



## **BOYS TOWN ALL AGE SCHOOL**

### **INSPECTION REPORT** **COVID-19 EDITION**

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**National Education Inspectorate**  
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**FINAL**

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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

<b>Parish:</b>	Kingston
<b>Region:</b>	1. Kingston
<b>Locale:</b>	Urban
<b>Day Structure:</b>	Whole Day
<b>Population Composition:</b>	Co-educational
<b>Size:</b>	Class I
<b>Capacity:</b>	510
<b>Enrolment:</b>	201
<b>Attendance Rate:</b>	72
<b>Active Teachers:</b>	8
<b>Pupil-Teacher Ratio:</b>	25:1
<b>Multi-Grade:</b>	No
<b>Owned By:</b>	Government
<b>Modality (ies):</b>	Face to Face
<b>Average Online Attendance:</b>	N/A
<b>Average Class Attendance Observed:</b>	15

## Socio-economic Context

Boys Town Primary School, formerly Boys Town All Age School, is located in the community of East Road in Wilton Gardens Denham Town, approximately three kilometres from downtown Kingston. Most students are from the community, which falls in the lower socio-economic category. Many are from single-parent homes, and the missing parent is generally absent due to violence. The school population is male-dominant, and employed parents are mainly low-income factory workers, casual labourers, vendors or security guards. Currently, there are 60 students enrolled on the Programme of Advancement Through Health and Education (PATH).

## Internet penetration and support for learning modalities

The internet penetration in the community is satisfactory. However, internet access at the school is sometimes less than desirable. Connectivity in a few classrooms is low and non-existent in most areas on the premises. When lessons were delivered virtually, most students accessed instruction using cell phones and few used tablets as lessons were delivered using the WhatsApp modality. A few students accessed lessons on campus, especially those who didn't have access at home. The students from the examination cohort were encouraged to use the school's facilities, including tablets and access to the internet, to attend classes.

# Executive Summary

## Leadership and management

The school leaders have not demonstrated the capacity to harness the available human and material resources to elevate the school to its full potential. There are demonstrable weaknesses in areas such as documentation and instructional supervision. Despite this, most teachers are committed to ensuring that students receive quality instruction. The Board provides good oversight and supports the school's processes. Further, the school establishes satisfactory communication with parents, and beneficial links are made with members of the local community from whom a considerable amount of donations is received.

## Online teaching in support of learning

Teachers generally demonstrate sound subject knowledge and impart information to students confidently. While teaching methods and assessment techniques do not always cater to the different levels of learners, most students demonstrate a positive attitude to learning and are motivated in some instances.

## Students' performance in English and mathematics from 2016 to 2020

The school's performance in the Grade Four Literacy Test (GFLT), General Achievement in Numeracy (GAIN), PEP 4 and 6 language arts and PEP 4 and 6 mathematics did not meet expectations during the review period.

## Students' progress in English and mathematics

Many students make adequate progress in English lessons and demonstrate competence in the concepts taught. However, few students are progressing against starting point and during mathematics lessons.

## Students' personal and social understandings and awareness

Most students display appropriate behaviours and attitudes. However, their attendance and punctuality at school are significant weaknesses. Notwithstanding, many students demonstrate satisfactory awareness and understanding of spiritual, economic and environmental issues relating to the COVID-19 pandemic.

## The availability and use of human and material resources

The school has sufficiently well-qualified staff that is effectively deployed to fulfil the pedagogical needs of the curriculum. However, resources are inadequate to satisfy the needs of stakeholders, and limited use is made of available materials to enhance teaching and learning.

## Provisions for the curriculum and enhancement programmes

The school utilises the abridged National Standards Curriculum (NSC) to deliver instruction to the students. An adequate range of extracurricular activities provides varied opportunities for the students to develop academically, physically and socially. However, all activities are adversely affected by the COVID-19 pandemic.

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

Plans and procedures exist to secure and monitor the school's property and persons within its confines. Adequate provisions are made to ensure the health and well-being of students.

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

- Protocols in place for the resumption of face-to-face lessons
- Students' and teachers' interaction in lesson
- Efforts made by teachers to use resources to engage students during teaching and learning episodes

# 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 is led and managed through a transactional leadership approach with limited collaboration to drive transformation processes in the school. While the Principal accommodates most stakeholders, a culture of mutual respect is not promoted. Hence, the relationship among the staff is poor. Notwithstanding, all efforts were mobilised to reach the student population during the virtual teaching episodes due to the COVID-19 pandemic. The recently crafted vision is to create a learning community where there is mutual respect, a high level of motivation and commitment, and performance surpasses the school's expectations. The vision is mounted on the walls in the staff room, and there are plans to ensure that all stakeholders are aware of its main aim. While the lesson plan templates provided by the school accommodate reflection after lessons are taught and focus on the appropriateness of the lessons to the learning needs of their students, efforts to ensure instructional effectiveness are inadequate as teachers do not cater to the different learning needs of the students. In addition, the vetting of lesson plans is not always supported by evaluative comments. In some instances, staff members are committed to change, but while senior teachers have the skills set to drive the school forward, they are not always effective in their duties. The school maintains various records; however, there are gaps in documentation practices as some documents are inefficiently maintained. The school conducts some analysis of students' performance data. While it is aware of the student's weaknesses from external assessments, implementing a structured enhancement programme to support their development in literacy and numeracy subjects is lacking and, where available, is ineffective in driving improved performance.

### **Self-evaluation and school improvement planning**

The school's self-evaluation and improvement planning processes clearly focus on advancement and building on previous initiatives. The school self-evaluation (SSE) adequately drives the development of the school improvement plan (SIP), which is adequately aligned with the Ministry of Education, Youth and Information strategic objectives. The objectives are attainable, realistic and time-bound. In addition, the operational plan, monitoring and implementation plan, and the annual evaluation matrix are appropriately appended. However, implementation is in its infancy stage of development. Notwithstanding, most stakeholders are involved with the construction of the SIP and SSE and the SIP committee is responsible for monitoring, implementing and evaluating the SIP. Some areas highlighted for improvement are; greater staff collaboration, telecommunication infrastructure, repainting and refurbishing of the building, parental involvement, improvement in students' attainment, submission of timely lesson plans, management of time and greater monitoring in regards to storage and disposal of waste. In addition, the pockets of behavioural issues need urgent attention. Staff appraisals using the new appraisal document are incomplete. However, action plans are written and used to inform the SSE. Based on recommendations from the last school inspection, through the help of the Board, the school has recently received approval from the Ministry of Education and Youth (MoEY) for the simple refurbishing of the institution to include repainting and replacement of broken windows,



among others. In addition, the school currently employs a full-time caretaker, and the school's ambience has also improved. Notwithstanding, plans for improvement related to monitoring and evaluation are currently ineffective. However, the school improvement plan committee has been recently appointed to address this issue.

## **Governance**

The fully constituted Board effectively contributes to the school's leadership and management. The members are supportive and assist in all major school development activities. The Board meets quarterly to fulfil its mandate with effectively recorded meetings reflecting all aspects of school-related businesses. These include the adjustments made to the various functioning committees such as the personnel committee, education and school improvement planning committee, finance and fundraising committee, infrastructure development committee, and community development committee. In addition, the relationship issue is a major concern that cannot only be addressed through dialogue. The administrative duties of the Board are effectively executed to include checking the accounts, signing cheques and attending school events. Guidance is also provided to the Principal in generating the Principal's report seven days before the scheduled Board meeting; the report is not always submitted on time and the format in which submission is made needs improvement. The Board also monitors the school's operations and supports school processes significantly. The Board exercises good principles of accountability; reasonable performance targets are agreed on and monitored, including the recent approval given by the Ministry of Education for refurbishing the school. In addition, the Board Chairman has addressed many issues concerning the campus's general aesthetic and donated six computers to outfit the computer room. All Board members are very familiar with the education process, are particularly knowledgeable about the school and can provide appropriate guidance.

## **Relationship with parents and the local community**

The school's relationship with the local community and parents is improving. Currently, the school communicates effectively with parents, and some community links provide well-needed assistance to the school. Communication with parents has been done via WhatsApp messages, telephone calls and Parent Teacher Association (PTA) online and face-to-face meetings since the COVID-19 pandemic. Reports are also sent home to parents twice yearly, and parent-teacher consultation is done once yearly, where students' progress is discussed with parents. Teachers also offer advice on how students can make improvements. The parents supported the recent consultation; however, general PTA meetings, which are held once per month, are poorly supported. In addition, parental involvement with their children's education and school work is unsatisfactory. Many parents lack adequate awareness of how to monitor their children as many have lower academic abilities and only minimal interest in their children's academic life. High absenteeism, lateness and lack of school materials are indicators of parental disinterest on the part of many parents. However, some parents show good interest and assist the school where required. For example, parents donated drums to install wash-hand stations; they also donated hand sanitisers, tissue, hand towel, table cover and a few volunteer to assist with deep cleaning activities on Fridays. The school benefits from a wide cross-section of supporters who are involved in many school activities. These include the CB Facey Foundation, one of the school's major sponsors. In addition, JahJerry foundation, the Charles Hyatt Foundation, the light of life gospel assembly, the Board Chairman and the MoEY.

## 2) Online Teaching in Support for Learning

### How effectively does online teaching support the students' learning?

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

All teachers are competent and knowledgeable about the subjects they teach and deliver them confidently to their students. For example, in a Grade 4 mathematics lesson, the teacher effectively guided students toward the correct responses on adding proper fractions with equal denominators. However, few have a secure understanding of how best to teach and how students learn, as limited effort is made to cater for their different abilities. Also, in most instances, teacher-led activities failed to maintain students' interest, participation and learning, with question and answer and discussion being the dominant strategies employed. For example, in an upper-grade lesson, the teacher unsuccessfully maintained students' interest for the lesson duration. Those students who struggle academically are not exposed to other stimulating strategies for effective learning. Correspondingly, few teachers reflect on their lessons and the impact of their teaching; hence, weaknesses in teaching and student learning are not immediately addressed.

#### Teaching methods

Most teachers plan thoroughly with clear objectives, sufficient content and attainment goals but cannot effectively execute lessons for good learning. Time was not effectively used. Some classes start late, and in many lessons, too much time is given to complete simple assignments, thus impacting curriculum coverage to secure learning for all groups of students. For example, in an upper-grade lesson, the lesson started late, and in addition to the late start, the teacher had to address behavioural challenges experienced. Generally, lessons are teacher-centred discussions and explanations, mostly with recall-type oral questioning, which does not foster critical thinking skills or capture most students' interest in effective learning. This was evident in a lower-grade language arts lesson on the "ch" sound, where the teacher was the main disseminator of information and students were not allowed to create their own learning spaces. Nonetheless, teachers and most students share amicable interactions in all lessons, especially in discussions around lesson topics. Learning resources are primarily whiteboards, textbooks, and worksheets, but greater use is made of manipulatives in mathematics lessons, such as counters and fraction strips. For instance, in a Grade 4 mathematics lesson, most students built and used fraction charts to solve problems. However, information communication technology (ICT) resources are poorly utilised in lessons.

#### Students' assessment

Most teachers continuously assess students during lessons and provide relevant and helpful feedback to assist them in making progress. For example, in a Grade 4 mathematics lesson, the teacher supervised seatwork and pointed out errors, as students used fraction papers to add improper fractions. Likewise, in a Grade 3 mathematics lesson, the teacher navigated the classroom, checking on students' solutions to assigned classwork, and recognised that the more able students required additional support to advance further. The written policy on assessment ensures a clear system of students' achievement, progress and monitoring and emphasises formative and summative assessment. Examinations, homework, classwork, diagnostic tests and other assignments are well established. However, mark records and in-class registers revealed that many students are regularly absent from lessons and assessments. Still, the school uses test

results, like the diagnostic test results, to address deficiencies in literacy, and less able learners are referred to Mico Care for testing.

### **Student learning**

Some students are eager to learn; they show enthusiasm and confidence for learning through active participation in lessons. In every lesson, a few students are distracted, restive and ill-equipped to secure learning for themselves and their classmates. For example, some students in Grades 4 and 5 disrupted the lessons, resulting in marked deficiencies in achievement and ability to complete the work required. There is limited learning application to real life or new situations, and inquiry and research skills are underutilised. Nonetheless, in a Grade 2 reading lesson, students competently linked the story of the “Little Red Hen” to their thoughts and feelings. Also, students are seldom allowed to develop high-order learning skills. Most students are not challenged enough to think beyond the recall of information. However, in Grades 3 and 4 mathematics, when engaged in problem-solving activities, some students, who were resolute with their incorrect answers, persevered and, with assistance, could apply the concepts taught. Additionally, in a Grade 5 mathematics lesson on common fractions, one student demonstrated on the whiteboard the concept correctly that  $\frac{3}{4} \times 2 = \frac{6}{8}$ , while a few others tried to explain the steps.

## **3) Students’ Academic Performance 2016 to 2020**

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

#### **Students’ performance in English**

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

The school’s GFLT mastery did not exceed the national average in 2016 and 2018. It decreased from 65 per cent in 2016 to its lowest level of 58 per cent in 2018. The school’s PEP 4 language arts proficiency did not exceed the national proficiency in 2019. The participation rate was lowest at 55 per cent in 2017.

The average score in GSAT language arts increased by seven 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-year period but was below the national average each year. In PEP 6 language arts, the proficiency was below the national proficiency in 2019. An examination of the performance by gender revealed that the girls outperformed the boys in both subjects for the period 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 expectations. Performance in GSAT mathematics and PEP 6 mathematics did not meet expectations.

Performance in the GAIN remained below the national average over the review period. It remained the same at 33 per cent for the 2016 to 2018 period. The school's proficiency in PEP 4 mathematics was below the national proficiency in 2019. The participation rate was lowest in 2017 (87 per cent).

The school's GSAT mathematics average increased gradually by 11 percentage points overall. It was below the national average throughout the period. The PEP 6 mathematics proficiency was below the national proficiency in 2019. An examination of the performance by gender revealed that the boys performed below the girls in all years for GSAT mathematics, as well as in 2019 and 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 showed signs of progress in language between 2018 and 2020. In 2018, 58 per cent of the students mastered the GFLT. In 2020, 75 per cent were proficient in PEP 6 language arts. Furthermore, 100 per cent of the students who mastered the GFLT in 2018 were also proficient in language arts, and 67 per cent of those who did not master were also proficient.

The school's GFLT mastery decreased from 65 per cent to 58 per cent over the 2016 to 2018 period. In the first sitting of the PEP4 in 2019, 35 per cent of the students were proficient in language arts. The PEP4 was not administered in 2020.

The average scores in GSAT language arts and communication tasks increased for the 2016 to 2018 period. The school's PEP6 language arts proficiency levels increased from 15 per cent to 75 per cent between 2019 and 2020.

Many students make appropriate progress in lessons across Grades. For example, in a Grade 2 reading lesson, almost all students can read competently, master story vocabulary, answer comprehension questions related to the story, and willingly express their opinions about aspects of the story they read. Also, in a language arts lesson with the same class, many students can find simple "ch" words from letters placed on the board. Further, in a Grade 4 language arts lesson, most students competently identify parts of speech in sentences and are able to identify nouns, verbs and adverbs in sentences. However, in a Grade 5 language arts, few students are able to identify words from a paragraph that have the same meaning as underlined words in sentences. Generally, many Grade 6 students can express themselves using proper English and have demonstrated the ability to read fluently.

#### **Students' progress in mathematics**

The 2014 Cohort showed signs of progress in mathematics between 2018 and 2020. In 2018, 33 per cent of the students attained mastery in the GAIN. In 2020, 57 per cent were proficient in PEP 6 mathematics. Furthermore, 100 per cent of the students who mastered the GAIN in 2018 were also proficient in mathematics, and 40 per cent of those who did not master were also proficient.

The school's GAIN mastery remained the same at 33 per cent over the 2016 to 2018 period. In the first sitting of the PEP 4 in 2019, 33 per cent of the students were proficient in mathematics. The PEP 4 was not administered in 2020.

The average scores in GSAT mathematics increased for the 2016 to 2018 period. The school's proficiency level in the PEP 6 mathematics increased from 23 per cent to 57 per cent between 2019 and 2020.

In lessons observed, only a few students progress against starting point and during lessons. Most of the students are performing below expected standards across all grade levels. For example, in a Grade 1 lesson, most students could not differentiate between heavier weights even when a scale and a balance were used as a demonstration. However, most students could identify and apply the greater and less than symbols to differentiate weights when asked to do so. Further, in a Grade 3 mathematics lesson on division, some students explained how to divide numbers using regrouping and counters, but few could show  $13/3$  correctly using their counters. Similarly, in a Grade 5 mathematics lesson on common fractions, only a few students could correctly find the equivalent value, such as  $\frac{1}{2} = \frac{2}{4}$  and  $\frac{1}{3} = \frac{3}{9}$ . In addition, in a Grade 4 mathematics lesson on adding improper fractions with equal denominators, many students (9/14) were eager to try and eventually solved the problem  $2\frac{1}{3} + 1\frac{1}{3} = 3\frac{1}{3}$  by using their fraction chart to support their answers. Likewise, in a Grade 6 lesson on perimeter, most of the students made very few gains during the lesson as they could not do simple addition and subtraction to find the length of one side of a hexagon when given the perimeter and the other five sides.

## 5) Students' Personal and Social Understanding and Awareness

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

#### Students' behaviour and attitudes

Most students display commendable behaviour inside the classroom and around the compound. Many are attentive and generally display positive attitudes despite a few pockets of indiscipline evident throughout the school, especially in Grades 4 and 5. Incidents of fighting and verbal altercations occur during lessons, and many students throughout all grades are not sufficiently compliant with the COVID-19 protocols. Many students wear their masks incorrectly or not at all, and a few report for school without masks daily, although all are issued with school-branded masks. Most students relate well with staff and their peers. They are respectful of security personnel who conduct temperature checks and monitor their entry as well as all other staff. Many students follow instructions and interact amicably with their classmates and teachers in lessons. Many students are prepared for in-person lessons with writing books and pencils, but during online lessons, many fail to access learning as electronic devices issued are not maintained.

#### Students' punctuality and attendance

Frequent absences are noted among the general student population in all grades. Very few students consistently attend, with some being out of school for long periods at regular intervals. While absenteeism was exceptionally marked during online learning, face-to-face lessons are also characterised by high absenteeism. There is little school focus on punctuality as class registers do not indicate daily which students arrive after the official start of school. While security

personnel at the main entrance records the arrival time of all students, there is no distinction between students who arrive early and those who are late. The transition time between lessons is smooth due to the COVID-19 protocols.

### **The civic understanding and spiritual awareness of the students**

Students' civic understanding and spiritual awareness are satisfactory. Students receive daily exposure to national symbols that help reinforce their identity as Jamaicans. In particular, the National Anthem's playing and reciting the National Pledge are embedded in the school's day-to-day operations. Lesson topics in subjects such as social studies, HFLE and civics help students appreciate their identity as Jamaicans, Caribbean, and world citizens. For example, in a Grade 5 Social Studies lesson on Caribbean culture through languages, students acquire knowledge of languages spoken in the Caribbean, languages of various ethnic groups and colonisers of each Caribbean country. All students understand that controlling the spread of the COVID-19 virus is the responsibility of everyone, including children. They know that observing the protocols such as wearing masks, sanitising and keeping adequate distance are some ways to help to keep everyone safe. Since the resumption of in-person lessons, students are once more rostered for classroom duties such as removing litter. Still, opportunities for students to develop and display leadership roles in clubs, extracurricular activities, and daily activities such as conducting devotions have still not yet resumed. While staff attempted to continue the spiritual engagement of students during the online lessons, this was very challenging as only a few students logged into devotional activities online and not many read posts submitted by teachers on WhatsApp and in google classrooms. Most students present daily for start-up activities are satisfactorily engaged in devotional activities. They display suitable reverence as they sing songs and choruses and recite prayers learned by heart, scripture passages and the National Pledge.

### **Students' economic awareness and understanding**

Students understand the economic realities produced by the COVID-19 pandemic and its daily implications on people's lives. For example, students know that many persons lost jobs due to the pandemic, for example, in call centres. They know that when jobs are lost, it creates economic hardships, such as the inability to pay bills like electricity, food, and rent. They understand that persons can be "kicked out" of housing and can be left without the utilities necessary for daily life. Moreover, students demonstrate awareness that loss of jobs and general economic hardships can have bad emotional and psychological effects, such as child abuse, for example, when parents take out their frustration on children. Students also understand that crime and violence can increase due to economic hardships as people get desperate and seek any way out of poverty.

### **Students' awareness and understanding of environmental and health issues**

Students understand the importance of keeping their surroundings clean, not just at school but also home. Through their learning in subjects like social studies, HFLE and clubs such as 4H and environmental, they appreciate that littering is not to take place as it results in negative outcomes for individuals and communities. For example, litter produces a stench which makes the surroundings unappealing and unhygienic and can also adversely affect an individual's health. This knowledge does not always translate into clean classroom spaces at school. Some students throw items on the ground that have to be swept by others on duty and detract from the aesthetics and hygiene of the classroom environment throughout the school.

## 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 is adequately staffed based on the school's enrolment, and almost all the academic staff members are trained at the primary or early childhood level and have obtained at least a diploma in education. However, regarding the return of face-to-face instruction, the school presently needs at least one additional teacher to teach at the Grade one level. The teachers are complemented by competent support staff members, including a clerical assistant, two janitors, six watchmen, two kitchen cooks and one tuck shop assistant. The school has provided many opportunities for staff development and offers training to deal with the impact of the COVID-19 pandemic. This included a workshop conducted by the MoEY on manipulating the online modalities.

### **The use of human resources**

All teachers are optimally deployed based on their qualifications, experience and expertise. However, in the absence of a teacher, the staff is not effectively utilised to fill the gap. The support staff provides efficient service and performs their duties well by ensuring a safe, clean, and properly sanitised teaching and learning environment. The online attendance of staff is satisfactory and has improved since face-to-face; however, teachers' punctuality in many instances is generally poor.

### **The quality and quantity of material resources**

The campus is generally clean, well-ventilated classrooms and adequately lit with natural lighting. Most internal walls are clean, but the external walls need painting, and many window panes are missing. However, the leadership is currently in the process of repairing and renovating the premises. The school has adequate gender-appropriate bathrooms, and a well equips the kitchen and wash basins with running water. There is an isolation room to treat matters related to persons showing symptoms of the COVID-19 virus. The school's library is currently not in use. Books are outdated; however, the space is generally well maintained. There is a lack of material resources to include ICT resources to meet the learning needs of the students and teachers adequately. Notably, the school has internet access on the premises. However, routers are needed to amplify the signal for access in all classrooms and other areas on the premises.

### **The use of material resources**

In lessons, only a few teachers make good use of the limited available resources, such as charts, manipulatives, textbooks and computers, as there is a heavy reliance on question and answer, discussion and the use of the chalkboard. The use of the premises is good as sections of the outer walls and stairwells are decorated with pictures of national heroes, mathematic timetables and other information to supplement teaching. Also, posters and signs with information relevant to the COVID-19 pandemic protocols are posted in various school sections.

## 7) Curriculum and Enhancement Programmes

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

#### Curriculum provisions

Teachers use weekly common planning sessions to make decisions to ensure that the curriculum is delivered to meet all students' needs. Teachers meet in clusters of Grades 1 to 3 and Grades 4-6 to examine the modified National Standards Curriculum (NSC) and decide how best to teach core subjects. For example, the first session on the timetable is blocked for literacy daily across all grades. The COVID-19 pandemic has severely impacted the breadth and balance of the curriculum as the modified curriculum focuses on core subjects with few enhancement subjects, such as physical education. Curriculum progression and continuity are reflected in schedules and subject offerings from Infant to Grade 6 as students are exposed to an increasing range of subjects. In Grade 6, preparation for external assessments is built into daily lessons, with subjects such as Mental Ability Practice. In most lessons, however, there is insufficient differentiation to ensure learning by students of all abilities. Most teachers infuse literacy strategies and content in all subject areas. In lessons, they guide students to spell concepts and read aloud information by breaking down words into syllables and generally develop oral language and comprehension skills and knowledge.

#### Enhancement programmes

Extracurricular activities of all kinds are adversely affected by the COVID-19 pandemic, especially by school closure periods. These include extra lessons, intervention programs, field trips and club activities. Currently, most intervention programmes and enrichment activities are not operational. For example, the mathematics club, an intervention strategy teachers employ to assist students struggling with numeracy, has not been active since the school closure in 2020. Only a few clubs, such as 4H and Red Cross attempted to sustain operations online during the pandemic. Uptake for available programs is consistently low overall. Few students attend 4H and Red Cross club meetings online for reasons which include lack of access to devices, inconsistent internet connectivity, inability to afford data, and the lack of effective parental supervision. There is a family care centre at the school where free mathematics and English lessons leading to candidacy in City and Guilds examinations are offered alongside guidance in parenting and counselling for children where requested.

## 8) Student Safety, Security, Health and Wellbeing

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

#### Provisions for safety and security

There are no written policies to guide safety and security matters, but there are procedures to ensure that everyone is safe and secure. The buildings and general compound are relatively safe and equipped to meet appropriate health and safety standards for face-to-face interactions, in keeping with national standards. The compound is clean and completely fenced, and watchmen permanently operate the gate and patrol the compound. Equally, they enforce the established



COVID-19 protocols, such as recording the temperature of all persons entering the compound, and are compliant. Also, safety corners in classrooms are also equipped with sanitary supplies and safety signs to educate students and visitors on COVID-19 protocols, such as proper hand washing. Even though safety drills are suspended, and there is no signage indicating assembly points, students are aware of appropriate responses in emergencies, such as earthquakes. During earthquake awareness month, students recently practised drop, cover and hold techniques. In addition, serviced fire extinguishers are strategically placed in crucial areas like the canteen. Gas cylinder, not encased, is improperly stored, and students are given passes to control their whereabouts while on the premises. Nonetheless, some structural deficiencies present a potential danger to students. For example, classrooms have only one entrance and exit, and students are not well supervised during break and lunch sessions.

### **Provisions for students' health and well-being**

There are well-known procedures and physical and human resources to guide health and well-being, especially during the pandemic. The school promotes healthy lifestyles, and students receive good quality advice, guidance and support. An inclusive guidance programme includes teaching healthy lifestyles in lessons. Further, psychosocial support is provided to keep the mind and body healthy. The family care centre on the campus has the potential to strengthen the guidance programme and provides components, such as parental skills training. However, even though early stimulation directly supports the school, collaboration is ineffective in driving the improvement required by the school. Good hygienic practices are effectively monitored to be COVID-19 compliant in areas such as the canteen, isolation room and bathrooms. Water supply and waste practice management are adequate. Even as most students do not adhere to strict mask-wearing, canteen workers, for example, have up-to-date food handlers' permits, prepare balanced meals and store food in a sterile environment. Likewise, there are clear procedures for handling medical emergencies; in the event of a suspected COVID-19 case, protocols are activated, and the student is placed in an isolation room and relevant persons contacted. Behavioural issues are managed predominantly by the guidance counsellor, using effective strategies that embrace counselling, "Truth Garden", a Resiliency programme and communication with parents. Consequently, most students are respectful and share amicable interactions with teachers. While teachers' class registers indicate when students are absent, punctual students have no clear designation. Nevertheless, security personnel logs students' time of arrival at the gate. The guidance counsellor conducts home visits if students are absent for prolonged periods. A positive Early Bird competition alleviated punctuality difficulties but was postponed during the pandemic. Programmes to cater to the needy students include providing meals and assistance with breakfast, tablets, care packages and school supplies. About 60 students receive assistance through the Programme of Advancement through Health and Education (PATH).

## Recommendations

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

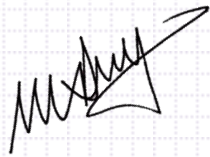
1. The Board should hold the Principal accountable for providing opportunities to strengthen the school's leadership and management team through capacity building, especially in planning and implementation.
2. The SMT should pursue a more inclusive management style that engages middle managers and classroom teachers. Middle managers should also support all initiatives to improve the institution's operation in carrying out its primary mandate.
3. The SMT should:
  - a. ensure that lesson plans are closely monitored and consistently vetted;
  - b. rigorously assess the problems affecting students' performance in mathematics and English in national tests and plan effective programmes to remedy the weaknesses identified;
  - c. facilitate and develop more in-house workshops to help teachers develop creative ways of teaching and differentiating lesson delivery and assessment to address students' different learning styles and ability levels;
  - d. focus attention on improving discipline among those students who display unsatisfactory behaviours;
  - e. ensure that the gas cylinders are appropriately caged for added safety;
  - f. institute a robust document management system and ensure that data is used to drive instruction and intervention in various subject areas; and,
  - g. use various consistent strategies to improve parental support.
4. The teachers should:
  - a. ensure the consistent evaluation of lessons indicating the remedial actions which are required; and,
  - b. ensure that students' inquiry and critical thinking skills are adequately developed during lessons to sufficiently prepare them to apply skills in national assessments.

## Recommendations from the previous inspection report

1. The Principal should lobby the Ministry of Education to effect the outstanding repairs needed at the school. Specifically, the electrical outlets in the classrooms should be repaired to allow for safe and regular use of ICT and other electrical resources in teaching and learning.
2. The school's leadership should:
  - a. improve oversight to ensure the regular submission, relevance and accuracy of documents prepared by teaching staff, including action plans and lesson plans;
  - b. establish and adhere to timeframes for the review and evaluation of school improvement plans, so as to regularly assess the effectiveness of any interventions or strategies implemented;
  - c. create opportunities to garner the views of parents and students pertaining to the performance or needs of the school;
  - d. reinforce administrative documentation practices in order to collect a variety of data to inform decision-making across the school; and,
  - e. provide workshops for the teaching staff to better understand how to assess and use assessment results to plan for students' success.
3. Teachers should adequately reflect on their lesson delivery to enhance their teaching strategies and to improve student learning and outcomes.

## 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	18
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	English	Math	Other
Number of lessons or part lessons observed <b>[Primary]</b>	8	6	4
Number of lessons or part lessons observed <b>[Secondary, either grades 7 – 13 or 7 – 9 in an all-age school]</b>	N/A	N/A	N/A

Number of scheduled interviews completed with members of staff, governing body and parents	7
--	---

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

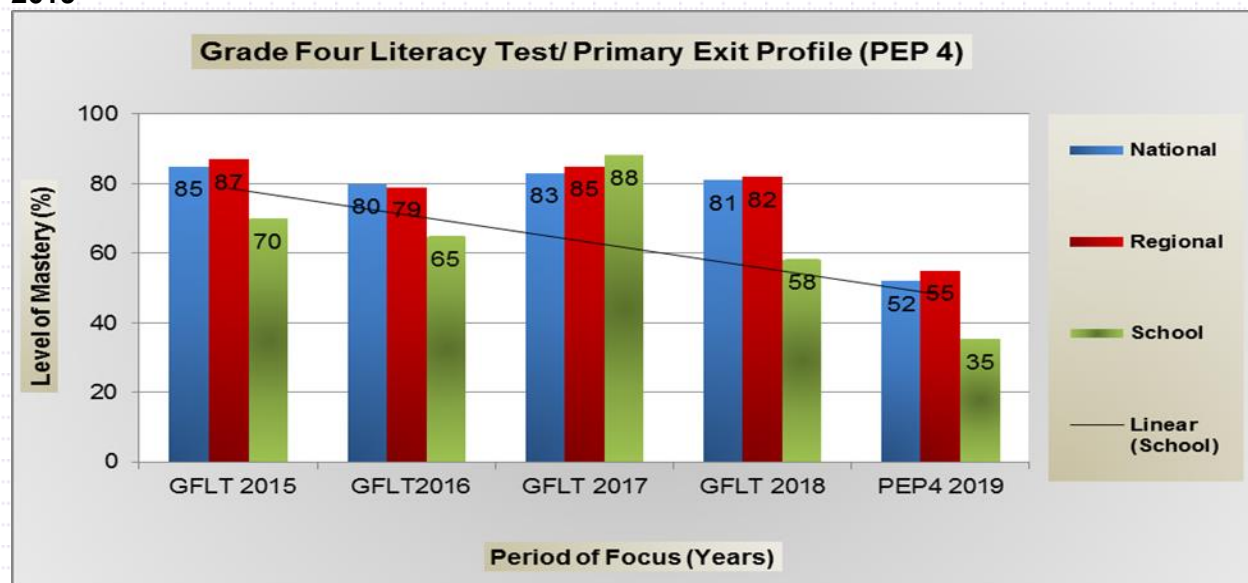
### **8.2 Health and Wellbeing**

- 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**

Boys Town All Age					
Grade Four Literacy Test/ Primary Exit Profile (PEP 4)					
Assessment Year	Candidates		Percentage Mastery/Proficiency*		
	Grade Four Cohort	Sitting	National	Regional	School
2019*	24	34	52	55	35
2018	24	24	81	82	58
2017 (Cohort)	31	17	83	85	88
2016	28	20	80	79	65
2015	35	30	85	87	70

\*As at Census Day (2<sup>nd</sup> Monday in October).

The school's Grade Four Literacy mastery decreased over the 2015 to 2018 period by 12 percentage points. It moved from 70 per cent (21 of 30 students) in 2015 to its lowest point of 58 per cent (14 of 24 students) in 2018. It was highest at 88 per cent (15 of 17 students) in 2017. The school's performance remained below the national mastery in all years, except 2017. The participation rate was lowest in 2017 (55 per cent).

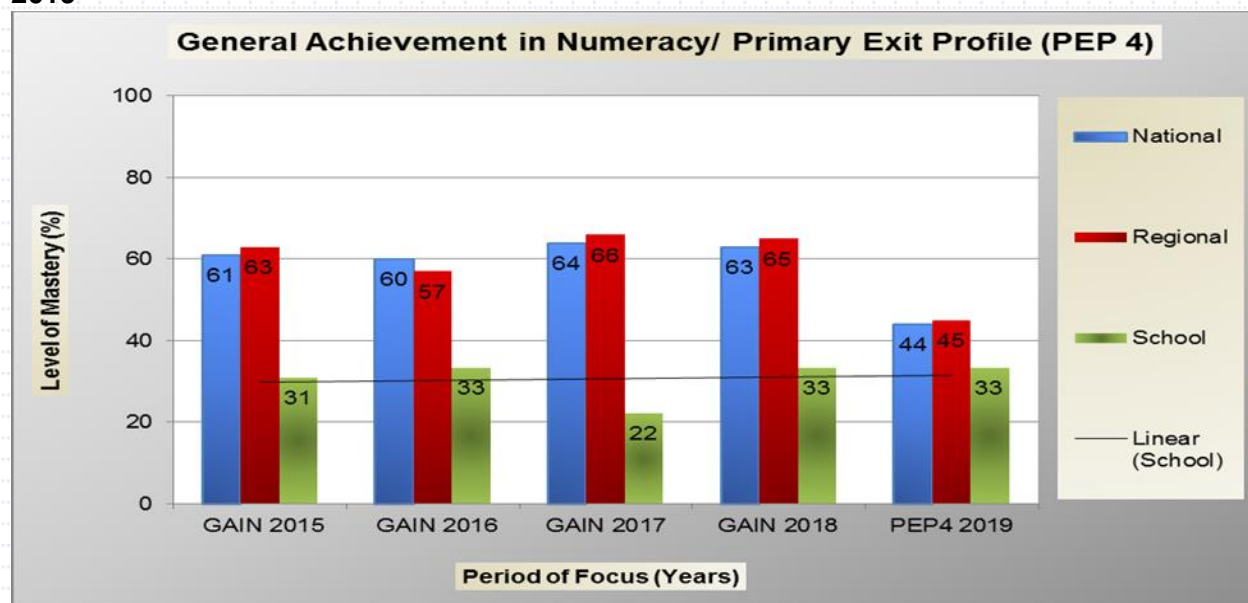
In 2019, 35 per cent (12 of 34) of the students were proficient in PEP 4 language arts. The school performed below the national proficiency in 2019. Although 24 students were in the cohort, 34 students sat the examination.

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

**FINAL**

## STUDENTS' ATTAINMENT

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



\*PEP 4 was not administered in 2020

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

Boys Town All Age					
General Achievement in Numeracy/ Primary Exit Profile (PEP 4)					
Assessment Year	Candidates		Percentage Mastery		
	Grade Four Cohort*	Sitting	National	Regional	School
2019*	24	33	44	45	33
2018	24	24	63	65	33
2017 (Cohort)	31	27	64	66	22
2016	28	21	60	57	33
2015	35	29	61	63	31

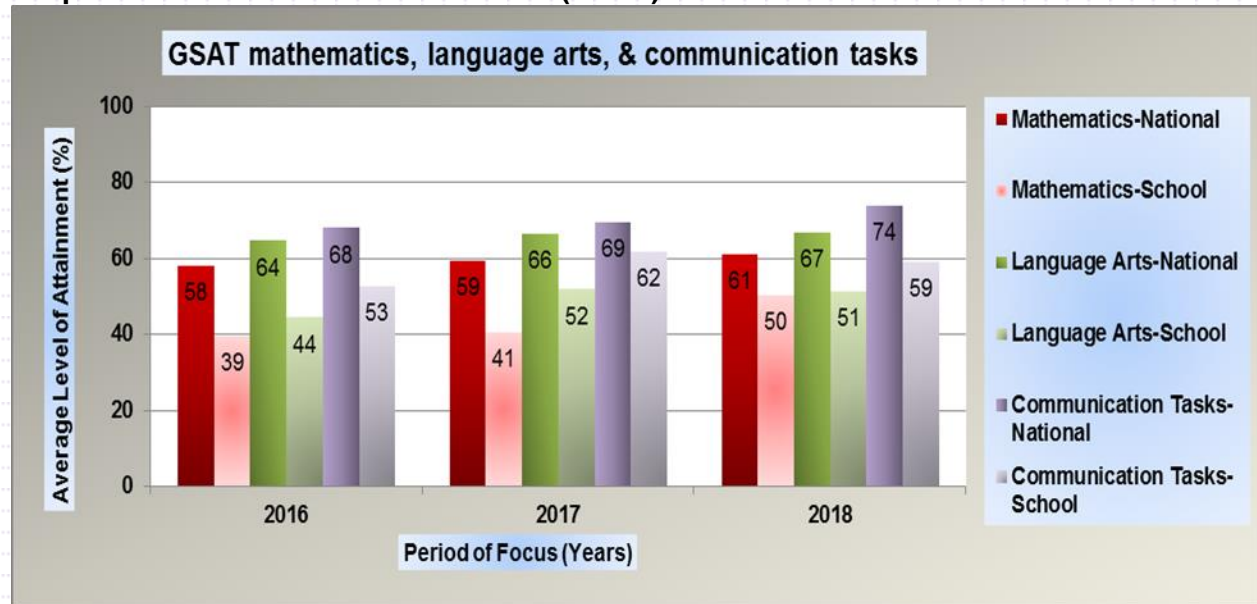
\*As at Census Day (2<sup>nd</sup> Monday in October).

The school's GAIN mastery increased overall over the 2015 to 2018 period by two percentage points. It moved from 31 per cent (nine of 29 students) in 2015, to 33 per cent (eight of 24 students) in 2018. Performance was lowest at 22 per cent (six of 27 students) in 2017, and highest at 33 per cent in 2016 (seven of 21 students) and 2018 (eight of 24 students). The school performed below the national mastery in all years. The participation rate was lowest at 75 per cent in 2016. In 2019, 33 per cent (11 of 33) 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, 33 students sat the examination.

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

## STUDENTS' ATTAINMENT

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



This graph illustrates the average performance of the students at Boys Town All Age 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 over the 2016 to 2018 period.

### School's performance by subjects

The mathematics average increased gradually by 11 percentage points over the 2016 to 2018 period. It moved from its lowest point of 39 per cent in 2016 to peak at 50 per cent in 2018.

The language arts average increased by seven percentage points for the 2016 to 2018 period, moving from its lowest point of 44 per cent to 51 per cent. Performance was highest in 2017 at 52 per cent.

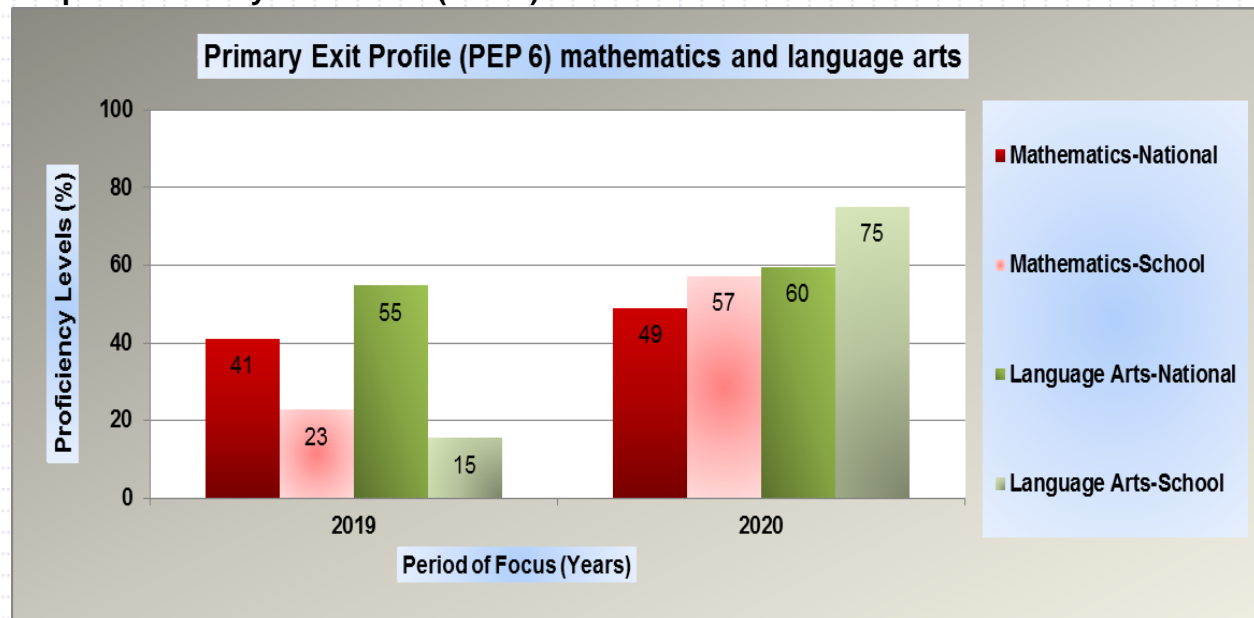
For communication tasks, the average increased by six percentage points over the 2016 to 2018 period. It moved from its lowest level of 53 per cent to 59 per cent. The average was highest at 62 per cent in 2017.

See table 3.



## STUDENTS' ATTAINMENT

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



This graph compares the proficiency levels of the students at Boys Town All Age 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, but was above in 2020.

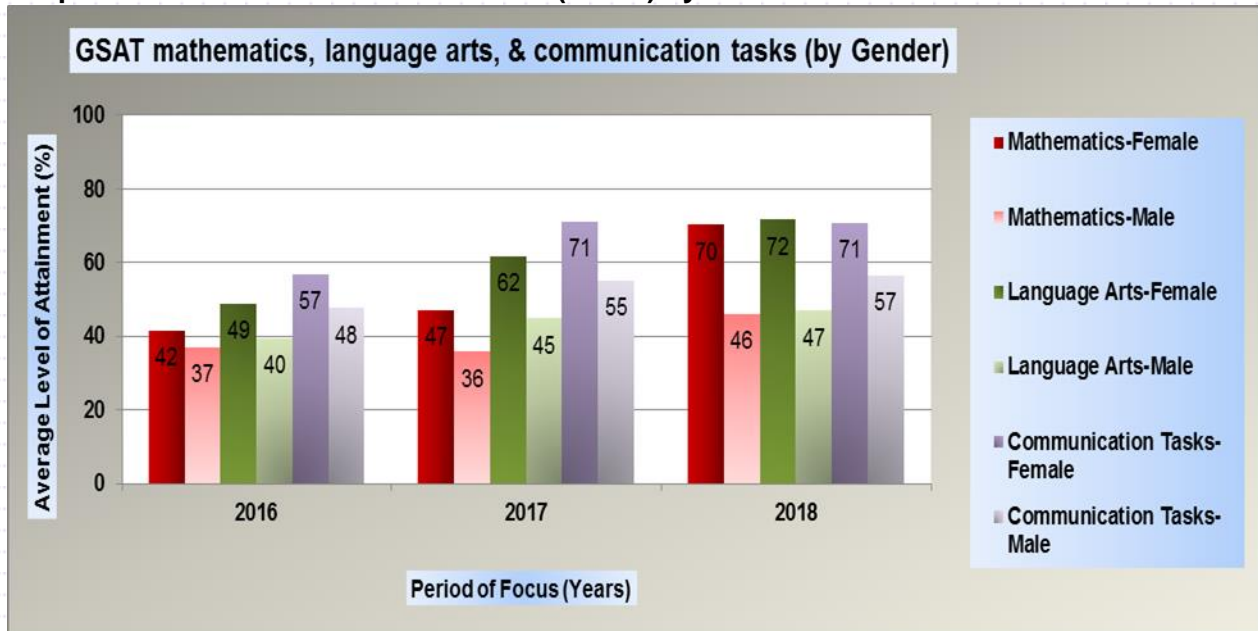
### School's performance by subjects

In 2019, the mathematics proficiency was at 23 per cent and was below the national proficiency by 18 percentage points. In 2020, it was 57 per cent which was eight percentage points above the national.

The language arts proficiency was at 15 per cent in 2019, and was 40 percentage points below the national proficiency. In 2020, the proficiency level was 75 per cent and was above the national proficiency by 15 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 Boys Town All Age in three of the five components of the GSAT over the last 3 years (2016-2018) by gender.

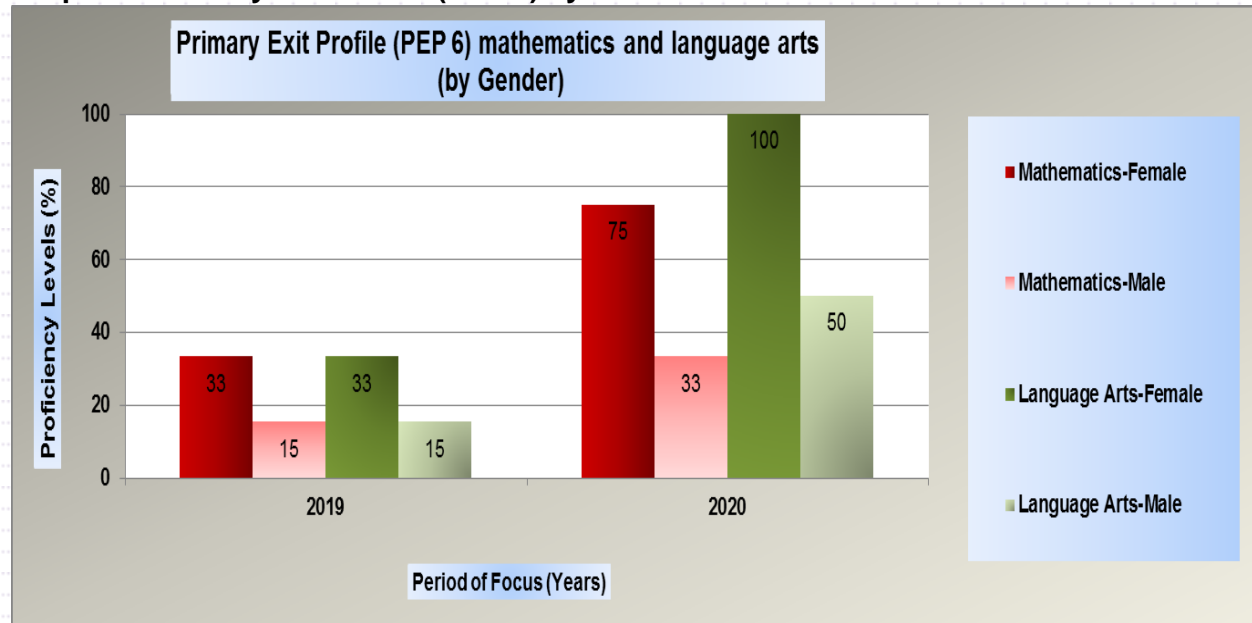
The gender gap looks at the percentage point difference in GSAT averages for boys and girls over the entire period (2016-2018).

Data revealed that the girls performed above the boys in all three subject areas throughout the 2016 to 2018 period. The widest performance gap was observed in language arts in 2018 (25 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 Boys Town All Age 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 in 2019 and 2020, the girls outperformed the boys in both language arts and mathematics. The gap in performance was wider for language arts in 2020 at 50 percentage points.

## STUDENTS' ATTAINMENT

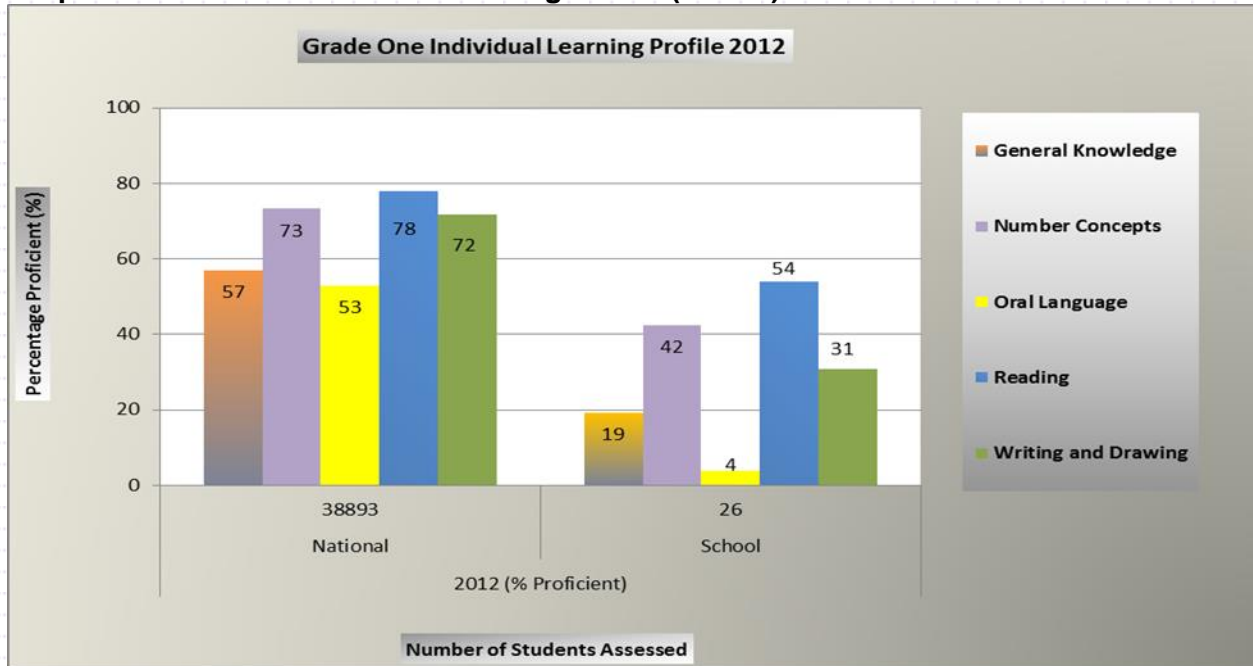
Table 3: Grade Six Achievement Test (GSAT) 2016-2018

Boys Town All Age			
2018 (Cohort data)			
Assessment	Candidates	2018 Averages	
GSAT Mathematics	Sitting	National	School
	12	61	50
	Female	63	70
	Male	59	46
GSAT Language Arts	Sitting	National	School
	12	67	51
	Female	71	72
	Male	62	47
GSAT Communication Tasks	Sitting	National	School
	12	74	59
	Female	77	71
	Male	70	57
2017			
Assessment	Candidates	2017 Averages	
GSAT Mathematics	Sitting	National	School
	27	59	41
	Female	61	47
	Male	57	36
GSAT Language Arts	Sitting	National	School
	27	66	52
	Female	70	62
	Male	62	45
GSAT Communication Tasks	Sitting	National	School
	27	69	62
	Female	73	71
	Male	66	55
2016			
Assessment	Candidates	2016 Averages	
GSAT Mathematics	Sitting	National	School
	23	58	39
	Female	60	42
	Male	55	37
GSAT Language Arts	Sitting	National	School
	23	64	44
	Female	68	49
	Male	60	40
GSAT Communication Tasks	Sitting	National	School
	23	68	53
	Female	71	57
	Male	65	48

## STUDENTS' PROGRESS

### Students' Starting Point

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



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

Grade One Individual Learning Profile		Number of Students Assessed	Percentage of students proficient in each sub-test				
			General Knowledge	Number Concepts	Oral Language	Reading	Writing and Drawing
2012 (Cohort)	National	38893	57	73	53	78	72
	School	26	19	42	4	54	31

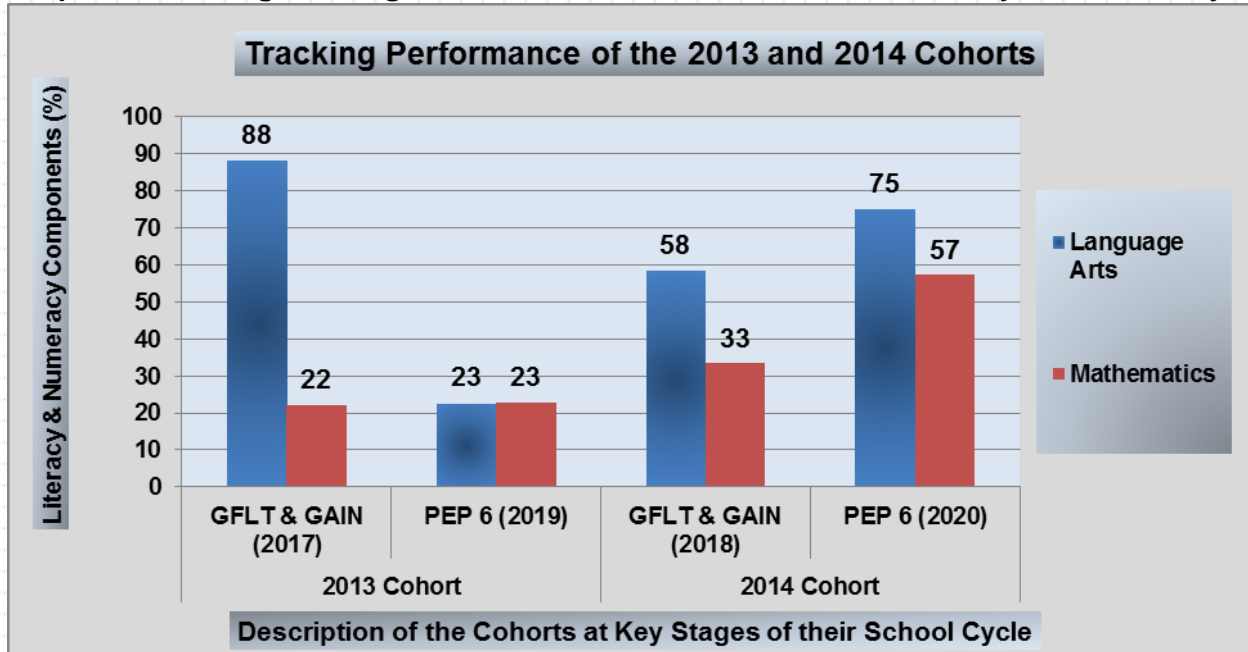
Twenty-six students were assessed at Boys Town All Age in 2012. Their proficiency levels were below the national proficiency levels in all components.

Data revealed that the highest level of proficiency was in reading (14 students). The lowest proficiency level was in oral language (one student).

No data were available for 2014.

## STUDENTS' PROGRESS

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



This graph tracks the performance of the **2013** and **2014 Cohorts** of students in Boys Town All Age. 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 showed signs of progress in language and mathematics between 2018 and 2020.

In 2018, 58 per cent of the students attained mastery in the GFLT. In 2020, 75 per cent were proficient in PEP 6 language arts. In 2018, 33 per cent of the students attained mastery in the GAIN. In 2020, 57 per cent were proficient in PEP 6 mathematics.

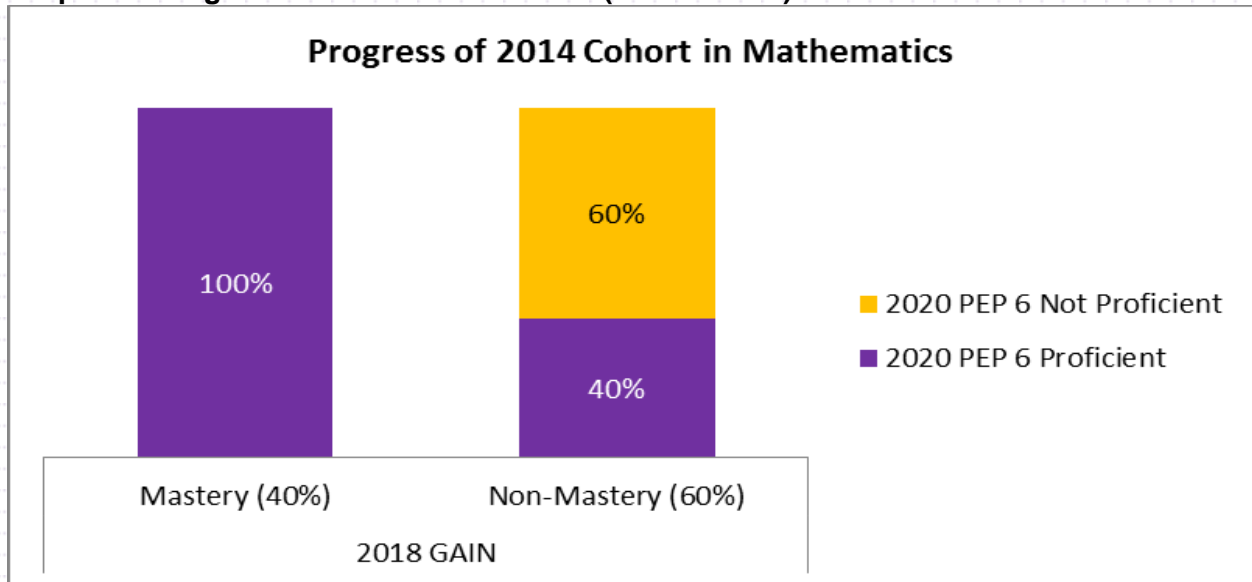
The 2013 cohort did not show signs of progress in language, but showed signs of progress in mathematics over the period under consideration.

In 2017, 88 per cent of the students attained mastery in the GFLT. In 2019, 23 per cent were proficient in PEP 6 language arts. In 2017, 22 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 5b: Progress of Individual Students (2014 Cohort) in Mathematics**



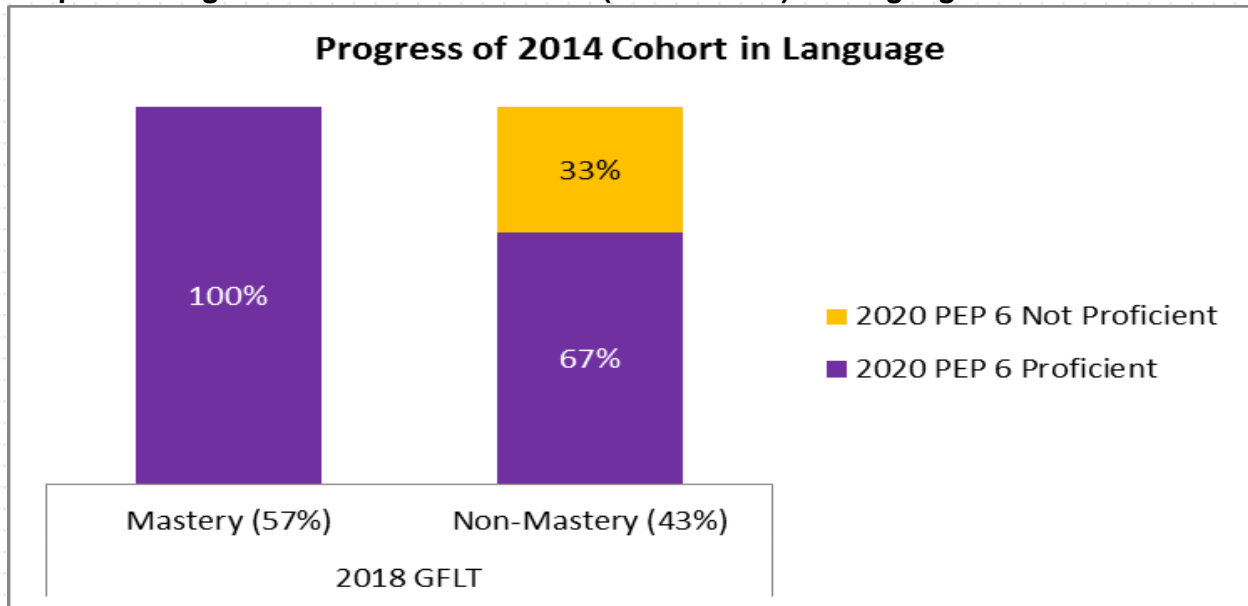
		2018 GAIN			2018 GAIN	
		Mastery (40%)	Non-Mastery (60%)	Total	Mastery (40%)	Non-Mastery (60%)
2020 PEP 6	Proficient	2	2	4	100%	40%
	Not Proficient	0	3	3	0%	60%
	Total	2	5	7		

Some 57 per cent or four of the seven students were proficient in the 2020 PEP 6 mathematics. Further analysis revealed that 100 per cent or the two students who mastered the GAIN in 2018 were among those who were proficient in PEP 6 mathematics in 2020. Forty per cent or two of the five students who did not master the GAIN in 2018 were also deemed to be proficient in PEP 6 mathematics in 2020.

Additionally, 60 per cent or three of the five students who did not master the GAIN in 2018 were also not proficient in the 2020 PEP 6.

## STUDENTS' PROGRESS

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



		2018 GFLT			2018 GFLT	
		Mastery (57%)	Non-Mastery (43%)	Total	Mastery (57%)	Non-Mastery (43%)
2020 PEP 6	Proficient	4	2	6	100%	67%
	Not Proficient	0	1	1	0%	33%
	Total	4	3	7		

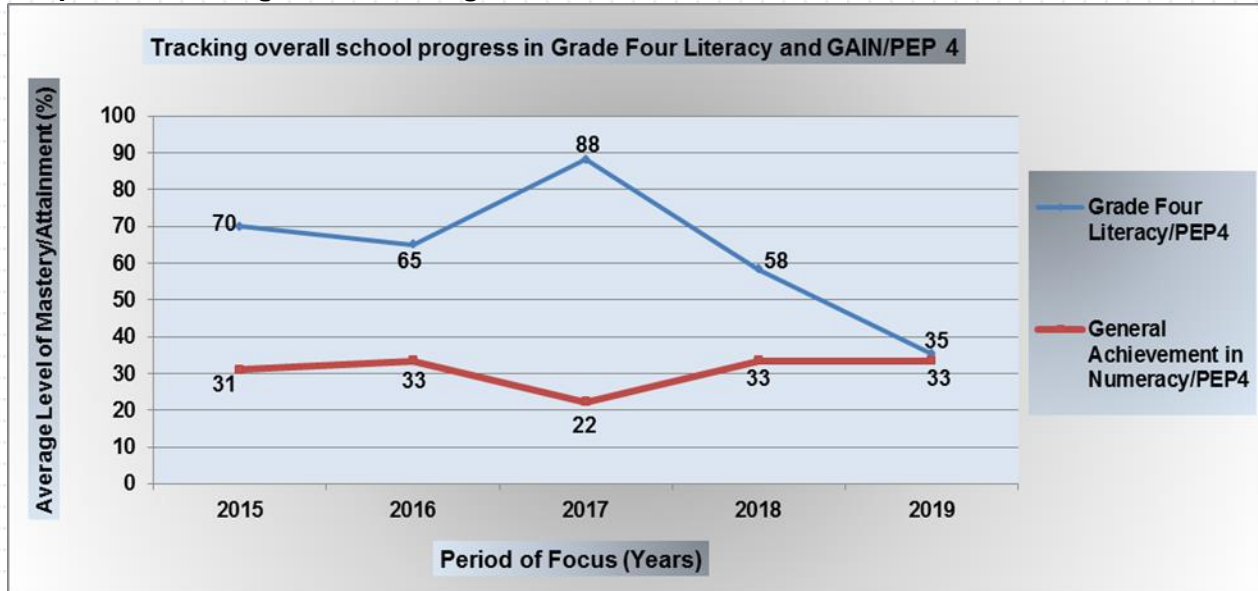
Eighty-six per cent or six of the seven students were proficient in the 2020 PEP 6 language arts. A comparison of their previous performance in the 2018 GFLT revealed that 100 per cent or the four students who previously mastered the GFLT in 2018 were proficient in PEP 6 language arts in 2020. Sixty-seven per cent or two of the three students who did not master the GFLT in 2018 were proficient in PEP 6 language arts in 2020.

The data also revealed that the student who did not master the GFLT was not proficient in the PEP6.



## STUDENTS' PROGRESS

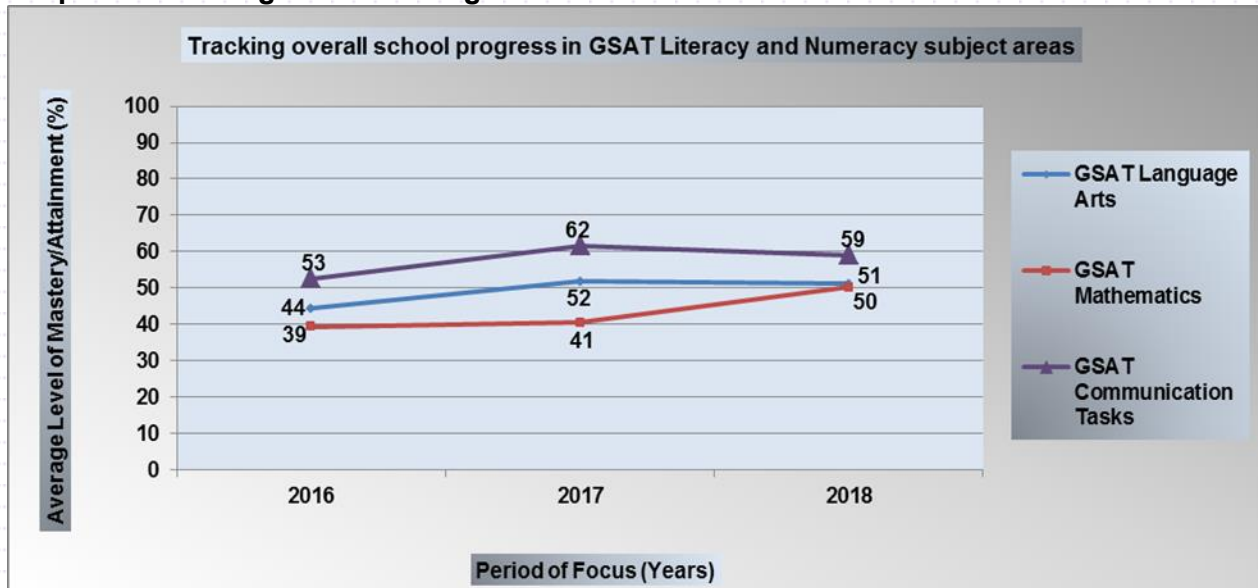
Graph 6a: Tracking School's Progress over time 2015-2019



**Overall, performance in literacy remained above numeracy.**

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

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

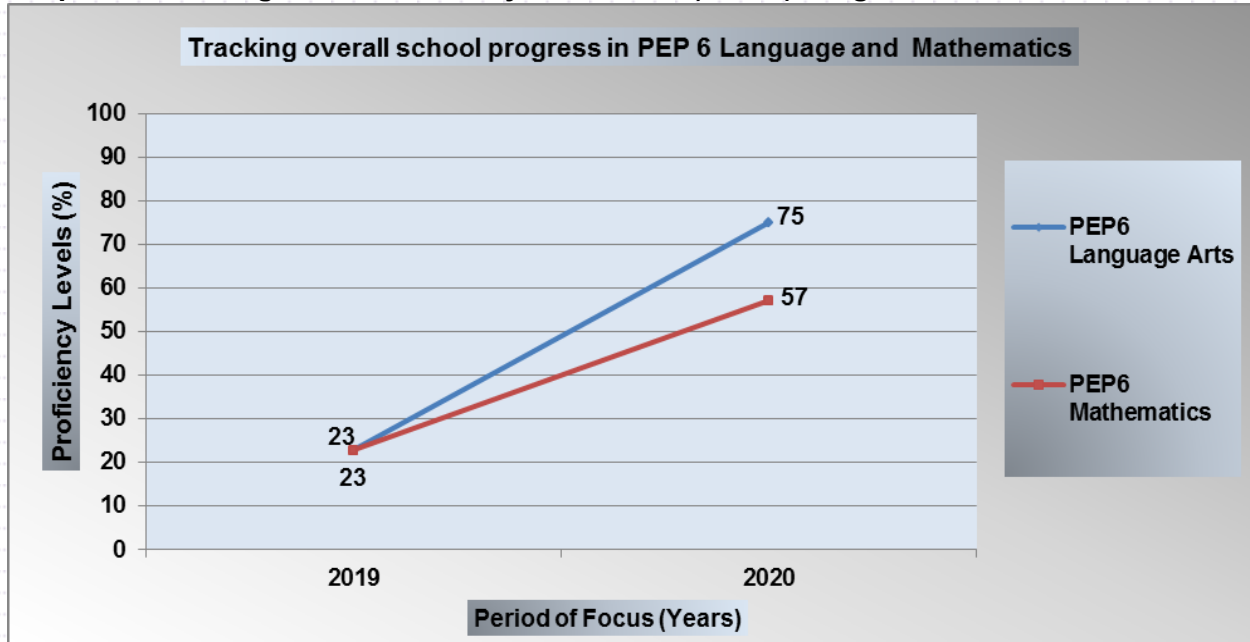


The school's performance in GSAT mathematics and communication tasks increased over the review period. The language arts average also increased by seven percentage points. The GSAT communication tasks average remained the highest average in all years, while mathematics recorded the lowest average throughout.

**FINAL**

## STUDENTS' PROGRESS

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



In the first sitting of PEP 6 in 2019, 23 per cent of the students were proficient in language arts, and 23 per cent were proficient in mathematics. By 2020, the performance in both subjects increased to 75 per cent and 57 per cent, respectively.

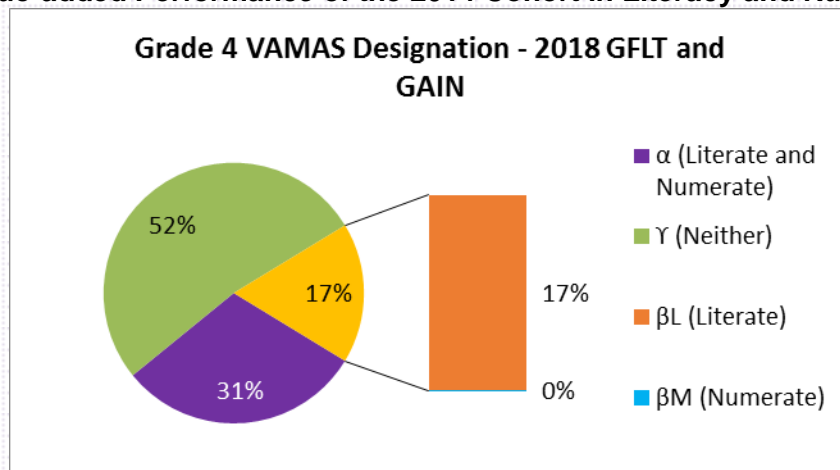
## STUDENTS' PROGRESS – VALUE ADDED MODEL FOR ASSESSING SCHOOLS (VAMAS)

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 ( $\alpha$ )** while those attaining satisfactory performance in either English or mathematics are designated as **Betas ( $\beta$ )** and those with unsatisfactory performance in both subjects are designated as **Gammas ( $\gamma$ )**.

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

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



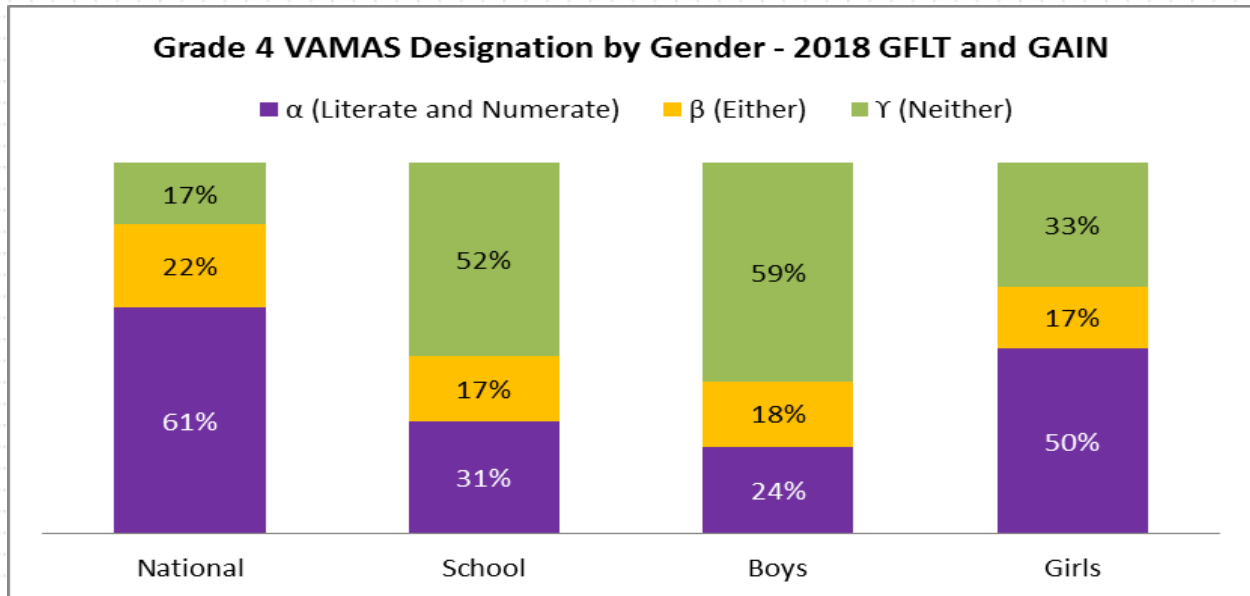
Grade 4 VAMAS Designation	Total	Percent
$\alpha$ (Literate and Numerate)	7	31%
$\beta$ (Either)	4	17%
$\gamma$ (Neither)	12	52%
<b>Total</b>	<b>23</b>	<b>100%</b>

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

Some 31 per cent or seven students were designated as **Alphas** having been certified literate and numerate in the 2018 GFLT and GAIN. This was 30 percentage points below the designation of public school students in 2018. The proportion of **Alphas** was higher among girls than it was among boys.

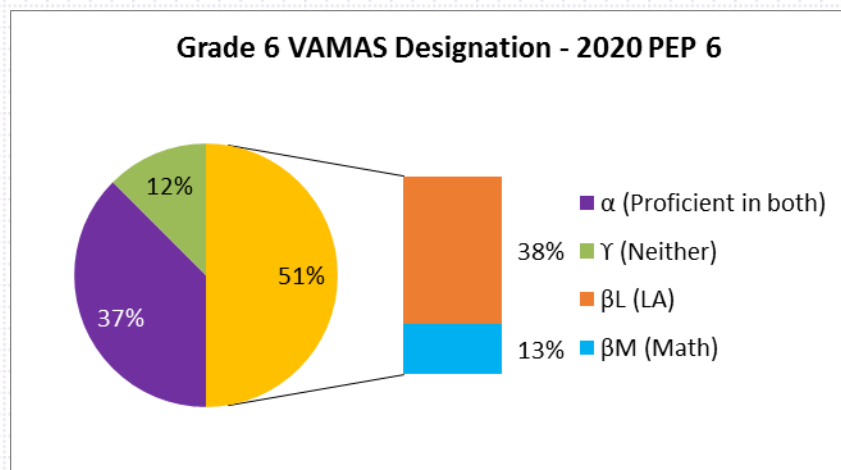
## STUDENTS' PROGRESS – VALUE ADDED MODEL FOR ASSESSING SCHOOLS (VAMAS)

Another 17 per cent, or four 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 boys than girls.



Of concern, were the 52 per cent or 12 **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 7b: Value-added Performance of the 2014 Cohort in Language Arts and Mathematics in 2020**



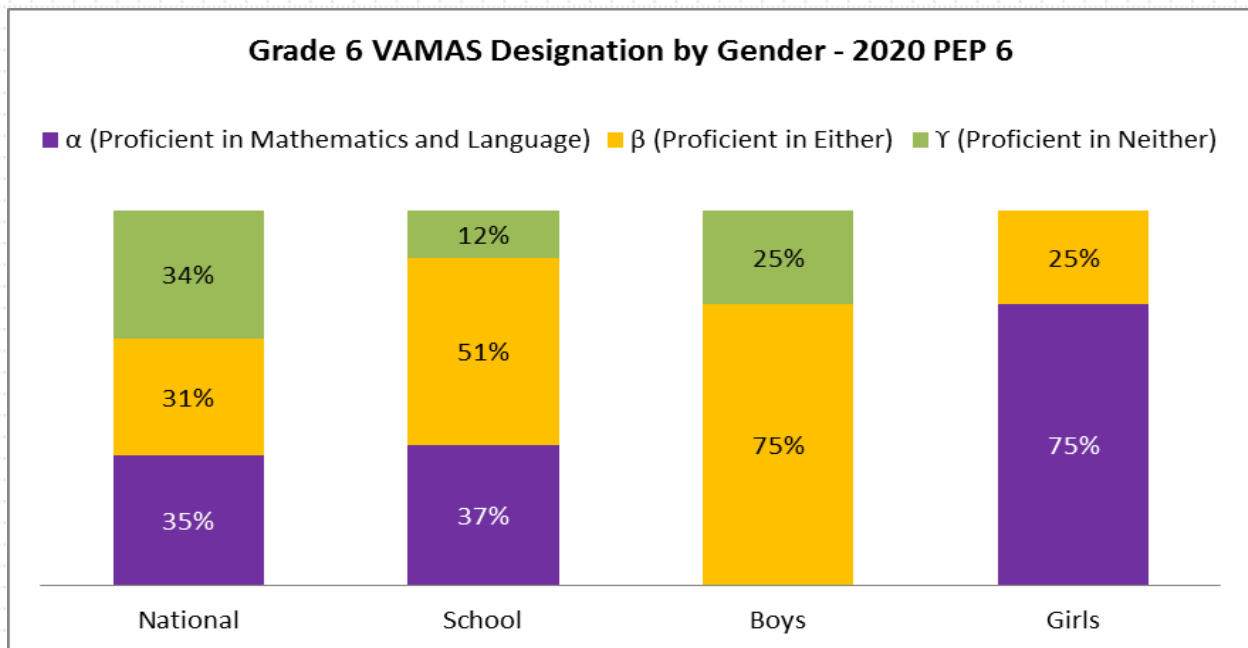
## STUDENTS' PROGRESS – VALUE ADDED MODEL FOR ASSESSING SCHOOLS (VAMAS)

Grade 6 VAMAS Designation	Total	Percent
<b>α (Proficient in Mathematics and Language)</b>	3	37%
<b>β (Proficient in Either)</b>	4	51%
<b>γ (Proficient in Neither)</b>	1	12%
<b>Total</b>	8	100%

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

Some 37 per cent or three students were designated **Alphas** having been deemed proficient in both language arts and mathematics in the 2020 PEP 6. This was two percentage points above the proportion of **Alphas** in public schools. However, a gender comparison revealed that the proportion of **Alphas** was girls only.

Another 51 per cent or four 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.

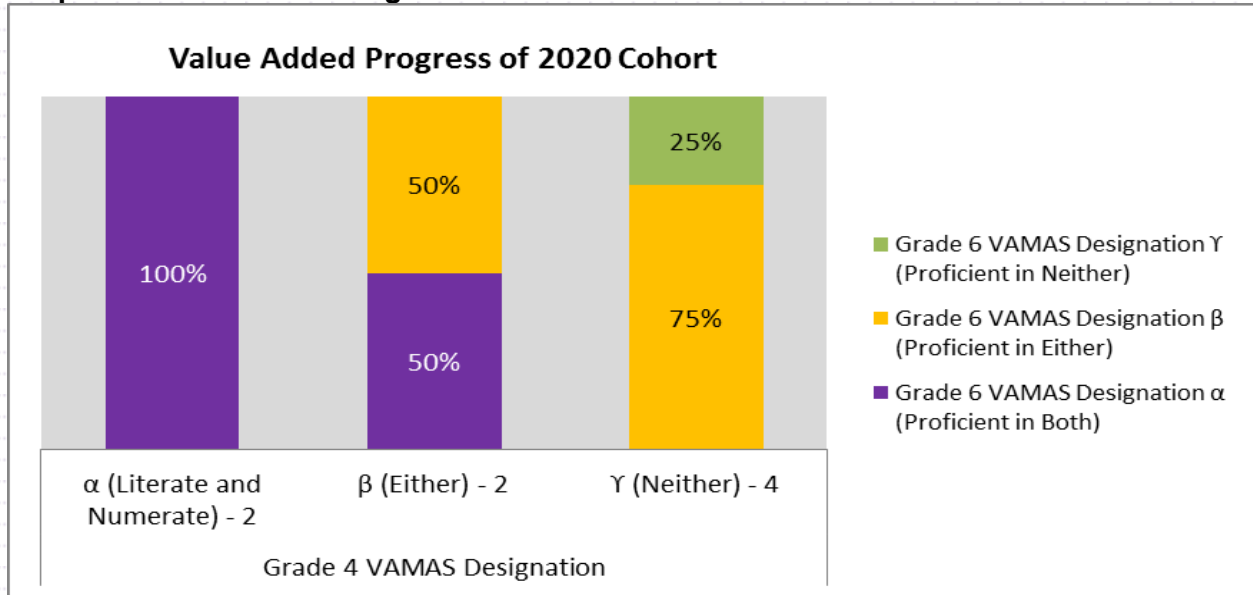


The remaining student, or 12 per cent, was a **Gamma** and was neither proficient in mathematics nor in language arts. This proportion was less than the national concentration of **Gammas**, but was a boy.

## 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. Most students either retained or did better in their VAMAS designation.

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



A value added analysis of the performance of the 2014 cohort revealed that most of the students either retained or did better in their value-added designation between 2018 and 2020. More specifically, 100 per cent of the two students designated as **Alphas** in 2018 retained their **Alpha** status in 2020. None of them fell to a **Beta** or **Gamma**.

		Grade 4 VAMAS Designation						
		α	β	γ	Total	α (Literate and Numerate) - 2	β (Either) - 2	γ (Neither) - 4
Grade 6 VAMAS Designation	α (Proficient in Both)	2	1	0	3	100%	50%	0%
	β (Proficient in Either)	0	1	3	4	0%	50%	75%
	γ (Proficient in Neither)	0	0	1	1	0%	0%	25%
Total		2	2	4	8	100%	100%	100%

Of the two students who were designated as **Betas** in 2018, 50 per cent of them retained their **Beta** status while one student improved to an **Alpha**. None of these **Betas** fell to a **Gamma**.

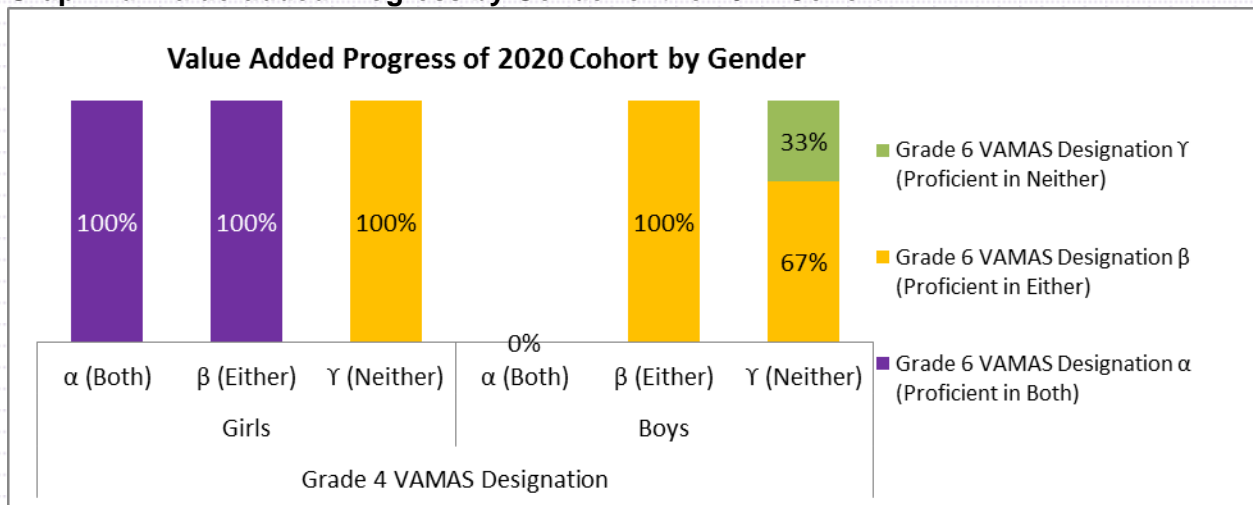
## STUDENTS' PROGRESS – VALUE ADDED MODEL FOR ASSESSING SCHOOLS (VAMAS)

Four students from the 2014 cohort were designated **Gammas** based on their 2018 performance. None of these **Gammas** improved to an **Alpha** while three of them improved to **Betas**.



The remaining student remained a **Gamma** in 2020 and would be at great risk of not being able to fully access secondary level education.

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



A gender comparison revealed that the girls who were **Alphas** in 2018 maintained their **Alpha** status in 2020. The data revealed greater improvement among girls who were designated as **Betas** in 2018, in that, 100 per cent of them improved to **Alphas** in 2020, compared to none of the boys. Furthermore, improvement was also noted in the performance of girls designated as **Gammas** in 2018. All of them improved to **Betas**. In comparison, 67 per cent of the boys designated as **Gammas** improved to **Betas**.

## **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