



BERMADDY PRIMARY SCHOOL

INSPECTION REPORT COVID-19 EDITION

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National Education Inspectorate
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Introduction

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

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

Key Questions

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

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

See Addendum to Inspection Framework attached.

Modified Framework

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

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

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

Profile

School's Demographics

Parish:	St. Catherine
Region:	6. St. Catherine
Locale:	Rural
Day Structure:	Whole Day
Population Composition:	Co-educational
Size:	Class I
Capacity:	260
Enrolment:	174
Attendance Rate:	N/A
Active Teachers:	8
Pupil-Teacher Ratio:	20:1
Multi-Grade:	No
Owned By:	Government
Modality (ies):	Face-to-Face and Google meet
Average Online Attendance:	70 per cent
Average Class Attendance Observed:	16

Socio-economic Context

Bermaddy Primary School has been in existence since 1933. Many parents who send their children to the school are past students or had siblings and other relatives attend the school. The school is located in a small, rural farming district where some parents engage in small-scale farming. A few are entrepreneurs operating small shops, while others are gainfully employed or unemployed. Most students are from the community of Bermaddy, Dawkins Bush, Treadways, Roxley, Mullock, Benloss, Mount Diablo and Linstead. While many students walk to school, some rely on unreliable public transportation, given the deplorable roads. Of the 174 students on the register at the institution, 31 are beneficiaries of the Programme of Advancement Through Health and Education (PATH). They receive breakfast and lunch while at school and are asked to make a minimal contribution.

Internet penetration and support for learning modalities

The school have about half the student population connect consistently to the online learning platform before reopening to the current face-to-face modality. Many students have access to the online platform for one or two days per week. The students often use WhatsApp; some come on for morning sessions, not afternoon, based on their priority subject. The school offer printed materials to students without access, but some students do not come in to pick up the printed materials. The school also post classwork on WhatsApp. Students who fall off the online platform still receive work on WhatsApp. However, only a few students consistently do the work. In other situations, the parents help the students with the work or do the work for them, especially in the lower school

The students' devices to access lessons are tablet computers and cell phones, but tablet computers are more dominant. The school also loans students tablet computers and returns them at the end of the term. Internet access at school and community: is unreliable. Access at the school is not good, so teachers work from home. Flow is available but unreliable. The school uses the NEXTECH Network Solution, a wireless network provider, although not very reliable

Executive Summary

Leadership and management

The leadership makes deliberate steps to effectively guide and develop the school during the pandemic. The leadership also cooperates with all stakeholder groups and makes the necessary adjustments to the school's overarching vision to ensure student outcomes. In addition, the improvement planning process is sufficiently inclusive with the active support of the parents and the Board. However, the school does not consistently convene all the required Board meetings in compliance with regulations, and only a few parents are active in the school.

Online teaching in support of learning

The teachers are sufficiently knowledgeable of the curriculum content and use appropriate strategies to engage the students in lesson activities such as questioning and discussions. Further, assessment practices are also adequate and guided by policy to standardise the practice in the institution. However, while the students relate to the concepts in many lessons, they do not receive sufficient opportunities to engage in research and critical thinking activities.

Students' performance in English and mathematics from 2016 to 2020

For all the years under review, the students' performance fell below expectations in both mathematics and English language. Notwithstanding, students' performance in mathematics and English reflects a slight increase in outcomes over the years, especially in the Grade 4 Literacy Test when it was on par with national averages in 2019.

Students' progress in English and mathematics

The students make limited progress as they transcend the grades reflected in national examinations for mathematics and English. The progress of the students in national examinations shows a decline in outcomes from the Grade 4 level to the Grade 6 level during the period under review

Students' personal and social understandings and awareness

Most students display well-adjusted behaviour in school and lessons. Although their attendance rate fell below national expectations, most are sufficiently knowledgeable about national culture, civic awareness, and economic and environmental understanding.

The availability and use of human and material resources

The school has sufficient staff members that conform to the standard pupil-teacher ratio. Deployment is adequate, and the school provides sufficient opportunities for staff members to engage in professional development activities. Also, the school maintains their physical resources well. However, the abundance of ICT and internet resources is inadequate to support and enhance students' learning at the school.

Provisions for the curriculum and enhancement programmes

The school makes adequate provisions for the delivery of the curriculum, however, but the broad extent of the learning loss from the students' weak attendance to the online learning platform severely restricts the continuity and progression of the curriculum. Also, the school has not yet resumed students' engagement in extracurricular activities since it resumed face-to-face interactions.

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

The school makes sufficient provisions to ensure students' safety while at school. This is supported by numerous policies and physical provisions that increase awareness about occurrences across the school. In addition, the school has enough provisions to ensure students' health and well-being, augmented by the services of a cluster guidance counsellor to see to the psychosocial and developmental needs of students

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

- Students are very polite and maintain their surroundings in a clean state
- The COVID-19 protocols are well-managed in the school, and the students keenly observe the protocols
- Some students use sufficiently engaging strategies in lessons to encourage student learning
- Many teachers provide students with reasonable high-quality feedback in lessons to make sure they understand curriculum concepts

Findings of School Inspection

1) School Leadership and Management

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

School-based leadership and management

The school's leadership effectively manages the institution with the active support of most stakeholders. Consequently, with the onset of the ongoing COVID-19 pandemic, the school's leadership reassess the school's vision to incorporate a technological component to prepare students for the twenty-first-century world. However, the school's intensive adoption of technology creates a challenge of access for many students who lack internet connectivity. Notwithstanding, school reopening to face-to-face instruction partially alleviates students' access to lessons. Also, with a distinct focus on students' outcome, the leadership refer some students with perceived special learning needs for testing to target their needs. Besides, the teachers display a high level of commitment to students learning. They contact the parents of students absent from online lessons and deliver learning materials to them to ensure their access to the curriculum. Moreover, the school's leadership institute reliable provisions to ensure teacher accountability and promote student learning. The leadership conducts daily lesson observations and immediately provides teachers with feedback for improvement and at staff meetings. The leadership also painstakingly conduct the annual performance appraisal of all teachers, who all perform to standards. However, only some teachers consistently submit their lesson plan for vetting and the Principal's log of lesson visits record only the occurrences and not the quality of the lesson.

Self-evaluation and school improvement planning

The school gives due attention to its self-evaluation and improvement process. The school hosts regular staff meetings to inform and consult the staff members for their input on revising the School Improvement Plan (SIP) to improve students' outcomes on national and internal examinations during the ongoing pandemic. In addition, the school provides for the inclusion of all stakeholder groups in the planning process through a SIP committee that all provide ideas to improve the school. The school fittingly prepare a detailed School Self-Evaluation (SSE) document from consultation and develops a current SIP with the relevant goals that conform to the strategic objectives of the Ministry of Education, Youth and Information (MoEYI). The SIP places a strong focus on the improvement of student attendance and teachers' pedagogical skills. Also, most teachers possess in-depth action plans that address the targets of the SIP. Moreover, the school fittingly implemented some of its plans, such as all the MoHW COVID-19 protocols, the paving of the driveway for easier access to the schoolyard, and many students access a place in traditional high schools. However, there is no provision for the evaluation of the SIP to track the achievements of the targets accurately

Governance

The school has a well-constituted Board to provide the leadership with the quality oversight required to drive the school's improvement. The Board members have the quality expertise to guide the leadership. For example, the Chairman is a university lecturer and a former principal,

the Vice-Chairman is a retired police officer, and the PTA president is an educator, who all share the vision for improved output for the school. In addition, all Board members actively participate in the planning and development process of the institution. However, the board is not current in its obligation toward the school since the last Board meeting took place over a year ago, in September 2020. Nonetheless, the Board members are active in the institution to maintain contact with the Principal and purposefully monitor ongoing projects in the school, such as infrastructural repair and the assessment of the school leadership. In addition, the Board continually liaise with the community and the past students to procure necessary support and valuable advice to improve pedagogy and student discipline.

Relationship with parents and the local community

The school leadership maintain novel ways to remain in touch with the school's stakeholders during the COVID-19 pandemic. The leadership establishes several WhatsApp groups with parents and hosts online PTA meetings on Zoom to provide information on students' progress and acquire their input in school development plans. However, the school has no documentation of the PTA meetings held during the period of the pandemic. Further, few parents actively participate in mundane school activities, citing a lack of available time. Notwithstanding, the PTA executive group visits the school regularly to assist with activities and establish COVID-19 protocols. Also, the school receive tangible support from a few parents and members of the wider community who volunteer their service. For example, a farmer often volunteers to cut the school's playfield, and some parents volunteer to repair a section of the fence. Other benefactors of the school include the WINDALCO Bauxite Company and personalities from LOVE 101, a Christian broadcasting radio station that engages the parents in counselling sessions, while the overseas PSA give cash donations and stationery for developmental projects in the school

2) Teaching in Support for Learning

How effectively does teaching support the students' learning?

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

All teachers demonstrate sufficient knowledge of their subjects. They all deliver content without errors and provide suitable responses to students' queries and guidance for completing tasks. For example, in a Grade 3 mathematics lesson on multiplication, the teacher ably guided students to use different ways of multiplying numbers to arrive at the correct final answer. In many lessons, teachers reasonably understand how students learn and teach accordingly. They use applicable skills and best practices like discussion, peer teaching, modelling, scaffolding and seat work to captivate students and reinforce concepts. Furthermore, many teachers also use students' previous knowledge to extend their learning. For instance, in the Grade 5 social studies lesson on landforms, the teacher reflected on forces that produce physical features from the previous lesson. In Grade 6 mathematics, the teacher used students to demonstrate to their peers what they have learnt on measurement and, by extension, assist those with high absenteeism in online lessons to understand concepts more clearly. Nonetheless, only a few teachers adequately write daily reflections on the impact of their instruction to plan for further improvement

Teaching methods

Although many teachers plan their lessons well to involve students and utilise the 5E instructional approach, most teachers do not effectively differentiate, evaluate lessons and document any modifications made to suit the needs of students. However, there is evidence of respectable use of students' time in many lessons as the teachers appropriately pace activities to achieve the learning objectives. Further, when a few teachers used the blended modality, the teachers ignored the students working online in some instances, while most students in the face-to-face setting failed to grasp the concepts taught. In other lessons, though, several effective strategies, such as guided questioning, scaffolding, songs and seated work, bolster students' learning and foster efficient teacher-student relationships. In a Grade 3 integrated studies lesson on providers of service and their tools, the student-centred lesson, coupled with the teacher's spirited disposition, incited almost all students to be bold and confident as they gave useful responses garnered from their reality. In many lessons, teachers also use the available resources to present content and enrich learning, such as textbooks, manipulative objects and videos. In Grade 2 mathematics, the teacher utilised colourful counters in seat work on fractions, while at the social studies lesson in Grade 5, the teacher demonstrated how to make a papier mache model of a landform by using tissue, glue and cardboard. Nonetheless, unreliable internet and connectivity issues, insufficient use of manipulative objects in mathematics, classroom objects and videos in the blended modality made some lessons uninspiring for weak students.

Students' assessment

Most teachers consistently practice assessment school-wide. Most teachers use continuous assessment in almost all lessons, mainly utilising question and answer and seat work to ascertain students' capabilities. For instance, in the Grade 1 language arts lesson, the teacher questioned students on their understanding of the passage by asking them to share what the crow did to solve the problem of his thirst. Many students accurately responded that he dropped pebbles in the water to raise the water level. In addition, the school has a detailed assessment policy that ensures that all teachers maintain a similar standard throughout the institution when they administer formative and summative assessments. Further, the teachers skillfully execute a diagnostic assessment at the start of the academic year to gauge students' starting points. The teachers then use the results to establish a reading program creatively and send students to the Mico Care Centre for evaluation, if necessary. Also, most teachers have sufficiently detailed mark registers that document students' assessment scores from the end of unit tests, end-of-term tests and end-of-year exam results to determine progression. Most teachers provide adequate feedback in most lessons to encourage students to reassess concepts or congratulate their efforts.

Student learning

Most students display a positive attitude to learning during lessons. Most raised their hands to be acknowledged and actively participated in discussions. While many students are polite and confident, only a few utilise research and enquiry skills within lessons. Further, only in a few instances during lessons did students make any appropriate applications to real-life situations. For example, in the integrated science lesson in Grade 3, a few students shared real-life situations during which a student shared that his uncle is a tailor and used scissors and thread. Also, another student posited that the police used guns and batons. Close collaboration among students is appropriately seldom facilitated during the pandemic. Likewise, the student's critical thinking skills were limited during lessons.

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3) Students' Academic Performance 2016 to 2020

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

Students' performance in English

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

The school's GFLT mastery did not exceed the national average over the review period. It increased from its lowest level of 62 per cent in 2016 to 79 per cent in 2018. The school's PEP 4 language arts proficiency was on par with the national proficiency in 2019. The school recorded consistently high rates of participation for the period.

The average score in GSAT language arts increased by four percentage points for the period under review but was below the national average in all years. In communication tasks, the average increased over the three years but was below the national average in 2016 and 2017. In PEP 6 language arts, the proficiency was below the national proficiency in 2019 and 2020. An examination of the performance by gender revealed that the girls outperformed the boys in both subjects for the period, except for communication tasks in 2016 and PEP 6 language arts in 2019 and 2020.

Students' performance in mathematics

The school's performance in the General Achievement in Numeracy (GAIN) and PEP 4 mathematics did not meet the expectation. Performance in GSAT mathematics, as well as PEP 6 mathematics, did not meet the expectation.

Performance in the GAIN was below the national average in all years of the review period. It fell from its highest level of 58 per cent in 2016 to 57 per cent in 2018. The school's proficiency in PEP 4 mathematics was below the national proficiency in 2019. The school recorded consistently high levels of participation for the period.

The school's average in the GSAT mathematics increased by nine percentage points overall. It was below the national average throughout the period. The PEP 6 mathematics proficiency was below the national proficiency in 2019 and 2020. An examination of the performance by gender revealed that the boys performed on par with and above the girls in 2016 and 2017 for GSAT mathematics and were on par in 2020 for PEP 6 mathematics.

4) Students' Academic Progress

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

Students' progress in English

The 2014 cohort did not show signs of progress in language between 2018 and 2020. In 2018, 79 per cent of the students mastered the GFLT. In 2020, 56 per cent were proficient in PEP 6 language arts. Furthermore, 67 per cent of the students who mastered the GFLT in 2018 were also proficient in language arts, and 17 per cent of those who did not master were also proficient.

The school's GFLT mastery increased from 62 per cent to 79 per cent over the 2016 to 2018 period. In the first sitting of the PEP4 in 2019, 52 per cent of the students were proficient in language arts. The PEP4 was not administered in 2020.

The average scores in GSAT language arts and communication tasks increased from the 2016 to 2018 period. The school's PEP6 language arts proficiency levels increased from 33 per cent to 56 per cent between 2019 and 2020.

Many students make reasonable progress in language arts lesson across the school. For example, in the Grade 1 language arts lesson, the students read "De crow..." The teacher stopped to have each student emphasise pronunciation – "The crow..." some students who could not pronounce the 'th' within words could do so during the lesson. Students can also share the problem identified in the story in a complete sentence. Most students can draw a picture to represent how the problem was solved in the story. Also, in the Grade 2 Language arts lesson, after brainstorming ideas for the topic 'My School', one student wrote- My school is big. My school has workers; many students progressed to writing sentences based on brainstormed information placed on the graphic organiser. Likewise, in the Grade 5 language lesson, the students could make sentences using the simple past tense, such as my mother made rice and peas with baked chicken for dinner.

Students' progress in mathematics

The 2014 Cohort did not show progress in mathematics between 2018 and 2020. In 2018, 57 per cent of the students attained mastery in the GAIN. In 2020, 38 per cent were proficient in PEP 6 mathematics. Furthermore, 50 per cent of the students who mastered the GAIN in 2018 were also proficient in mathematics, and 20 per cent of those who did not master were also proficient.

The school's GAIN mastery decreased from 58 per cent to 57 per cent over the 2016 to 2018 period. In the first sitting of the PEP4 in 2019, 20 per cent of the students were proficient in mathematics. The PEP4 was not administered in 2020.

The average scores in GSAT mathematics increased from the 2016 to 2018 period. The school's proficiency level in the PEP6 mathematics increased from 23 per cent to 38 per cent between 2019 and 2020.

Many students make sufficient progress in mathematics lessons across the grades. In the Grade 2 mathematics lesson on fractions, many students could divide their manipulative counters in half ($\frac{1}{2}$) and accurately complete the shading of 2 of 4 shapes to illustrate a half. Also, in the Grade 6 mathematics lesson on measurement, many students could explain the

difference between a square and a rectangle by using measurements of a complex shape. While in the Grade 3 mathematics lesson on multiplication, many students could use the manipulative objects provided to complete multiplication problems.

5) Students' Personal and Social Understanding and Awareness

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

5.1 Students, behaviour and attitudes

Most students display a positive attitude in lessons and around the school's compound. Many raised their hands to be acknowledged in lessons whilst most actively recognised COVID-19 protocols as instructed by staff members. Further, staff and students boast of a mutually respectful relationship. Also, almost all students are neatly arrayed and are suitably equipped with the tools necessary for learning. Many actively participate in their learning. For instance, in most lessons, students are observed utilising their MoEY-issued textbooks, notebooks and pencils to complete given tasks.

5.2 Students' punctuality and attendance

Currently, most students are accommodated on the compound for face-to-face teaching and learning, with an overall attendance rate of approximately 60 per cent since the commencement of the academic year, which is well below the accepted standard of 85 per cent. Inclement weather and parents' concerns about the pandemic affect students' attendance. Further, delay to school is minimal as the leadership address this problem through conversation with students and parents. The students' transition from lunch to classes is fairly smooth, with minor issues caused by the staggered lunch break. Once classes resume after break periods, students settle promptly.

The civic understanding and spiritual awareness of the students

Most students demonstrate sufficient levels of civic understanding and awareness of their responsibilities. Most mentioned they are Jamaicans by birth, and many believed that they are responsible for observing the COVID-19 protocols to protect members of their community. Almost all students adhere to the MoHW COVID-19 health protocols by wearing masks appropriately, maintaining physical distance in lessons and washing/sanitising hands at break and lunch. Most students outlined that they undertake pertinent responsibilities at school by promoting wearing masks, dissuading the younger students from running in the corridors and working in the capacity of a student leader. Most added that they practice recycling on their school's compound and assist in keeping their surroundings clean. Additionally, most students exhibit spiritual awareness as they willingly participate in devotional exercises and offer thanks after returning from lunch.

Students' economic awareness and understanding

Most students can assertively share their understanding and awareness of Jamaica's current economic climate concerning the effects of the COVID-19 pandemic. Most students shared that Jamaicans earn a living by hairdressing, selling/vending and working in an office. Many stated

that many self-employed persons see a shortfall in sales, affected by the imposed curfews. Furthermore, many students explained that persons who work in offices have been laid off and are not in receipt of an income, thus affecting their earning power. Most students also believe they can make a valid contribution to Jamaica by reducing pollution, stopping overfishing, stopping deforestation and following the country's laws.

Students' awareness and understanding of environmental and health issues

Many students are aware of national and global environmental issues. All students know the protocols established to limit the spread of the COVID-19 virus. Many are also aware of other environmental issues, such as air pollution and deforestation, that affect health globally, as is the problem of racism. Many students mentioned cleaning their school's compound and recycling as ways of caring for their environment. The wider environment is said to be better aided by the reduction in the use of plastic products and the conservation of water.

6) Use of Human and Material Resources

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

The quality of human resources

The school has a sufficiency of teaching staff, affirmed by a pupil/teacher ratio of one teacher to twenty-five students (1:25) to ensure the effective delivery of the curriculum, with a population of six teachers to 145 students. Also, the academic staff members have suitable qualifications, with undergraduate degrees in primary education and a few secondary trained teachers who have given the institution over 20 years of sterling service. The school has several ancillary staff members, including a janitor, a cook, a safety and security officer and administrative staff. Professional development is a top priority in the school during the pandemic to build pedagogical capacity and digital technology gaps. Accordingly, the leadership appropriately engages the academic staff members in continuous training sessions so students can continue learning through effective virtual classes. For instance, the Jamaica Teaching Council (JTC), MoEYI hosted a mathematics workshop on teaching certain concepts such as fractions and assessing the calamity in students' online performance. Also, the counselling unit emphasised social and emotional issues, and the leadership provided training for the support staff, such as the school security officer and the janitor, who received sensitisation training on the MoHW guidelines for COVID-19, to maintain a safe school reopening.

The use of human resources

The leadership effectively use the available human resources to execute school activities. The leadership deploys the teaching staff based on their qualification, interest competencies and subject specialisation. The school is now on a specialist teaching programme where individual teachers teach a subject across the grade levels. The school ably monitors teacher attendance to online classes, and the staff attendance register reveals that almost all teachers regularly attend school and lessons and are punctual for the start of lessons. Also, the administrative and support staff members, for example, the school security officer and janitor, operate efficiently and execute their duties daily to ensure the new safety measures adhere to the MoHW protocols and remain COVID-19 compliant.

The quality and quantity of material resources

The school maintains its physical resources in optimum condition. The plant has adequate COVID-19 containment measures for the safe reopening of the institution, using a blended modality. The school compound has a nicely maintained and attractive landscape well laid out buildings embracing a quadrangle design which allows for effective student monitoring and learning. The isolation space also supports safe school operations. Most classrooms are spacious, with adequate furniture for both students and teachers. Also, the school has an internet service that covers most sections of the premises. However, the classroom's combo/dual seating arrangement does not allow for effective physical distance protocol in a full face-to-face setting. In addition, the library and computer laboratory lack furniture and modern desktop computers and computer hardware. For instance, the school computer laboratory has only eight working but outdated computers, two working projectors and a printer. Similarly, the renovated library has termite infestation in sections, with limited furniture and outdated books. Even so, the students in most Grades receive MoEYI textbooks and students on PATH receive tablet computers. However, manipulative objects for mathematics and science are lacking, while digital tools such as reliable internet and connectivity in school sections hamper access to online educational content, effective performance and organisation in the blended and online modality.

The use of material resources

The school leadership adequately structured the plant to support teaching and learning. Before the COVID-19 pandemic, an adequate play area was available to meet the student population's needs and both the teachers and students used the library for research and leisure reading. The school also uses the computer laboratory for meetings, presentations and classes. In addition, most classrooms are print-rich but not well utilised to provide various teaching and learning activities. Further, the school arranges the classrooms according to Grade levels with adequate student seats and delivers lessons using the blended modality. Additionally, the outer walls of the buildings contain literature that conveys the COVID-19 protocols and educational information to reinforce the curriculum and school values. In most lessons, teachers use available resources to enhance lessons, such as laptops, workbooks, manipulative objects, whiteboards and videos. The teachers appropriately utilise the whiteboards to reinforce and concretise key concepts in Grades 5 and 6 mathematics, but colourful charts are not widely used during the face-to-face modality.

7) Curriculum and Enhancement Programmes

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

Curriculum provisions

The school adopted a modified version of the National Standard Curriculum (NSC) to deliver the core subjects, civics, health and family life education (HFLE), suitable for online communication and learning platforms to engage students. Although the school has a curriculum implementation team (CIT), this is not active. Teachers develop individual lesson plans in collaboration with colleagues to fulfil the curriculum requirements and strategies to address students learning needs. Also, the teachers conduct extra daily reading in the face-to-face

modality to improve students' proficiency levels. Likewise, online reading, spelling and mathematics competitions supported students in building their vocabulary, numeracy and literacy.

Currently, the school also makes a concerted effort to reteach topics, especially in the lower Grades, assign fewer tasks to nonstarters students and refer some of them to the Mico Care Unit for assessment to determine their exceptionalities. Furthermore, the school makes provisions for the more able students to improve performances through a "pull-out" (accelerated) programme. However, despite these efforts, the students in all grades faced extreme learning loss in numeracy and literacy/low reading levels in the virtual learning space. Further, the school adopts an integrated approach to teaching and learning that is not well adapted in most lessons. In essence, even though the teachers calibrate the pace of the syllabus, teaching in the virtual space creates deficiencies in students' skill levels. The school does not accurately address the extent of these deficiencies even with the modifications in place, as the teachers do not adequately cater to the students' multiple learning needs and styles. Consequently, this restricts the continuity and progression of curriculum content, reducing students' performance. Nonetheless, the curriculum appropriately meets the requirements stipulated by MoEYI with five hours each, administered weekly for both English and mathematics, even as subject teaching was introduced. Also, in a few lessons, such as the Grade 6 science lesson and the Grade 1 language arts lesson, the teachers emphasised cross-curricular linkages in literacy skills and art to expose students to the interconnectivity of subject disciplines.

Enhancement programmes

The pandemic severely impacts the mandatory attendance by both students and teachers to clubs and societies to enhance students' social behaviour and leadership skills. Before COVID-19, students attended clubs and sporting activities such as Reading, Mathematics, Science, 4H and a Boys Club involved in athletics, football, netball and cricket. They successfully participated and received awards in Bible quiz competitions over many years and, in 2019, were area champions in netball. Even though students' cultural development was heightened as they viewed online videos to celebrate Black History month, there were no online clubs or virtual field trips. Enhancement programmes have not been renewed since the reopening of school. However, school programmes receive community support from resource persons who address students on Children's Day and Careers Day. Also, the police and fire departments visited the school to address safety practices. In addition, a resource person from the forestry department addressed students in the virtual classroom. Past students and parents donated funds to renovate the library and tablets to give needy students access to online lessons. WINDALCO provided Wi-Fi access for lesson delivery.

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

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

Provisions for safety and security

The school has adequate provisions to ensure the safety and security of the stakeholders. The school has a detailed disaster preparedness policy outlining preventive measures before, during and after a disaster, such as earthquakes, hurricanes and fire. Likewise, the school property has a partial perimeter fence and conspicuously labelled assembly points where stakeholders can gather in an emergency. In addition, the school has a single extinguisher with recent service dates located in the kitchen, while there is a closed-circuit camera system that monitors the premises from the Principal's office. The school also has security personnel appointed through the HOPE programme to monitor safety practices in the school daily and administer the COVID-19 protocols. Further, the school has buildings arranged in an enclosed quadrangle that enhances the monitoring of students by teachers. However, the front of the schoolyard is uneven and presents a threat to students at play either before or at the end of the school day.

Provisions for students' health and well-being

The school has adequate provisions to ensure students' health and well-being. There is a COVID-19 Prevention Plan that details how the school administration, teachers and the general public should operate if they come in contact with COVID-19. It further highlights information on the virus, its spread and control measures. Additionally, adequate COVID-19 prevention signage is on the compound, coupled with three ingeniously designed hands-free hand-wash stations equipped with soap to limit the spread of the virus. Further, the students have access to adequate bathroom facilities that the school maintains in an acceptable condition. However, some stalls in the bathrooms do not have covers. Also in place is a Critical Illness Plan that includes pre-plan actions, immediate action, and follows up action in the event of an illness. The institution recently secured the services of a guidance counsellor who provides sufficient psychosocial support to staff, students and parents. The teachers augment the support of the guidance counsellor. The school receives two valid health certificates for the canteen from the MoWH; the cook has an up-to-date food handler's permit. The school's staff and students share a mutually respectful relationship. In addition, the school has provisions for managing students' discipline through a rule book. In contrast, the school leadership contacts the parents for prolonged absences in situations where behaviours become unmanageable. Currently, the school has 13 students who are beneficiaries of PATH and also benefit from a breakfast and lunch programme, with a minimal contribution to these meals.

Recommendations

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

1. The leadership and the Board should:
 - a. organise to have regular meetings to support the strategic direction of the school better and hold the school's administration to account; and
 - b. take steps to improve the bandwidth of the internet connectivity in the school so that the service is available in all classes.
2. The school leadership should:
 - a. develop a more targeted intervention programme to address students' performance in literacy and numeracy;
 - b. organise to ensure that the PTA have regular meetings and their concerns are captured in the minutes;
 - c. prepare an instrument to standardise lesson walk-through to capture the quality of lesson delivery so that feedback can be based on instructional practice for instructional improvement; and
 - d. make provisions for evaluating the SIP to track the implementation of targets.
3. The teachers should
 - a. write more effective lesson evaluations that speak to the effectiveness of strategies, resources and students' learning;
 - b. utilise more ICT resources to enhance lesson delivery;
 - c. better integrate the students in the online environment into lesson activities using the requisite technologies to allow their research and enquiry; and,
 - d. incorporate more students' participation in lesson activities through research and critical thinking activities.

Recommendations from the previous inspection report

1. The SMT should:

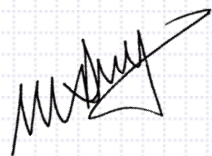
- a. ensure that there is a systematic evaluation of the School Improvement Plan so that targets are monitored;
- b. conduct research and training concerning the education of boys to improve their performance and behaviour;
- c. develop and implement a safety and security policy that is specific to the school;
- d. assess the intervention programme for effectiveness and ensure that the general population benefits from similar programmes aimed at their improvement in literacy and numeracy skills; and
- e. decide on a policy for the use of the Biodiversity Centre, including its use as a means to advertise the school.

2. Teachers should:

- a. consistently evaluate taught lessons, giving attention to meaningful reflection on classroom practices;
- b. engage students through the use of creative strategies and resource materials that will cater to their varying learning styles and needs; and
- c. ensure that proper records of students' punctuality are maintained by indicating this in registers at the appropriate time during the school day.

Further Action

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



Maureen Dwyer
Chief Inspector
National Education Inspectorate

List of Abbreviations and Acronyms

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

Appendices

Appendix 1 - Record of Inspection Activities

Appendix 2 – Addendum to School Inspection Framework

Appendix 3 – National Test Data

Appendix 4 – Stakeholders’ Satisfaction Survey

Appendix 1 - Record of Inspection Activities

Evidence for this report was based on the following:

Total number of lessons or part lessons observed	11
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	English	Math	Other
Number of lessons or part lessons observed [Primary]	3	6	3
Number of lessons or part lessons observed [Secondary, either grades 7 – 13 or 7 – 9 in an all-age school]	N/A	N/A	N/A

Number of scheduled interviews completed with members of staff, governing body and parents	6
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Number of scheduled interviews completed with students	1
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	Parents	Students	Teachers
Number of questionnaires returned and analysed			

Appendix 2 – Addendum to Inspection Framework

1) School Leadership and Management

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

1.1 School-based leadership and management

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

Inspector will evaluate:

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

1.2 Self-evaluation and improvement planning

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

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

1.3 Governance

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

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

1.4 Relations with parents and the local community

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

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

2) Teaching Support for Learning

How effectively does the teaching support the students' learning?

What can we learn from online lesson observations?

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

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

2.2 Teaching Methods

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

2.3 Assessment

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

2.4 Student learning

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

3) Students' Academic Performance

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

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

4) Students' Academic Progress

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

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

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

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

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

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

5) Students' Personal and Social Development

How good is the students' personal and social development?

5.1 Students behaviours and attitudes

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

5.2 Students punctuality and attendance

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

5.3 Students civic understanding and spiritual awareness

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

5.4 Students' economic awareness and understanding

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

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

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

6) Use of Human and Material Resources

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

6.1 Human resources

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

6.2 Use of human resources

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

6.3 Material resources – Quality and Quantity

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

6.4 Use of material resources

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

7) Curriculum and Enhancement Programmes

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

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

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

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

7.2 Enhancement Programmes

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

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

8) Student Safety, Security, Health and Wellbeing

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

8.1 Safety and Security

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

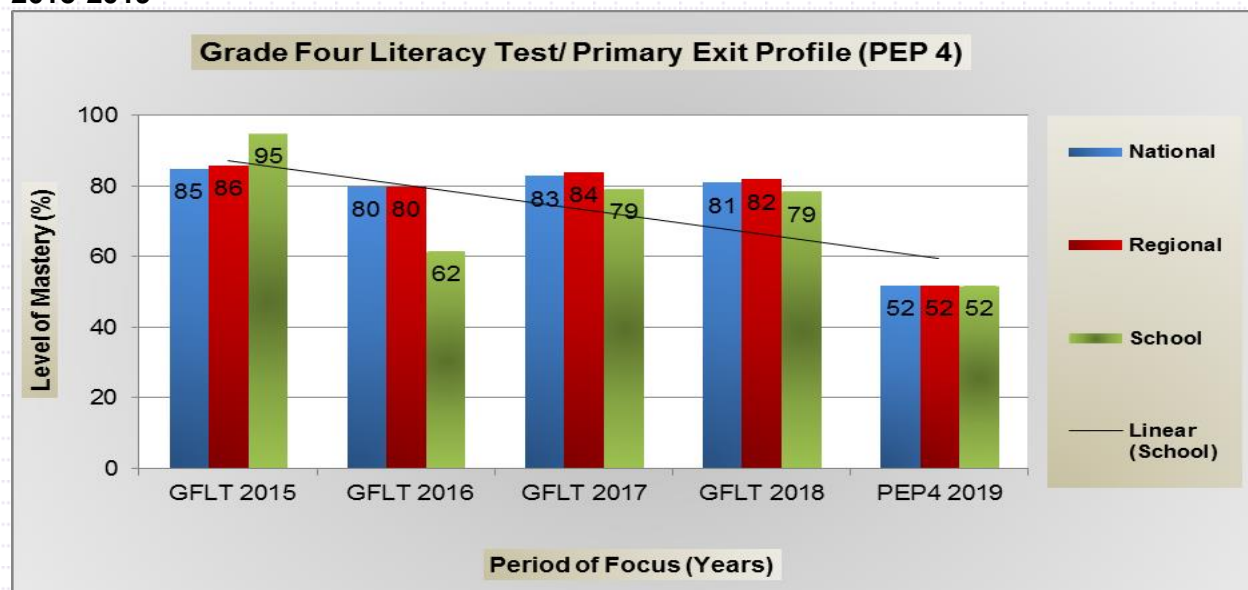
8.2 Health and Wellbeing

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

Appendix 3 - National Test Data

STUDENTS' ATTAINMENT

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



*PEP 4 was not administered in 2020

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

Bermaddy Primary					
Grade Four Literacy Test/ Primary Exit Profile (PEP 4)					
Assessment Year	Candidates		Percentage Mastery/Proficiency*		
	Grade Four Cohort	Sitting	National	Regional	School
2019*	24	25	52	52	52
2018	24	28	81	82	79
2017 (Cohort)	30	29	83	84	79
2016	43	34	80	80	62
2015	18	20	85	86	95

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

The school's Grade Four Literacy mastery declined over the 2015 to 2018 period by 16 percentage points. It fell from its highest point of 95 per cent (19 of 20 students) in 2015 to 79 per cent (22 of 28 students) in 2018. It was lowest at 62 per cent (21 of 34 students) in 2016. The school's performance remained below the national mastery in all years, except 2015. The participation rate was lowest in 2016 (79 per cent).

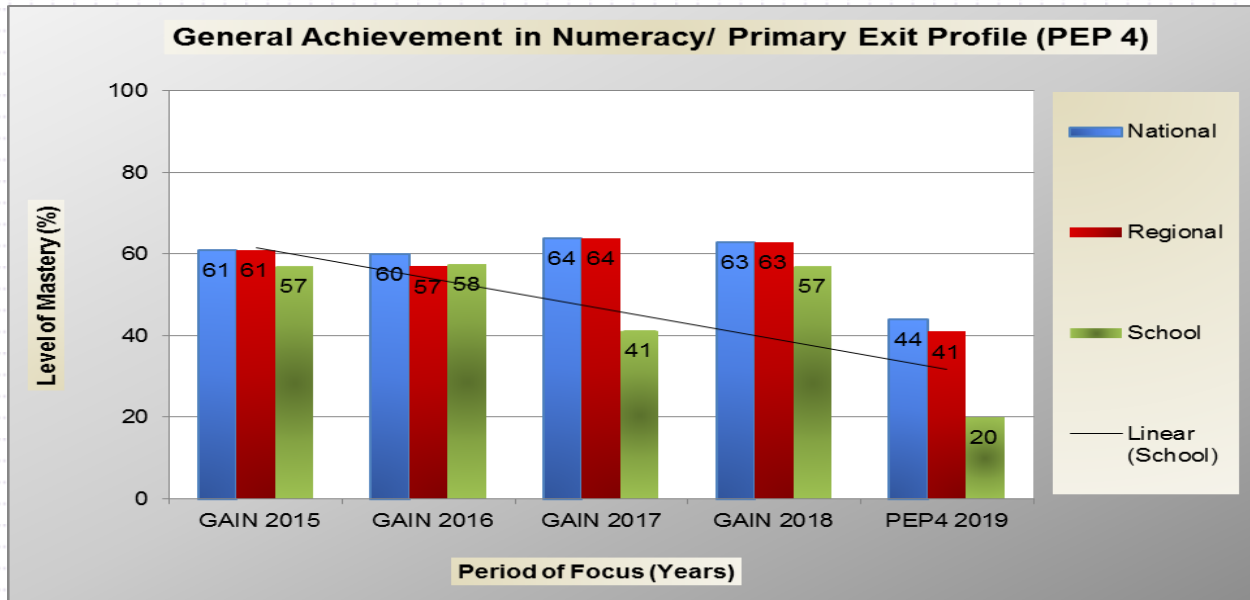
In 2019, 52 per cent (13 of 25) of the students were proficient in PEP 4 language arts. The school performed on par with the national proficiency in 2019. Although 24 students were in the cohort, 25 students sat the examination.

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

STUDENTS' ATTAINMENT

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



*PEP 4 was not administered in 2020

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

Bermaddy Primary					
General Achievement in Numeracy/ Primary Exit Profile (PEP 4)					
Assessment Year	Candidates		Percentage Mastery		
	Grade Four Cohort*	Sitting	National	Regional	School
2019*	24	25	44	41	20
2018	24	28	63	63	57
2017 (Cohort)	30	29	64	64	41
2016	43	33	60	57	58
2015	18	21	61	61	57

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

The school's GAIN mastery remained the same at 57 per cent over the 2015 to 2018 period. It was highest at 58 per cent (19 of 33 students) in 2016, and lowest at 41 per cent (12 of 29 students) in 2017. The school performed below the national mastery in all years throughout the period. The participation rate was lowest at 77 per cent in 2016.

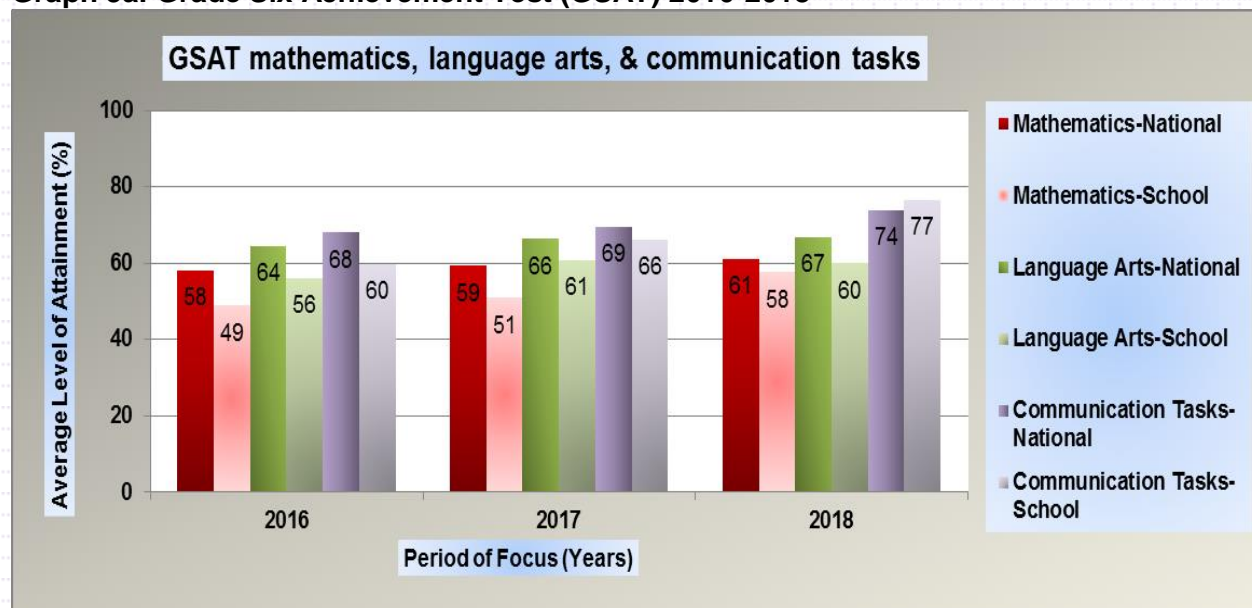
In 2019, 20 per cent (five of 25) of the students were proficient in PEP 4 mathematics. The school performed below the national proficiency in 2019. Although 24 students were in the cohort, 25 students sat the examination.

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

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STUDENTS' ATTAINMENT

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



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

School's performance against the national average

The school's performance in the three subject areas of the GSAT was below the national averages in all years, with the exception of communication tasks in 2018.

School's performance by subjects

The mathematics average increased gradually by nine percentage points over the 2016 to 2018 period. It moved from its lowest point of 49 per cent to its highest point of 58 per cent.

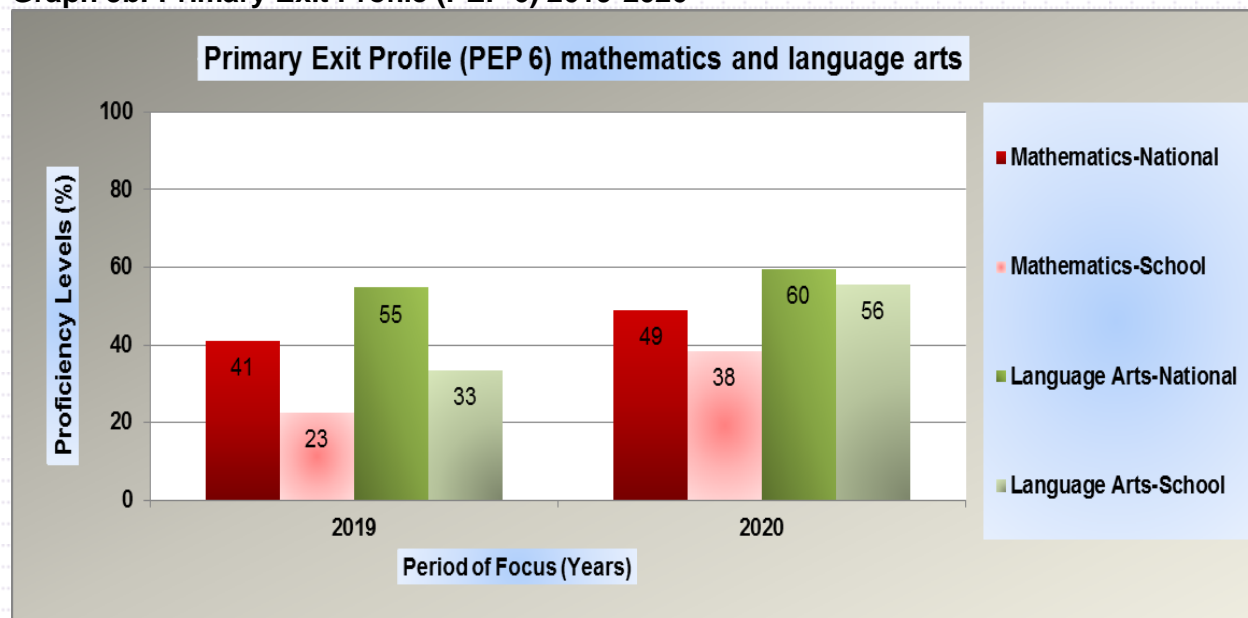
The language arts average increased by four percentage points for the 2016 to 2018 period, moving from its lowest level of 56 per cent to 60 per cent. Performance was highest at 61 per cent in 2017.

For communication tasks, the average increased gradually by 17 percentage points over the 2016 to 2018 period. It moved from its lowest level of 60 per cent, to peak at 77 per cent.

See table 3.

STUDENTS' ATTAINMENT

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



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

School's performance against the national average

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

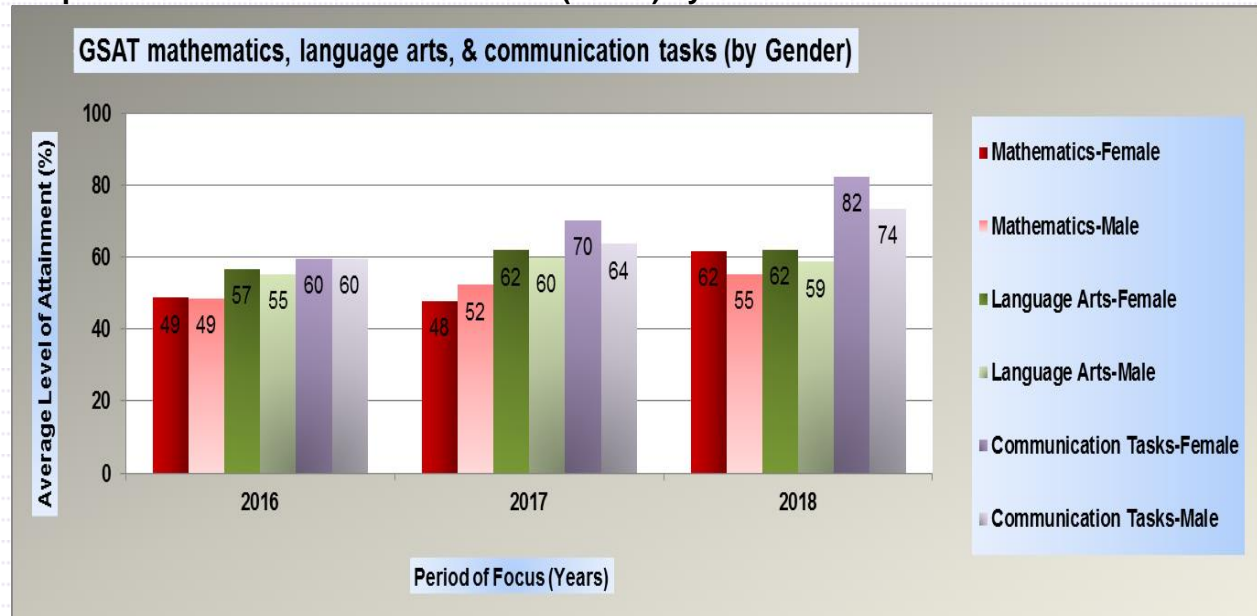
School's performance by subjects

In 2019, the mathematics proficiency was at 23 per cent and was below the national proficiency by 18 percentage points. In 2020, it was 38 per cent which was 11 percentage points below the national.

The language arts proficiency was at 33 per cent in 2019, and was 22 percentage points below the national proficiency. In 2020, the proficiency level was 56 per cent and was below the national proficiency by four percentage points.

STUDENTS' ATTAINMENT

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



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

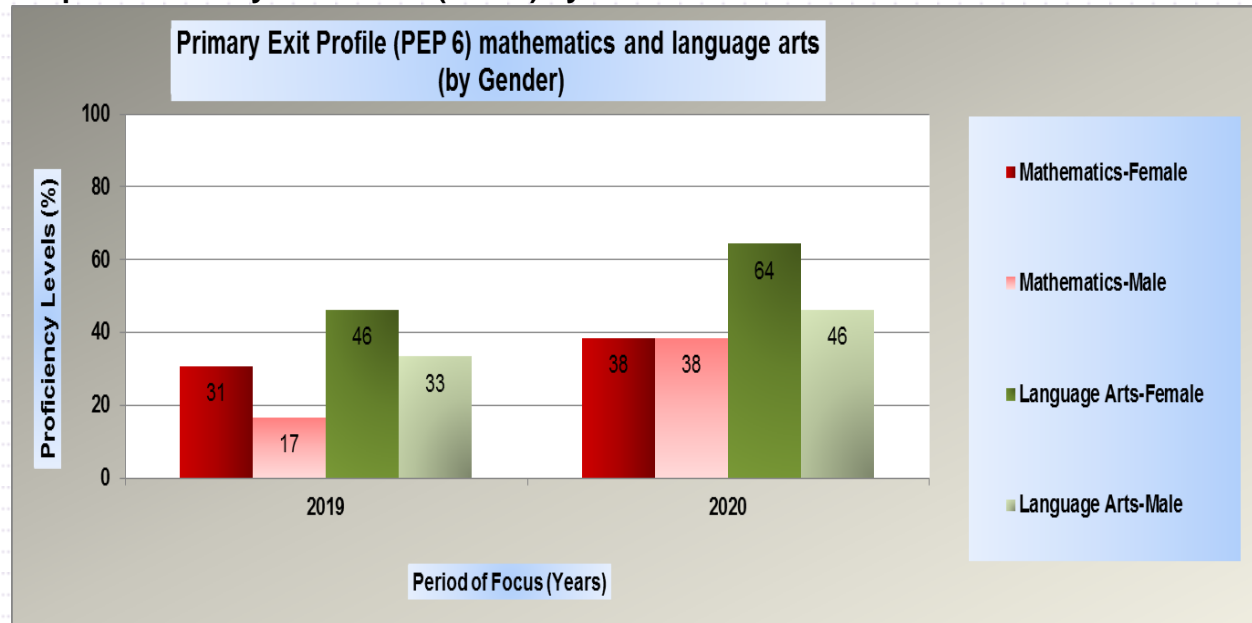
The gender gap looks at the percentage point difference in GSAT averages for boys and girls over the entire period (2016-2018).

Data revealed that the boys performed below the girls in all years, with the exception of mathematics in 2016 and 2017 and communication tasks in 2016. The widest performance gap was observed in communication tasks in 2018 (eight percentage points).

See table 3.

STUDENTS' ATTAINMENT

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



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

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

Data revealed that the girls outperformed the boys in both language arts and mathematics in 2019 and 2020, with the exception of mathematics in 2020. The gap in performance was wider for language arts in 2020 at 18 percentage points.

STUDENTS' ATTAINMENT

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

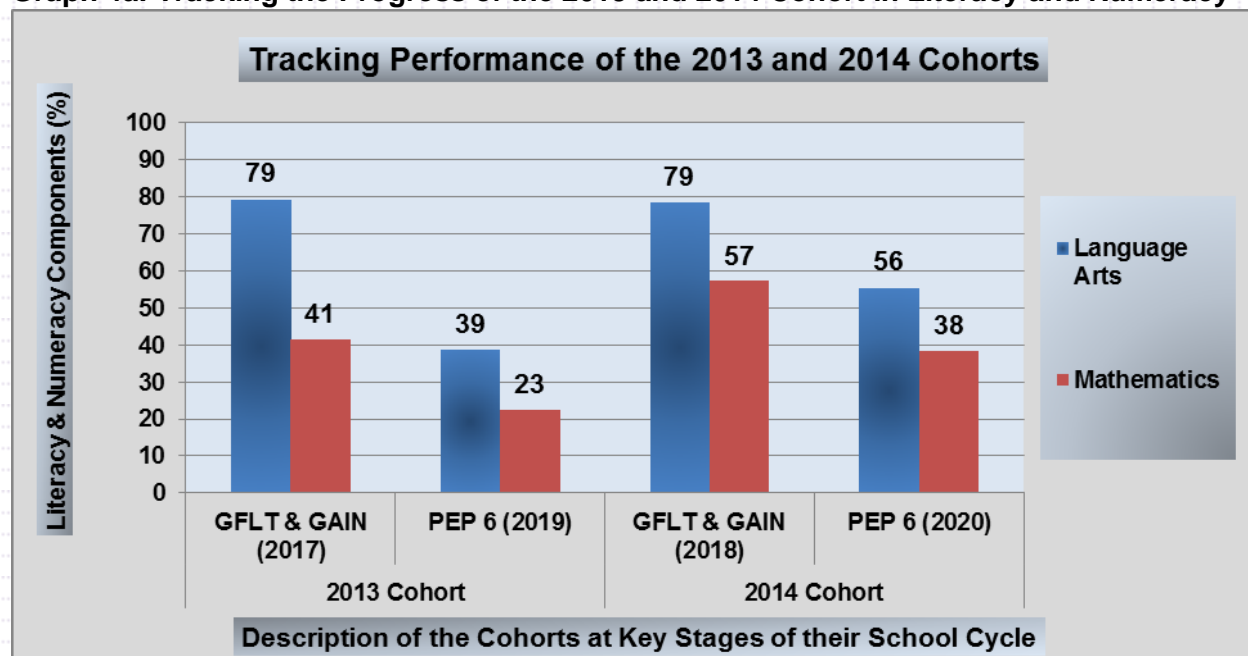
Bermaddy Primary			
2018 (Cohort data)			
Assessment	Candidates	2018 Averages	
	Sitting	National	School
GSAT Mathematics	26	61	58
Female	9	63	62
Male	17	59	55
GSAT Language Arts	Sitting	National	School
	26	67	60
Female	9	71	62
Male	17	62	59
GSAT Communication Tasks	Sitting	National	School
	26	74	77
Female	9	77	82
Male	17	70	74
2017			
Assessment	Candidates	2017 Averages	
	Sitting	National	School
GSAT Mathematics	26	59	51
Female	9	61	48
Male	17	57	52
GSAT Language Arts	Sitting	National	School
	26	66	61
Female	9	70	62
Male	17	62	60
GSAT Communication Tasks	Sitting	National	School
	26	69	66
Female	9	73	70
Male	17	66	64
2016			
Assessment	Candidates	2016 Averages	
	Sitting	National	School
GSAT Mathematics	31	58	49
Female	12	60	49
Male	19	55	49
GSAT Language Arts	Sitting	National	School
	31	64	56
Female	12	68	57
Male	19	60	55
GSAT Communication Tasks	Sitting	National	School
	31	68	60
Female	12	71	60
Male	19	65	60

No data were available for the 2012 GOILP.

FINAL

STUDENTS' PROGRESS

Graph 4a: Tracking the Progress of the 2013 and 2014 Cohort in Literacy and Numeracy



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

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

In 2018, 79 per cent of the students attained mastery in the GFLT. In 2020, 56 per cent were proficient in PEP 6 language arts. In 2018, 57 per cent of the students attained mastery in the GAIN. In 2020, 38 per cent were proficient in PEP 6 mathematics.

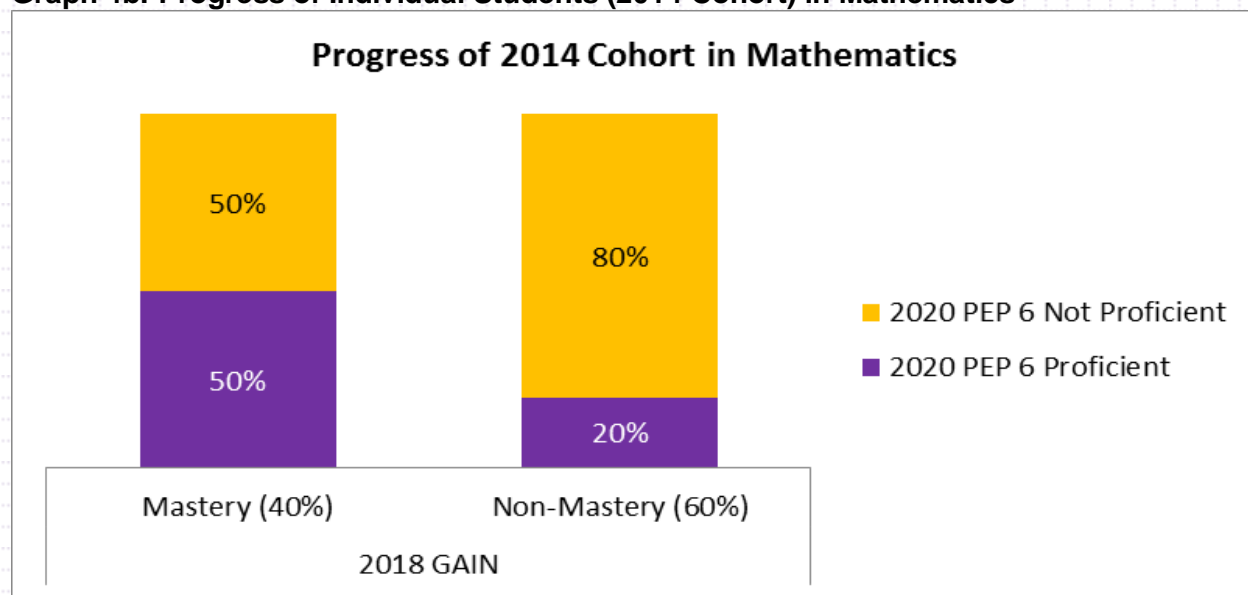
The 2013 cohort also did not show signs of progress in either subject over the period under consideration.

In 2017, 79 per cent of the students attained mastery in the GFLT. In 2019, 39 per cent were proficient in PEP 6 language arts. In 2017, 41 per cent of the students attained mastery in the GAIN. In 2019, 23 per cent were proficient in PEP 6 mathematics.

STUDENTS' PROGRESS

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

Graph 4b: Progress of Individual Students (2014 Cohort) in Mathematics



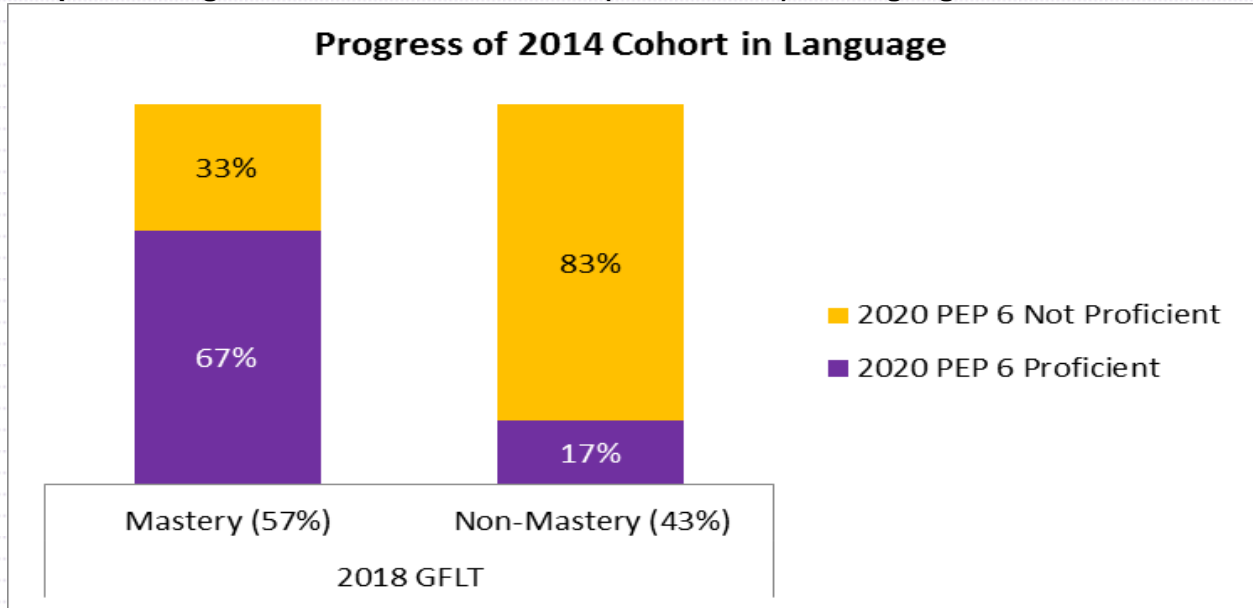
		2018 GAIN		Total	2018 GAIN	
		Mastery (40%)	Non-Mastery (60%)		Mastery (40%)	Non-Mastery (60%)
2020 PEP 6	Proficient	8	2	10	50%	20%
	Not Proficient	8	8	16	50%	80%
	Total	16	10	26		

Some 39 per cent or ten of the 26 students were proficient in the 2020 PEP 6 mathematics. Further analysis revealed that 50 per cent or eight of the 16 students who mastered the GAIN in 2018 were among those who were proficient in PEP 6 mathematics in 2020. Twenty per cent or two of the ten students who did not master the GAIN in 2018 were also deemed to be proficient in PEP 6 mathematics in 2020.

Fifty per cent or eight of the 16 students who had mastered the GAIN in 2018 were not proficient in the 2020 PEP 6. Additionally, 80 per cent or eight of the ten students who did not master the GAIN in 2018 were also not proficient in the 2020 PEP 6.

STUDENTS' PROGRESS

Graph 4c: Progress of Individual Students (2014 Cohort) in Language Arts



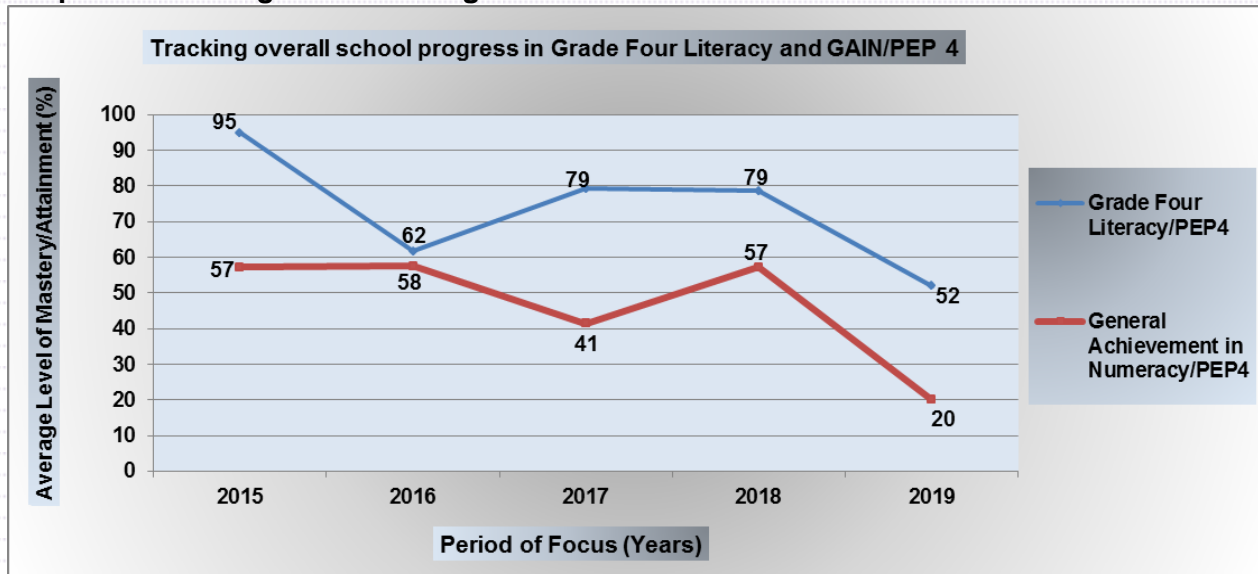
		2018 GFLT		Total	2018 GFLT	
		Mastery (57%)	Non-Mastery (43%)		Mastery (57%)	Non-Mastery (43%)
2020 PEP 6	Proficient	14	1	15	67%	17%
	Not Proficient	7	5	12	33%	83%
	Total	21	6	27		

Fifty-six per cent or 15 of the 27 students were proficient in the 2020 PEP 6 language arts. A comparison of their previous performance in the 2018 GFLT revealed that 67 per cent or 14 of the 21 students who previously mastered the GFLT in 2018 were proficient in PEP 6 language arts in 2020. Seventeen per cent or one of the six students who did not master the GFLT in 2018 were proficient in PEP 6 language arts in 2020.

The data also revealed that 33 per cent or seven students who previously attained mastery in the GFLT in 2018 were not proficient in the PEP 6 in 2020, and five students who did not master the GFLT were not proficient in the PEP6.

STUDENTS' PROGRESS

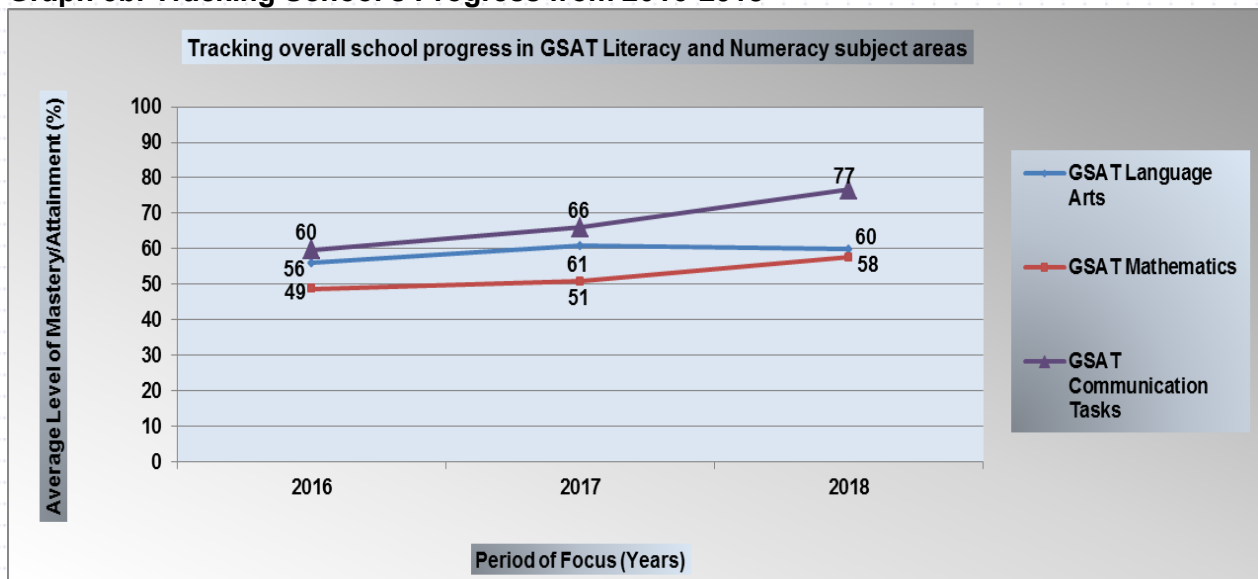
Graph 5a: Tracking School's Progress over time 2015-2019



Overall, performance in literacy remained above numeracy.

The school's GFLT mastery decreased, while the GAIN mastery remained the same for the 2015 to 2018 period. The GAIN mastery was consistently below the GFLT mastery throughout the period. The PEP 4 mathematics proficiency was below the language arts proficiency in 2019.

Graph 5b: Tracking School's Progress from 2016-2018

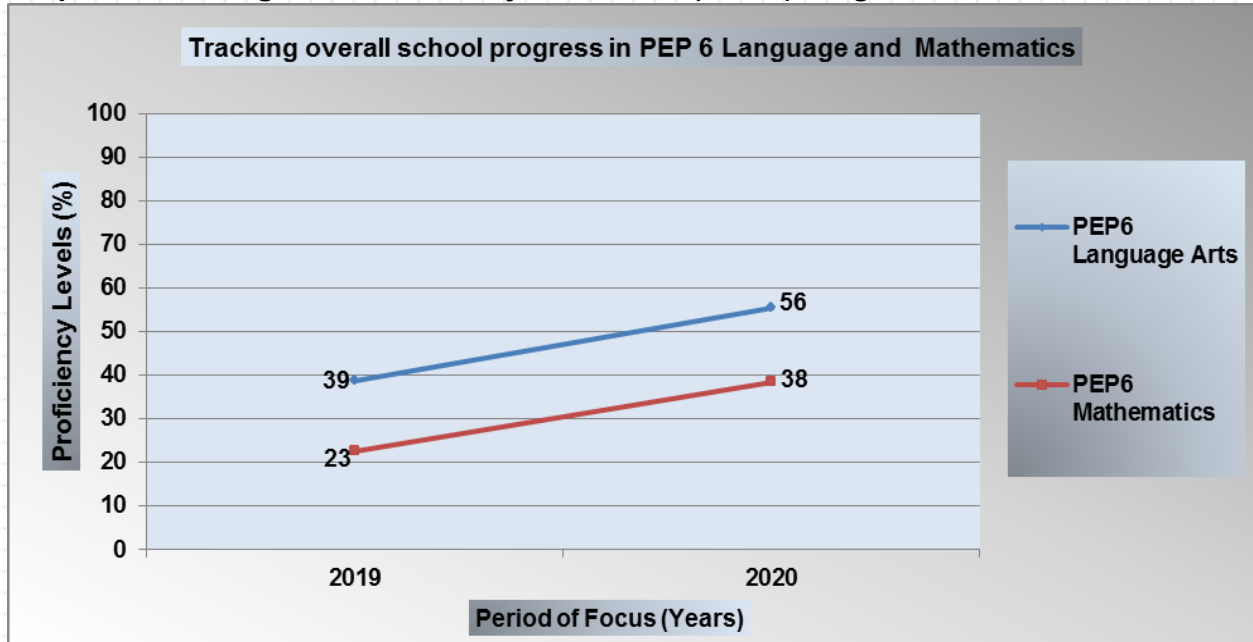


The school's performance in GSAT mathematics and language arts increased over the review period. The communication tasks average also increased by 17 percentage points. The GSAT

communication tasks average remained the highest average in all years, while mathematics recorded the lowest average throughout.

STUDENTS' PROGRESS

Graph 5c: Tracking School's Primary Exit Profile (PEP 6) Progress



In the first sitting of PEP 6 in 2019, 39 per cent of the students were proficient in language arts, while 23 per cent were proficient in mathematics. By 2020, the performance in both subjects increased to 56 per cent and 38 per cent, respectively.

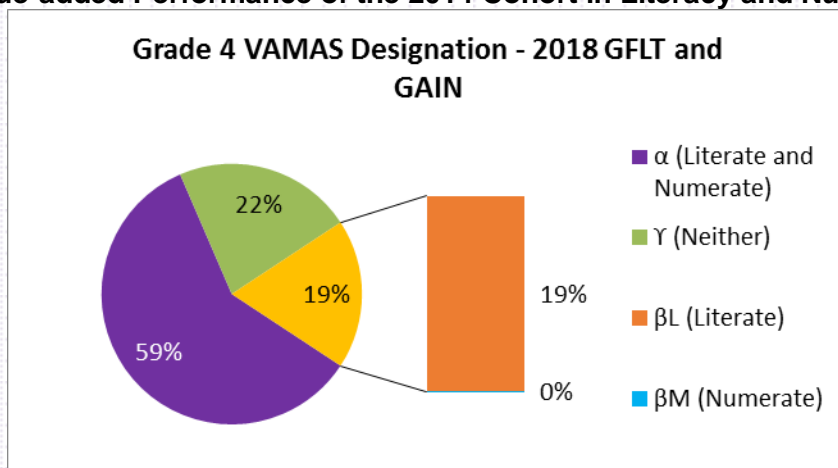
STUDENTS' PROGRESS – VALUE ADDED MODEL FOR ASSESSING SCHOOLS (VAMAS)

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

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

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

Graph 6a: Value-added Performance of the 2014 Cohort in Literacy and Numeracy in 2018



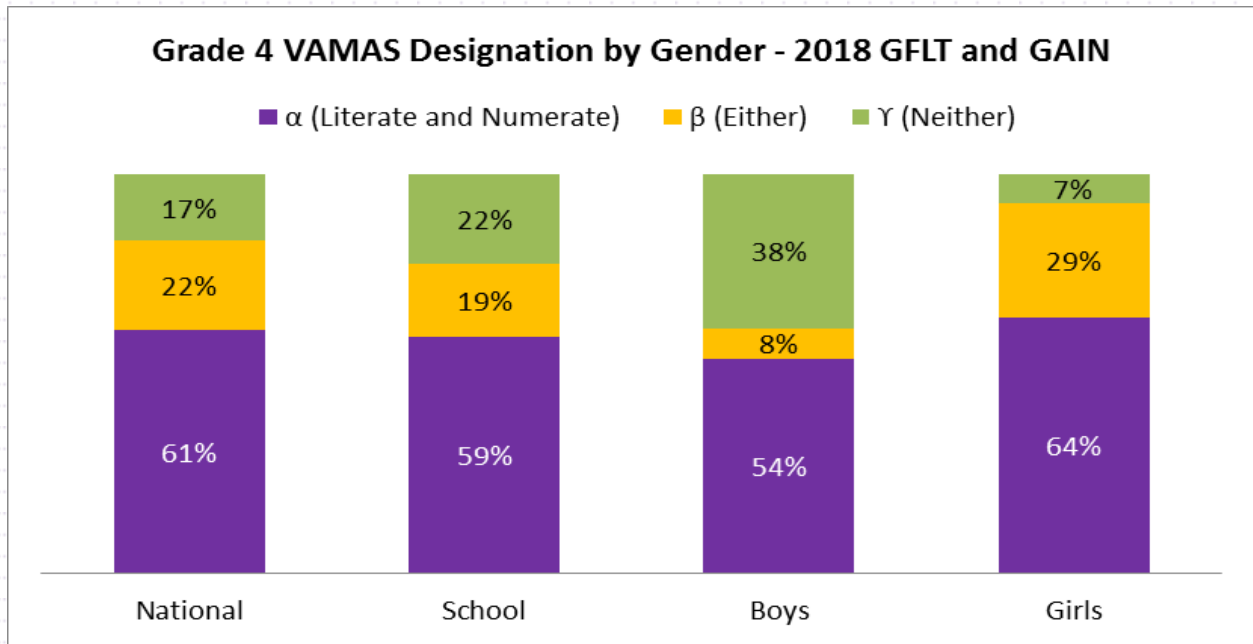
Grade 4 VAMAS Designation	Total	Percent
α (Literate and Numerate)	16	59%
β (Either)	5	19%
γ (Neither)	6	22%
Total	27	100%

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

Some 59 per cent or 16 students were designated as **Alphas** having been certified literate and numerate in the 2018 GFLT and GAIN. This was two percentage points below the designation of public school students in 2018. The proportion of **Alphas** was higher among girls than it was among boys.

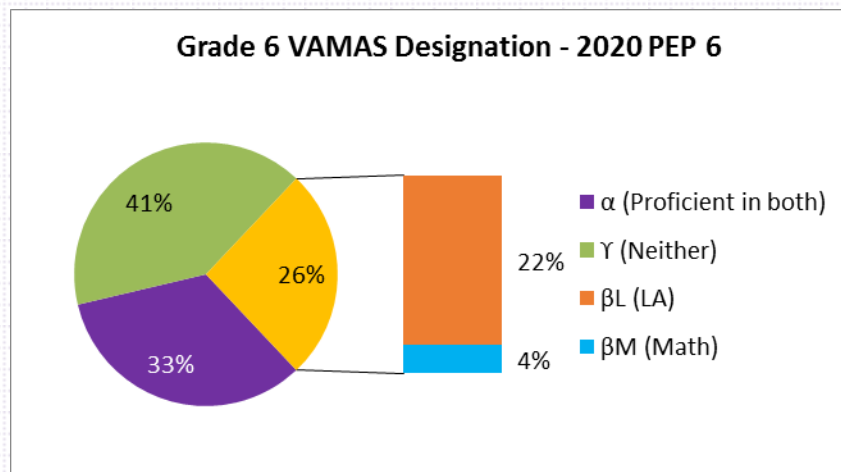
STUDENTS' PROGRESS – VALUE ADDED MODEL FOR ASSESSING SCHOOLS (VAMAS)

Another 19 per cent, or five students, were designated as **Betas** having mastered either the GFLT or the GAIN, but not both. Further analysis of these **Betas** revealed that all of them mastered the GFLT. This implies a general weakness of the cohort in mathematics. A gender comparison further revealed a higher concentration of **Betas** among girls than boys.



Of concern, were the 22 per cent or six **Gammas** who did not attain mastery in either the GFLT or the GAIN. These **Gammas** were mainly boys as evidenced by the gender comparison.

Graph 6b: Value-added Performance of the 2014 Cohort in Language Arts and Mathematics in 2020



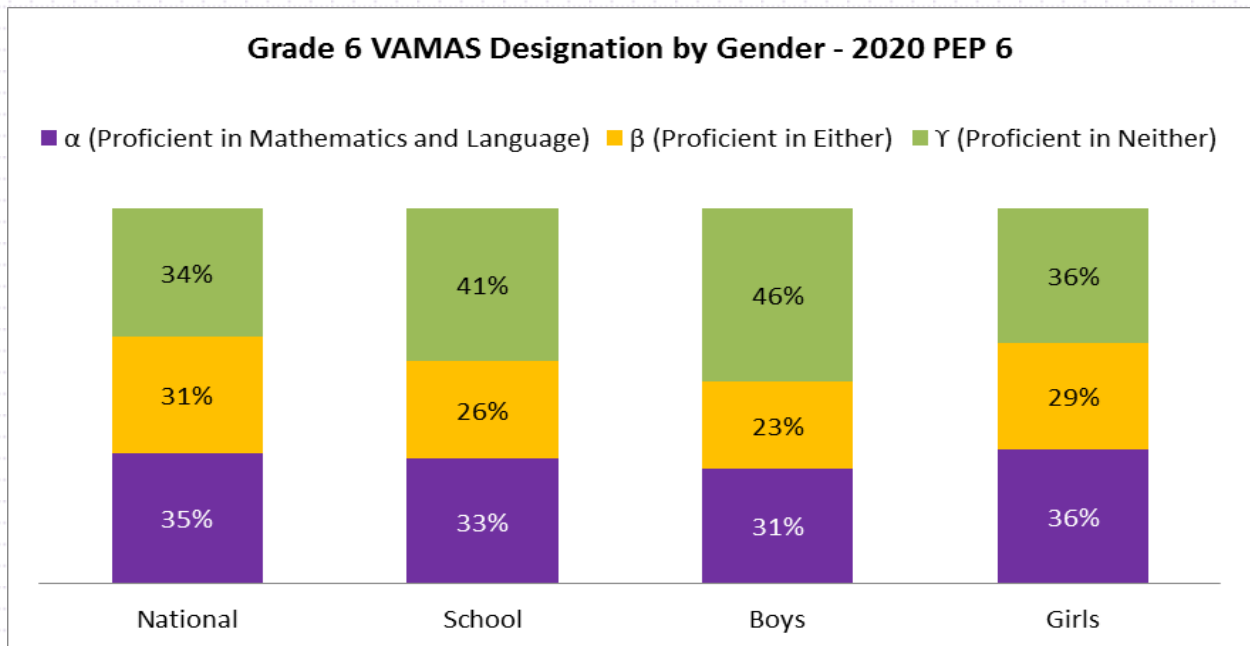
STUDENTS' PROGRESS – VALUE ADDED MODEL FOR ASSESSING SCHOOLS (VAMAS)

Grade 6 VAMAS Designation	Total	Percent
α (Proficient in Mathematics and Language)	9	33%
β (Proficient in Either)	7	26%
γ (Proficient in Neither)	11	41%
Total	27	100%

An application of the VAMAS revealed that one third of the students in the 2014 cohort was at the requisite level of performance in 2020.

Some 33 per cent or nine students were designated **Alphas** having been deemed proficient in both language arts and mathematics in the 2020 PEP 6. This was two percentage points below the proportion of **Alphas** in public schools. However, a gender comparison revealed that, among the girls, the proportion of **Alphas** was greater than that of the boys.

Another 26 per cent or seven of the students were proficient in either language arts or mathematics and were designated as **Betas**. Within this category, it was found that more of these **Betas** were proficient in language arts than mathematics.

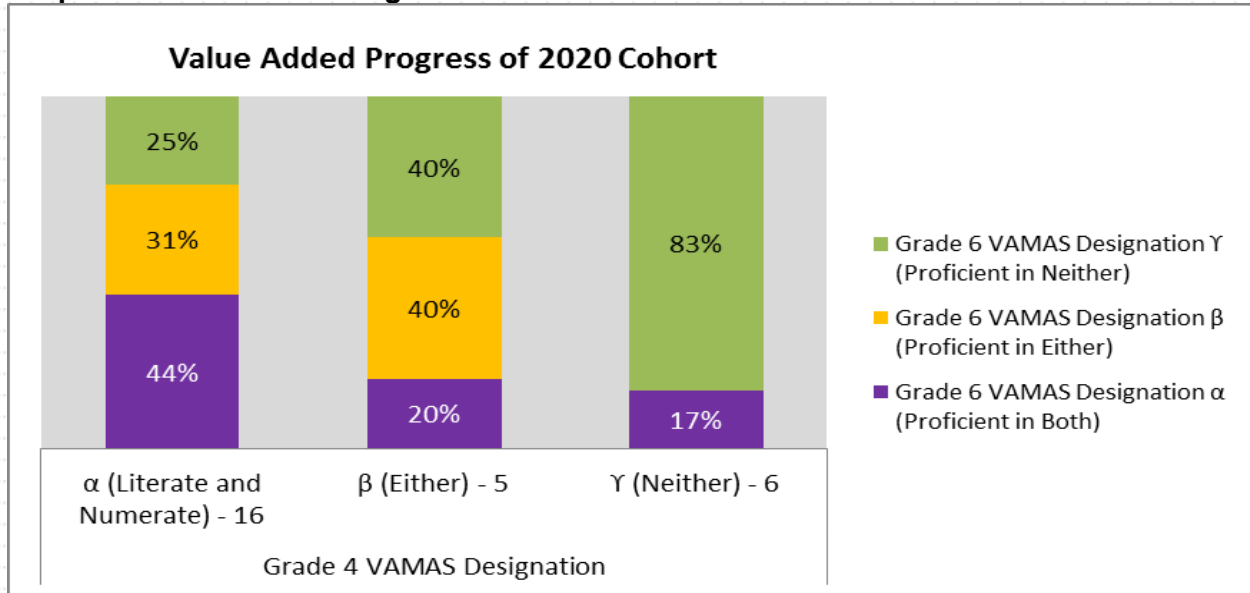


The remaining 11 students, or 41 per cent, were **Gammas** and were neither proficient in mathematics nor in language arts. This proportion was greater than the national concentration of **Gammas**, but was predominantly boys.

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

The school has not added sufficient value to the 2014 cohort of students. Only a few students met the requisite levels of progress by 2020. Few students either retained or did better in their VAMAS designation, compared to those whose performance declined.

Graph 6c: Value-added Progress of the 2014 Cohort between 2018 and 2020



A value added analysis of the performance of the 2014 cohort revealed that some of the students fell below their value-added designation between 2018 and 2020. More specifically, 44 per cent or seven of the 16 students designated as **Alphas** in 2018 retained their **Alpha** status in 2020. Thirty-one per cent or five of them fell to a **Beta** and 25 per cent or four of them fell to a **Gamma**.

		Grade 4 VAMAS Designation						
		α	β	γ	Total	α (Literate and Numerate) - 16	β (Either) - 5	γ (Neither) - 6
Grade 6 VAMAS Designation	α (Proficient in Both)	7	1	1	9	44%	20%	17%
	β (Proficient in Either)	5	2	0	7	31%	40%	0%
	γ (Proficient in Neither)	4	2	5	11	25%	40%	83%
Total		16	5	6	27	100%	100%	100%

Of the five students who were designated as **Betas** in 2018, two of the students retained their **Beta** status while one student improved to an **Alpha**. Forty per cent or two of these **Betas** fell to a **Gamma**.

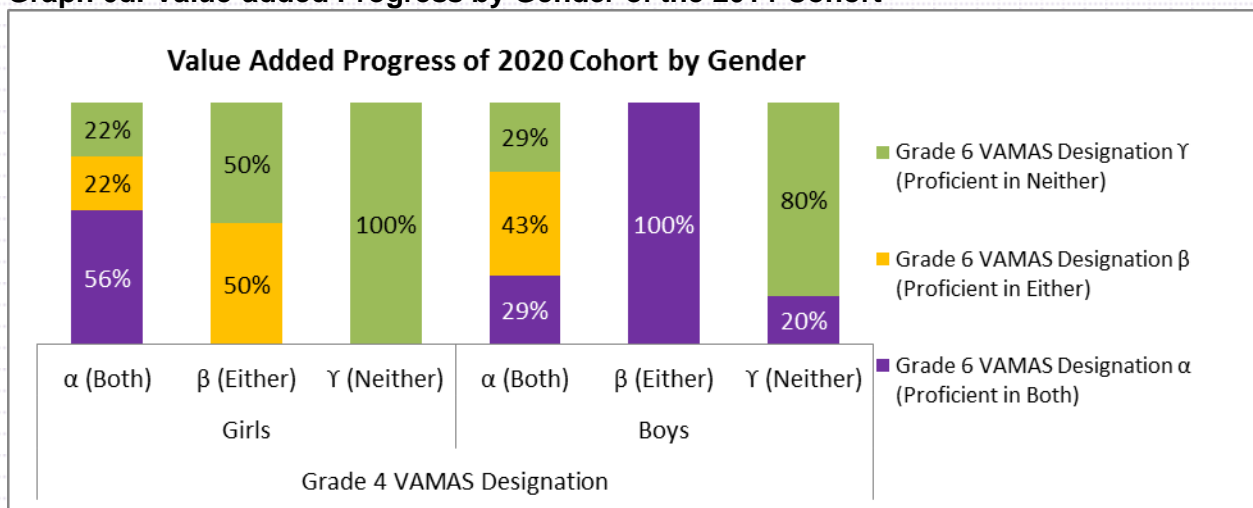
STUDENTS' PROGRESS – VALUE ADDED MODEL FOR ASSESSING SCHOOLS (VAMAS)

Six students from the 2014 cohort were designated **Gammas** based on their 2018 performance. One of these **Gammas** improved to an **Alpha** while none of them improved to a **Beta**.



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

Graph 6d: Value-added Progress by Gender of the 2014 Cohort



A gender comparison revealed that more of the girls who were **Alphas** in 2018 maintained their **Alpha** status in 2020 when compared to boys. The data revealed greater improvement among boys who were designated as **Betas** in 2018, in that, 100 per cent of them improved to **Alphas** in 2020, compared to none of the girls. Furthermore, improvement was also noted in the performance of boys designated as **Gammas** in 2018. Twenty per cent of them improved to **Alphas**. In comparison, all of the girls designated as **Gammas** retained their status.

Definitions:

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

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

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

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

List of Acronyms:

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

Sources

1. Grade One Individual Learning Profile (2011-2012). Student Assessment Unit, Ministry of Education, Youth and Information
2. Grade Four Literacy Test and General Achievement in Numeracy Results (2013-2018). Student Assessment Unit, Ministry of Education, Youth and Information
3. Grade Six Achievement Test (2015-2018). Student Assessment Unit, Ministry of Education, Youth and Information
4. Primary Exit Profile (2019). Student Assessment Unit, Ministry of Education, Youth and Information
5. Jamaica Directory of Educational Institutions (2013-2018). Policy Analysis, Research and Statistics Unit, Planning and Development Division, Ministry of Education, Youth and Information
6. Jamaica School Profiles (2014-2018). Policy Analysis, Research and Statistics Unit, Planning and Development Division, Ministry of Education, Youth and Information
7. Enrolment Data (2013-2018). Policy Analysis, Research and Statistics Unit, Planning and Development Division, Ministry of Education, Youth and Information
8. Educational Reform Performance Targets (Table 13), National Education Strategic Plan (NESP) (March 28, 2011). National Oversight Committee, Education System Transformation Programme, Ministry of Education, Youth and Information

Appendix 4 – Stakeholders Satisfaction Survey