



ANNOTTO BAY PRIMARY AND INFANT SCHOOL

INSPECTION REPORT COVID-19 EDITION

Principal: Mr Wayne Taitam
Board Chair: Mrs Cameka Campbell-Green



National Education Inspectorate
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Introduction

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

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

Key Questions

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

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

See Addendum to Inspection Framework attached.

Modified Framework

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

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

All the evaluations and discussions in this report are predicated on the work of the school during the pandemic, and with the number of students, they were able to reach.

Profile

School's Demographics

Parish:	St. Mary
Region:	2. Port Antonio
Locale:	Urban
Day Structure:	Whole Day
Population Composition:	Co-educational
Size:	Class II
Capacity:	700
Enrolment:	295
Attendance Rate:	86
Active Teachers:	18
Pupil-Teacher Ratio:	17:1
Multi-Grade:	No
Owned By:	Government
Modality (ies):	Online
Average Online Attendance:	27%
Average Class Attendance Observed:	7

Socio-economic Context

Annotto Bay Primary and Infant School is located in the heart of the busy inner-city town of Annotto Bay in St. Mary. Children attend the school from communities such as Pleasant Hill, Fort George, Long Road, Enfield, Coloraine, Rosemount, Camberwell, Gray's Inn, Broadgate, Robins Bay, Devon Pen, Dover, Windsor Castle and Buff Bay in Portland. Some parents are employed by Jamaica Producers Group (JP Foods) as labours, factory workers (Nutrition Products), small farmers and fishers in the community. More than 100 students are beneficiaries of the Programme of Advancement Through Health and Education (PATH).

Internet penetration and support for learning modalities

The school uses Google Classroom as the main tool to engage students online. Internet connectivity is a major encumbrance for staff and students. Many students lack adequate access to the internet, and some access it using mobile data, limiting their consistent access to lessons; on average, 80 students are consistently online. Some children can use the school's facilities to access the internet for online lessons.

Executive Summary

Leadership and management

Leadership and management provisions impact the school's continued growth in a limited way. Instructional supervision is done, but these lack the proper oversight. Similarly, school self-evaluation and improvement planning processes are not effectively administered. The Board ensures accountability and provides the requisite support. While the school has established means of communicating with parents, their involvement from their involvement in their children's education is below expectation. A few linkages are formed from which the school benefits.

Online teaching in support of learning

Teaching and learning are areas for further improvement in this school. Many students are eager to learn, but there is obvious learning loss as their inquiry, research, and critical thinking skills are underdeveloped. The teachers have a secure understanding of the subjects they teach, and some use a variety of strategies in the online environment to engage students effectively. Assessment takes place in online lessons and through feedback on written work collected at the school; however, no assessment policy speaks to how students are assessed in the current teaching and learning format.

Students' performance in English and mathematics from 2016 to 2020

Overall, the school's performance in national examinations in English and mathematics fell below expectations. The averages were below the national average throughout the review period, except for the performance in PEP 4 mathematics in 2019, which was slightly above the national average. There were marked improvements in participation rates.

Students' progress in English and mathematics

Students' progress in English and mathematics is limited in online lessons. Only a small percentage of the student population has access to online lessons, and only some of these students demonstrate age-appropriate progress.

Students' personal and social understandings and awareness

Most students are aware of civic, spiritual, economic and environmental issues and how these impact their lives in the context of the COVID-19 pandemic.

The availability and use of human and material resources

The school has adequate academic and support staff, and teachers often demonstrate appropriate mastery of the online teaching/learning tools. The physical plant is in a suitable condition and is prepared for face-to-face instruction.

Provisions for the curriculum and enhancement programmes

The curriculum is adapted in limited ways, but there is no record of the extent to which reviews are conducted. The school makes some provisions for the continuity of concepts, but the absence of many students impacts this. Also, the allotted time for core subjects does not meet the standard

across the school. The pandemic has restricted the students' participation in extra-curricular activities.

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

The school has implemented the necessary COVID-19 protocols to ensure students' safety and security. Additionally, programmes and procedures address students' health and well-being.

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

- Teachers' knowledge of their subject areas
- The preparations made to limit students' exposure to the COVID-19 virus
- The Board's oversight given to the processes in the school

Findings of School Inspection

1) School Leadership and Management

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

School-based leadership and management

Some aspects of leadership and management positively impact the school's programmes; however, there are noticeable areas for further growth and development. WhatsApp groups are organised at each grade level to facilitate effective communication, and regular staff meetings are held. The school's effort to reach all students is in keeping with the vision to have students equipped holistically. For instance, the school has collaborated with Canadian partners to have an intervention reading programme in place; however, there are mixed reports about the programme's impact and inadequate documentation. Instructional supervision is carried out, but only in a limited way. The Vice Principal assists with vetting lesson plans, and teachers are observed in online lessons and WhatsApp groups. However, teachers do not consistently submit the monthly reports required; these are also lacking in substance as they do not always represent the activities in a class for the month. Copies of data analyses are inadequate and do not provide sufficient information on students' performance or plans to remedy weaknesses.

Self-evaluation and school improvement planning

Some activities are undertaken to support school self-evaluation and improvement planning. Staff meetings are used as a forum to monitor activities; however, only a few of these meetings are documented. The school self-evaluation document is only a two-page bulleted list which does not represent the standard. Hence, the requisite information to effectively analyse the school's current standing is not present. The school improvement plan (SIP) has pertinent goals and targets aligned with the Ministry of Education, Youth and Information's strategic objectives. Some of these include the plan to improve literacy and numeracy rates by 50 and 40 per cent, respectively, and to have 40 per cent of parents attending training through HEART/NTA. However, there are a few timelines for the proposed targets and a few instances where there are identified persons responsible for achieving targets.

Governance

The Board contributes well to the leadership and management of the school, providing the requisite oversight and ensuring accountability for most administrative functions. The Chairman takes the necessary steps to ensure that the relevant protocols are observed to enable proper management. Meetings are held termly and pertinent staffing, school infrastructure, and financial management issues are considered. For instance, the Chairman requested to see payment vouchers before cheques were signed, and the completion of the SSE and SIP was an item of discussion in one of the recent meetings. Additionally, the Board looks out for the well-being of the staff. For instance, the Board proposed meeting with the staff members due to their perceived lack of motivation during the pandemic. Also, data was provided to enable access to the internet and the delivery of online lessons.

Relationship with parents and the local community

The school communicates effectively with parents and benefits from a few linkages with agencies and businesses. Contact with parents is maintained through telephone calls, PTA meetings and WhatsApp grade level consultations. On Fridays, when parents take in work to be graded, teachers provide additional assistance on various techniques to help their children learn online, in addition to the Google Classroom application sessions. Despite this, parental involvement in the school is weak; few parents attend the monthly PTA meetings, and some are disinterested in seeing their children's attendance in online lessons. The school has sought out various business entities to assist with the preparations for reopening the school against the background of the COVID-19 pandemic and the shift to online teaching and learning. For instance, one business entity provided \$50,000 to offset the cost of data so students could connect to the internet. Other benefactors included Food for the Poor, which donated a refrigerator and Sandals Resort which provided masks.

2) Online Teaching in Support for Learning

How effectively does online teaching support the students' learning?

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

All teachers demonstrate good knowledge of the subjects they teach. This is demonstrated in their confidence, accuracy, and ease with which they deliver lesson content. For instance, the teacher effortlessly gave examples of declarative and interrogative sentences in a Grade 6 language arts lesson reviewing the types of sentences and speech marks. Furthermore, some teachers have mastered teaching for maximum student outcomes. For example, in a Grade 4 mathematics lesson, the teacher patiently demonstrated the steps involved in converting metric units of capacity and ensured that the students could replicate the steps individually. Most teachers reflect on what they teach and how best students learn before introducing new content. For example, in the Grade 6 language arts lesson on using speech marks, the teacher reviewed the types of sentences comprehensively. All students provided suitable examples of the different types of sentences. However, in most lesson plans, the spaces provided for lesson evaluations are left incomplete.

Teaching methods

All lesson plans seen are quite detailed and bear evidence of the 5E model of instruction. Additionally, all plans have measurable, attainable objectives aligned to the topic and assessment activities. Furthermore, some lesson plans show differentiation in assessments, as was seen in a Grade 6 language arts lesson plan. In most lessons, the teachers use time efficiently as time is affixed to activities adhered to by both teachers and students. Some teachers use various age-appropriate strategies to engage students and cater to their various learning needs. These include games, demonstrations, questioning, small and whole group discussions, reading, and group work in break-out rooms. Most teachers engage students through questioning and discussions and call them by their names so that each gets an equal opportunity to participate and share. Most lessons are delivered via Google Meet, bolstered by using various online resources such as YouTube videos, Jamboard, Google Slides and charts to capture students' interest and reinforce their learning. Additionally, some teachers refer students to their text and workbooks, where they

read and complete exercises. Furthermore, YouTube videos and other learning materials are posted in all virtual classrooms to facilitate asynchronous learning.

Students' assessment

Most teachers identify students' levels of progress with the use of questioning. For example, in a Grade 6 language arts lesson on direct speech, the teacher asked the students to determine the figure of speech that characterised the sentence, "They fight like cats and dogs." Students are also assessed using written tasks such as worksheets and Google Form quizzes administered in the Google Classroom. Most teachers analyse students' assessments to identify areas of weakness and propose a solution. For example, one Grade 4 teacher compared the students' reading levels in the class and determined that only 4 of the 17 students were reading at the Grade 3 level or above and suggested that students make a dictionary to learn new words. All teachers provide immediate oral feedback to students during lessons, and some employ strategies to drive improvement. For example, in a Grade 4 mathematics lesson, after realising that some students could not solve simple metric conversions, the teacher used a slide to demonstrate the steps and ensured that students could replicate the process. Additionally, all teachers visit the school on Fridays to mark students' books and worksheets, providing written feedback to guide improvements. Notwithstanding, the school has not developed an assessment policy.

Student learning

Many students demonstrate a good attitude and motivation to learn. They are eager to participate when they are required to demonstrate their learning. For example, in a Grade 2 integrated studies lesson on ways of ensuring safety in the home, on the road and at school, all five students present indicated a willingness to share at least one way to ensure safety. However, in Grades 5 and 6, students' participation is low. Only in a few lessons did the students receive an opportunity to read and discover information themselves; for example, in the Grade 4 social studies lesson, the students read from their textbook to find answers to questions on cultural heritage.

Further, some students are applying their learning to real-life situations. For example, in a Grade 6 language arts lesson, a student gave an example of onomatopoeia by saying, "The boy splashed in the water". Where opportunities are created for students to collaborate, few successfully did so to complete an assigned task. For instance, in the Grade 6 mathematics lesson, students were placed in break-out rooms but did not complete the assigned task. Similarly, there is limited demonstration of students' higher-order and critical thinking skills.

3) Students' Academic Performance 2016 to 2020

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

Students' performance in English

The school's performance in the Grade Four Literacy Test (GFLT) and PEP 4 language arts did not meet expectations. Performance in GSAT language arts and communication tasks and PEP 6 language arts did not meet expectations.

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The school's GFLT mastery did not exceed the national average over the period. It moved from its lowest point of 49 per cent in 2016 to 70 per cent in 2018. The school's PEP 4 language arts proficiency did not exceed the national proficiency in 2019. The school recorded consistently high rates of participation for the period.

The average score in GSAT language arts increased by two percentage points for the period under review but was below the national average each year. In communication tasks, the average increased over the three-year period but was below the national average in all years. In PEP 6 language arts, the proficiency was below the national proficiency in 2019 and 2020. An examination of the performance by gender revealed that the girls outperformed the boys in both subjects for the review period and PEP 6 language arts in 2019 and 2020.

Students' performance in mathematics

The school's General Achievement in Numeracy (GAIN) performance did not meet expectations, while PEP 4 mathematics met expectations. Performance in GSAT mathematics and PEP 6 mathematics did not meet expectations.

Performance in the GAIN was below the national average in all years of the review period. It increased from its lowest point of 25 per cent in 2016 to 49 per cent in 2018, the highest for the period. The school's proficiency in PEP 4 mathematics was above the national proficiency in 2019. The school recorded consistently high levels of participation for the period.

The school's GSAT mathematics average decreased by three percentage points overall. It was below the national average throughout the period. The PEP 6 mathematics proficiency was below the national proficiency in 2019 and 2020. An examination of the performance by gender revealed that the boys performed below the girls in all years for GSAT mathematics and in 2020 for PEP 6 mathematics.

4) Students' Academic Progress

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

Students' progress in English

The 2014 cohort did not show signs of progress in language between 2018 and 2020. In 2018, 70 per cent of the students mastered the GFLT. In 2020, 40 per cent were proficient in PEP 6 language arts. Furthermore, 57 per cent of the students who mastered the GFLT in 2018 were also proficient in language arts.

The school's GFLT mastery increased from 49 per cent to 70 per cent over the 2016 to 2018 period. In the first sitting of the PEP4 in 2019, 25 per cent of the students were proficient in language arts. The PEP4 was not administered in 2020. The average scores in GSAT language arts and communication tasks increased for the 2016 to 2018 period. The school's PEP6 language arts proficiency levels increased from 24 per cent to 40 per cent between 2019 and 2020.

The students make limited progress during most language arts lessons across the school. For example, in the Grade 6 language arts lesson, some students could identify parts of speech such

as metaphor, simile and onomatopoeia in sentences. Also, during the Grade 3 language arts lesson, all five students understood how to change singular nouns to plural using the three rules – adding s, es, and ies. Nevertheless, only two students could identify action words and use them in sentences. In Grade 5, two of the five students in the lesson could identify verb tenses in sentences using is, are, was and were and common and proper nouns such as fish and Nassau. Similarly, the students have only a limited understanding of applying punctuation to indicate direct speech.

Students' progress in mathematics

The 2014 cohort did not show adequate progress in mathematics between 2018 and 2020. In 2018, 49 per cent of the students attained mastery in the GAIN. In 2020, 19 per cent of the students were proficient in PEP 6 mathematics. Furthermore, 32 per cent of the students who mastered the GAIN in 2018 were also proficient in mathematics, and four per cent of those who did not master were also proficient.

The school's GAIN mastery increased from 25 per cent to 49 per cent over the 2016 to 2018 period. In the first sitting of the PEP4 in 2019, 46 per cent of the students were proficient in mathematics. The PEP4 was not administered in 2020. The average scores in GSAT mathematics decreased for the 2016 to 2018 period. The school's proficiency level in the PEP6 mathematics increased from 14 per cent to 19 per cent between 2019 and 2020.

The students make very little progress in mathematics lessons in the online environment. For example, in the Grade 4 mathematics lesson on capacity, some students could convert litres to millilitres and correctly stated $7L=7000ml$. Many struggled as they could not apply simple mathematical operations to the concept. Also, in the Grade 5 mathematics lesson, the students demonstrate very weak numeracy skills, even though the lesson is a revision lesson. At first, none of them could say what a century or a decade is. Also, the students had great difficulty deciphering how many decades elapsed between the hurricanes that affected Jamaica, as shown on a timeline with the years shown. Nevertheless, in the Grade 6 mathematics lesson on representing data, most students could read and interpret data using a line, bar graph and pie chart. For example, they could state the greatest number of cupcakes sold by observing the size of each sector.

5) Students' Personal and Social Understanding and Awareness

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

The civic understanding and spiritual awareness of the students

All students have good civic understanding and awareness. For example, all agree that they are Jamaicans because they were born in Jamaica, and their parents and grandparents were born in Jamaica. Additionally, most students express their love for Jamaica because of its rich cultural traditions embedded in our language, foods, music, and dances, such as Kumina, Gerreh, Quadrille, Maypole and Dinki-mini. All students express appreciation for Jamaica's sporting icons, who they believe has contributed significantly to highlighting Jamaica. Furthermore, almost all students believe Jamaica has some of the best attractions. All agree that these and our tropical climate make Jamaica a mecca for tourists from the United States of America, Canada, United

Kingdom, Japan, China, and the Caribbean. All students agree that business places should have hand washing and sanitisation facilities and carry out temperature checks to reduce the spread of the COVID-19 virus. All believe that everyone should obey the laws of the land and stop criminal activities such as abusing children, women and the elderly. Furthermore, all students express that Christmas and Easter are special times of year because they represent the birth, death and resurrection of Christ. Additionally, all believe that it is important to go to church on Sabbath or Sundays.

Students' economic awareness and understanding

Most students possess good economic awareness and understanding, with some articulating that Jamaica has become poorer because of the COVID-19 pandemic. Most agree that the Government of Jamaica use large sums of money to purchase vaccine that they believe could be spent repairing roads. Furthermore, most say that the pandemic prevents them from attending school and causes some of their parents to lose their jobs. Some also say that people are losing their jobs because they refuse to be vaccinated, resulting in their inability to support their families and pay utility bills. Additionally, most agree that there is a decrease in remittances because of the pandemic, and the Jamaican dollar has devalued significantly. Most believe there is a reduction in the number of tourists visiting the island, contributing to reductions in foreign exchange earnings. All students identify career paths they wish to pursue to contribute to their county. For example, some want to be athletes to represent the country, earn money, and give back to the country. Others want to be medical doctors to help save lives.

Students' awareness and understanding of environmental and health issues

Most students possess a secure understanding of national and global environmental issues. They believe cutting down trees harms the environment, leading to deforestation and soil erosion. Most also argue that those who cut trees should replant. All students agree that garbage should not be burnt but should be placed in containers to be collected by the trucks provided for such. All students believe that cleaning our streets and beaches makes them more attractive. Furthermore, some recommend punched holes in used cans to prevent mosquito breeding, which could lead to malaria and dengue. Some students relate that climate change causes unstable weather patterns and contributes to more rain and flooding. Additionally, some students affirm that warmer temperatures cause heat waves and bush fires in America, causing loss of lives and property damage. All students say that COVID-19 affects the entire world and causes stress, and we have more mentally challenged people in Jamaica. Two of the students interviewed say they would take the vaccine because they would like to travel abroad and return to face-to-face school. However, the rest insisted that they would not take the job.

6) Use of Human and Material Resources

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

The quality of human resources

The school has an adequate, appropriately qualified and proficient academic staff; almost all are trained in primary education but all with degrees. The staff attrition rate is low, as 64 per cent of the staff has given more than ten years of service to the school. In addition to the regular teaching

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assignments, teachers are supervisors for the canteen and culture. The support staff consists of four administrative workers, two ancillary staff, security personnel and a HEART volunteer.

The use of human resources

Staff development sessions are organised to support the professional growth of teachers, especially to increase their competence during the pandemic. For example, Jamaica Teaching Council (JCT) had sessions on using the Google Suite, while the counselling department addressed health and well-being. Teachers are efficiently deployed according to qualifications, competencies, and strengths and are given a choice of placement to boost student learning. On the other hand, security and relief watchmen are not functioning effectively, but the HEART volunteer manages health protocols. Staff register, reports and online class visits indicated that all teachers are punctual for work and regularly attend.

The quality and quantity of material resources

The buildings are sturdy and organised in blocks with 19 classrooms. Even though there are adequate buildings on the plant, such as an administrative block, guidance office, enrichment room, computer laboratory and library, effective teaching and learning structures are somewhat inadequate. The library is non-functional, requiring renovation and equipment. However, adequate physical resources support general school operation for the face-to-face delivery of lessons while maintaining COVID-19 transmission prevention protocol. These involve hand wash stations at the school's entrance, portable handwash stations on all blocks, isolation space and physical distancing markers, and 3-6 feet in classrooms.

The use of material resources

There is reasonable use of the available resources. Entrance and exit areas have signage on COVID-19 protocols mounted on walls to inform stakeholders. School materials are printed for all the students working online. Internet services allow for meetings, and on Fridays, some children with internet issues use the internet at school. Teachers are competent in navigating Google Classroom, Google Meet, and the WhatsApp modality to deliver lessons and employ various material resources to enhance students' interest and learning. These included live sheets for assessment, textbook, slides and board. In the Grade 3 language arts lesson, a video presentation stimulated an active discussion on verbs.

7) Curriculum and Enhancement Programmes

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

Curriculum provisions

The National Standards Curriculum (NSC) is adapted with provisions to meet the needs of the students. Adaptations include live worksheets to reinforce curriculum concepts, and teachers are encouraged to collaborate on the use of effective strategies. A Curriculum Implementation Team (CIT) is in place that facilitates discussions on the effectiveness of the virtual instruction; however, the meetings are not documented. Students' assessment results are analysed, and solutions are proposed to address areas of weakness. For example, the Grade 5 assessment results analysis

shows that only three of 19 students were proficient in mathematics and five in language arts. Hence, the teachers proposed using a print-rich environment and consistent textbooks to improve outcomes. Further, a few lessons make provisions for cross-curricular linkages so that students make connections between subjects. This was the case in a Grade 6 mathematics lesson where the teacher emphasised reading as a part of the lesson. Timetables indicate that the allotted time for English and mathematics is below the required one hour per day for some classes, and common planning time is not scheduled. Moreover, the school experiences insufficient continuity and progression in the curriculum. The high level of absenteeism in online lessons restricts how students can cover adequate content to keep pace with curriculum delivery. In addition, the school currently experience challenges with the administration of the reading programme due to internet connectivity issues.

Enhancement programmes

While some club activities are taking place online, this remains limited due to the restrictions on gathering due to the COVID-19 pandemic. Despite the challenges, the school facilitates opportunities for students to learn outside the formal curriculum. Students entered the JCDC festival contest in the last school year, and the school has collaborated with a Canadian institution to assist students with their reading programme.

8) Student Safety, Security, Health and Wellbeing

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

Provisions for safety and security

The school has clear, detailed safety policies and procedures to handle COVID-19-related issues. Protocols to support the overall safety expectations within the school and for reopening were communicated. A Fire Safety Emergency Plan and Disaster/Evacuation Plan provide clear guidelines on management and responsibilities. For instance, safe areas are identified in the event of a fire, with clearly marked assembly points. Adequate fire extinguishers and smoke detectors are strategically placed on the school plant and are inspected annually. Consequently, these practices can easily be galvanised to reopen face-to-face learning environments effectively. The school compound is partially fenced, and the entry point is COVID-19 compliant. There are established temperature check protocols by recording the temperature of all persons entering and wearing masks. In the event of a suspected case, the person is placed in an isolation room. Contact is made with the nearby Health Centre and parents/guardians. Nonetheless, the vigilance of the security team is a cause for concern. Also, the school is plagued by instances of electricity theft by residents.

Provisions for students' health and well-being

The school has instituted measures to support the health and well-being of students. Students are encouraged to practice healthy living through their diet, for instance. Structured guidance programmes addressed the needs of students during the pandemic. Public health measures of social distancing, sanitisation and effective mask-wearing are taught in guidance classes. Additionally, detailed psychosocial provisions are well documented in a comprehensive Psychosocial Responsive Plan. Adequate resources provide psychosocial support to all key

stakeholders during school reopening. Many teachers and students share positive relationships. Home visits and community walks with crucial community members educate parents on effective parenting. The attendance system is managed in class registers, and numbers are tallied. One hundred students benefit from the PATH, while other programmes also cater to needy students and include the annual provision of uniform materials, data, tablets, school supplies and care packages.

Recommendations

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

1. The Board and the school's management team should:
 - a. lead the process to have a completed self-evaluation completed and documented to facilitate authentic goal setting with realistic timelines for school improvement; and,
 - b. take immediate steps to resolve the situation of electricity theft from the school.

2. The Principal should:
 - a. ensure that relevant documentation is kept to account for all the school's programmes and activities to facilitate effective school self-evaluation and improvement planning;
 - b. improve instructional supervision that will engender effective accountability among all staff; and,
 - c. see to the development and application of an assessment policy.

3. Teachers should further use strategies to develop students' research, inquiry, and higher-order and critical thinking skills.

Recommendations from the previous inspection report

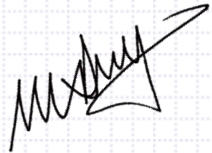
1. The Board should:
 - a. make representation to the Ministry of Education to have daytime security arrangements put in place.
 - b. seek support to improve the aesthetics of the compound.

2. The Principal should:
 - a. implement good record-keeping practices across the school, and hold all teachers to account in this regard, so that information for decision-making can be efficiently generated; and,
 - b. implement professional development opportunities to boost the level of creativity and curriculum knowledge that teachers take to the task.

3. All teachers should:
 - a. plan consistently to improve lesson delivery and overall student outcomes; and,
 - b. utilise a range of strategies to cater to the various learning styles of all students.

Further Action

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



Maureen Dwyer
Chief Inspector
National Education Inspectorate

List of Abbreviations and Acronyms

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

Appendices

Appendix 1 - Record of Inspection Activities

Appendix 2 – Addendum to School Inspection Framework

Appendix 3 – National Test Data

Appendix 4 – Stakeholders’ Satisfaction Survey

Appendix 1 - Record of Inspection Activities

Evidence for this report was based on the following:

Total number of lessons or part lessons observed	11
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	English	Math	Other
Number of lessons or part lessons observed [Primary]	06	03	02
Number of lessons or part lessons observed [Secondary, either grades 7 – 13 or 7 – 9 in an all-age school]	N/A	N/A	N/A

Number of scheduled interviews completed with members of staff, governing body and parents	06
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Number of scheduled interviews completed with students	01
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	Parents	Students	Teachers
Number of questionnaires returned and analysed	-	-	-

Appendix 2 – Addendum to Inspection Framework

1) School Leadership and Management

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

1.1 School-based leadership and management

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

Inspector will evaluate:

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

1.2 Self-evaluation and improvement planning

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

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

1.3 Governance

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

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

1.4 Relations with parents and the local community

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

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

2) Teaching Support for Learning

How effectively does the teaching support the students' learning?

What can we learn from online lesson observations?

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

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

2.2 Teaching Methods

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

2.3 Assessment

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

2.4 Student learning

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

3) Students' Academic Performance

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

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

4) Students' Academic Progress

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

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

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

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

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

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

5) Students' Personal and Social Development

How good is the students' personal and social development?

5.1 Students behaviours and attitudes

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

5.2 Students punctuality and attendance

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

5.3 Students civic understanding and spiritual awareness

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

5.4 Students' economic awareness and understanding

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

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

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

6) Use of Human and Material Resources

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

6.1 Human resources

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

6.2 Use of human resources

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

6.3 Material resources – Quality and Quantity

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

6.4 Use of material resources

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

7) Curriculum and Enhancement Programmes

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

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

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

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

7.2 Enhancement Programmes

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

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

8) Student Safety, Security, Health and Wellbeing

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

8.1 Safety and Security

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

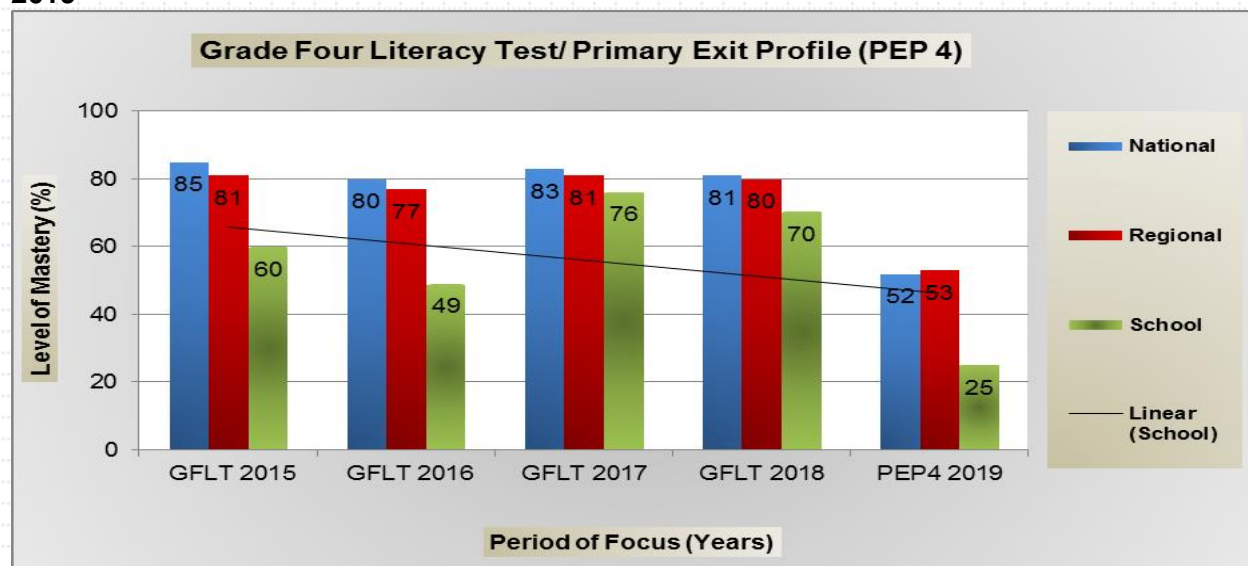
8.2 Health and Wellbeing

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

Appendix 3 - National Test Data

STUDENTS' ATTAINMENT

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



*PEP 4 was not administered in 2020

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

Annotto Bay Primary					
Grade Four Literacy Test/ Primary Exit Profile (PEP 4)					
Assessment Year	Candidates		Percentage Mastery/Proficiency*		
	Grade Four Cohort	Sitting	National	Regional	School
2019*	44	48	52	53	25
2018	44	54	81	80	70
2017 (Cohort)	60	59	83	81	76
2016	42	51	80	77	49
2015	63	60	85	81	60

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

The school's Grade Four Literacy mastery improved over the 2015 to 2018 period by ten percentage points. It moved from 60 per cent (36 of 60 students) in 2015 to 70 per cent (38 of 54 students) in 2018. It was lowest at 49 per cent (25 of 51 students) in 2016, and highest at 76 per cent (45 of 59 students) in 2017. The school's performance remained below the national mastery in all years. The school recorded consistently high levels of participation for the period.

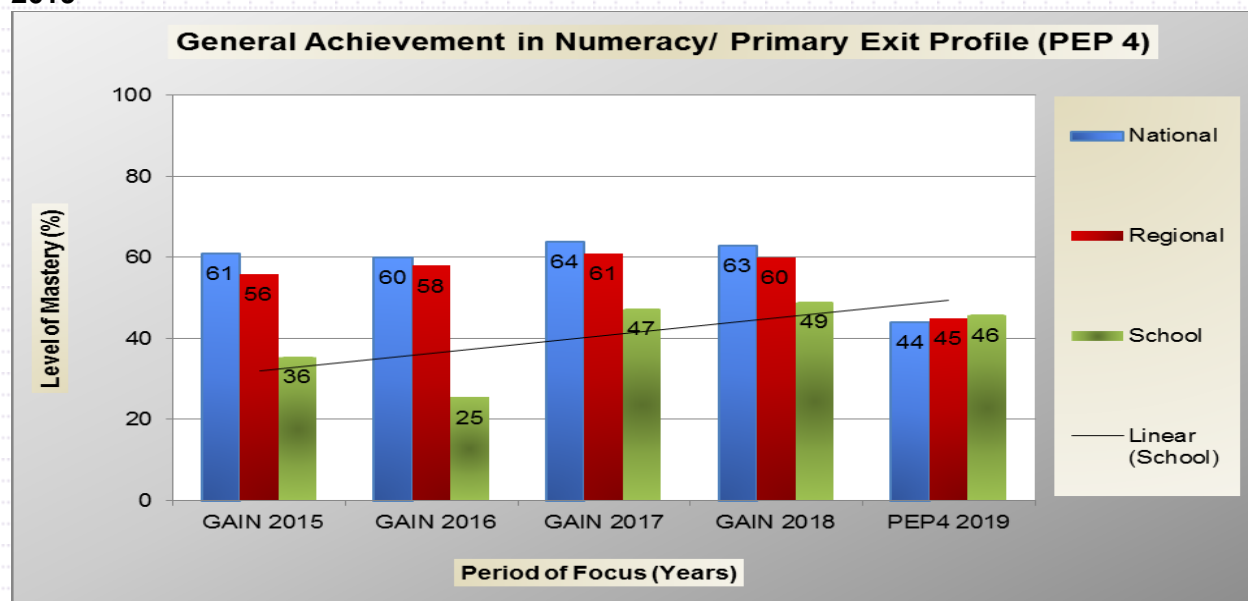
In 2019, 25 per cent (12 of 48) of the students were proficient in PEP 4 language arts. The school performed below the national proficiency in 2019. Although 44 students were in the cohort, 48 students sat the examination.

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

FINAL

STUDENTS' ATTAINMENT

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



*PEP 4 was not administered in 2020

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

Annotto Bay Primary					
General Achievement in Numeracy/ Primary Exit Profile (PEP 4)					
Assessment Year	Candidates		Percentage Mastery		
	Grade Four Cohort*	Sitting	National	Regional	School
2019*	44	48	44	45	46
2018	44	55	63	60	49
2017 (Cohort)	60	59	64	61	47
2016	42	51	60	58	25
2015	63	59	61	56	36

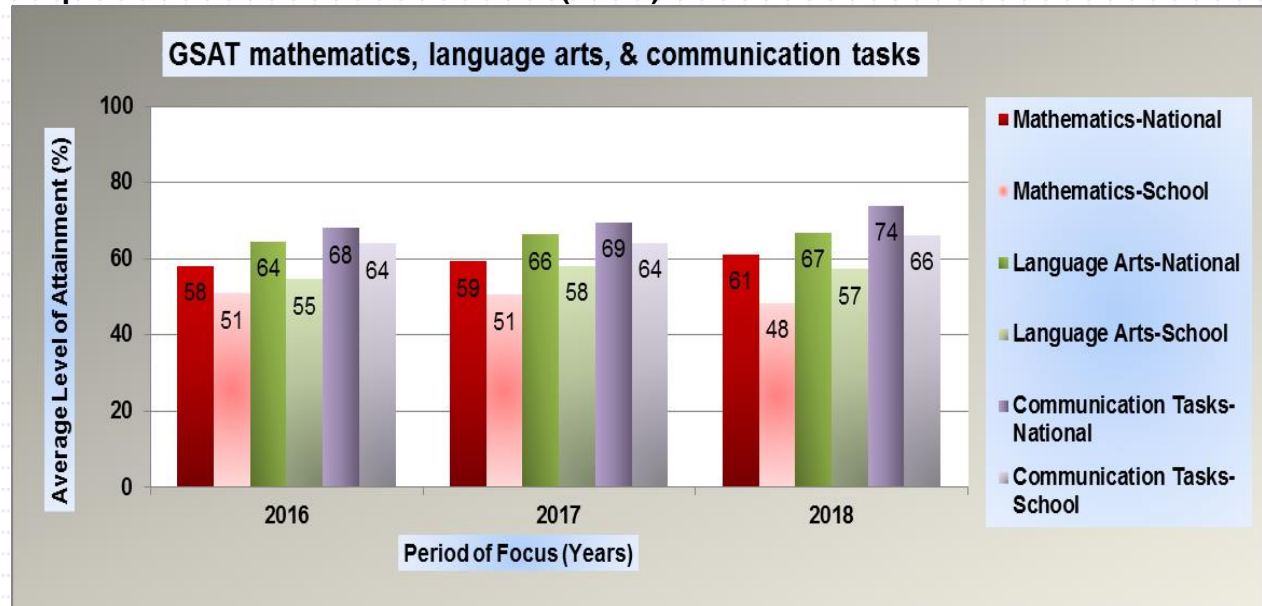
*As at Census Day (2nd Monday in October).

The school's GAIN mastery increased overall over the 2015 to 2018 period by 13 percentage points. It moved from 36 per cent (21 of 59 students) in 2015, to its highest level of 49 per cent (27 of 55 students) in 2018. Performance was lowest at 25 per cent (13 of 51 students) in 2016. The school's performance was generally low and remained below the national mastery in all years. The school recorded consistently high rates of participation for the period. In 2019, 46 per cent (22 of 48) of the students were proficient in PEP 4 mathematics. The school performed above the national proficiency in 2019. Although 44 students were in the cohort, 48 students sat the examination.

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

STUDENTS' ATTAINMENT

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



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

School's performance against the national average

The school's performance in the three subject areas of the GSAT remained below the national averages for the 2016 to 2018 period of review.

School's performance by subjects

The mathematics average decreased by three percentage points over the 2016 to 2018 period. It moved from 51 per cent to its lowest level of 48 per cent. The average was highest in 2016 and 2017 (51 per cent).

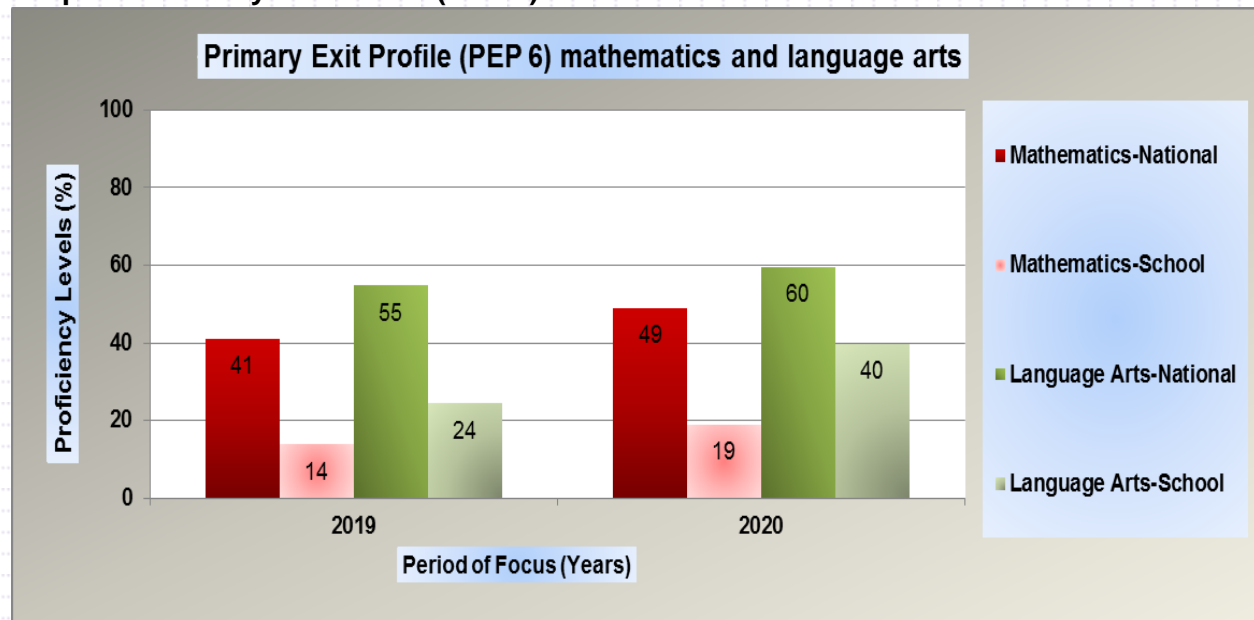
The language arts average increased by two percentage points for the 2016 to 2018 period. It moved from its lowest point of 55 per cent to 57 per cent, and was highest at 58 per cent in 2017.

For communication tasks, the average increased by two percentage points over the 2016 to 2018 period. It moved from 64 per cent to its highest level of 66 per cent. Performance was lowest at 64 per cent in 2016 and 2017.

See table 3.

STUDENTS' ATTAINMENT

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



This graph compares the proficiency levels of the students at Annotto Bay Primary with national proficiencies in two of the five components of the PEP 6 in 2019 and 2020.

School's performance against the national average

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

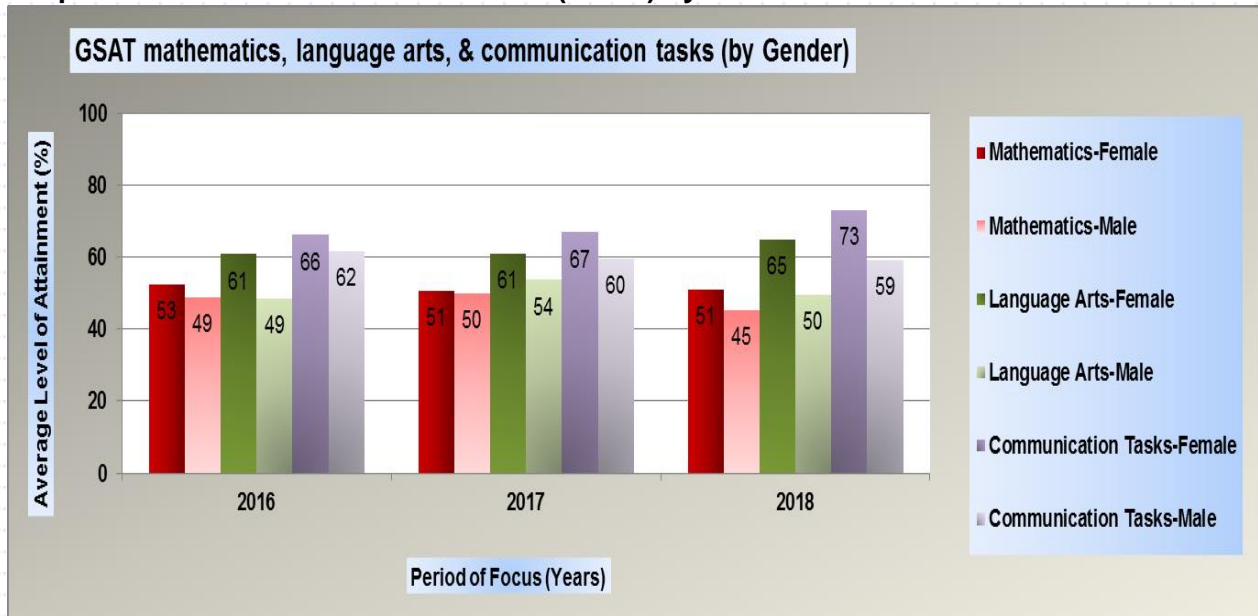
School's performance by subjects

In 2019, the mathematics proficiency was at 14 per cent and was below the national proficiency by 27 percentage points. In 2020, it increased to 19 per cent but remained below the national by 30 percentage points.

The language arts proficiency was at 24 per cent in 2019, and was some 31 percentage points below the national proficiency. In 2020, the proficiency level was 40 per cent and was also below the national proficiency by 20 percentage points.

STUDENTS' ATTAINMENT

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



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

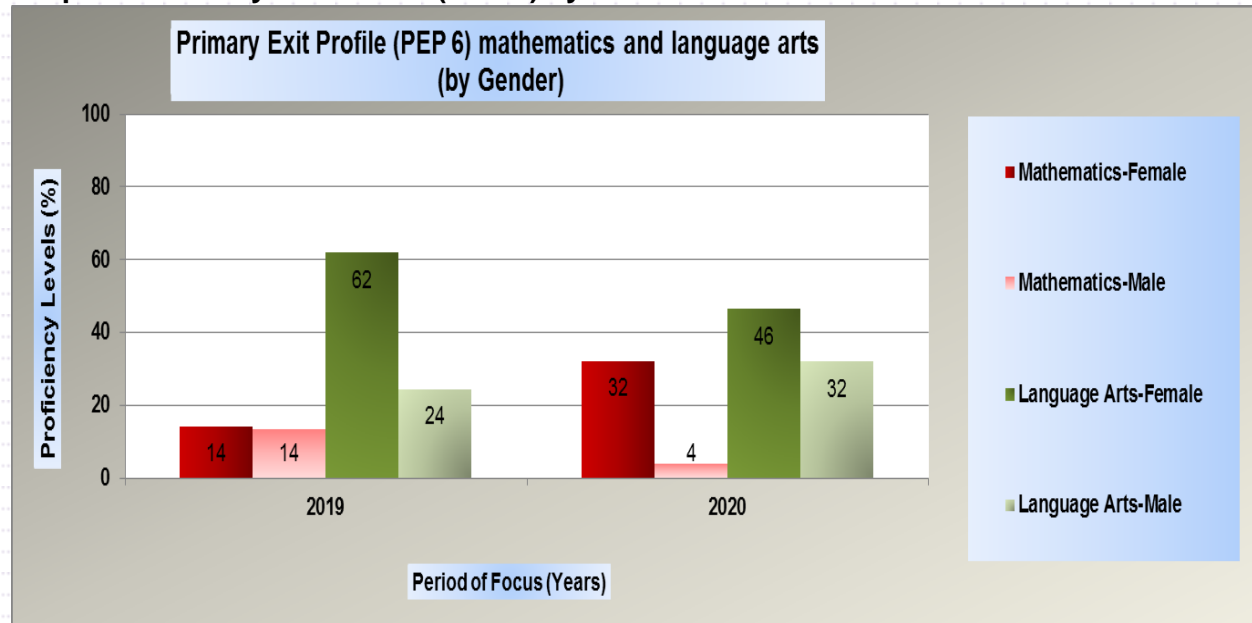
The gender gap looks at the percentage point difference in GSAT averages for boys and girls over the entire period (2016-2018).

Data revealed that the girls performed above the boys in all three subject areas over the 2016 to 2018 period. The widest performance gap was observed in language arts in 2018 at 15 percentage points.

See table 3.

STUDENTS' ATTAINMENT

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



This graph presents a gender comparison of the proficiency levels of the students at Annotto Bay Primary in two of the five components of the PEP 6.

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

Data revealed that the girls outperformed the boys in both language arts and mathematics in 2019 and 2020, except for mathematics in 2019 when they were on par. The gap in performance was wider in 2019 and was as much as 38 percentage points in language arts.

STUDENTS' ATTAINMENT

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

Annotto Bay Primary			
2018 (Cohort data)			
Assessment	Candidates	2018 Averages	
	Sitting	National	School
GSAT Mathematics	49	61	48
Female	24	63	51
Male	25	59	45
GSAT Language Arts	Sitting	National	School
	49	67	57
Female	24	71	65
Male	25	62	50
GSAT Communication Tasks	Sitting	National	School
	49	74	66
Female	24	77	73
Male	25	70	59
2017			
Assessment	Candidates	2017 Averages	
	Sitting	National	School
GSAT Mathematics	41	59	51
Female	24	61	51
Male	17	57	50
GSAT Language Arts	Sitting	National	School
	41	66	58
Female	24	70	61
Male	17	62	54
GSAT Communication Tasks	Sitting	National	School
	41	69	64
Female	24	73	67
Male	17	66	60
2016			
Assessment	Candidates	2016 Averages	
	Sitting	National	School
GSAT Mathematics	42	58	51
Female	20	60	53
Male	22	55	49
GSAT Language Arts	Sitting	National	School
	42	64	55
Female	20	68	61
Male	22	60	49
GSAT Communication Tasks	Sitting	National	School
	42	68	64
Female	20	71	66
Male	22	65	62

STUDENTS' PROGRESS

Students' Starting Point

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

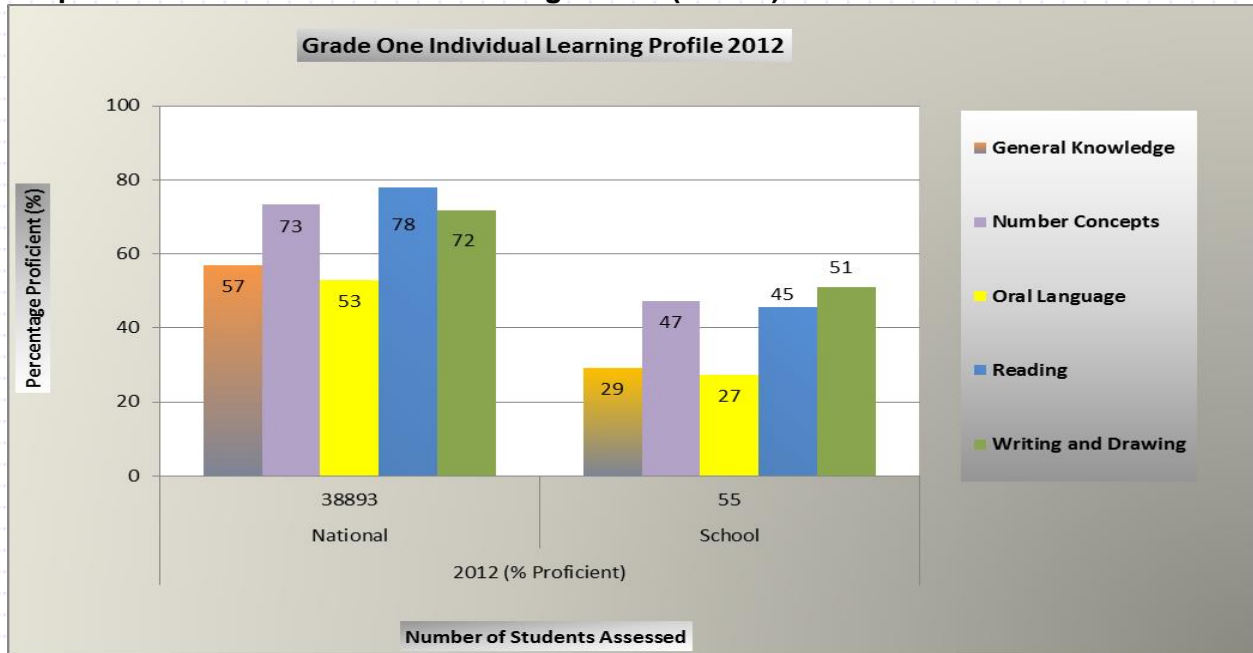


Table 4: Grade One Individual Learning Profile (GOILP)-2012

Grade One Individual Learning Profile		Number of Students Assessed	Percentage of students proficient in each sub-test				
			General Knowledge	Number Concepts	Oral Language	Reading	Writing and Drawing
2012 (Cohort)	National	38893	57	73	53	78	72
	School	55	29	47	27	45	51

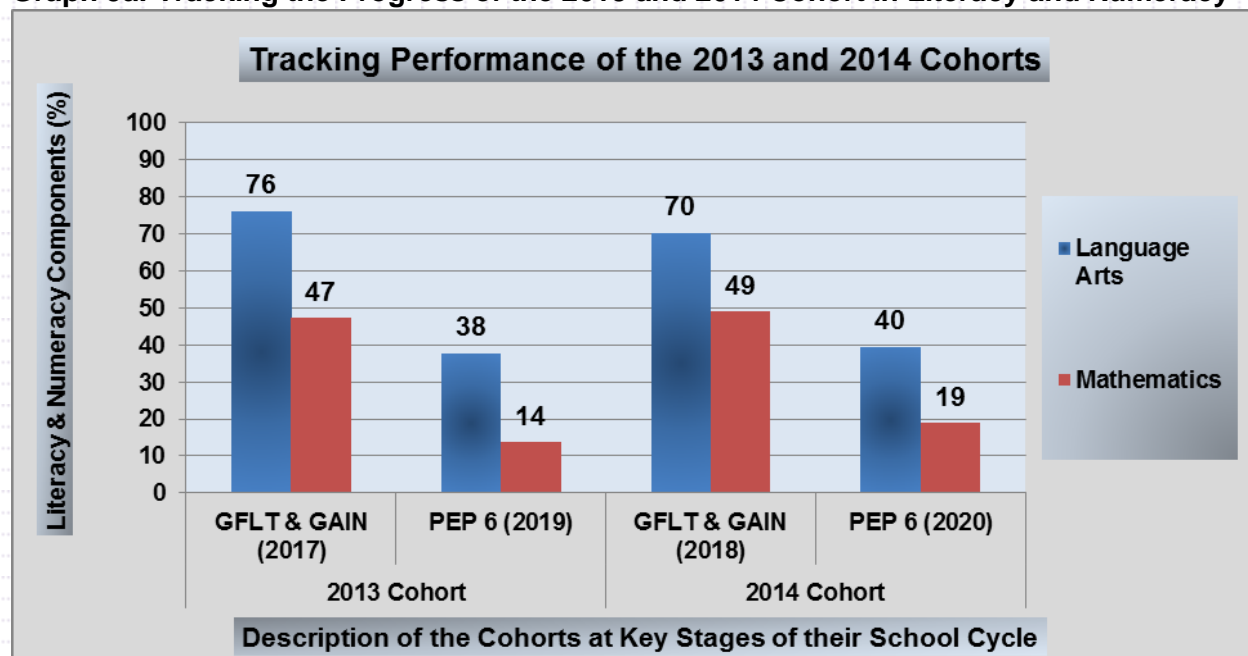
Fifty-five students were assessed at Annotto Bay Primary in 2012. Their proficiency levels were below the national proficiency levels in all components.

Data revealed that the highest level of proficiency was in writing and drawing (28 students). The lowest proficiency level was in oral language (15 students).

No data were available for 2014.

STUDENTS' PROGRESS

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



This graph tracks the performance of the **2013** and **2014 Cohorts** of students in Annotto Bay Primary. It shows their **mastery levels** in the GFLT and GAIN in 2017 and 2018, and their respective PEP 6 language arts and mathematics **proficiencies** for 2019 and 2020.

The 2014 cohort did not show signs of progress in language or mathematics between 2018 and 2020.

In 2018, 70 per cent of the students attained mastery in the GFLT. In 2020, 40 per cent were proficient in PEP 6 language arts. In 2018, 49 per cent of the students attained mastery in the GAIN. In 2020, 19 per cent were proficient in PEP 6 mathematics.

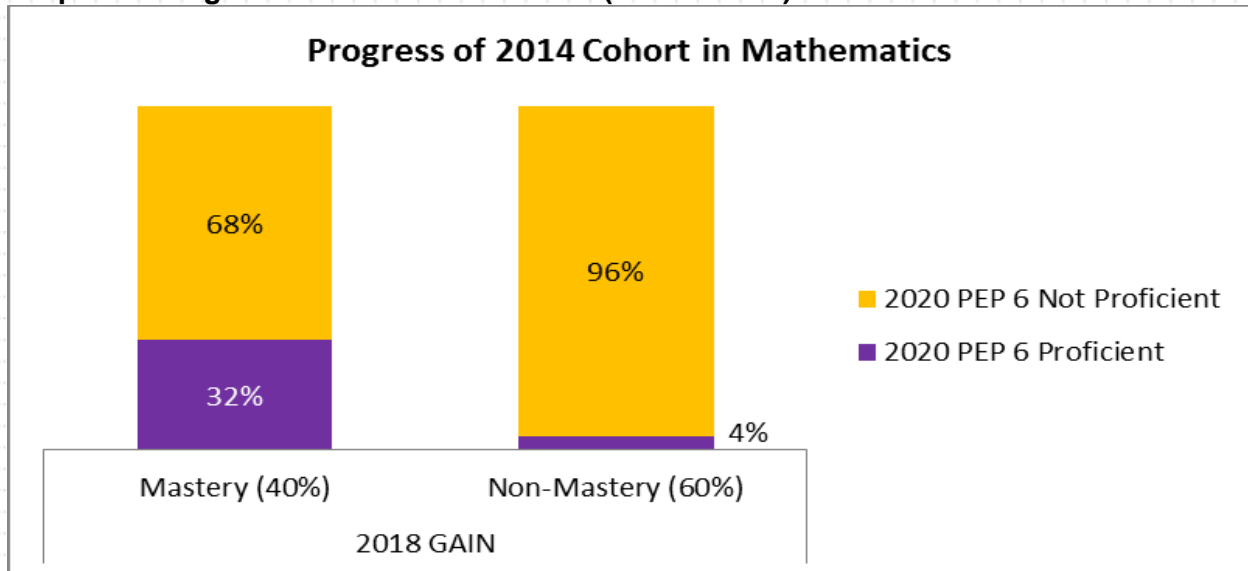
The 2013 cohort also did not show signs of progress in either subject over the period under consideration.

In 2017, 76 per cent of the students attained mastery in the GFLT. In 2019, 38 per cent were proficient in PEP 6 language arts. In 2017, 47 per cent of the students attained mastery in the GAIN. In 2019, 14 per cent were proficient in PEP 6 mathematics.

STUDENTS' PROGRESS

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

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



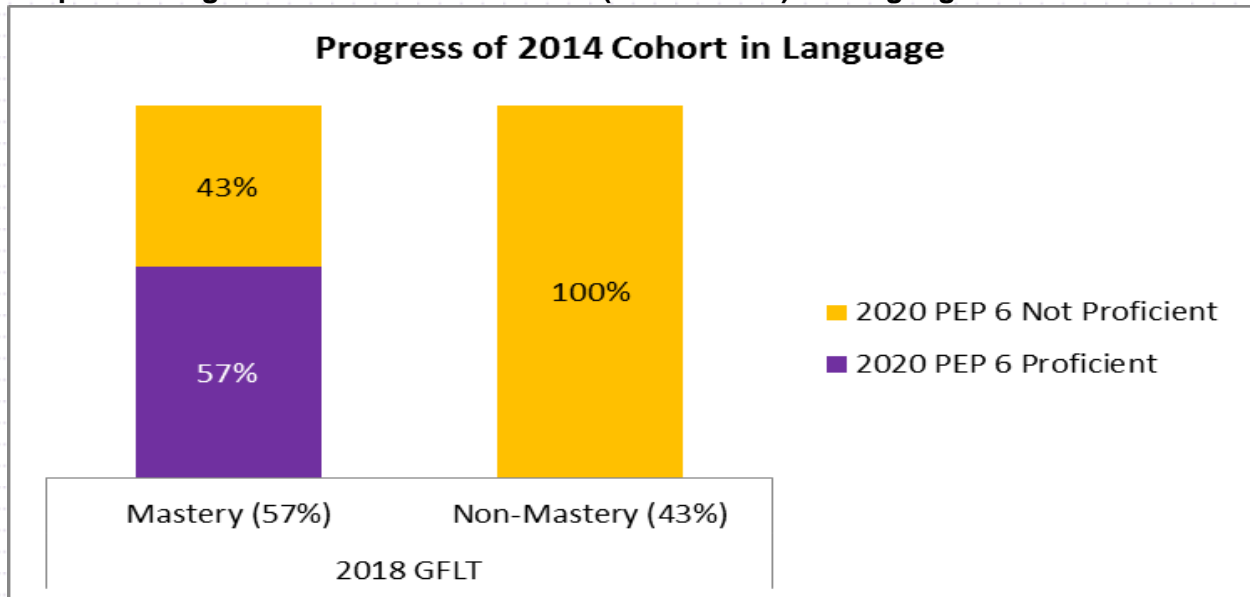
		2018 GAIN			2018 GAIN	
		Mastery (40%)	Non-Mastery (60%)	Total	Mastery (40%)	Non-Mastery (60%)
2020 PEP 6	Proficient	9	1	10	32%	4%
	Not Proficient	19	23	42	68%	96%
	Total	28	24	52		

Some 19 per cent or ten of the 52 students were proficient in the 2020 PEP 6 mathematics. Further analysis revealed that 32 per cent or nine of the 28 students who mastered the GAIN in 2018 were among those who were proficient in PEP 6 mathematics in 2020. Four per cent or one of the 24 students who did not master the GAIN in 2018 were also deemed to be proficient in PEP 6 mathematics in 2020.

Sixty-eight per cent or 19 of the 28 students who mastered the GAIN in 2018 were not proficient in the 2020 PEP 6. Additionally, 96 per cent or 23 of the 24 students who did not master the GAIN in 2018 were also not proficient in the 2020 PEP 6.

STUDENTS' PROGRESS

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



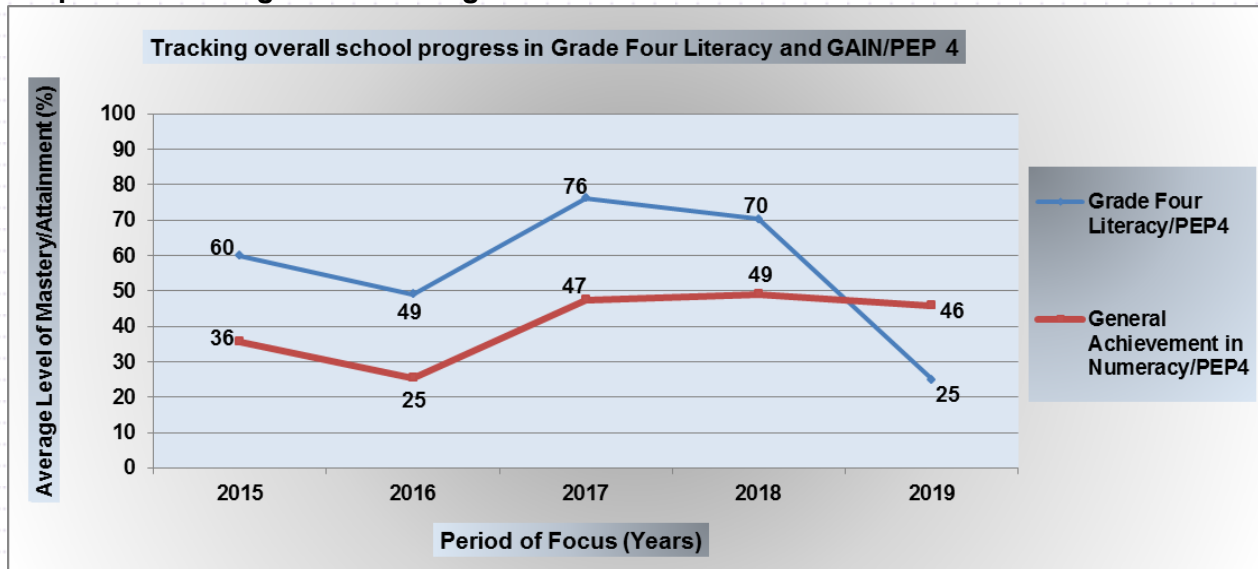
		2018 GFLT			2018 GFLT	
		Mastery (57%)	Non-Mastery (43%)	Total	Mastery (57%)	Non-Mastery (43%)
2020 PEP 6	Proficient	21	0	21	57%	0%
	Not Proficient	16	15	31	43%	100%
	Total	37	15	52		

Forty per cent or 21 of the 52 students were proficient in the 2020 PEP 6 language arts. A comparison of their previous performance in the 2018 GFLT revealed that 57 per cent or 21 of the 37 students who previously mastered the GFLT in 2018 were proficient in PEP 6 language arts in 2020. None of the students who did not master the GFLT in 2018 was proficient in PEP 6 language arts in 2020.

The data also revealed that 43 per cent or 16 students who previously attained mastery in the GFLT in 2018 were not proficient in the PEP6 in 2020, and, 100 per cent or the 15 students who did not master the GFLT were not proficient in the PEP6.

STUDENTS' PROGRESS

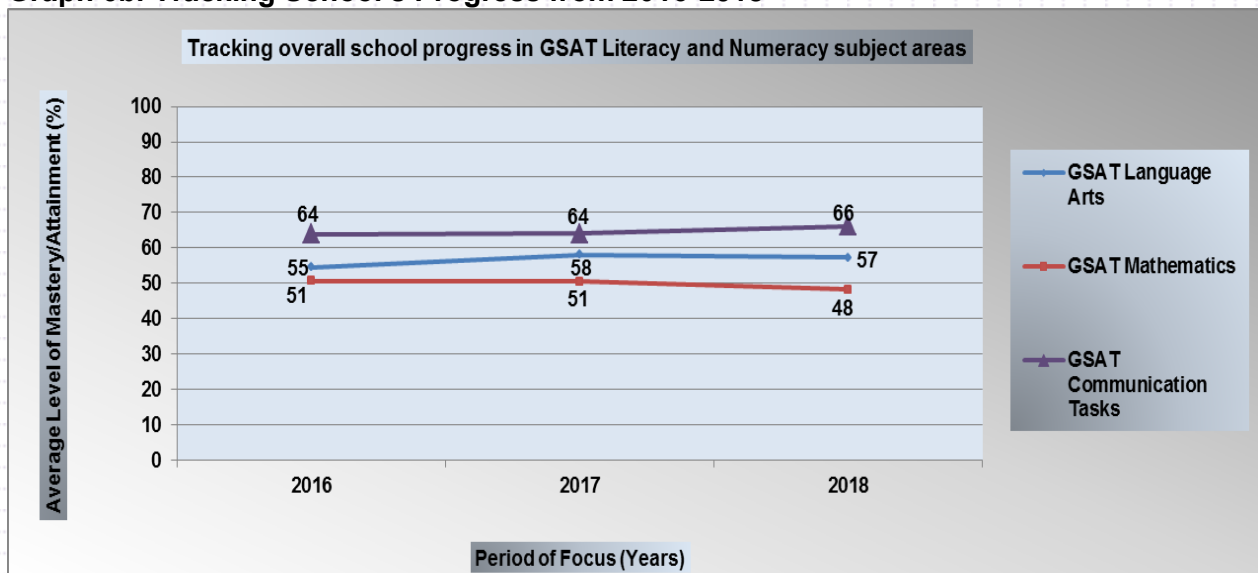
Graph 6a: Tracking School's Progress over time 2015-2019



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

The school's GFLT and GAIN mastery both increased for the 2015 to 2018 period of review. The GAIN mastery was consistently below the GFLT mastery throughout the period. The PEP 4 mathematics proficiency was above the language arts proficiency in 2019.

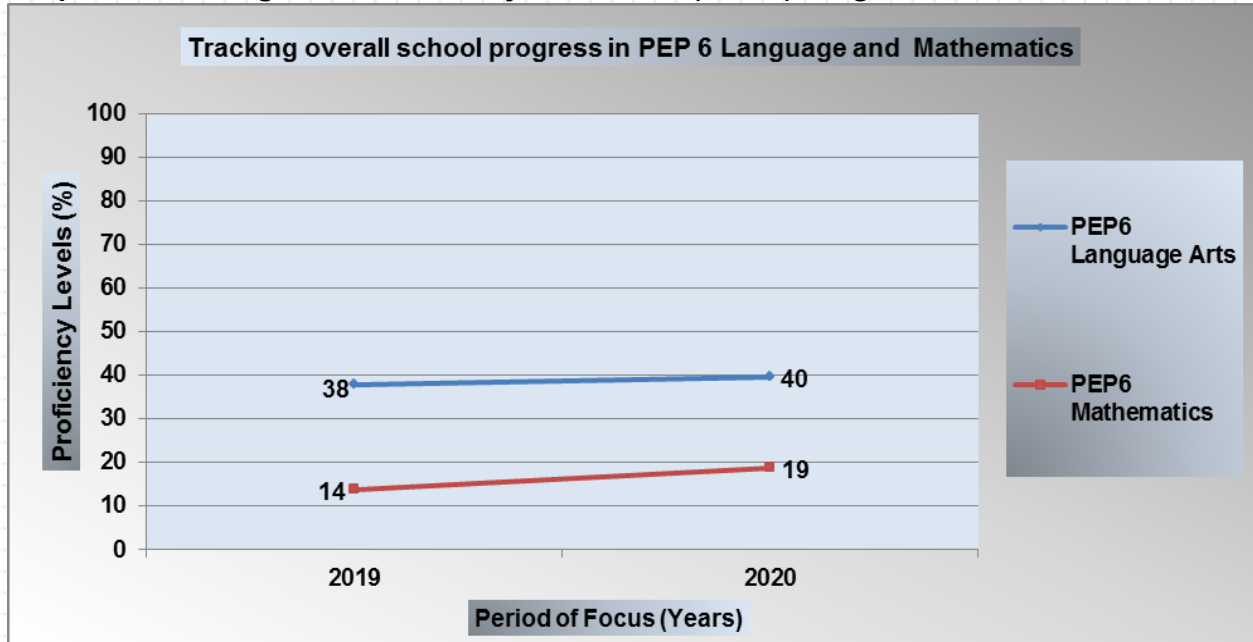
Graph 6b: Tracking School's Progress from 2016-2018



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

STUDENTS' PROGRESS

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



Overall, performance in language arts remained above mathematics.

In the first sitting of PEP 6 in 2019, 38 per cent of the students were proficient in language arts, while 14 per cent were proficient in mathematics. By 2020, the performance in both subjects improved to 40 per cent and 19 per cent, respectively.

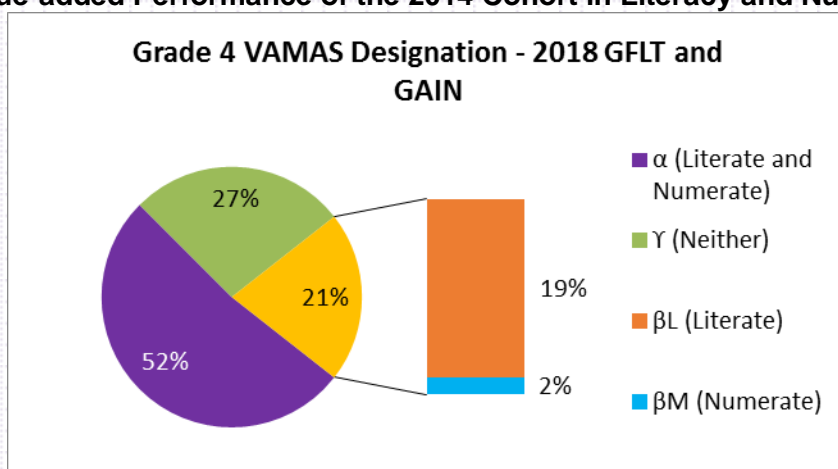
STUDENTS' PROGRESS – VALUE ADDED MODEL FOR ASSESSING SCHOOLS (VAMAS)

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

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

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

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



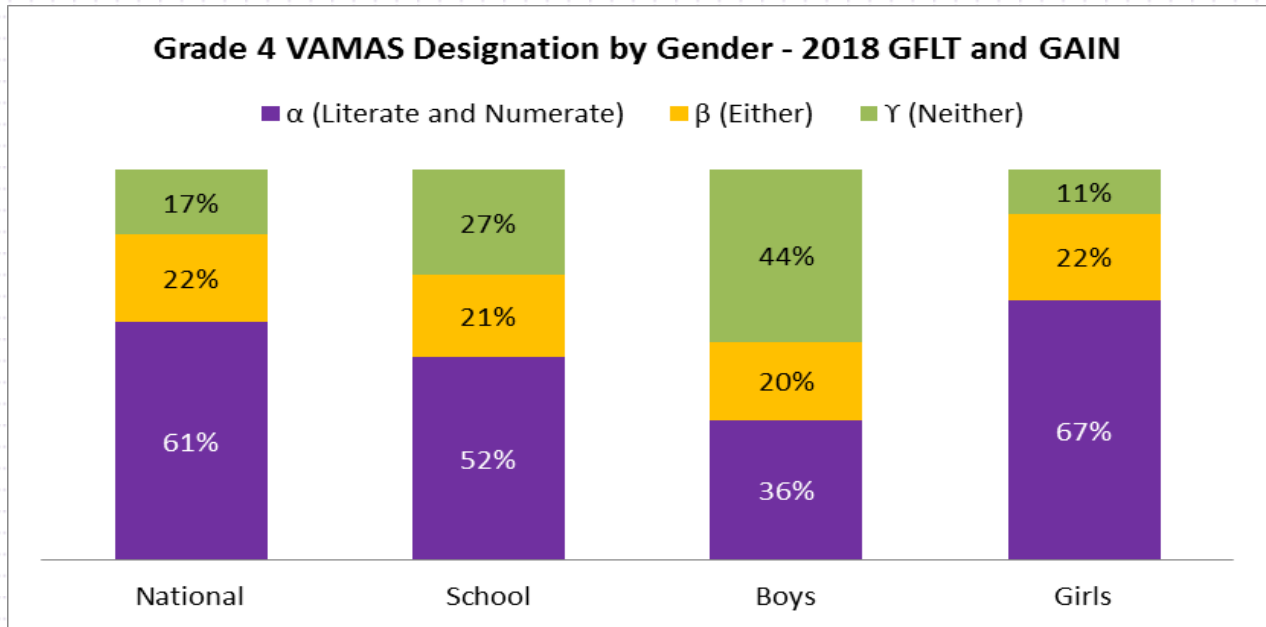
Grade 4 VAMAS Designation	Total	Percent
α (Literate and Numerate)	27	52%
β (Either)	11	21%
γ (Neither)	14	27%
Total	52	100%

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

Some 52 per cent or 27 students were designated as **Alphas** having been certified literate and numerate in the 2018 GFLT and GAIN. This was nine percentage points below the designation of public school **Alphas** in 2018. The proportion of **Alphas** was higher among girls than it was among boys. Sixty-seven per cent of the girls were **Alphas** compared to 36 per cent of the boys.

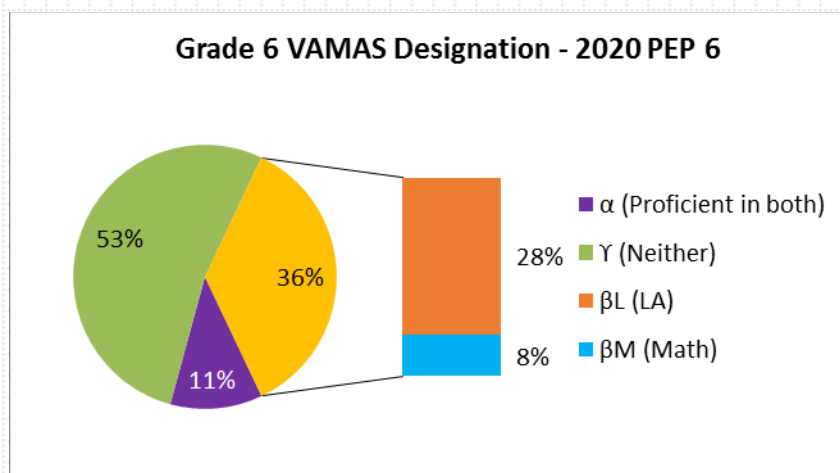
STUDENTS' PROGRESS – VALUE ADDED MODEL FOR ASSESSING SCHOOLS (VAMAS)

Another 21 per cent, or 11 students, were designated as **Betas** having mastered either the GFLT or the GAIN, but not both. Further analysis of these **Betas** revealed that most of them mastered the GFLT. This implies a general weakness of the cohort in mathematics. A gender comparison further revealed a higher concentration of **Betas** among girls than boys.



Of concern, were the 27 per cent or 14 **Gammas** who did not attain mastery in either the GFLT or the GAIN. These **Gammas** were mainly boys as evidenced by the gender comparison. Forty-four per cent of the boys were Gammas compared to 11 per cent of the girls.

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



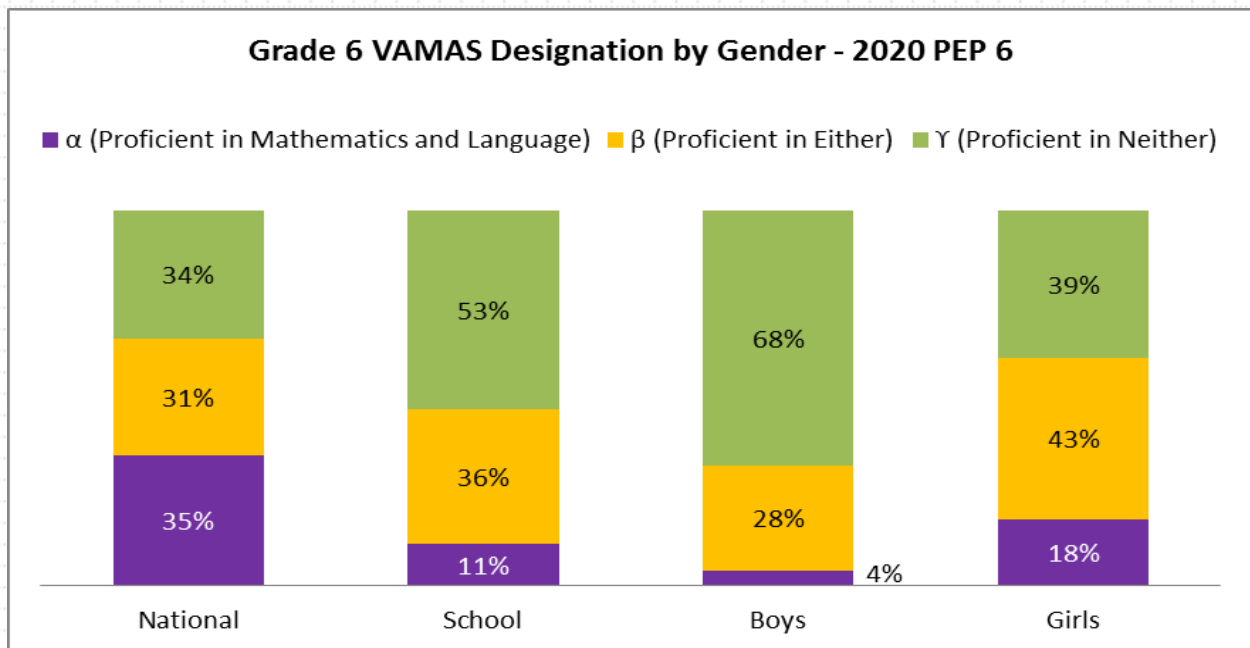
STUDENTS' PROGRESS – VALUE ADDED MODEL FOR ASSESSING SCHOOLS (VAMAS)

Grade 6 VAMAS Designation	Total	Percent
α (Proficient in Mathematics and Language)	6	11%
β (Proficient in Either)	19	36%
γ (Proficient in Neither)	28	53%
Total	53	100%

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

Some 11 per cent or six students were designated **Alphas** having been deemed proficient in both language arts and mathematics in the 2020 PEP 6. This was 24 percentage points below the proportion of **Alphas** in public schools. However, a gender comparison revealed that, among the girls, the proportion of **Alphas** was more than four times that of the boys.

Another 36 per cent of the students were proficient in either language arts or mathematics and were designated as **Betas**. Within this category, it was found that most of these **Betas** were proficient in language arts when compared with mathematics.

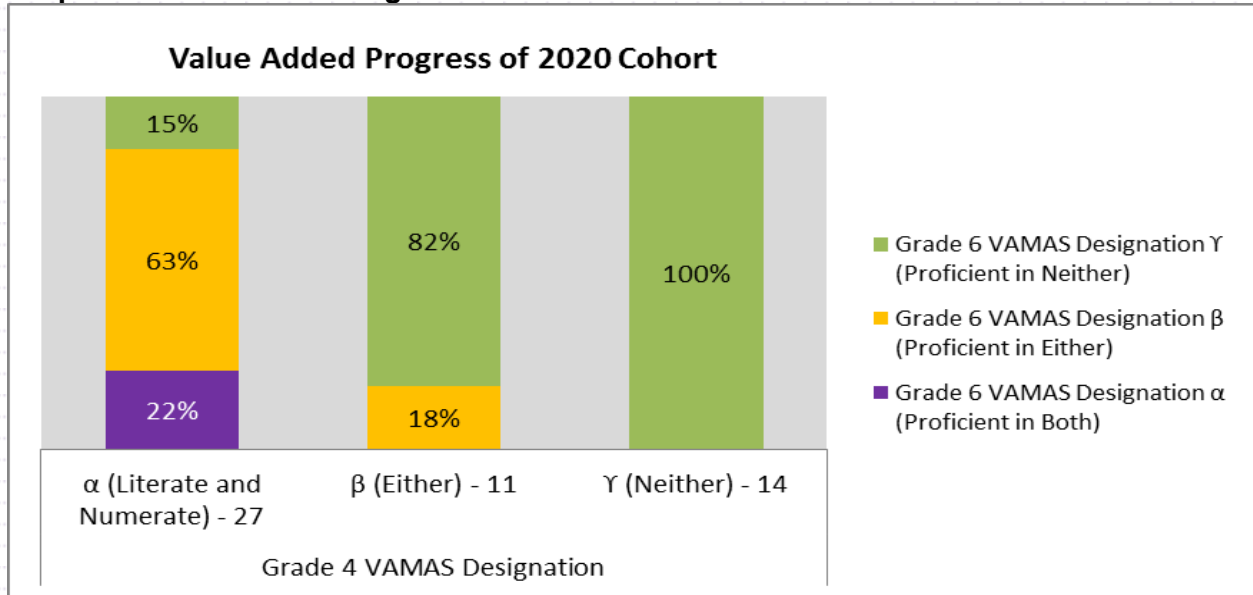


The remaining 28 students, or 53 per cent, were **Gammas** and were neither proficient in mathematics nor in language arts. This proportion was greater than the national concentration of **Gammas**, but was predominantly boys.

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

The school has not added sufficient value to the 2014 cohort of students. Only a few students met the requisite levels of progress by 2020. Some students retained their VAMAS designation, while the performance of most declined.

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



A value added analysis of the performance of the 2014 cohort revealed that some of the students retained their value-added designation between 2018 and 2020. More specifically, 22 per cent or six of the 27 students designated as **Alphas** in 2018 retained their **Alpha** status in 2020. Sixty-three per cent or 17 of them fell to **Beta** and 15 per cent or four fell to **Gammas**.

		Grade 4 VAMAS Designation							
		alpha	beta	gamma	Total	alpha (Literate and Numerate) - 27	beta (Either) - 11	gamma (Neither) - 14	
Grade 6 VAMAS Designation	alpha (Proficient in Both)	6	0	0	6	22%	0%	0%	
	beta (Proficient in Either)	1	7	2	19	63%	18%	0%	
	gamma (Proficient in Neither)	4	9	14	27	15%	82%	100%	
Total		2	7	11	14	52	100%	100%	100%

Of the 11 students who were designated as **Betas** in 2018, 18 per cent or two students retained their **Beta** status while no student improved to an **Alpha**. Eighty-two per cent or nine of these **Betas** fell to a **Gamma**.

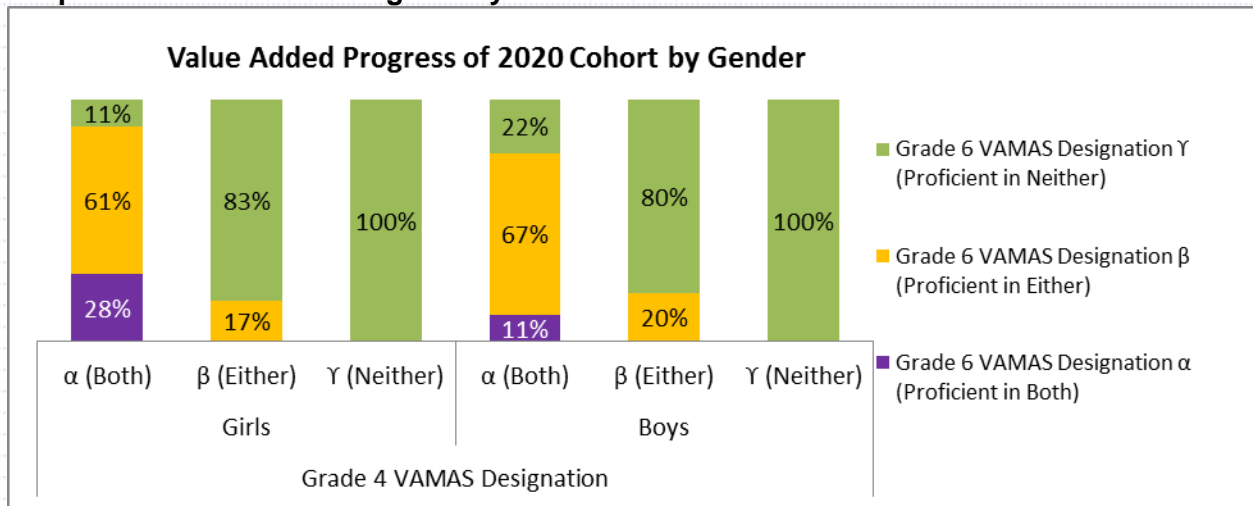
STUDENTS' PROGRESS – VALUE ADDED MODEL FOR ASSESSING SCHOOLS (VAMAS)

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



The remaining 14 students remained **Gammas** in 2020 and would be at great risk of not being able to fully access secondary level education.

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



A gender comparison revealed that more of the girls who were **Alphas** in 2018 maintained their **Alpha** status in 2020 when compared to boys. The data revealed a greater decline in performance among girls who were designated as **Betas** in 2018, in that, 83 per cent of them fell to **Gammas**, compared to 80 per cent of boys. Furthermore, no improvement was noted in the performance of boys and girls designated as **Gammas** in 2018. All of them retained their **Gamma** status.

Definitions:

Cohort: A specific group of students who are expected to move through the education system during a particular time span. For example, the 2014 cohort entering grade one are expected to complete grade six in 2020.

Percentage: The expression of a fraction into 100 equal parts. It is calculated by multiplying the fraction by 100. For example $\frac{2}{5}$ expressed as a percentage equals $(\frac{2}{5}) \times 100 = 40$ per cent.

Percentage Point: The unit for the arithmetic difference between two percentages. For example, 20 per cent is lower than 45 per cent by 25 percentage points.

Trend: The pattern observed or general tendency of a series of data points over time. There must be at least three (3) consecutive years of data before a trend can be established.

List of Acronyms:

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

Sources

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3. Grade Six Achievement Test (2015-2018). Student Assessment Unit, Ministry of Education, Youth and Information
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5. Jamaica Directory of Educational Institutions (2013-2018). Policy Analysis, Research and Statistics Unit, Planning and Development Division, Ministry of Education, Youth and Information
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7. Enrolment Data (2013-2018). Policy Analysis, Research and Statistics Unit, Planning and Development Division, Ministry of Education, Youth and Information
8. Educational Reform Performance Targets (Table 13), National Education Strategic Plan (NESP) (March 28, 2011). National Oversight Committee, Education System Transformation Programme, Ministry of Education, Youth and Information

Appendix 4 – Stakeholders Satisfaction Survey