



CHIEF INSPECTOR'S REPORT

Re-Inspection Cycle 2: 2015-2020

NATIONAL EDUCATION INSPECTORATE, JAMAICA

(An Agency of the Ministry of Education, Skills,
Youth and Information)

Promoting Excellence
through Quality Inspections





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FROM THE CHIEF INSPECTOR'S PEN



which we have used to guide education policymakers, schools, and the wider stakeholder communities to assess their progress in achieving these goals. Local imperatives and the larger SDG targets also guide our recommendations and targeted improvement strategies. Therefore, what can we learn from this end-of-cycle NEI report considering the SDGs? Generally, progress towards our local and global targets has been slow. The paragraphs below briefly touch on two points of consideration that surfaced.

First, progress in achieving equity is limited. Although there has been a national curriculum since 2016 that sets out a blueprint for learning and teaching, some aspects are still unimplemented in some schools and under-implemented in others. For example, there are gaps in the quality of teaching that have hindered the curricular progress and, by extension, students' attainment. This is only one of the limiting factors contributing to the persistence of a two-tiered system of schooling where some students are guaranteed the pathway to higher education. In contrast, others struggle with the fundamentals of literacy and numeracy even at the terminal point of their educational journey.

Second, performance in mathematics and English in national and regional tests at both the primary and secondary levels is unsatisfactory. The system's students' performance targets were not met, which affects our learners' critical thinking and other 21st-century skills development. Although the performance indicator is weak, the data shows that the other seven indicators tracked by the NEI show improved results.

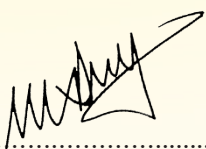
Therefore, the challenge presented by these results is: Why is there progress in seven of the eight critical areas, yet students' performance is weak? The answer may be that although these indicators performed better than in their 2015 baseline performance, they are not at the level to produce the desired results. In other words, despite progress with the other indicators, it is not enough to change the calculus of students' underperformance in the education system. Most schools are rated only as satisfactory on the four leading indicators: school leadership, teaching, progress, and the curriculum. School leadership and teaching are the leading indicators impacting students' performance

The findings from this cycle of inspections, 2015 – 2020, should be viewed through the lens of the clarion call made by the United Nations expressed through Sustainable Development Goal 4 (SDG 4). This goal, the fourth of seventeen, among other things, asserts that achieving quality and inclusive education for all is the most powerful vehicle for sustainable development. It also sets out a range of different targets, including, but not limited to, (1) effective learning outcomes, (2) readiness for primary education, (3) technical and vocational education, (4) literacy and numeracy, (5) appreciation of cultural diversity and global citizenship, (6) school facilities, (7) increasing the number of scholarships to tertiary education, and (8) increasing the supply of qualified teachers.

Over the last decade, the National Education Inspectorate (NEI) has held these global targets as equally important as the local aspirations of Vision 2030 in providing quality education to all our learners. They have provided vital points of reference for our data,

most. These indicators improved overall. However, this report noted school leaders' weak technical competencies in self-evaluation and improvement planning. Correspondingly, teaching methods and assessment of learning were weak overall. Therefore, the combined weight of these leading indicators on students' learning is enormous.

In summary, the system has made some progress, but not enough to close the gaps in local expectations or the SDG4 targets significantly. To bridge the gaps, we must find ways to unlock the barriers to excellent performance in core and foundational subject areas such as mathematics and English. This can be done by strengthening school leadership and focusing on teaching core and critical thinking skills at the primary level.



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EXECUTIVE SUMMARY

Context

Between September 2015 and June 2021, 928 public schools were inspected. Eight hundred were full inspections, 39 were inspected using a thematic approach, and 89 were inspected using a modified COVID-19 framework. The findings from these 89 school inspections are presented in a separate special report characterising the schools' responses.

The findings presented in this report are based on 839 school inspections. Eight hundred and thirty-seven were re-inspected - two of them new¹ schools. In conducting these evaluations information was gleaned on the extent of progress made by students and schools in performance and accountability. Additionally, the implementation of school improvement strategies, initiatives, programmes and their quality and effectiveness were also noted.

The executive summary outlines the pattern and trend of schools' performance on the eight key performance indicators of school effectiveness.

Main Findings:

- 1. Leadership and management** was rated as exceptionally high in two per cent of the schools; as good in 19 per cent of the schools; and in 61 per cent as satisfactory. These met the minimum requirements. Seventeen per cent was rated as unsatisfactory and one per cent as needs immediate support.
- 2. Teaching in support of students' learning** in nine per cent of the schools was rated as good; in 66 per cent of the schools was rated as satisfactory; in 25 per cent was rated as unsatisfactory and in less than one per cent was rated as needs immediate support.
- 3. Students' attainment** in 16 per cent of the schools inspected was at or above the national averages and the Ministry's targets in English and mathematics. Eighty-four per cent were below the national averages.
- 4. Students' progress** was rated as exceptionally high in two per cent of the schools inspected; as good in six per cent; and was satisfactory in 64 per cent. In 24 per cent of the schools, students' progress was unsatisfactory and in one per cent, was rated as needs immediate support.
- 5. Students' personal and social development** in two per cent of the schools was rated as exceptionally high; in 16 per cent as good; in 72 per cent as satisfactory and in 10 per cent as unsatisfactory.
- 6. Human and material resources** to provide support for students' learning was rated as exceptionally high in one per cent (1%) of the schools inspected; as good in 14 per cent of the schools; as satisfactory in 71 per cent of the schools and in 14 per cent as unsatisfactory.
- 7. Curriculum and enhancement programmes** in two per cent (2%) of the schools was rated as exceptionally high; in 17 per cent of the schools was rated as good; 61 per cent as satisfactory; 20 per cent as unsatisfactory and in less than one per cent as needs immediate support.
- 8. Student's safety, security, health and well-being** was rated as exceptionally high in two per cent of the schools; good in 18 per cent; satisfactory in 60 per cent; unsatisfactory in 20 per cent of the schools and in less than one per cent was rated as needs immediate support.

¹ The two new schools – The Cedar Grove Academy and Belair High - received their first NEI inspections

Overall Effectiveness:

Overall, approximately 71 per cent of the schools inspected were rated as **effective**² compared to 45 per cent in the 2015 baseline (See Figure 1 below). This means that more schools were rated satisfactory and above in this cycle. Of note, the areas of greatest improvement include students progress, leadership and management and the quality of teaching in support of students' learning (See Figure 2 below). These are the three areas contributing to overall system improvement.

Sixty two per cent of secondary and 73 per cent of primary level schools were rated as effective in this cycle, whereas in the baseline only 44 per cent of secondary and 45 per cent of primary level schools were effective.

Figure 1: Overall Effectiveness of Schools Inspected

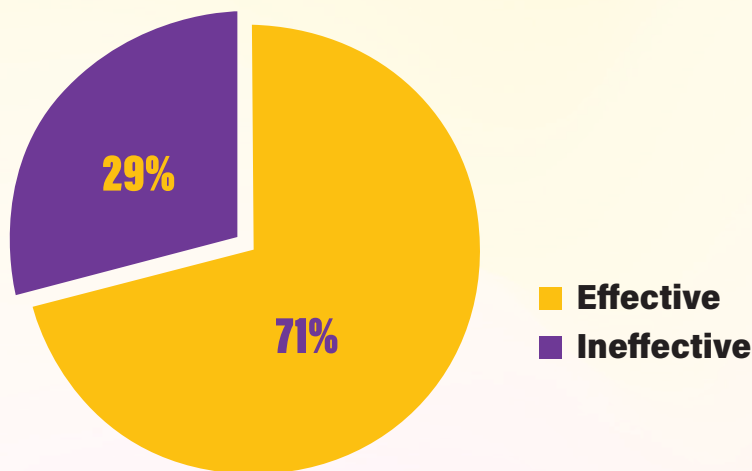
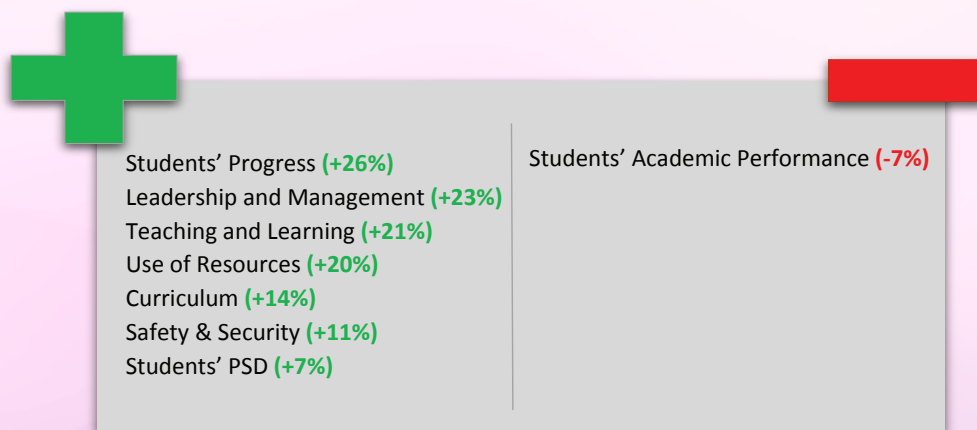


Figure 2: Rates of Change on Inspection Indicators



² 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)

INTRODUCTION



Background

As one of the recommendations of the 2004 commissioned National Task Force on Education, the National Education Inspectorate (NEI) was established. Its mandate is “to prepare and present an action plan consistent with a vision to create a world-class education system which will generate the human capital and produce the skills necessary for Jamaican citizens to compete in the global economy”. The recommendation for establishing a National Quality Assurance Authority (NQAA) was premised on the need to address performance and accountability issues in education. Consequently, the Ministry of Education, Skills, Youth and Information (MoESYI) formulated the policy and legislative framework culminating with the establishment of the NEI, an independent agency tasked with addressing the identified performance and accountability issues to inform transformation across the education sector. The NEI reports directly to the Honourable Minister of Education, Skills, Youth and Information (HMESYI), and its operations are guided by the Government of Jamaica’s policies and strategic objectives for the education system. The institution is currently awaiting approval by Cabinet to become an Executive Agency.

Roles and Responsibilities

The roles and responsibilities of the NEI are consistent with the legislative framework, which authorises the HMESYI to cause any educational institution to be inspected at intervals or for special inspections (Education Act, 1965, Section 39). This existing legislative framework empowers the NEI to objectively assess the standards attained by the students in all public primary and secondary level schools at key points in their education and to report on how well they perform or improve as they progress through their schooling. The NEI is also responsible for making recommendations to support improvement in the quality of the provision and outcomes of all learners.

The cycle of inspecting schools and other educational service providers is determined by the Chief Inspector and/or as requested by the HMESYI. In the first cycle of inspections (baseline), the NEI inspected all public primary and secondary level schools and made recommendations for schools to secure sustained levels of high-quality outcomes. In subsequent inspections, the NEI conducted and reported on the impact of improvement activities since the first cycle of inspections.

The scope of the NEI's mandate is framed within the context of the formal public education system, which currently provides education for approximately 500,000 students enrolled at the primary and secondary levels in 930 educational institutions islandwide. The NEI systematically issues reports and provides guidance, advice, and assistance to boards of management, principals, school administrators, teachers, education officers, and other related professionals about effective practices based on evidence from the school inspections. The NEI analyses and interprets the data generated from all inspections and provides policy advice to the HMESYI, who presents a report on the state of the education system to Parliament.

Context

The NEI is the MoESYI's response to the national imperative to create a culture of accountability and improved performance at all levels. Consistent with this thrust, the NEI uses a globally accepted set of indicators to assess schools which are then supported through the Department of School Services (DSS). Educational research in 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 advance to the next level successfully. Kirk et al. (2004) present seven correlates of this phenomenon, which may be appropriately applied to Jamaican schools. The seven correlates from which the key indicators are derived are detailed below. Notably, the key indicators have been empirically verified as valid indicators of school effectiveness in Jamaica by 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 the task (Lezotte, 1991; Williams and Fox, 2013).

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

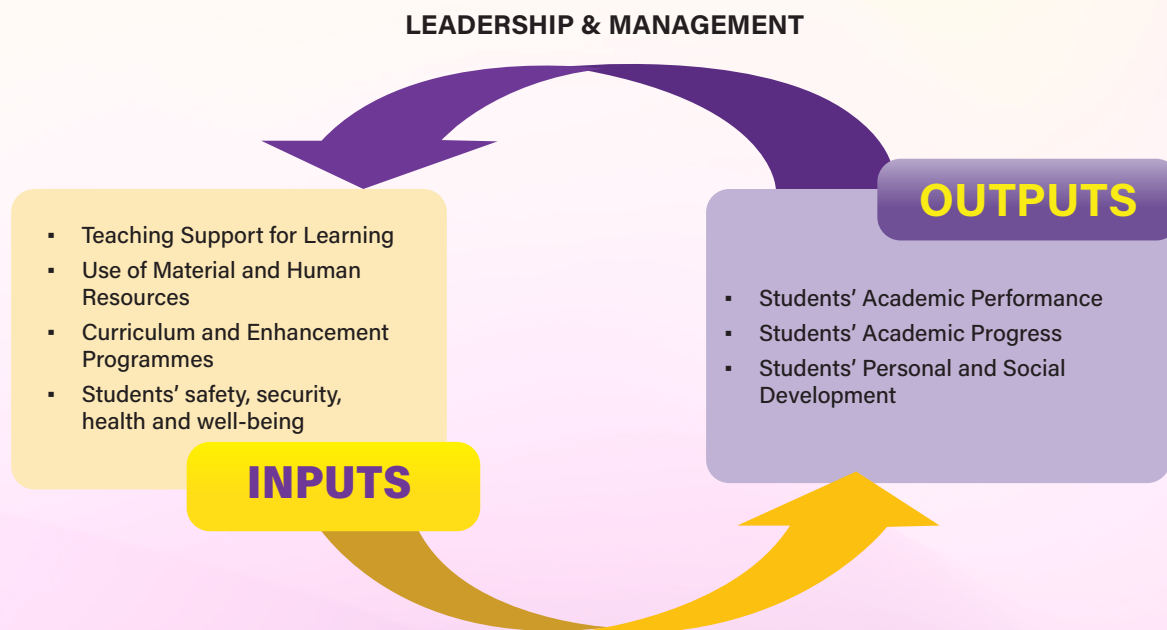
In effective schools, parents understand the mission of the school and agree to the expectations the school has for their children, as well as the parental support required to realize the school's mission. Effective schools value parents as members of the school community, and they are treated as respected partners who bring important perspectives and, often, untapped potential to the relationship.

Key Questions

Consistent with the literature and the seven correlates of school effectiveness expressed above, the Jamaica School Inspection Process (JSIP) focuses on eight interlocking key questions that inspectors should 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 3: Relationship between the eight key areas of the Inspection Framework



Relationship between the Eight Key Areas of the Inspection Framework

A significant corresponding and inter-connected relationship exists among the eight key inspection areas. These are reflected in Figure 3 below as inputs and outputs, with the school's leadership and management playing a substantial role in the effectiveness of the other indicators in the school.

DESIGN, METHODOLOGY, AND METHODS

Methodology

The design of the study employed a mixed-methods approach (quantitative and qualitative methodologies) and utilized varied data sources (See *Table 1*) as a means of measuring the level of school effectiveness of the 839 primary and secondary schools that comprised the data frame.

Table 1: List of Primary and Secondary Data Sources

Primary Data Sources		
Lesson Observations: English Mathematics Other	Stakeholder Satisfaction Surveys: Students Teachers Parents	Stakeholder Interviews: Students Teachers Parents Principals Board Chairmen Guidance Counsellors Deans of Discipline Nurses Bursars
Secondary Data Sources		
School Improvement Plans <ul style="list-style-type: none"> • School self-evaluation • Logs • Registers • Mark records • Policies • Financial records • Lesson plans • Timetable 	National Performance Data <ul style="list-style-type: none"> • Grade One Individual Learning Profile • Grade Four Literacy Test • General Achievement in Numeracy • Grade Six Achievement Test • Primary Exit Profile • Grade Nine Achievement Test • Caribbean Secondary Examination Certificate • City and Guilds • Jamaica School Profile • Enrolment Data • Educational Reform Performance Targets 	

Data Frame

This report details the findings of 837 public schools re-inspection across seven educational administrative regions of the MoESYI between September 2015 and March 2020 (See *Table 2 below*). During this period, two recently established secondary-level schools were also inspected. The coronavirus 2019 (COVID-19) pandemic interrupted the inspection cycle in March 2020, prompting a modification of the inspection framework and processes to adapt to the emerging challenges. As a result, an addendum to the inspection framework was employed for the inspection of the additional 89 schools, the details of which are included in a separate report.

Table 2: Number of Schools Inspected by Level and Region

Region	Number of Primary Level Schools	Primary Percentage (%)	Number of Secondary Level Schools	Secondary Percentage (%)	Total
1. Kingston	95	14	37	26	132
2. Port Antonio	114	16	16	11	130
3. Brown's Town	82	12	15	10	97
4. Montego Bay	115	16	17	12	132
5. Mandeville	118	17	23	16	141
7. Clarendon	82	12	16	11	98
6. St. Catherine	89	13	20	14	109
GRAND TOTAL	695	100	144	100	839

Sample Selection

A purposive stratified sample of schools was selected each year over the five-year cycle (2015 to 2020) using the following criteria:

- Date of last inspection
- Newly established schools
- School location
- Availability of inspectors
- Leadership directive

Data Collection Methods

The methods employed to collect the relevant data consisted of:

- Observations: lesson observations constituted approximately 60 – 70 per cent of all inspection activities. Inspectors also carried out general observations of the school premises, resources and the implementation of school and MoESYI policies.
- Sampling of students' work: sampling was undertaken in different subjects and across different age groups in the schools.
- Analysis of documentary evidence: documents such as school improvement plans, logs, registers, mark books, policies, and financial records were reviewed and analysed.
- Structured and semi-structured interviews were undertaken with stakeholders, including Board Chairmen, principals, teachers, guidance counsellors, parents, and students.
- Stakeholder satisfaction surveys: survey questionnaires were administered to students and teachers between September 2015 and March 2020.

Data Analysis

- A mixed-methods approach was used to analyse the data. Qualitative judgements on the school's provisions were made based on triangulated evidence compared to the inspection framework. Quantitative ratings were also assigned to the professional judgements in each of the eight key areas and their indicators. Based on the correlates of school effectiveness, a heavier weighting was applied to the following four inspection indicators to arrive at a classification of overall effectiveness: Leadership and Management; Teaching in Support of Students' Learning; Students' Progress; and Curriculum and Enhancement Programmes.

The inspection framework, associated indicators and judgement descriptors are outlined in Table 3 below:

Table 3: Outline of the Inspection Framework and Indicators

Key Questions	Sub-Indicators
Leadership & Management	
1. How effectively is the school led and managed by the Board, the principal and senior management team, and middle leadership?	1.1 School-based leadership and management 1.2 School self-evaluation and improvement planning 1.3 Governance 1.4 Relations with parents and community
Teaching Support for Students' Learning	
2. How effectively does teaching support the students' learning?	2.1 Teachers' knowledge of the subjects they teach and how best to teach them 2.2 Teaching methods 2.3 Assessment 2.4 Students' learning
Students' Performance in National or Regional Tests and Assessments	
3. How well do students perform in national and/or regional tests and assessments against the national averages and targets set for the sector?	3.1 Performance in national and/or regional assessments in English 3.2 Performance in national and/or regional assessments in mathematics
Students' Progress	
4. How much progress do students make in relation to their starting points? (For infants: in relation to age-related expectations and progress by gender)	4.1 Progress against starting points, over time and during lessons in English 4.2 Progress against starting points, over time and during lessons in mathematics
Students' Personal and Social Development	
5. How good is the students' personal and social development?	5.1 Students' attitudes and behaviours 5.2 Students' punctuality 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 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

Key Questions	Sub-Indicators
Curriculum and Enhancement Programmes	
7. How well do the curriculum and any enhancement programmes meet the needs of the students?	7.1 Provisions for curriculum 7.2 Enhancement programmes
Students' Safety, Security, Health and Well-being	
8. How well does the school ensure everyone's safety, security, health, and well-being?	8.1 Safety and security 8.2 Health and well-being

Rating Scale and Descriptors

The Inspectors made their professional judgements on each of the indicators and then assigned 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:** the quality is not yet at the level acceptable for schools. Schools and/or the MoESYI are expected to take urgent measures to improve the quality of any aspect of their performance or provision that is judged at this level. The recommendations for improvement are immediately reported to the Central Ministry, Department of School Services (DSS), Regional Offices and School Boards. Interventions will be closely monitored and appropriate responses activated by the DSS; and
- **Level 1 – Needs immediate support:** the quality is very low. Schools and/or the MoESYI 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, DSS, Regional Offices and School Boards. Interventions will be closely monitored and appropriate responses will be activated by the DSS.

Limitations of the Study

The study was carried out over a five-year period and most schools have already initiated improvement activities supported by the Department of Schools' Services.

In sum, the foregoing represents the framework upon which the inspections of the 839 primary and secondary schools were conducted and the findings that are outlined in Chapter 3 reflect this.

KEY FINDINGS AND ANALYSIS

Reporting Format

This report presents the findings on the 839 schools inspected. The findings for each of the eight key indicators are presented hereafter, using the following format:

- Key Question
- The key components
- Standard
- Inspection Ratings for this Cycle
- Primary vs. Secondary
- Changes In Ratings
- Schools' Performance on the sub-indicators
- Highlights



Key Question 1

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

The key components are:

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

Standard

Research shows that where school leadership is effective, school-based management displays a good mix of conceptual, human, and technical skills. This means that the leaders in the school know what an effective school is and can identify effective classroom practices. They then use their problem-solving expertise to support teachers, students, and parents to achieve 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 establishing positive communication links with the home and the community.

Leadership and Management

Overall, in this inspection cycle, leadership and management was rated exceptionally high in only two per cent of the schools; good in 19 per cent; satisfactory in 61 per cent; unsatisfactory in 17 per cent; and needs immediate support in one per cent (See *Table 4*). There are three stand-out institutions that consistently rated exceptionally high in overall in leadership, as well as all the sub-indicators of leadership. They are Wolmers' High School for Girls, St. Andrew High School for Girls, and Kensington Primary³.

Table 4: Ratings for Leadership and Management

Inspection Ratings	Number of Schools	Percentage (%)
Exceptionally High	18	2
Good	161	19
Satisfactory	510	61
Unsatisfactory	144	17
Needs Immediate Support	6	1
GRAND TOTAL	839	100

Primary vs Secondary

Eighty one per cent of primary level and 86 per cent of secondary level schools achieved a rating of satisfactory and above. The percentage of schools rated unsatisfactory and below was 14 per cent at the secondary level, compared to 19 per cent at the primary level (See *Table 5*). Significantly, no secondary school was rated as needs immediate support in this cycle. However, there is an emergence of exceptionally high quality leadership in some secondary schools. Thirty five per cent of the secondary schools were rated good and above in leadership and management. Whereas at the primary level, only 18 per cent was rated as good and above.

Table 5: Ratings for Leadership and Management by Educational Level

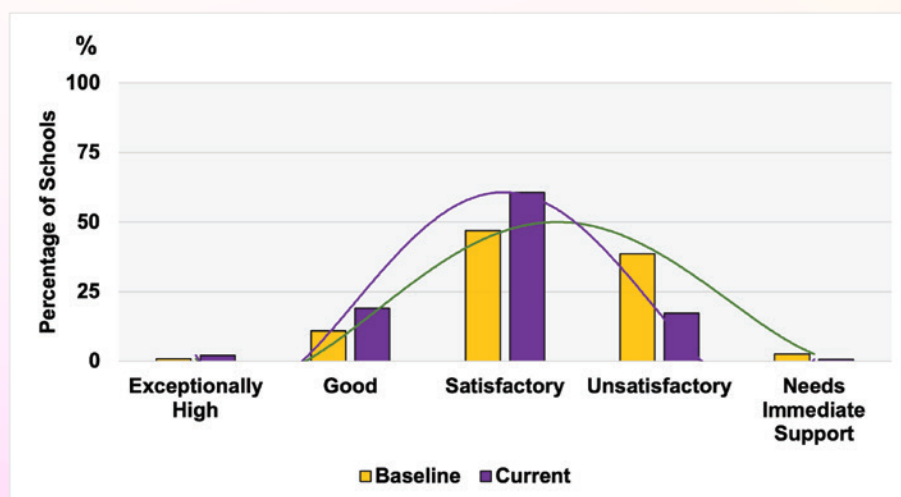
Inspection Ratings	Primary Level	Percentage (%)	Secondary Level	Percentage (%)	National	Percentage (%)
Exceptionally High	2	<1	16	11	18	2
Good	126	18	35	24	161	19
Satisfactory	437	63	73	51	510	61
Unsatisfactory	124	18	20	14	144	17
Needs Immediate Support	6	1	0	0	6	1
TOTAL	695	100	144	100	839	100

Changes in the Ratings for Leadership and Management

On this indicator, there was an overall 23 percentage point improvement in the percentage of schools rated satisfactory and above compared to the previous inspection cycle (See Figure 4). This 23 percentage point improvement accounts for 255 schools—225 primary and 30 secondary – that were rated unsatisfactory in cycle one and are now rated in the satisfactory and above rating categories.

The improvements noted were spread across all rating categories. One hundred and seventeen (117) more schools were rated satisfactory.

Figure 4: Changes in Inspection Ratings – Leadership and Management



Schools' Performance on Leadership Sub-indicators

Table 6 below and the associated narrative provide a breakdown of schools' current performance on key components of leadership and management compared to the baseline and provides valuable insights into specific areas of the indicators that influenced the overall performance. More schools rated better on the four sub-indicators (school-based leadership and management, self-evaluation and improvement planning, governance, relationships with parents, and the local community). Governance and parental involvement and relations made the most gains. Even so, a significant proportion of the schools underperformed in school-based leadership and management and self-evaluation and improvement planning. It is also concerning that too many of them are rated only as satisfactory in these categories. These results have implications for the type and quality of interventions to ensure improvements on this leading indicator.

Table 6: Percentage of Schools Rated in Key Components of Leadership and Management

Inspection Ratings	School-based leadership and management		School self-evaluation and improvement planning		Governance		Relations with parents and community	
	Baseline 2015	Current 2021	Baseline 2015	Current 2021	Baseline 2015	Current 2021	Baseline 2015	Current 2021
Exceptionally High	2	2	1	2	3	3	3	4
Good	12	23	12	23	22	30	36	40
Satisfactory	50	56	46	57	46	54	48	51
Unsatisfactory	33	18	38	17	26	12	12	5
Needs Immediate Support	3	1	3	1	3	1	0	0
GRAND TOTAL	100	100	100	100	100	100	100	100

School-based Leadership and Management

There was noted improvement in school-based leadership and management in this cycle of inspections. Overall, 81 per cent of the schools inspected were rated satisfactory and above in this sub-indicator (See Figure 5). This represents a 17 percentage point increase compared to the previous cycle. Schools in this category demonstrated effective school-based leadership placing emphases on school improvement through teaching and learning, monitoring and accountability and the use of data. Some schools that feature outstandingly in this category are Rio Bueno Primary, New Hope Primary and Junior High, and Padmore Primary. School-based leadership in these three schools improved from needs immediate support to good in this cycle. Thirty-nine schools, previously rated as unsatisfactory also improved to good in this cycle.

Figure 5: Changes in Inspection Ratings – School-Based Leadership and Management

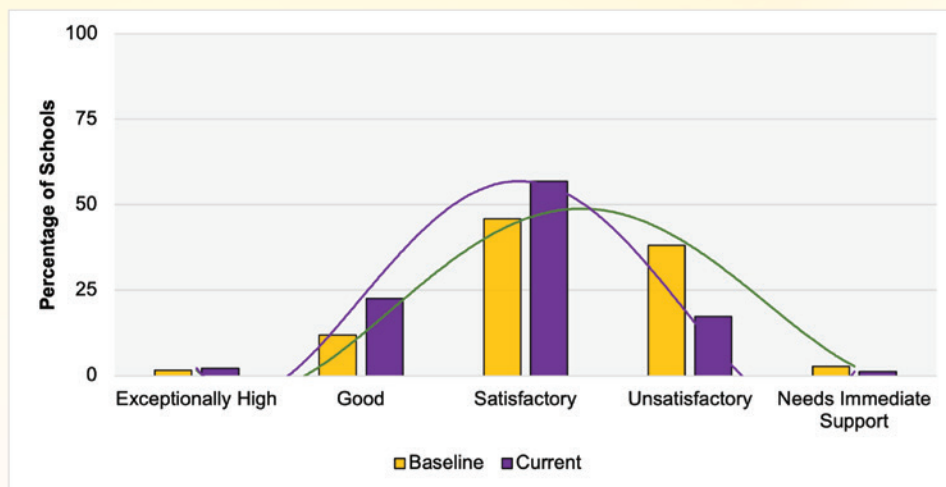


School Self-evaluation and Improvement Planning

Overall, 82 per cent of the schools inspected in this cycle were rated satisfactory and above in this sub-indicator (See Figure 6). This represents a 22 percentage point increase compared to the previous cycle. In these schools, more rigorous self-evaluation and improvement planning practices were evident, with leaders

clearly understanding the correlation between the two. Accordingly, both processes were more inclusive, data-driven, and targeted to inform consistent improvement and school development. However, most of them were only rated as satisfactory. The schools that showed the most significant improvement in this category were Holy Childhood High, which moved from unsatisfactory to exceptionally high, while Kingston College and Mt. Alvernia High moved from satisfactory to exceptionally high in this category. Porus Primary and Padmore Primary moved from needs immediate support to good. Forty-six schools moved from unsatisfactory to good.

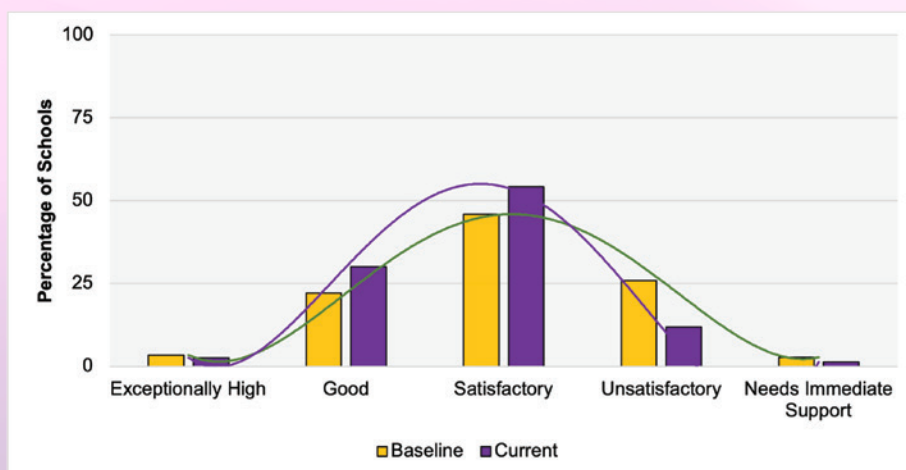
Figure 6: Changes in Inspection Ratings – School Self-Evaluation and Improvement Planning



Governance

Overall, 87 per cent of the schools inspected in this cycle were rated satisfactory and above on this sub-indicator (See Figure 7). This represents a 19 percentage point increase compared to the previous cycle of inspections. Governance is a central component in guiding the strategic and policy direction of schools, holding leaders accountable, and providing effective oversight and support. Thirty per cent of the schools were rated as having good governance. In these schools, the Boards were well constituted with trained and qualified members. They applied rigorous and effective monitoring and accountability mechanisms for the efficient functioning of the schools. For example, Jones Town Primary and Spring Garden Primary – Trelawny improved from needs immediate support to good. Overall, forty-nine schools moved from unsatisfactory to good.

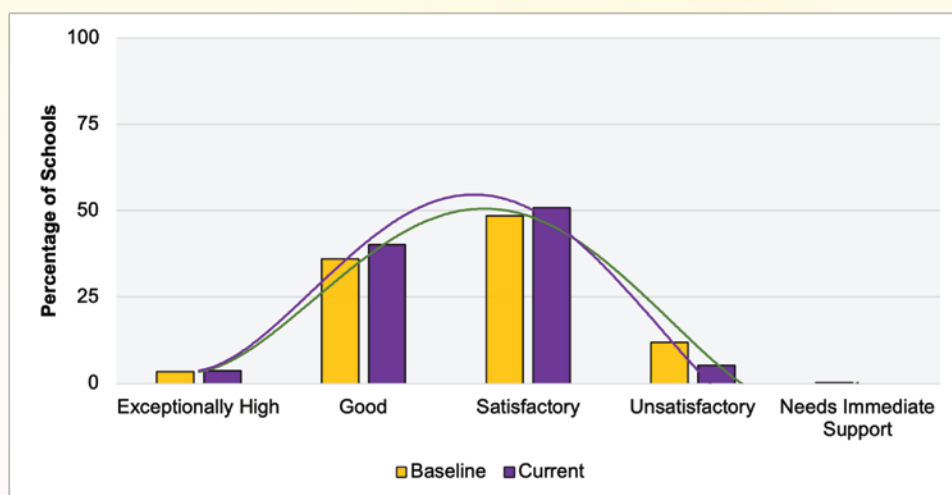
Figure 7: Changes in Inspection Ratings – Governance



Relationship with Parents and the Local Community

Overall, 95 per cent of the schools inspected in this cycle were rated satisfactory and above on this sub-indicator (See Figure 8). This represents a six percentage point increase compared to the previous cycle of inspections. During this cycle, relationships with parents and the local community were influenced by various innovations facilitating strong and meaningful relationships among the schools, parents, and communities. The improvements on this indicator are commendable. Green Pond High School recorded the most significant change in this sub-indicator. The school moved from unsatisfactory to exceptionally high. Twenty-seven schools moved from unsatisfactory to good. However, much more is needed in this area to advance school and student improvements.

Figure 8: Changes in Inspection Ratings – Relations with Parents and Community



HIGHLIGHTS

- On this indicator, there was an overall 23 percentage point improvement in the number of schools rated satisfactory and above compared to the previous inspection cycle.
- 255 schools – 225 primary and 30 secondary – improved over the last cycle.
- Secondary level schools performed marginally better than their primary level counterparts.
- 95 per cent of the schools were rated satisfactory and above on relationship with parents and the local community.
- 87 per cent of the schools were rated satisfactory and above on governance.
- The quality of leadership and management declined in 106 schools.

Key Question 2

How effectively does 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 a 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.

Teaching Support for Learning

In this inspection cycle, teaching in support of students' learning was rated as good in nine per cent of the schools inspected; satisfactory in 65 per cent; unsatisfactory in 25 per cent; and needs immediate support in one per cent (See Table 7 below). Good quality teaching was noted in seventy-seven schools. For example, Kellits Primary, Shirley Castle Primary, Knox College, and Westwood High have been consistently rated as good over two cycles of inspections.

Table 7: Ratings for Teaching in Support of Students' Learning

Inspection Ratings	Number of Schools	Percentage (%)
Exceptionally High	0	0
Good	78	9
Satisfactory	548	66
Unsatisfactory	210	25
Needs Immediate Support	2	< 1
GRAND TOTAL	838	100

Primary vs Secondary

The inspection ratings indicate that primary schools have a higher proportion of satisfactory and above ratings (77 per cent) than secondary schools (64 per cent). This represents a 13 percentage point lead of primary schools over their secondary counterparts (See Table 8 below). However, both levels show a significant percentage of unsatisfactory ratings, indicating that there are areas that need vast improvement.

Table 8: Ratings for Teaching in Support of Students' Learning by Educational Level

Inspection Ratings	Primary Level	Percentage (%)	Secondary Level	Percentage (%)	National	Percentage (%)
Exceptionally High		0		0	0	0
Good	50	7	28	19	78	9
Satisfactory	484	70	64	45	548	66
Unsatisfactory	158	23	52	36	210	25
Needs Immediate Support	2	0	0	0	2	< 1
TOTAL	694	100	144	100	838	100

Changes in Teaching in Support of Students' Learning

On this indicator, there was a 21 percentage point improvement in the number of schools rated as satisfactory and above compared to the previous inspection cycle (See Figure 9). This accounts for 261 schools – 228 primary and 33 secondary – that were rated unsatisfactory in cycle one are now rated in the satisfactory and above rating categories.

Figure 9: Changes in Inspection Ratings – Teaching in Support of Students' Learning



There was no change in the number of schools in the exceptionally high rating category; as no school received a rating in this category. However, there were positive changes in the number of schools rated in the good, satisfactory, unsatisfactory and needs immediate support rating categories.

Schools' Performance on Teaching in Support of Learning Sub-indicators

The section below briefly outlines the performance of schools on the four key aspects of this indicator. There is a pattern of improvement on each sub-indicator teachers' knowledge of the subjects they teach and how best to teach them, teaching methods, assessment, and students' learning (See Table 9). Wolmer's High School For Girls, Hampton High, Westwood High were rated as exceptionally high in the sub-indicator students' learning and Westwood High was rated exceptionally high on assessment.

Table 9: Percentage of Schools Rated in Key Components of Teaching in Support of Students' Learning

Inspection Ratings	Teachers' knowledge of the subjects they teach and how best to teach them		Teaching methods		Assessment		Students' learning	
	Baseline 2015	Current 2021	Baseline 2015	Current 2021	Baseline 2015	Current 2021	Baseline 2015	Current 2021
Exceptionally High	0	0	0	0	0	1	1	1
Good	10	13	5	12	8	19	9	8
Satisfactory	61	68	50	63	51	60	51	65
Unsatisfactory	29	19	44	25	40	19	38	25
Needs Immediate Support	0	< 1	1	0	1	1	0	1
GRAND TOTAL	100	100	100	100	100	100	100	100

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

Overall, 82 per cent of the schools inspected in this cycle were rated satisfactory and above on this sub-indicator (See Figure 10). This represents an 11 percentage point increase compared to the previous cycle. Most teachers in these schools demonstrated in-depth knowledge of their content area and many used student-centred and creative approaches to engage and advance learning in lessons. Teachers' content mastery plays a significant role in the quality of a lesson. In that, mastery of content is helpful as teachers employ flexible approaches in support of students' understandings. Hence, teachers tended to differentiate and innovate in response to students' varying abilities. Also, in the best scenarios, teachers reflected on and learned from what happens in their lessons. Significantly, ten primary schools improved from unsatisfactory to good in teacher knowledge some of them include: John Austin All Age, McNie All Age, and Simon Primary and Infant (Clarendon).

Figure 10: Changes in Inspection Ratings – Teachers' Knowledge of the Subjects they Teach and How Best to Teach Them

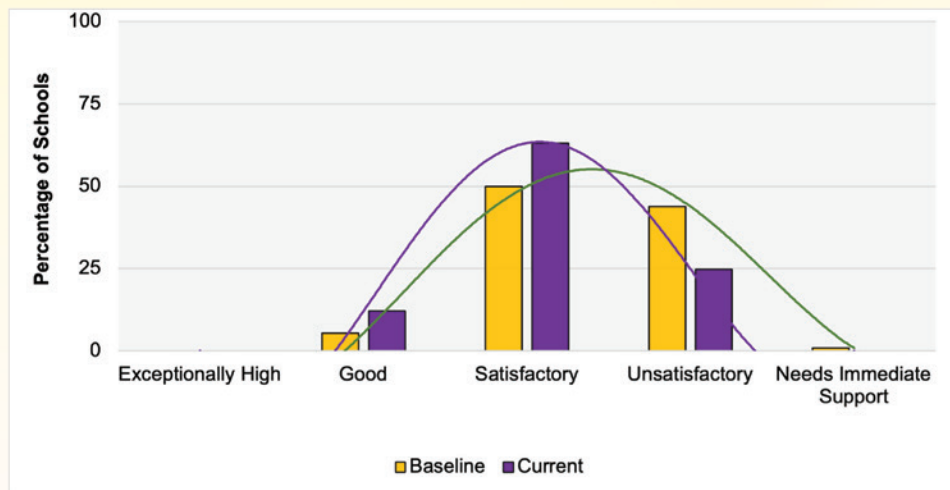


Teaching Methods

Overall, 75 per cent of the schools inspected in this cycle were rated satisfactory and above on this sub-indicator. This represents a 20 percentage point increase compared to the previous cycle of inspections (See Figure 11). Effective, and varied teaching strategies were supported by the selection and effective use

of appropriate learning resources, student engagement, and classroom interactions. There is no right way to teach any lesson, but the evidence should show that teachers have thought through motivating their students to learn, and use the best strategies to engage students of all abilities. Twenty-six schools improved from unsatisfactory to good including Jonathan Grant High, Point Hill Leased Primary and Junior High, St. George's All Age, and Bob Marley Primary.

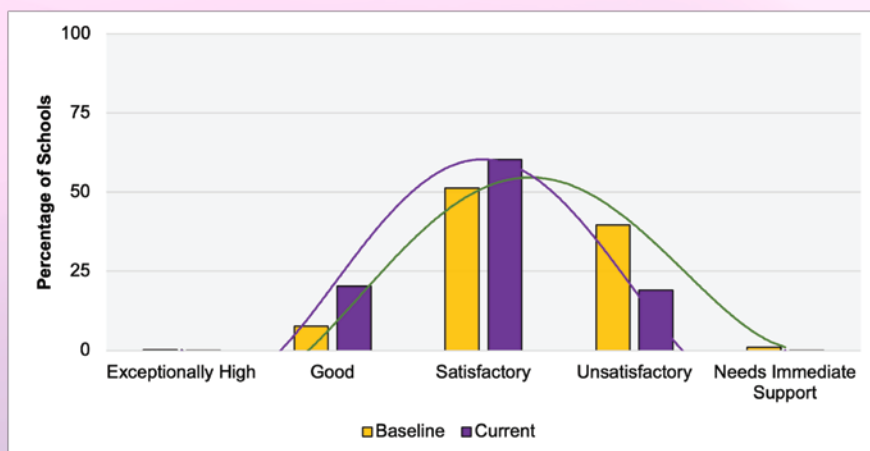
Figure 11: Changes in Inspection Ratings – Teaching Methods



Assessment

Overall, 80 per cent of the schools inspected were rated satisfactory and above on this sub-indicator. This represents a 22 percentage point increase compared to the previous inspection cycle (See Figure 12). In the best cases, continuous assessment was a common practice, and students' assessment data were well-managed and used to inform lesson planning and intervention. Teachers also provided regular and quality feedback so that students were aware of their progress and areas for improvement. Useful formative assessment should take place in all lessons. Summative assessment data derived from scrutiny of students' work and marked workbooks should always be available to track student improvement. Significantly, 41 schools improved from unsatisfactory to good on assessment. Some of these include Bowden Hill Primary, Scott's Hall Primary, Parry Town Primary, New Broughton Primary, Crooked River Primary, Gaynstead High, May Day High, Mile Gully High, and Old Harbour High.

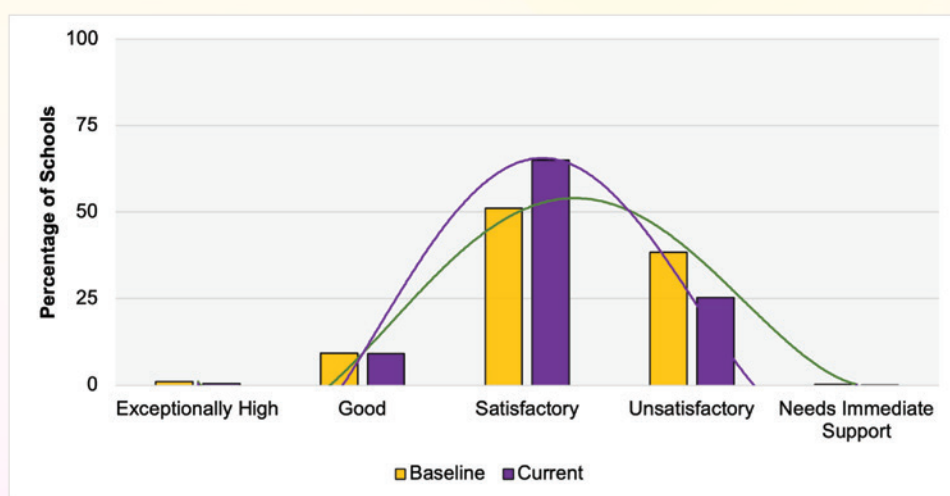
Figure 12: Changes in Inspection Ratings – Assessment



Students' Learning

In the classroom, students' learning is usually the outcome that follows from the teachers' use of knowledge, planning and application of teaching methods. Overall, 74 per cent of the schools inspected in this cycle were rated satisfactory and above on this sub-indicator. This represents a 13 percentage point increase compared to the previous cycle (See Figure 13). In these schools, students generally demonstrated positive attitudes towards learning and a willingness to collaborate with peers, possessed inquiry and research competencies, applied their learning to real life and new situations, and displayed effective critical thinking and higher-order skills. Despite this improved showing on the sub-indicator, many strategies employed did not translate to any visible signs of students' learning. Hence, 25 per cent of the schools inspected were rated as unsatisfactory in this aspect of teaching. This is an area of concern for the education system in Jamaica. The most significant improvement in teaching quality was noted in the ten schools that improved from unsatisfactory to good. Examples include DuPont Primary, Breadnut Hill Primary, Hayes Primary and Junior High, and Hopewell High schools.

Figure 13: Changes in Inspection Ratings – Students' Learning



HIGHLIGHTS

- No school was rated exceptionally high on overall teaching quality.
- Twenty-one percentage point improvement over the last inspection cycle.
- Twenty-six per cent of schools underperformed.

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

Research suggests that there is a link between low levels of educational attainment and social exclusion. Further, students' test scores are arguably the most effective predictor of many adult outcomes (Case, 1999⁵; Watts, 2020⁶; de Hoyos, Estrada, Vargas, 2018⁷). Therefore, the expectations are that schools will actively focus on students' learning and their performance should be good in relation to national averages and sector targets as determined by the MoESYI. In this report standardised test scores from PEP, CXC, and City and Guilds are the key data sources.

Students' Academic Performance

In this inspection cycle, students' performance in English and mathematics was rated as exceptionally high in two per cent of the schools inspected; good in five per cent; satisfactory in nine per cent; and unsatisfactory in 82 per cent, and needs immediate support in two per cent (See Table 10)⁸. Of note, this indicator lags significantly behind all the other indicators. Nevertheless, the available assessment data revealed marginal improvements in attainment levels among the best performing schools; for example St. George's College, St. Hilda's Diocesan High, Ardenne High, Manchester High, and Kensington Primary.

Table 10: Ratings for Students' Performance in English and Mathematics

Inspection Ratings	Number of Schools	Percentage (%)
Exceptionally High	15	2
Good	43	5
Satisfactory	75	9
Unsatisfactory	651	82
Needs Immediate Support	12	2
GRAND TOTAL	796⁹	100

Primary vs. Secondary

⁵ Case, R (1999). Conceptual Development. In M. Bennett (Ed.), *Developmental psychology: Achievements and prospects* (pp 36-54). Ann Arbor, MI: Psychology Press.

⁶ Watts, T. W. (2020). *Academic Achievement and Economic Attainment: Reexamining Associations Between Test Scores and Long-Run Earnings*. AERA Open, 6(2). <https://doi.org/10.1177/2332858420928985>

⁷ de Hoyos, Rafael & Estrada, Ricardo & Vargas, María José, 2018. "Predicting Individual Wellbeing Through Test Scores: Evidence from a National Assessment in Mexico," Research Department working papers 1187, CAF Development Bank Of Latinamerica.

⁸ The ratings for English and mathematics are done as a composite of the sub-indicators above.

⁹ Does not include forty-four (43) thematic Inspections

The schools rated satisfactory and above maintained averages in external examination results that were generally in line with or above the national average for at least three consecutive years. The inspection ratings indicate that there is a significant proportion – 567 or 86 per cent and 96 or 70 per cent of public schools at the primary and secondary levels respectively rated as unsatisfactory and below (See Table 11). Of the 567 underperforming public primary schools, 284 of them are located in rural areas, 121 in remote rural and 162 in urban areas. Of the 96 underperforming public secondary schools, 36 of them are located in rural areas and 60 in urban in urban areas.

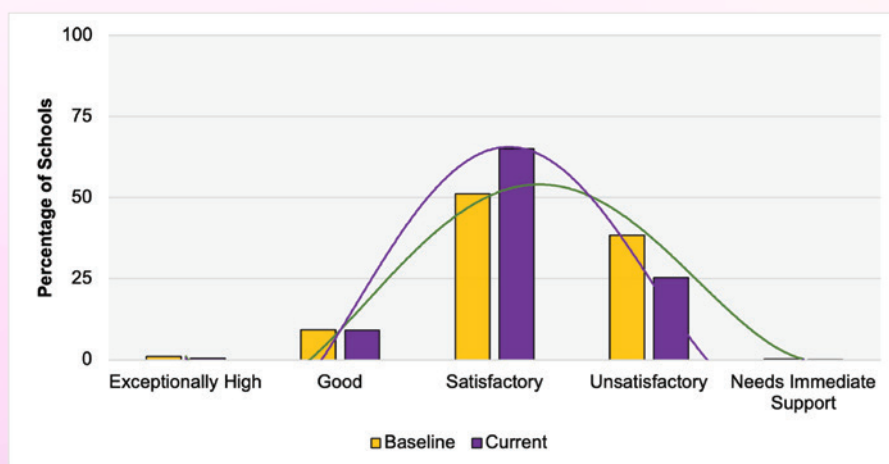
Table 11: Ratings for Students' Performance in English and Mathematics by Educational Level

Inspection Ratings	Primary Level	Percentage (%)	Secondary Level	Percentage (%)	National	Percentage (%)
Exceptionally High	1	< 1	14	10	15	2
Good	29	4	14	10	43	5
Satisfactory	62	10	13	10	75	9
Unsatisfactory	562	85	89	65	651	82
Needs Immediate Support	5	1	7	5	12	2
TOTAL	659	100	137	100	796	100

Changes in Students' Academic Performance

Overall, for this inspection cycle, there was a seven percentage point decline in the percentage of schools rated in the satisfactory and above category on this indicator when compared to the previous cycle of inspection (See Figure 14). Also, 100 schools: 46 primary and 54 secondary improved to ratings of satisfactory and above on this indicator.

Figure 14: Changes in Inspection Ratings – Students' Performance in English and Mathematics



Schools' Performance on Sub-indicators

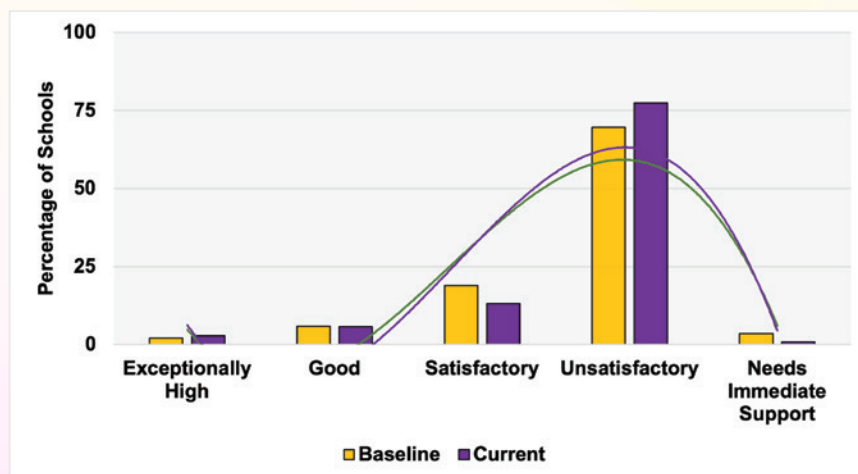
Table 12: Percentage of schools Rated on Key Components of Students' Performance in English and Mathematics

Inspection Ratings	Performance in English		Performance in Mathematics	
	Baseline 2015	Current 2021	Baseline 2015	Current 2021
Exceptionally High	2	3	1	2
Good	6	6	5	6
Satisfactory	19	13	18	12
Unsatisfactory	70	77	70	79
Needs Immediate Support	3	1	6	1
GRAND TOTAL	100	100	100	100

Students' Performance in English

Overall, only 22 per cent of the schools inspected in this cycle were rated satisfactory and above in this sub-indicator (See Figure 15). This represents a six percentage point decrease compared to the previous cycle.

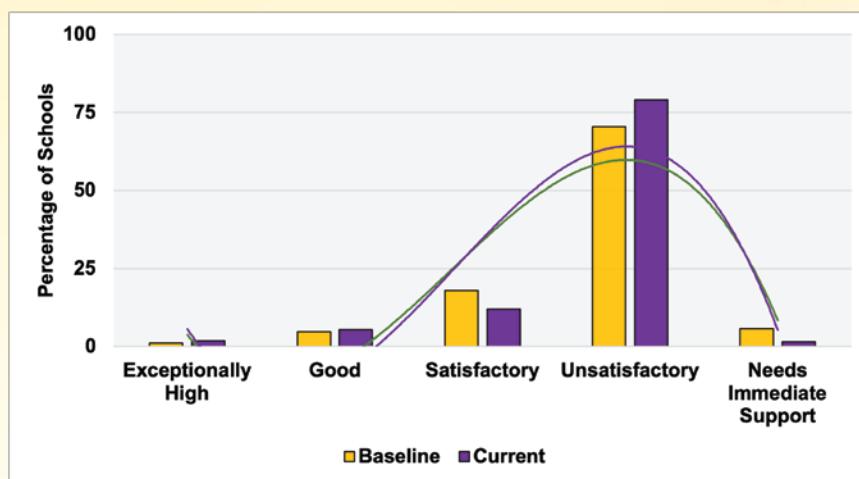
Figure 15: Changes in Inspection Ratings – Students' Performance in English



Students' Performance in Mathematics

Overall, 20 per cent of the schools inspected in this cycle were rated satisfactory and above in this sub-indicator (See Figure 16). This represents a four percentage point decrease compared to the previous cycle.

Figure 16: Changes in Inspection Ratings – Students' Performance in Mathematics



HIGHLIGHTS

- The secondary-level schools performed better than the primary-level schools.
- The decline in the percentage of schools rated satisfactory and above.



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 and against curricular standards

Standard

Schools add value, and students should achieve as well as they can. As such, expectations are that the progress of most students should be at least good and that they should demonstrate appropriate levels of academic growth when compared with their earlier attainment.

Students' Progress in English and Mathematics

In this inspection cycle, students' progress in English and mathematics was rated as exceptionally high in two per cent of the schools; good in six per cent; satisfactory in 64 per cent; unsatisfactory in 27 per cent, and needs immediate support in one per cent (See Table 13)¹⁰. Of note, in 64 per cent of the schools, progress was rated satisfactory and twenty-eight per cent of them were rated unsatisfactory. For example, the best cases of students' progress were found in 66 schools. Convent of Mercy 'Alpha', Holland High, Mount Alvernia High, and Southborough Primary Schools. These schools made good progress over time, with correspondingly good progress made by students in lessons and against the curricular standards in English and mathematics. Overall, progress was mainly at the minimum acceptable standard for this indicator.

Table 13: Ratings for Students' Progress in English and Mathematics

Inspection Ratings	Number of Schools	Percentage (%)
Exceptionally High	16	2
Good	51	6
Satisfactory	539	64
Unsatisfactory	227	27
Needs Immediate Support	4	1
GRAND TOTAL	837¹¹	100

Primary vs Secondary

Six hundred and six schools – 519 or 74.8 per cent at the primary level, and 87 or 60.9 per cent at the secondary level – were rated satisfactory and above on this indicator (See Table 14). At both the primary and secondary levels, it was noted that many schools that were underperforming were making satisfactory progress. This is an indication that there was value being added. For example, 71 per cent or 404 of the 567 underperforming public primary schools made satisfactory progress and, at the secondary level, 42 per cent or 40 of the 96 underperforming public schools also made satisfactory progress. Of the 404 underperforming public primary schools making satisfactory progress 199 of them are located in rural areas, 79 in remote rural, and 126 in urban areas. Of the 40 underperforming public secondary schools making satisfactory progress, 13 of them are located in rural areas and 27 in urban areas.

¹⁰ The ratings for English and mathematics are done as a composite of the sub-indicators above.

¹¹ This data set does not include two thematic inspections

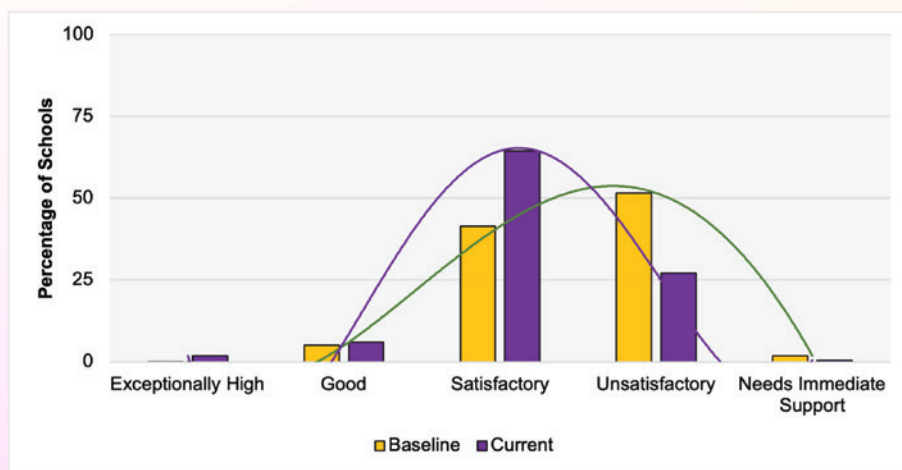
Table 14: Ratings for Students' Progress in English and Mathematics by Educational Levels

Inspection Ratings	Primary Level	Percentage (%)	Secondary Level	Percentage (%)	National	Percentage (%)
Exceptionally High	2	< 1	14	10	16	2
Good	34	5	17	12	51	6
Satisfactory	483	70	56	39	539	64
Unsatisfactory	173	25	54	38	227	27
Needs Immediate Support	2	< 1	2	1	4	1
TOTAL	694	100	143	100	837	100

Changes in Students' Progress in English and Mathematics

The percentage of schools rated as satisfactory and above on this indicator improved by 26 percentage points when compared to the first cycle of inspections (See Figure 17). This group includes 291 schools that moved from unsatisfactory and below to satisfactory and above. While this is so it was noted that 77 schools that were rated satisfactory and above in the last cycle are now rated unsatisfactory and below. In this cycle of inspections we noted that some schools did not maintain their level of progress and so whereas some improved others fell below their previous ratings. This will require an in-depth understanding of the factors contributing to the regression in those schools.

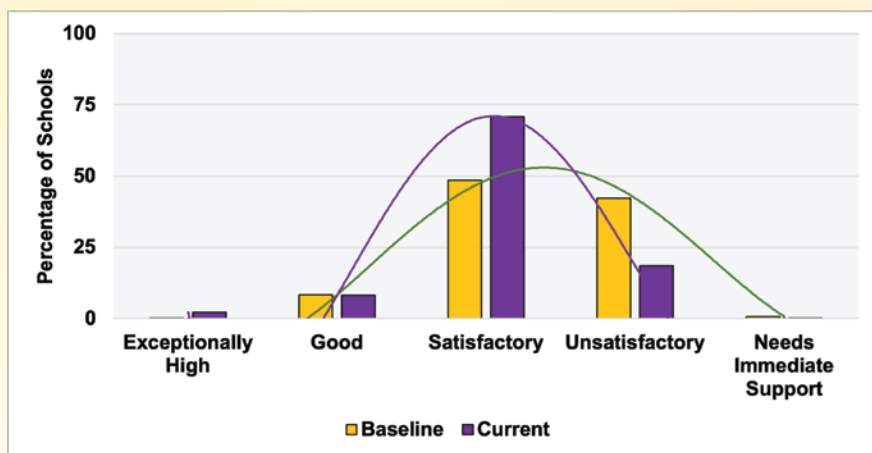
Figure 17: Changes in Inspection Ratings – Students' Progress in English and Mathematics



Schools' Performance on Progress in English

Overall, 81 per cent of the schools inspected in this cycle were rated satisfactory and above on this sub-indicator (See Figure 18). This represents a 24 percentage point increase compared to the previous cycle. Of note, one school from satisfactory to exceptionally high- Holland High. Additionally, five schools moved from unsatisfactory to good. These are Sawyers Primary, New Green Primary and Junior High, Sanguinetti Primary, McNie All Age, Old Harbour High schools.

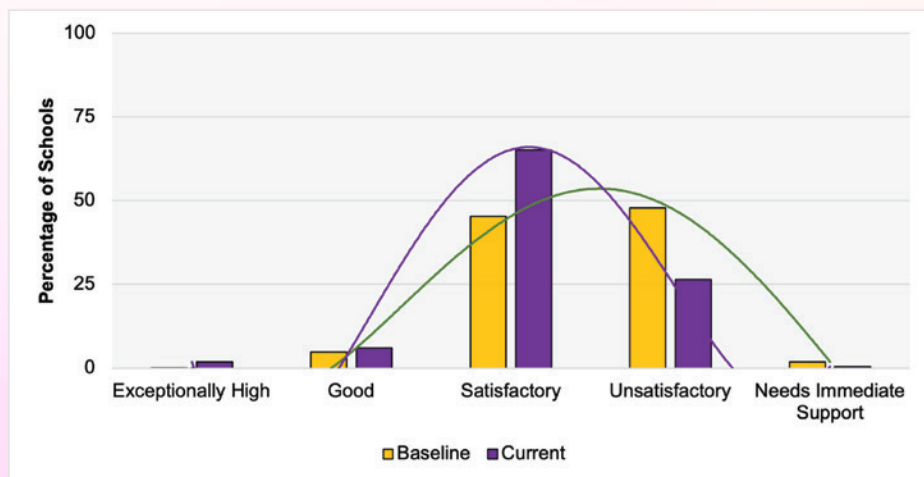
Figure 18: Changes in Inspection Ratings – Students' Progress in English



Schools' Performance on Progress in Mathematics

Overall, 73 per cent of the schools inspected in this cycle were rated satisfactory and above in this sub-indicator. This is lower than the progress identified in English; however, there is a comparable increase of 23 percentage points since the previous cycle (*Figure 19*). Most students made adequate progress against the curricular standards compared to their starting points at the school and during mathematics lessons. Five schools moved from satisfactory to exceptionally high: St. George's College, Wolmer's Boys' School, Holland High, Manchester High, and Knox College. Additionally, three schools moved from unsatisfactory to good: Denbigh High, Jonathan Grant High, and McNie All Age.

Figure 19: Changes in Inspection Ratings – Students' Progress in Mathematics



Progress against starting points

Progress, for most students, in these foundational subjects – English and mathematics – is only adequate. Most schools were rated as making only satisfactory progress in this subject. And, only 10 per cent of them were rated as good and exceptionally high.

There is a tension between students’ readiness for the early primary curriculum and teachers’ struggles to bridge the divide. There is unevenness in the levels of readiness of students, at both the primary and the secondary levels, to access certain areas of the national curriculum. The data showed that for successive cohorts since 2015, an average of 48 per cent - almost half of the students entering the primary level were assessed as having deficits in oral language and general knowledge. At the same time an average of 63 per cent of the students were assessed as proficient in number concepts. Whereas these nuances are not accounted for in the curriculum, schools must fill the gap by noting the individual learning profile of each child and customising learning accordingly.

In mathematics, there are pockets of excellence noted in many schools in the system, however, the general improvement in students’ mathematical skills were not realised throughout the years under review. One notable area of inconsistency is the gap in performance between grades four and six in each cohort. The systems’ performance in grade six is consistently below that of grade four. Progress in mathematics is consistently lagging.

It should be noted that upon entry to the secondary level, many students lacked the foundational skills in numbers and language which should help them to make good progress in their learning in other subject areas. Many secondary schools used grades seven and eight as remedial years to allow students to gain foundational skills. The general system response of implementing learning pathways is helpful in managing students’ progress. The graphs below (*Figures 20 and 21*) represent the proficiency levels, in English and mathematics broken down in strands, of the 2019 cohort of 40,355 entrants to the secondary level. This cohort is pivotal to the changeover from the Grade Six Achievement Test (GSAT) to the Primary Exit Profile (PEP) and their performance over time should form the baseline for assessing the effectiveness of the modifications made to national curricular and assessment standards.

Figure 20: Language Proficiency Levels in the 2019 PEP by Strand (Public and Private Candidates)

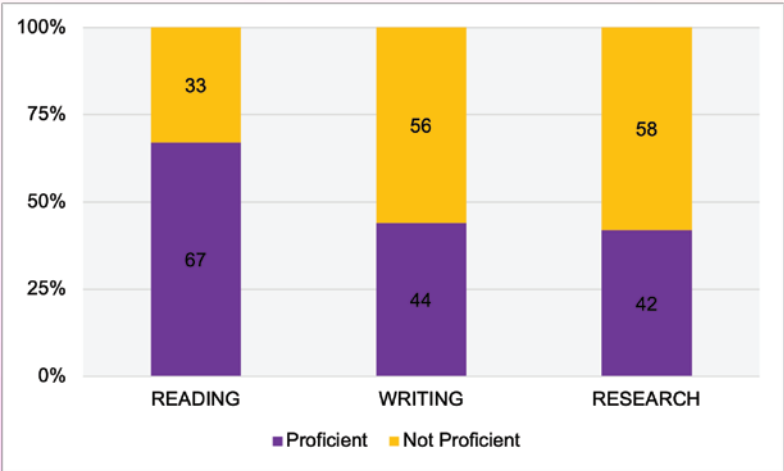
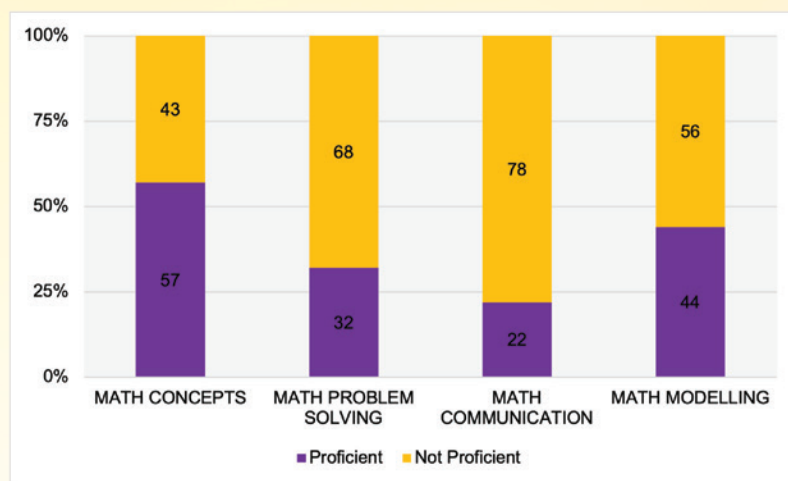


Figure 21: Mathematics Proficiency Levels in the 2019 PEP by Strand



Progress During Lessons and Appropriateness of Levels Achieved and Against Curricular Standards

The expected progress in English and mathematics was unrealised because of many intervening factors to include the various starting points at which students enter both at the primary and secondary levels. For example, at the primary level – grades one to three – students are expected to master grammar conventions including concepts such as simple subject-verb agreements, types of sentences, and parts of speech as foundation to their future learning. Additionally, the fundamentals of writing to include letter formation, word spacing, and penmanship; word recognition and fluency including concepts such as letter sounds, sight words, and syllabication; speaking skills such as listening, following instructions, asking and answering questions, etc. Importantly, comprehension which includes students' ability to express thoughts and feelings, recall details from texts, and the sequencing of events is an essential element of building an educated individual. All children at the primary level are expected to master these areas. In many schools these expectations are unmet.

In mathematics, strands such as number theory including concepts such as identification, counting, and matching; measurement includes defining the attributes of objects, the use of comparison, and measuring the length of various objects; geometry students can identify geometric shapes, natural and man-made, angles, use of simple shapes, curves, and straight paths. Statistics and probability; collect and sort groups of data using attributes such as boy, girl, and clothing. Algebra to include key topics such as creating patterns with objects and finding missing terms.

However, one of the notable trends is the dissonance between the methodologies recommended in the national curriculum document and the application applied to the delivery of content. These foundational concepts should form the basis for advanced learning at the upper primary and secondary levels. The data shows that progress is merely satisfactory, and the depth of understanding remains below expectation.

At the secondary level, the deficits in the attainment of the curricular standards tend to show up in the students' mastery of assessments in the regional and international examinations.

HIGHLIGHTS

- Seventy-one per cent of underperforming public primary schools and 42 per cent of underperforming public secondary schools had improved progress ratings.
- Forty-eight per cent of students entering the primary level were assessed as having deficits in oral language and general knowledge.
- Twenty-eight per cent of schools were rated as unsatisfactory or needing immediate support in students' progress in English and mathematics.
- There was a 26 percentage point improvement in schools rated satisfactory and above compared to the first cycle of inspections.



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 and understanding
- Students' environmental awareness and understanding

Standard

Good behaviours and relationships prevail: students exercise self-control, understand national identity, and demonstrate 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.

Students' Personal and Social Development

In this inspection cycle, students' personal and social development was rated as exceptionally high in two per cent of the schools; good in 16 per cent; satisfactory in 72 per cent; and unsatisfactory in 10 per cent of them (See Table 15). Of note, seventy-two per cent of the schools were assessed as only satisfactory which is the minimum acceptable standard. Thirteen schools were rated exceptionally high on this indicator, the models of personal and social development practised was noteworthy. These schools are Convent of Mercy 'Alpha', Wolmer's High School for Girls, Ardenne High, Immaculate Conception High School, St. Andrew High, Champion College, Holland High, Mount Alvernia High, Hampton School, Manchester High, Bishop Gibson High, Kensington Primary, and Knox College. The sections below briefly outline the changes and performance of schools on the key components of this indicator.

Table 15: Ratings for Students' Personal and Social Development

Inspection Ratings	Number of Schools	Percentage (%)
Exceptionally High	13	2
Good	128	16
Satisfactory	580	72
Unsatisfactory	79	10
Needs Immediate Support	0	0
GRAND TOTAL	800¹²	100

Primary vs. Secondary

Ninety-five per cent of primary level and 68 per cent of secondary level schools achieved a rating of satisfactory and above (See Table 16). The percentage of schools rated unsatisfactory was 32 per cent at the secondary level, compared to 5 per cent at the primary level. Significantly, no school was rated as needs immediate support in this cycle. However, there is an emergence of exceptionally high quality personal and social development in some secondary schools. Thirty-one per cent of the secondary schools were rated good and above on this indicator. Whereas at the primary level, only 15 per cent of them were rated as good and above.

¹² Does not include thirty-nine (39) thematic Inspections

Table 16: Ratings for Students' Personal and Social Development by Educational Level

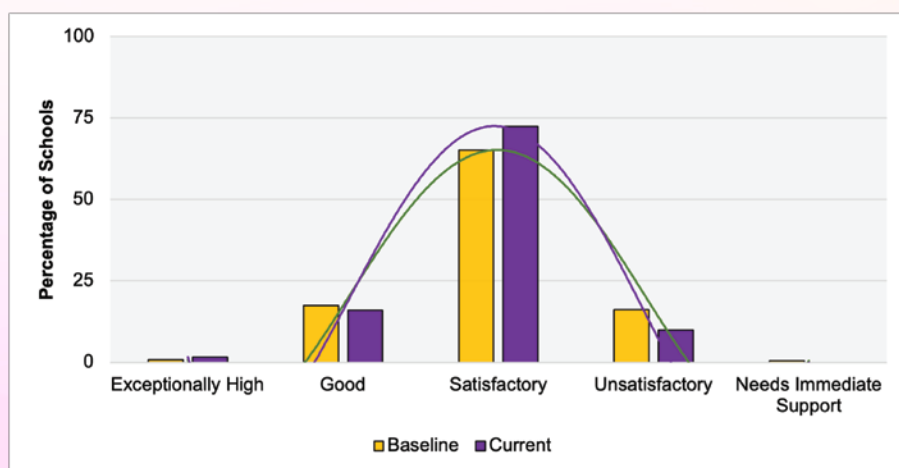
Inspection Ratings	Primary Level	Percentage (%)	Secondary Level	Percentage (%)	National	Percentage (%)
Exceptionally High	3	< 1	12	9	13	2
Good	97	15	31	22	128	16
Satisfactory	527	80	51	37	580	72
Unsatisfactory	34	5	45	32	79	10
Needs Immediate Support	0	0	0	0	0	0
TOTAL	661	100	139	100	800	100

Changes in Students' Personal and Social Development

The overall rating for students' personal and social development improved by seven percentage points when compared to the previous inspection cycle. Ninety per cent of the schools were rated satisfactory and above in this cycle (See Figure 22). Seven hundred and twenty-one schools – 630 primary and 91 secondary – received satisfactory ratings.

Of significance, 105 schools – 94 primary and eleven secondary – that were rated unsatisfactory in cycle one are now rated in the satisfactory and above rating categories. Schools' performance on this significant output/outcome indicator has been consistently high. The modal rating, however, remains in the satisfactory category and this has important implications for behaviour management and student development in our schools. More secondary schools are rated unsatisfactory on this indicator (See Table 16).

Figure 22: Changes in Inspection Ratings – Students' Personal and Social Development



Schools' Performance on Students' Personal and Social Development Sub-indicators

The section below outlines schools' performance on the sub-indicators: students' attitudes and behaviours, punctuality and attendance, civic understanding and spiritual awareness, economic awareness and understanding, and environmental awareness and understanding.

Table 17: Percentage of Schools Rated in Key Components of Students' Personal and Social Development

Inspection Ratings	Students' attitudes and behaviours		Students' punctuality and attendance		Students' civic understanding and spiritual awareness		Students' economic awareness and understanding		Students' environmental awareness and understanding	
	Baseline 2015	Current 2021	Baseline 2015	Current 2021	Baseline 2015	Current 2021	Baseline 2015	Current 2021	Baseline 2015	Current 2021
Exceptionally High	2	2	2	1	3	3	2	2	3	2
Good	32	48	22	20	36	39	24	17	31	29
Satisfactory	53	43	49	54	56	56	57	70	56	65
Unsatisfactory	13	7	25	23	5	2	16	11	9	4
Needs Immediate Support	0	< 1	2	2	0	0	1	0	0	0
GRAND TOTAL	100	100	100	100	100	100	100	100	100	100

Students' Behaviours and Attitudes

Overall, 92 per cent of the schools inspected in this cycle were rated satisfactory and above in this sub-indicator (See Figure 23). This represents a five percentage point increase compared to the previous cycle. In these schools, students generally displayed acceptable behaviours and attitudes in and out of lessons. They were committed to learning, demonstrated by their focus on completing assigned work, preparedness for lessons, and avid participation. Lewisburgh Primary school featured outstandingly in this category improving from needs immediate support to good in this cycle. Nineteen schools previously rated as unsatisfactory improved to good. Trench Town Primary, Balaclava Primary, Braeton Primary and Junior, Newton Primary, Titchfield High, and William Knibb Memorial High schools.

Figure 23: Changes in Inspection Ratings – Students' Attitudes and Behaviours

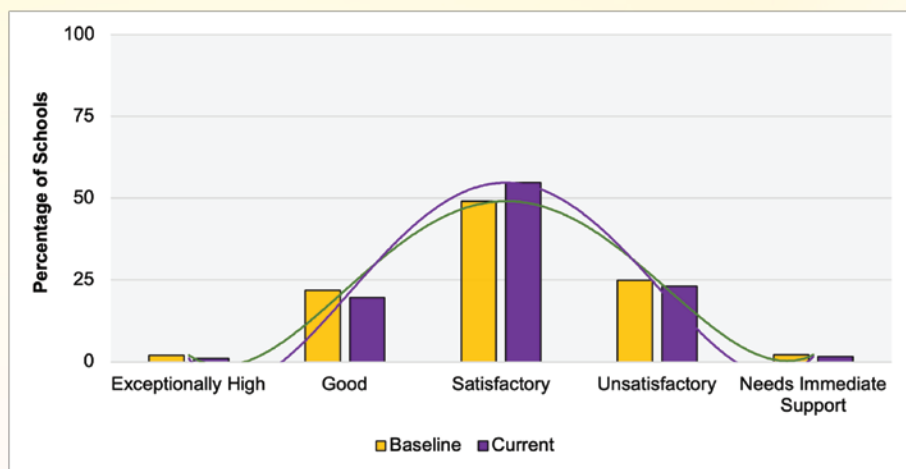


Students' Punctuality and Attendance at School and Classes

Overall, 75 per cent of the schools inspected in this cycle were rated satisfactory and above in this sub-indicator (Figure 24). This represents a three percentage point increase compared to the previous cycle. In these schools, attendance and punctuality rates were high, often surpassing the MoESYI's target of 85 per cent average attendance. Students' punctuality for classes was also commendable, with seamless transitions to lessons after devotional exercises, break, and lunch allowing most teachers to start and end lessons on time. Smithville Primary School showed the most significant improvement in this category, moving from

unsatisfactory to exceptionally high. Inspectors found that all students attend school regularly, and almost all students are punctual for school and lessons. The school has had average attendance of 98 per cent for the past three years. In addition, students respond promptly to the bell and transition well between lessons. Nine other schools moved from unsatisfactory to good; these include Camperdown Primary, Lalor Primary, Richmond Primary (Manchester), Warminster Primary, Bellefield Primary (Manchester), Pike Primary, Gibraltar All-Age, Ferncourt, and St. Jago High schools. Additionally, Bonnett Primary School, improved from satisfactory to exceptionally high.

Figure 24: Changes in Inspection Ratings – Students’ Punctuality and Attendance



Students’ Civic Understanding and Spiritual Awareness

Overall, 98 per cent of the schools inspected in this cycle were rated satisfactory and above in this sub-indicator (See Figure 25). This represents a three percentage point increase compared to the previous cycle. Most students in these schools expressed appreciation for their national identity and responsibilities as Jamaican citizens. Students actively participated in clubs, governance, and leadership. In many secondary-level schools, community service is now a requirement for graduation. Increasingly, more schools provided opportunities for students to be philanthropic through diverse outreach programmes. Of note, two schools, Mulgrave Primary, and Denbigh High, moved from satisfactory to exceptionally high, and ten others moved from unsatisfactory to good; examples of these include Belle Castle Primary and Infant and Spanish Town High schools.

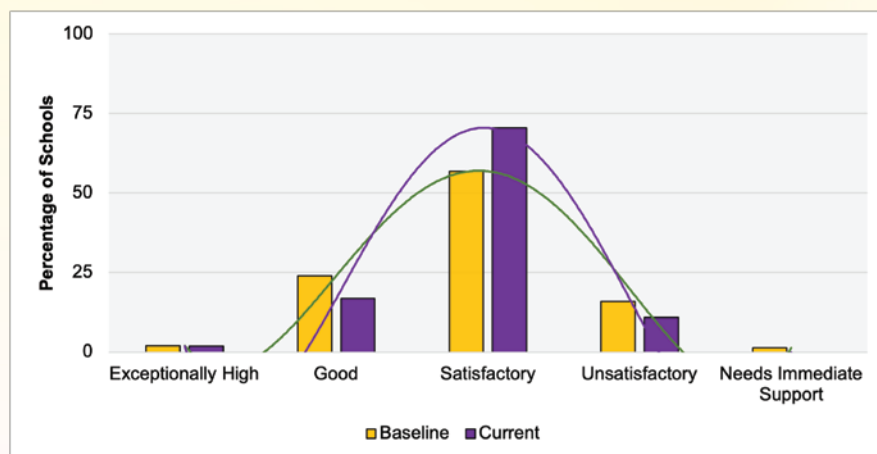
Figure 25: Changes in Inspection Ratings – Students’ Understanding of Civic Responsibility and Spiritual Awareness



Students' Economic Awareness and Understanding

Overall, 89 per cent of the schools inspected in this cycle were rated satisfactory and above in this sub-indicator (See Figure 26). This represents a six percentage point increase compared to the previous cycle. In these schools, students generally had a good grasp of economic issues at the national and international levels. Most students were able to make connections between a growing economy and improvement in the standard of living of a country. Significantly, on this sub-indicator, 12 schools improved from unsatisfactory to good; examples include King Weston All Age, Camberwell Primary, Homestead Primary, Holly Hill Primary and Infant, and Middleton Primary schools.

Figure 26: Changes in Inspection Ratings – Students' Economic Awareness and Understanding



Students' Environmental Awareness and Understanding

Overall, 97 per cent of the schools inspected in this cycle were rated satisfactory and above in this sub-indicator (See Figure 27). This represents a five percentage point increase compared to the previous cycle. In these schools, most students demonstrated a good understanding of national and global environmental issues and some of their implications. Significantly on this sub-indicator, two schools, John Mills Primary and Junior High and Infant, and Wanstead Primary moved from needs immediate support to satisfactory and 12 others moved from unsatisfactory to good. Some of these include Grove Primary, Aeolus Valley Primary, Garlogie Primary and Junior High, and Albert Town High schools.

Figure 27: Changes in Inspection Ratings – Students' Environmental Awareness and Understanding



HIGHLIGHTS

- Ninety per cent of the schools rated satisfactory and above on this indicator.
- Thirty-four primary and 45 secondary schools rated unsatisfactory.
- Eight per cent of 67 schools were rated unsatisfactory in behaviours and attitudes – this is concerning.
- In 192 schools, there are issues of concern with attendance and punctuality.



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 sufficient, qualified and knowledgeable teaching and support staff which is appropriately trained, and deployed to deliver and support the implementation of the curriculum. This cadre of competent staff is bolstered by the availability of sufficient support materials, as well as a school plant that adequately houses students and staff.

Human and Material Resources

The use of human and material resources to support students' learning was rated as exceptionally high in one per cent of the schools, good in 13 per cent, satisfactory in 71 per cent, and unsatisfactory in 15 per cent (See Table 18). Outstanding examples of schools include Wolmer's High School for Girls, St. Andrew High, Campion College, Hampton School, Southborough Primary, and Kensington Primary.

Table 18: Ratings for Human and Material Resources

Inspection Ratings	Number of Schools	Percentage (%)
Exceptionally High	6	1
Good	108	14
Satisfactory	571	71
Unsatisfactory	114	14
Needs Immediate Support	0	0
GRAND TOTAL	799¹³	100

Primary vs. Secondary

Eighty-five per cent of the schools were rated satisfactory and above in this cycle of inspections - Six hundred and eighty-five schools – 581 primary and 104 secondary (See Table 19).

Ninety per cent of the primary level schools rated satisfactory and above in the use of resources and at the secondary level 76 per cent of them were rated satisfactory and above. Inspectors assessed that primary-level schools were utilizing the resources better.

¹³ Does not include 40 thematic Inspections

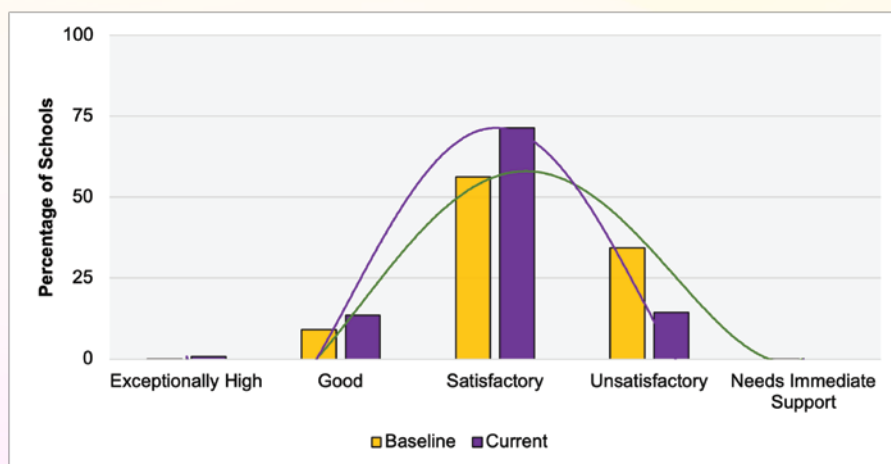
Table 19: Ratings for the Use of Human and Material Resources by Educational Level

Inspection Ratings	Primary Level	Percentage (%)	Secondary Level	Percentage (%)	National	Percentage (%)
Exceptionally High	2	0	4	3	6	1
Good	77	12	31	22	108	14
Satisfactory	500	76	71	51	571	71
Unsatisfactory	81	12	33	24	114	14
Needs Immediate Support	0	0	0	0	0	0
TOTAL	660	100	139	100	799	100

Changes in the Use of Human and Material Resources

The overall rating on this indicator improved by 20 percentage points compared to the previous inspection cycle. Of significance, 222 schools – 199 primary and 23 secondary – that were rated unsatisfactory in cycle one are now rated in the satisfactory and above rating categories. In these schools, improvements have been noted in all sub-indicators, with more noticeable improvements in the use of material resources (See Figure 28).

Figure 28: Changes in Inspection Ratings – Use of Human and Material Resources



Schools' Performance on the Use of Human and Material Resources Sub-indicators

The section below outlines schools' performance on the sub-indicators the quality of human resources, the use of human resources, the quality and quantity of material resources, and the use of material resources (See Table 20).

Table 20: Percentage of Schools Rated in Key Components of Human and Material Resources

Inspection Ratings	The quality of human resources		The use of human resources		The quality and quantity of material resources		The use of material resources	
	Baseline 2015	Current 2021	Baseline 2015	Current 2021	Baseline 2015	Current 2021	Baseline 2015	Current 2021
Exceptionally High	1	1	1	1	1	1	1	1
Good	27	30	19	28	12	13	13	22
Satisfactory	63	65	59	61	60	67	51	67
Unsatisfactory	10	4	21	10	27	19	36	10
Needs Immediate Support	0	0	0	0	0	< 1	0	0
GRAND TOTAL	100	100	100	100	100	100	100	100

The Quality and Quantity of Human Resources

Overall, 96 per cent of the schools inspected in this cycle were rated satisfactory and above on this sub-indicator (See Figure 29). This represents a four percentage point increase compared to the previous cycle. Eleven schools moved from unsatisfactory to good some of which include Amity Hall Primary, Irons Mountain Primary, Bryce Primary, Nain Primary and Junior High, and Warminster Primary.

In general, the schools rated well on this sub-indicator had adequate staffing, with most teachers suitably qualified with at least a bachelor's degree. Administrative and ancillary staff members were adequately trained and, along with teachers, benefited from ongoing professional development opportunities in these schools. While schools have adequate numbers of teaching staff, difficulties were detected with teacher qualification, deployment, and the ability to recruit suitably qualified persons in certain subject areas, especially at the secondary level. The following examples depict nuances identified across various schools. In some instances, inspectors noted that although schools were technically overstaffed, there was still a shortage of trained teachers to deliver the curriculum in specific subject areas, such as mathematics, metalwork, and the industrial arts. In a few of the schools, there was an adequate number of academic staff, but they were inappropriately trained for the level at which they were teaching.

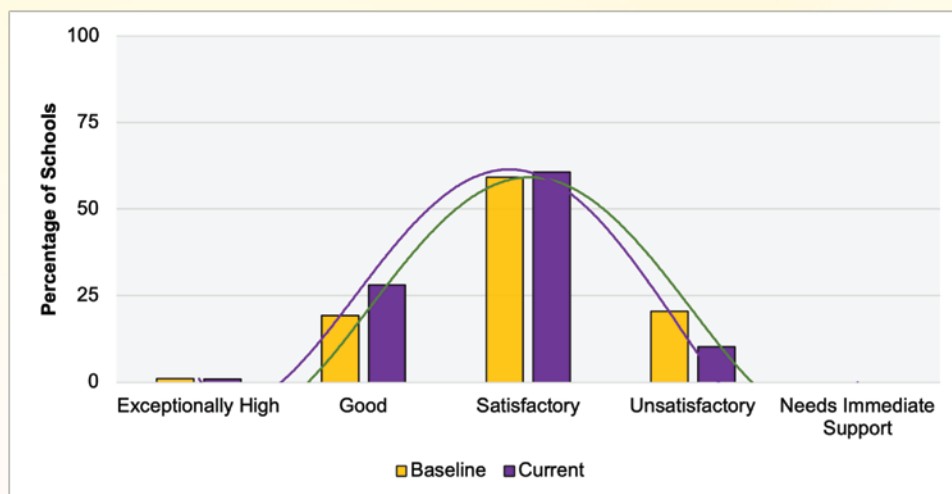
Figure 29: Changes in Inspection Ratings – Quality and Quantity of Human Resources



Use of Human Resources

Overall, 90 per cent of the schools inspected in this cycle were rated satisfactory and above in this sub-indicator (See Figure 30). This represents an 11 percentage point increase compared to the previous cycle. In the best cases, staff attendance and punctuality rates were generally good. The staff was also effectively deployed for efficiency in school operations and curriculum implementation. Twenty-seven schools improved from unsatisfactory to good: Spanish Town Primary, Eccleston Primary, Richmond Park Primary, Clydesdale Primary, Accompong Primary, Mile Gully High, among others.

Figure 30: Changes in Inspection Ratings – Use of Human Resources

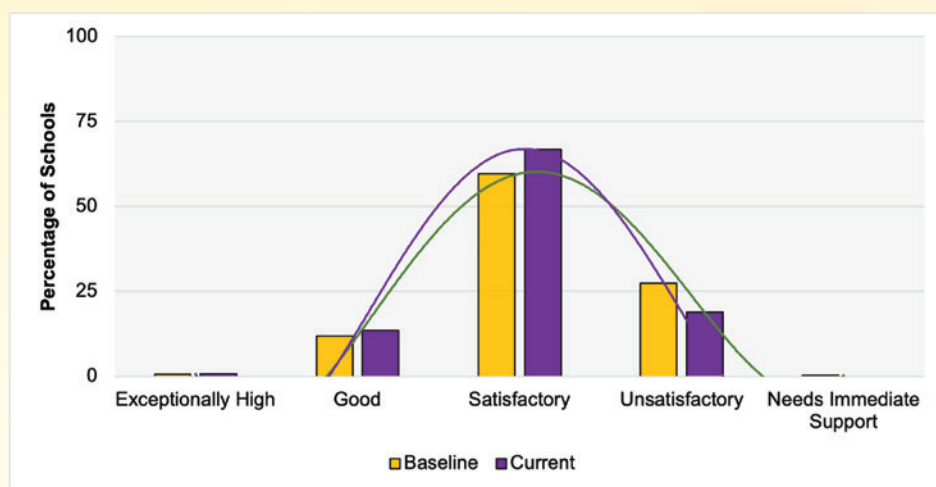


Quality and Quantity of Material Resources

Overall, 81 per cent of the schools inspected in this cycle were rated satisfactory and above in this sub-indicator (See Figure 31). This represents an eight percentage point increase compared to the previous cycle. One school, Morant Bay Primary, improved from needs immediate support to good on this sub-indicator. While two schools – Kingston College and Campion College – improved from satisfactory to exceptionally high. Additionally, 15 schools moved from unsatisfactory to good, and one from needs immediate support to satisfactory.

In the best cases, material resources were generally adequate, appropriately organised, and maintained to serve the schools' population and facilitate teaching and learning. Whereas the buildings are generally adequate, in many instances, inspectors observed that they are not sufficiently purposed for a modern education system and some requirements of the curriculum. For example, in some schools, areas are constantly recommissioned to serve different functions based on curricular demands. Of mention, specialist areas such as science labs and industrial workshops are barely adequate and not relevant to some of the newer subject areas schools take onboard. Despite the efforts at ensuring that there is a sufficiency of computers and related resources, in this regard the primary-level was inadequately resourced. Additionally, access for students and teachers with physical disabilities are too few.

Figure 31: Changes in Inspection Ratings – Quality and Quantity of Material Resources



Use of Material Resources

Overall, 90 per cent of the schools inspected in this cycle were rated satisfactory and above on this sub-indicator (See Figure 32). This represents a 25 percentage point increase compared to the previous cycle. These schools used material resources effectively and creatively to promote students' learning and outcomes. For example, in a few exemplary schools there was creative use of the physical resources to support the teaching and learning process despite the inadequacy of the available classroom spaces. For instance, some classrooms are in refurbished containers, although these are usually uncomfortable. The availability and integration of ICT, in particular, at the secondary-level and in a few instances at the primary-level was seen to be making a positive difference in lesson delivery. Of note, three schools moved from satisfactory to exceptionally high – Covent of Mercy Academy 'Alpha', Wolmer's High School for Girls, and St. Andrew High. Forty-five other schools improved from satisfactory to good.

Figure 32: Changes in Inspection Ratings - Use of Material Resources



HIGHLIGHTS

- Primary-level schools were utilizing the resources better – 90 per cent primary and 76 per cent secondary rated satisfactory and above.
- Two hundred and twenty-two schools – 199 primary and 23 secondary – that were rated unsatisfactory in cycle one are now rated in the satisfactory and above rating categories.
- Adequate numbers of teaching staff, but inadequate teacher qualification in certain key areas.
- Creativity in the use of material resources.



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 to be provided for the students who need it.

Curriculum and Enhancement Programmes

The implementation of curriculum and enhancement programmes to enrich students' learning was rated as exceptionally high in two per cent of the schools, good in 16 per cent, satisfactory in 61 per cent, and unsatisfactory in 20 per cent (See Table 21). Examples include St. Jago High, Wolmer's Boys' School, Immaculate Conception High, Campion College, and Southborough Primary Schools.

Table 21: Inspection Ratings for Curriculum and Enhancement Programmes

Inspection Ratings	Number of Schools	Percentage (%)
Exceptionally High	15	2
Good	140	17
Satisfactory	515	61
Unsatisfactory	166	20
Needs Immediate Support	2	< 1
GRAND TOTAL	838¹⁴	100

Primary vs. Secondary

Eighty per cent of the schools were rated satisfactory and above in this cycle of inspections – six hundred and seventy schools – 551 primary and 119 secondary (See Table 22).

Table 22: Ratings for Curriculum and Enhancement Programmes by Educational Level

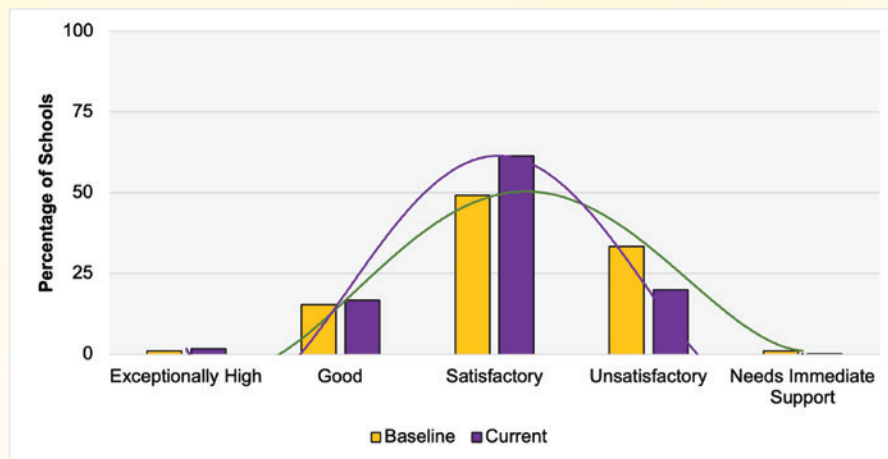
Inspection Ratings	Primary Level	Percentage (%)	Secondary Level	Percentage (%)	National	Percentage (%)
Exceptionally High	2	< 1	13	9	15	2
Good	103	15	37	26	140	17
Satisfactory	446	64	69	48	515	61
Unsatisfactory	141	20	25	17	166	20
Needs Immediate Support	2	< 1	0	0	2	< 1
TOTAL	694	100	144	100	838	100

¹⁴ Does not include 1 thematic Inspection

Changes in Curriculum and Enhancement Programmes

The overall rating on this indicator improved by 14 percentage points when compared with the previous inspection cycle, with more schools rated satisfactory and above in this category (See Figure 33). Of significance, 207 schools – 191 primary and 16 secondary that were rated unsatisfactory in cycle 1 are now rated in the satisfactory and above rating categories.

Figure 33: Changes in Inspection Ratings – Curriculum and Enhancement Programmes



Schools' Performance on Curriculum Sub-indicators

The curriculum is intended to ensure equity and to ensure that the learning in our schools is relevant. The section below outlines schools' performance on the sub-indicators – provisions for curriculum and enhancement programmes (See Table 23).

Table 23: Percentage of Schools Rated in Key Components of Curriculum and Enhancement Programmes

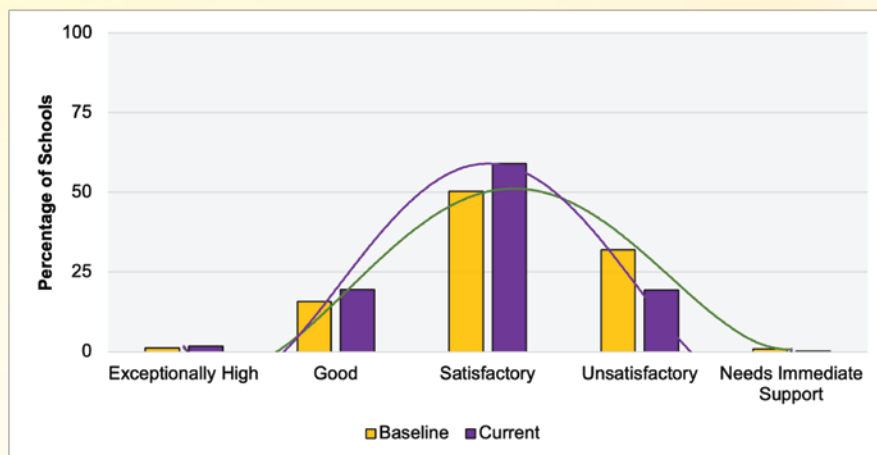
Inspection Ratings	Provisions for Curriculum		Enhancement Programmes	
	Baseline 2015	Current 2021	Baseline 2015	Current 2021
Exceptionally High	1	2	3	4
Good	16	20	28	38
Satisfactory	50	59	47	53
Unsatisfactory	32	19	21	5
Needs Immediate Support	1	< 1	1	< 1
GRAND TOTAL	100	100	100	100

Curriculum Provisions

Overall, 80 per cent of the schools inspected in this cycle were rated satisfactory and above on this sub-indicator (See Figure 34). This represents a 13 percentage point increase compared to the previous cycle. In most of these schools, the curriculum was effectively reviewed, adapted and implemented to cater to the needs of varying learners with the requisite balance, breadth, continuity, and progression. More schools made deliberate efforts to establish cross-curricular links, and an adequate range of relevant and targeted interventions were implemented to enable students to achieve as best as they could. Significantly, 22 schools improved from unsatisfactory to good on this sub-indicator. Within this group, it is worth noting that five of them were multi-grade, Padmore, Camperdown, Sawyers, New Broughton, and Richmond Park Primary Schools. Some schools had special literacy and numeracy intervention programmes to buttress the

implementation of the curriculum. Others managed through monthly and yearly departmental meetings, and team teaching was practiced across each grade based on ability levels.

Figure 34: Changes in Inspection Ratings – Curriculum Provisions



Source: NEI Inspection Data, May 2021

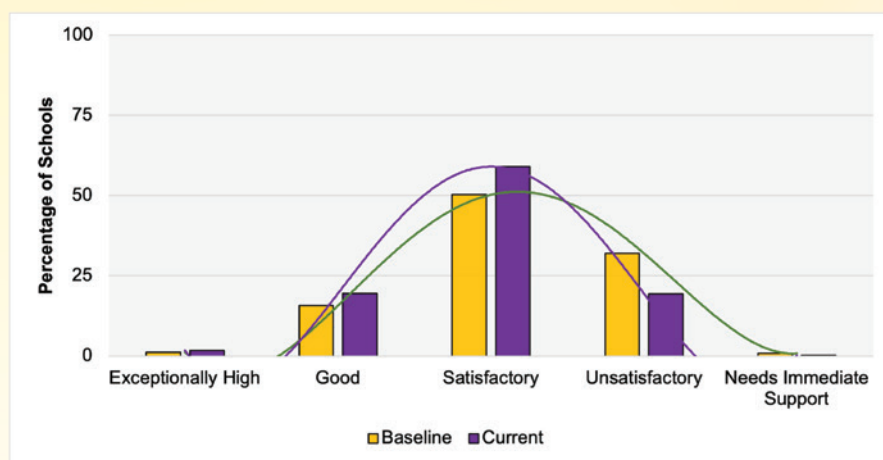
Enhancement programmes

The value of curricula enhancement programmes is embedded in the breadth of opportunities that students anywhere in the system can access which may inform their choices for continued education or employment. Overall, 78 per cent of the schools inspected in this cycle were rated satisfactory and above on this sub-indicator (See Figure 35). This represents a 16 percentage point increase compared to the previous cycle. In these schools, a wide range of enhancement programmes existed and provided ample opportunities for students to extend their learning outside of the classrooms and at the community and national levels. At the secondary level, more than 100 extra and co-curricular activities are practiced throughout the system, among the most popular club offerings were 4H club, environmental club, football, track and field, netball, mathematics, cadets, key club, science, drama and debating clubs. At the primary level and in most small schools, fewer enhancement programmes existed. In the smaller schools, inspectors noted that where only one club existed it was usually 4H. Significantly, 42 schools improved from unsatisfactory to good on this sub-indicator, notably, two schools – Kingston High and Paul Mountain Primary – moved from needs immediate support to good. In addition, four others

moved from needs immediate support to satisfactory and three moved from unsatisfactory to exceptionally high.



Figure 35: Changes in Inspection Ratings – Enhancement Programmes



HIGHLIGHTS

- Ratings on this indicator improved by 14 per cent.
- 207 schools that were previously unsatisfactory are now satisfactory and above.
- 22 multi-grade schools improved from unsatisfactory to good on curriculum provisions.
- More than 100 different clubs and societies were noted in the schools. The most common being the 4H.



Key Question 8

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

The key components are:

- Safety and security
- Health and well-being

Standard

The school environment is an inclusive one in which the safety and well-being of both students and staff are high priority. The MoESYI's policies and procedures regarding safety, security, health and well-being are implemented, properly monitored and regularly reviewed to ensure that members of the school community are safe, secured and healthy. The buildings, equipment and potentially harmful substances are safely secured, the school is hygienic, and incidents are recorded and acted upon. The staff and students are aware of the possible risks and steps to be taken to mitigate them, good relationships abound in the school community, and students' welfare is paramount.

Students' Safety, Security, Health and Well-Being

In this inspection cycle, students' safety, security, health and well-being was rated as exceptionally high in one per cent of the schools; good in 18 per cent; satisfactory in 60 per cent; unsatisfactory in 20 per cent and needs immediate support in one per cent of them (See Table 24). The following schools received an exceptionally high rating on this indicator: Kingston College, St. George's College, Wolmer's Boys' School, Wolmer's High School for Girls, St. Francis Primary and Infant, Immaculate Conception High, St. Andrew High School for Girls, Mona High, Campion College, Holland High, Hampton School, Southborough Primary, Kensington Primary and The Cedar Grove Academy.

Table 24: Students' Safety, Security, Health and Well-Being

Inspection Ratings	Number of Schools	Percentage (%)
Exceptionally High	14	2
Good	145	18
Satisfactory	481	60
Unsatisfactory	157	20
Needs Immediate Support	3	< 1
GRAND TOTAL	800¹⁵	100

Primary vs. Secondary

Seventy-nine per cent of the schools were rated satisfactory and above in this cycle of inspections, this represents 640 schools – 518 or 78 per cent at the primary-level and 122 or 88 per cent at the secondary-level (See Table 25). It is noteworthy that three small, rural primary-level schools were rated as in need of immediate support on this indicator.

¹⁵ Does not include 39 thematic Inspections

Table: 25: Ratings for Students' Safety, Security, Health, and Well-Being by Educational Level

Inspection Ratings	Primary Level	Percentage (%)	Secondary Level	Percentage (%)	National	Percentage (%)
Exceptionally High	3	< 1	11	8	14	2
Good	97	15	48	35	145	18
Satisfactory	418	63	63	45	481	60
Unsatisfactory	140	21	17	12	157	20
Needs Immediate Support	3	< 1	0	0	3	< 1
TOTAL	661	100	139	100	800	100

Changes in Students' Safety, Security, Health and Well-Being

The overall rating on this indicator improved by 11 percentage points when compared with the previous inspection cycle, with more schools rated satisfactory and above. In these schools, improvements have been noted in the two sub-indicators safety and security, and health and well-being (See Figure 36). Of significance, 181 schools – 164 primary and 17 secondary that were rated unsatisfactory in cycle 1 are now rated in the satisfactory and above rating categories.

Figure 36: Changes in Inspection Ratings – Students' Safety, Security, Health and Well-Being



Schools' Performance on Students' Safety Security Health and Well-Being Sub-indicators

The section below outlines schools' performance on the sub-indicators – safety and security, and health and well-being (See Table 26).

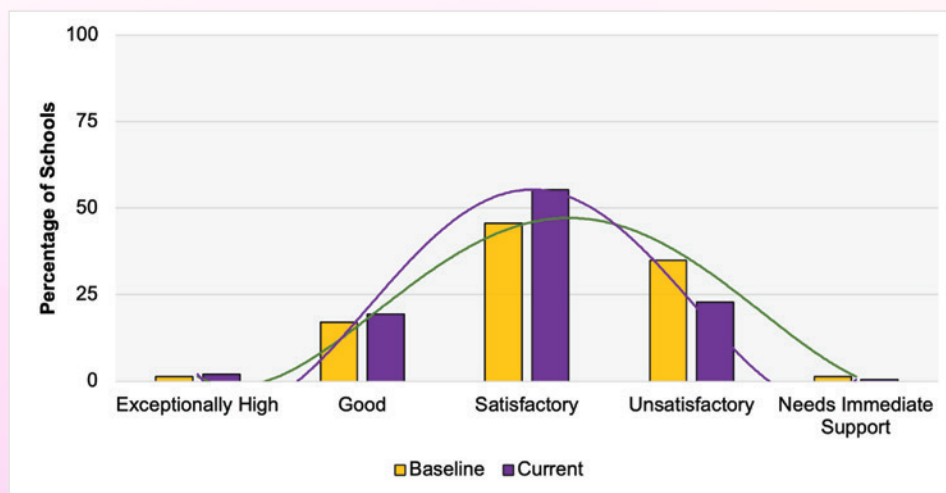
Table 26: Percentage of Schools Rated in Key Components of Students' Safety, Security, Health and Well-Being

Inspection Ratings	Safety and Security		Health and Well-being	
	Baseline 2015	Current 2021	Baseline 2015	Current 2021
Exceptionally High	1	2	4	3
Good	17	19	36	42
Satisfactory	46	55	54	52
Unsatisfactory	35	23	5	3
Needs Immediate Support	1	1	1	0
GRAND TOTAL		100		100

Safety and Security

Overall, 76 per cent of the schools inspected in this cycle were rated satisfactory and above on this sub-indicator (See Figure 37). This represents a 12 percentage point increase compared to the previous cycle. In these schools, effective safety and security provisions were guided by comprehensive and known documented policies and procedures. Morant Bay Primary showed the most significant improvement in this category, moving from needs immediate support to good. Thirty-one schools improved from unsatisfactory to good and four schools moved from needs immediate support to satisfactory. Notably, 13 schools moved from the satisfactory and above categories to unsatisfactory and below; including one school moving to needs immediate support.

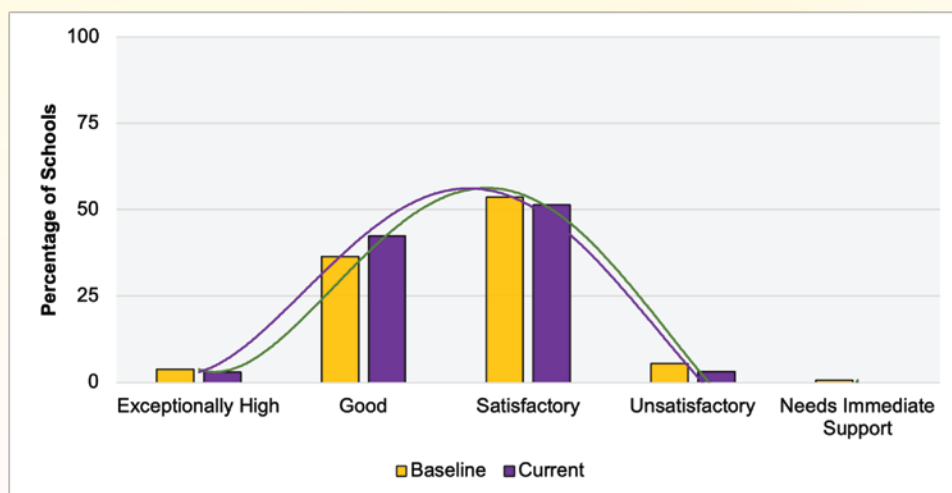
Figure 37: Changes in Inspection Ratings – Safety and Security



Health and Well-Being

Overall, 97 per cent of the schools inspected in this cycle were rated satisfactory and above on this sub-indicator (See Figure 38). This represents a three percentage point increase compared to the previous cycle. In these schools, school leaders prioritised students' health and well-being and implemented effective guidance programmes, quality provisions, and detailed policies. Significantly, one school – Trench Town Primary – moved from needs immediate support to good. Eighteen others improved from unsatisfactory to good on this sub-indicator and three moved from needs immediate support to satisfactory. On the other side, seven schools moved from good to unsatisfactory.

Figure 38: Changes in Inspection Ratings – Health and Well-Being



HIGHLIGHTS

- Ratings on the indicator improved by 11 percentage points.
- 181 schools that were previously rated as unsatisfactory are now rated as satisfactory and above.



KEY INSIGHTS FROM THE CHIEF INSPECTOR'S FINDINGS

This section presents the key insights from the 2015/2016 – 2019/2020 cycle of inspections. The data are discussed broadly regarding the relationship among school inspections, effectiveness and improvement. The overall findings are first discussed, and each indicator is then explicitly detailed.

At the end of Cycle 2, all-around improved performance was achieved on seven of the eight indicators of school effectiveness. Significant improvements ranging from 20 to 23 per cent were noted in leadership and management, teaching support for learning, use of resources and students' progress. Students' personal and social development saw a minimal shift of seven per cent, but this was already one of the high-performing indicators. Notably, overall academic performance achieved a minus growth of seven per cent. This relationship is concerning and, on the face of it, challenges the idea that improved system inputs will always be reflected in improved outputs.

In addition to the results discussed in the previous paragraph, internal system changes were noted between the status of individual school performance

in Cycle 1 and their current performance. Most of the schools improved but were rated as only satisfactory. Given that satisfactory is the minimum acceptable standard expected of schools, these results are below system expectations and signal the need for more targeted approaches as the push continues for system improvements. At the same time, there was very little increase in the number of schools rated in the exceptionally high and good categories. However, some schools rated satisfactory and above in the previous cycle received lower ratings in this cycle. A few unsatisfactory schools in Cycle 1 received enhanced ratings of satisfactory and good. Among the significant insights emerging from these findings, two stand out. There have been positive shifts in the status of many schools. The combination of inspections and the targeted work of school improvement teams has influenced these improvements. Also, there is no guarantee that schools' performance will hold steady or improve after they are inspected and interventions applied. Based on this understanding, the concern is how to make school success sustainable in the ever-changing context of education.



The context of the system changes noted in the past six to seven years is enshrined in the 2004 Transformation Programme of the MoESYI, which sets out a pathway for school improvement that should be led by a system of inspections that, among other things, was designed to identify system weaknesses and make recommendations for change to schools and school improvement officers who should give support to schools in these efforts. This was followed in 2021 by the Patterson Report, which reiterated a similar theory of change buttressed by a value-added model that would identify large and micro-improvements in the system and further rank schools according to the value they add to students. Each school must be targeted with a customised remedy for its given population of students to get the meaningful change needed now. Therefore, probing the complexity of the persistence of underperformance in the system must also consider other cultural and contextual factors such as school and leadership ethos, societal values, school funding and resourcing and the quality of the support given to weaker schools.

Leadership and Management

Good leadership and management is a key indicator of school success. This is one of the four leading indicators in the NEI's Framework. For the period under review, the ratings on this indicator improved by 23 percentage points overall. All sub-indicators also improved. However, most schools are rated as only satisfactory. In this cycle of inspections, the best examples of effective leadership and management approaches were evident in 179 schools across the system. In these schools, all of the sub-indicators: school-based leadership and management, self-evaluation and school improvement planning, governance, and relationship with parents and the local community reflected the use of strategic and creative strategies focused on improving students' outcomes and overall school improvement.

In addition, the vision and strategic direction of improving standards were widely shared, decision-making was data-driven, and attention was placed on collaborative approaches to effectively support teachers and instruction to positively impact students' learning and overall outcomes.

Leadership and management was rated as unsatisfactory and below in 150 schools. Also, ratings on the indicator declined in 106 schools. The contributory factors and the resultant state of instability will need deeper analyses and remediation. In light of efforts to bring meaningful change to the Jamaican school system, continued and rigorous professional development of school leaders at all levels must be included.



Teaching Support of Students' Learning

Although all five rating categories showed improvements (See Figure 9), 25 per cent of the

schools are underperforming in all aspects of this indicator. Whereas this indicator hinges on implementing the pedagogical approaches set out in the National Standards Curriculum, it continues to be a worrying sign that inspectors rated over 200 schools as unsatisfactory regarding teaching-learning practices.



The findings suggest an overall improvement in teaching quality supporting students' learning. Teachers in many schools demonstrated increased proficiency in teaching methods, assessments, and student learning, with the most significant improvement in teachers' knowledge and how best to teach. The significance of this is that lessons became more student-centred. This improvement contributed to a rise in schools meeting satisfactory standards. Despite some schools displaying commendable practices, none received an exceptionally high rating, highlighting a need for further ongoing efforts across the system. Continuous efforts are required to diversify teaching strategies, ensure comprehensive assessments, and foster environments promoting practical knowledge application and advanced skills development.



Performance

The findings highlight that many schools are still rated as unsatisfactory in this second cycle of inspections, although improvements were observed across the other inspection indicators. This suggests that the desired impact of these improvements is not yet reflected consistently in students' performance. Notwithstanding, there are pockets of satisfactory performance, particularly in Kingston, where one-third of the schools were rated satisfactory and above. Consequently, educational leaders at the school, regional and policy levels must prioritise monitoring individual students' performance, sustaining programmes that have the most significant impact on student performance generally, and sharing best practices identified in schools and regions nationally. The level of non-participation in external examinations impacts this indicator's performance.



Progress

Evaluating students' academic progress reveals positive improvements in schools' ratings. There has been an increase in schools rated as satisfactory

and above, indicating improved student growth and teacher effectiveness. However, there are still challenges, as many schools were rated as unsatisfactory, particularly at the primary level. Regional variations exist, with Brown's Town and Mandeville having the highest percentage of schools rated satisfactory and above. Overall, the findings emphasise the need for targeted interventions to enhance educational quality, address disparities between primary and secondary schools, and ensure students meet curricular standards. Policymakers should focus on teacher support, tailored strategies for different regions, and ongoing efforts to improve student progress in English and mathematics.

Students' Personal and Social Development

In this inspection cycle, good and exceptional examples of personal and social development of students were found in 141 schools. In these schools, students' behaviours and attitudes in and out of lessons, punctuality and attendance at school and classes, civic understanding, and awareness of spiritual, economic, and environmental matters were well-developed and at a very high standard.



Students' personal and social development was rated as unsatisfactory in 79 schools. Generally, students' attitudes and behaviours were below acceptable standards in these schools. Unpunctuality to school and classes and poor attendance rates were also evident. Many students' awareness of civic, economic and environmental issues was at least satisfactory, with visible gaps, especially in economic matters and their ability to apply their knowledge to real-life situations.

The inspection ratings show 80 per cent of primary schools achieving a satisfactory rating, with 15 per cent rated as good and a tiny fraction rated as exceptionally high. This suggests a need for strategies to elevate educational quality beyond the satisfactory level. Secondary schools, on the other hand, show a more diverse range of ratings, with 37 per cent of schools rated as satisfactory, but more rated as good – 22 per cent – and exceptionally high – nine per cent. However, a significant portion of secondary schools – 32 per cent – were rated as unsatisfactory, indicating a need for substantial improvement. The data highlights the need for targeted strategies to improve educational quality at both primary and secondary levels.

Human and Material Resources

Good and exceptional examples of effective use of human and material resources were found in 114 schools. Generally, these schools performed well on the sub-indicators with some outstanding features and innovations.



The use of human and material resources was rated as unsatisfactory in 114 schools. In these schools, various weaknesses were evident including, unacceptable levels of absenteeism and unpunctuality among staff, insufficiently suitably qualified teachers for

deployment to address special and specific learning needs, inadequate material resourcing, and the ineffective use of available resources to support instruction.

The inspection ratings indicate that 88 per cent of primary level and 76 per cent of secondary level schools achieved a rating of satisfactory and above. The percentage of schools rated as unsatisfactory was 12 per cent at the primary level and 24 per cent at the secondary level. Of note, no school was rated as needs immediate support.



Evaluating the use of human and material resources in schools reveals both positive improvements and areas for concern. Overall, there has been an increase in ratings compared to the previous cycle, indicating progress. There have been improvements in material resources, but issues with ageing infrastructure, furniture shortages, and inadequate teaching resources persist. Primary schools generally outperformed secondary schools, highlighting the need for improvement in consistency across all levels. The findings emphasise the importance of policies targeting staff attendance and training, infrastructure improvement, and resource allocation to ensure the effective utilisation of resources for student learning.

Curriculum and Enhancement Programmes

For the schools rated satisfactory and above in this inspection cycle, good and exceptional cases of curriculum and enhancement programmes were found in 155 schools. Curricular provisions were effectively implemented with various relevant and innovative enhancement programmes facilitating students' learning and development.

Curriculum and enhancement programmes were deemed ineffective in 168 schools in this cycle of inspections. In these schools, planning, review, and adaptation of the curriculum were limited, targeted interventions were inadequate, and the school-wide approaches required to address acute learning challenges were often absent. Enhancement programmes to boost and support students' learning and development were inadequate. There were few provisions for extra-curricular activities in many of these schools, including clubs and few students actively participated in them.



More schools were rated good and exceptionally high at the secondary level, with 35 per cent, while 15 per cent received similar ratings at the primary level. The two schools rated as needs immediate support were at the primary level.

Students' Safety, Security, Health and Well-Being

In the schools inspected, 159 were rated good or exceptionally high for this indicator. The school's leadership prioritised a safe and secure environment for students and staff through a collaborative and rigorous monitoring and maintenance process. They



developed and implemented effective policies and provisions following national guidelines to support students' health and well-being.

Students' safety, security, health and well-being were rated as ineffective in 160 schools. In these schools, safety and security issues were occasioned by inadequate provisions, policy and procedural breaches, and safety hazards. In many of these schools, support for students' well-being was inadequate; for example, guidance and counselling provisions were weak, with few structures in place to sufficiently support the varying needs of students.

A greater percentage of schools were rated as satisfactory and above at the secondary level compared to the primary level. Notably, 43 per cent of secondary-level schools were rated as good and exceptionally high compared to 15 per cent at the primary level. The three schools rated as needs immediate support were at the primary level.

Conclusion:

In this cycle, seven of the eight school effectiveness indicators improved. However, student performance declined. The percentage improvement in the key indicators – leadership and management, teaching support, students and schools' progress as well as the curriculum triggered anxieties around academic performance. However, it should be noted that

most indicators improved to satisfactory and this is not sufficient to raise the standards of academic performance to the expected levels. Student performance is dependent broadly on factors to include but not limited to, student readiness, quality of teaching and resourcing.

One of the variables that impact performance results in the system – participation in regional tests and exams – was tracked by the NEI over the last ten years and it has shown some improvement. However, it remains a significant factor in the system's ability to account for cohort success and the extent to which the gap between system's input and performance is being closed.







POLICY RECOMMENDATIONS

1. Too many of the key players in the current school improvement landscape lack the depth of technical know-how that will allow the education system to make the necessary quantum leap. As such, MoESYI should develop and implement a School Improvement Policy, a blueprint for helping schools improve, and clearly defined strategies with success criteria. A policy that is proactive rather than reactive to episodes of underperformance and has an accountability framework. The policy should be fully integrated with all the MoESYI's strategic interventions and key players in the school improvement process, the school boards, principals, students teachers, parents, civil society groups, technocrats at the MoESYI and any oversight bodies in place.
2. Differentiating the distribution of human and material resources may help to lift the weaker schools out of the current performance pattern. That is, allocate more financial resources to "poorer schools" and concurrently incentivise the placement of better teachers in academically weaker schools.
3. Many school leaders could benefit from continuous professional development (CPD) in the technical areas of education, such as school self-evaluation, data tracking and continuous assessment. The National College for Educational Leadership's (NCEL's) role in developing highly competent educational leaders is crucial and as such, the entity should strategically focus on the achievement of this goal.
4. The NEI's work corroborates the weak foundation in literacy and numeracy throughout the entire education system. Literacy and numeracy should, therefore, be integrated into the national curricula and assessment frameworks for the early childhood levels to guarantee better results as students progress through the system.



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