications and Enhancement Programmes by Region



Source: NEI Inspection Data, June 2014

END OF REPORT