



BROMLEY PRIMARY SCHOOL

INSPECTION REPORT COVID-19 EDITION

Principal: Mr Caleaf Williams
Board Chair: Mr Neville Condappa



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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 how well students perform or improve as they progress through their schooling and learning. The NEI is also responsible for making 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; and interview members of the school's staff – both online and face-to-face, students individually and in small groups. Inspectors also look at student work samples (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 clarify their roles and responsibilities.

Key Questions

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

1. How effectively is the school led and managed by the Board, the Principal, senior management team, and middle leadership during the COVID-19 pandemic?
2. How effectively does 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 the Addendum to Inspection Framework attached.

Modified Framework

Evaluating the school's effectiveness is predicated on how the variables under the school's control are led and managed under the COVID-19 event. Therefore, the emphasis is now on the adaptability of school leaders to ensure that the provision 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 essential 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 school's work during the pandemic and the number of students they could reach.

Value Added Assessment of Students' Progress

In this round of inspections, the Value Added Model for Assessing Schools (VAMAS) is a component of this inspection report. The fundamental feature of the VAMAS is to analyse individual student performance in both English and mathematics at key points in their learning.

Under the VAMAS, students are assigned designations based on their performance. Students who attain satisfactory performance in mathematics and English are designated **Alphas**. In contrast, those who achieve satisfactory performance in either English or mathematics are designated **Betas**. Those with unsatisfactory performance in both subjects are designated **Gammas**.

VAMAS designations at the primary level are determined based on students' mastery of the Grade Four Literacy Test (GFLT) or General Attainment In Numeracy (GAIN) and their proficiency in the Primary Exit Profile (PEP) language arts and mathematics.

Profile

School's Demographics

Parish:	St. Mary
Region:	2. Port Antonio
Locale:	Rural
Day Structure:	Whole Day
Population Composition:	Co-educational
Size:	Class I
Capacity:	250
Enrolment:	91
Attendance Rate:	87
Active Teachers:	7
Pupil-Teacher Ratio:	16:1
Multi-Grade:	No
Owned By:	Government
Modality (ies):	face-to-face
Average Online Attendance:	N/A
Average Class Attendance Observed:	13

Socio-economic Context

Bromley Primary School was founded in 1948 as an Anglican School. The school is located in the district of Lewis Store in South East St. Mary. It is located approximately nine kilometres East of Highgate and approximately eleven kilometres west of Annotto Bay. The community falls within the lower socio-economic stratum of society. Few professionals and many skilled persons who are unemployed, under-employed or self-employed live in the community. Some community members earn a living mainly from small businesses or depend on remittances, while many of the older members and a few younger persons farm cash crops on a subsistence basis. The school has 45 students who are beneficiaries of the Programme of Advancement Through Health and Education (PATH).

Internet penetration and support for learning modalities

Though the school has internet access, coverage is limited to some areas of the property and does not extend to the classrooms. Additionally, broadband quality often fluctuates, resulting in weak Wi-Fi signals in the wider community. Most parents access the internet using cell phone data to create a hotspot, so their children can access lessons online. Consequently, the teachers and Principal do house-to-house visits to distribute printed material, while some students are provided with data to access online lessons. The school has limited ICT resources, as there are no computers for the children.

Executive Summary

Leadership and management

The school's leadership provides staff members with a clear sense of direction and institutes measures and policies that improve performance and collaborative practices. In like manner, the self-evaluation and improvement planning practices are sufficiently robust to address the institution's needs. Further, the Board is active in the life of the school and spearheads measures that drive accountability and oversight. Likewise, some parents are active in the school, and a few individuals and organisations provide some needed support.

Online teaching in support of learning

Most teachers are knowledgeable about their subjects and actively engage the students in lessons using questions and answers. However, the recording of assessment scores is not consistently done, and the engagement of students by teachers in discovery teaching practices is weak.

Students' performance in English and mathematics from 2016 to 2020

Except for 2019, the school's average performance in English and mathematics national examinations was consistently below the national averages.

Students' progress in English and mathematics

Only some students make adequate progress against their starting points at the school and in observed lessons. The application of the Value-Added Model for Assessing Schools (VAMAS) to the results of the 19 students who sat the Grade 6 Assessment (PEP 6) in 2020 shows that four of them progressed sufficiently from their Grade 4 assessments (GAIN/GFLT) to achieve proficiency in both English and mathematics in the PEP 6. Likewise, many students make acceptable progress in mathematics and English lessons.

Students' personal and social understandings and awareness

Most students display friendly attitudes towards their peers and have the right attitude to benefit from their lessons. Likewise, many are punctual in their lessons, with an attendance rate above the minimum requirement. In addition, most students have sufficient awareness of their civic responsibilities and spiritual awareness and an awareness and understanding of Jamaica's economic situation. Most are also aware of the pandemic's impact on people's lives both locally and globally.

The availability and use of human and material resources

The school has sufficient human resources to execute daily activities. However, the ratio of staff to students is below the minimum requirement. Physical resources are also adequate. Teachers use the available resources in lessons and substitute their resources in situations where the school is deficient.

Provisions for the curriculum and enhancement programmes

The school has an active curriculum implementation team (CIT) that makes appropriate adaptations to the curriculum to meet the needs of the students. Additionally, the school implements necessary intervention programmes to help the students improve their literacy and numeracy levels. Likewise, the school reintroduces extracurricular activities that continue to provide exposure for the students.

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

The school has adequate measures to address the security needs of stakeholders; teaching staff who are rostered daily to monitor students while on the property further bolsters these. The school also has enough provisions to address students' developmental and psychosocial needs.

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

- Spacious and well-ventilated classrooms
- Strong participation of students in lesson activities
- Reasonable provisions for safety and security
- Comprehensive psychosocial and guidance programme
- Students have an in-depth knowledge of the COVID-19 measures
- Most students settle down quickly for lessons

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 guides the team to develop measures that effectively address provisions for the reopening of school during the pandemic and has instituted some necessary interventions to improve student outcomes. The leadership team actively motivates the staff to buy into the vision of creating a learner-centred institution. To this end, they skilfully engage the staff members in collaborative activities such as having the teachers share their ICT skills to improve their overall competence levels on the online learning platform. Additionally, the school strongly focuses on improving students' outcomes to regain the community's confidence. Consequently, the leadership implements targeted intervention programmes in literacy and numeracy to increase students' capacity. Additionally, the leadership has teachers assign work to students absent from school to ensure they remain engaged at home. Likewise, the leadership team is diligent in maintaining accountability measures to ensure that teachers perform at a high standard. The Principal regularly schedules class visits and provides the teachers with feedback to improve their competence. Appraisal of all teachers who display a deficit in their instructional capacity is also conducted. The identified deficits are addressed during common planning and professional development sessions. Further, many teachers submit their lesson plans regularly, and the leadership vets them and provides commentary for improvement. The leadership team also requires that teachers give progress reports on students based on assessments and request comments on possible measures for further improvement.

Self-evaluation and school improvement planning

The school has a rigorous School Self Evaluation (SSE) and improvement planning system. The leadership holds regular meetings with staff members to monitor the implementation of plans, such as the impact of the intervention programmes. In addition, the leadership includes a wide variety of stakeholders in the SSE process, including the staff, parents and Board members. Also, the school has considered the recommendations from the last NEI report to identify the main priorities for improvement, namely the lack of progress among students, lesson planning and the strengthening of the academic staff to improve instructional practice. Consequently, the school has a well-developed School Improvement Plan (SIP) that aligns seamlessly with the priorities of the Ministry of Education and appropriately tackles the institution's weaknesses. In like manner, all the teachers have detailed action plans that address issues such as numeracy, literacy, weekly evaluation of students' progress, and the implementation of the School-Wide Positive Behaviour Intervention and Support (SWPBIS) framework to manage the negative attitude of students. Moreover, the school successfully implements some of its plans. Notably, all the COVID-19 provisions are in place to facilitate the resumption of face-to-face classes and the establishment of several policies to formalise processes. Notwithstanding, the leadership is new, and the institution was without a SIP for the previous planning period.

Governance

The school has a properly constituted Board with a wide variety of expertise, including educators, an economist and a farmer, who place a strong emphasis on the continued development of the institution. In addition, the Board takes active steps to monitor the stewardship of the school's leadership by hosting frequent meetings to provide oversight and instigate and track the implementation of plans in the school. Also, the Board takes a comprehensive report from the Principal on the school's activities, such as the findings from the audit of the financial controller, the steps taken to resolve issues identified and the effectiveness of measures to improve the quality of pedagogy. Likewise, the Board has an in-depth knowledge of the school and its operation through meetings held with the staff members to address their concerns and seek their input in creating policies that conform to the Ministry of Education and Youth's (MoEY's) guidelines.

Relationship with parents and the local community

The school has established several reliable means of communicating with its stakeholders. The school maintains effective communication through a WhatsApp group chat, circulars and parent consultation meetings to address student performance and their conformation to the school rules. The school also hosts regular PTA meetings, supported by some parents, via the zoom platform and in the physical space since its reopening. During PTA meetings, the Principal reports on the status of the school and projects. Some parents are active in the school; they assist with prize giving, and volunteer in activities such as fundraising, and some have donated materials such as paint for the classrooms and a printer. The parents also make useful suggestions to the school leadership to improve student outcomes, such as the need for extra lessons. Similarly, the school benefits from a few benefactors, such as the member of parliament, who distributed tablets and care packages to students. The Past Students Association donated books and stationery, and Forever Green Grocery gave food vouchers to the school.

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

Most teachers have a respectable grasp of the subjects they teach, evidenced by the accuracy of information shared with the students. For example, In a Grade 6 maths class, the teacher accurately explained how to find the surface area of cuboids. Most teachers also demonstrate that they know how best to teach their subjects and inspire students to learn. For example, the teacher repeatedly demonstrated in a Grade 2 mathematics lesson to ensure students understood the concept. On the other hand, despite the attempts made by teachers to engage the students in reflective activities during lessons, most teachers do not reflect on their teaching strategies to analyse their effectiveness. Likewise, when students fail to give the desired responses during lessons, the teachers do not revisit their methodologies and select the best to enable students to participate and learn.

Teaching methods

Many teachers utilise effective strategies to engage the students in the learning experience. The teachers facilitate this process by developing content-rich lesson plans utilising the 5E instructional methodology to guide lesson delivery. Similarly, many teachers use various teaching strategies to deliver lessons; they explain and demonstrate concepts using several examples for reinforcement and facilitate small group collaboration. This was seen in the Grade 5 mathematics lesson, where students worked to create lines of symmetry on paper. In the Grade 2 mathematics lesson, the teacher used storytelling to introduce the lesson, eliciting students' interest in the lesson using games, and teamwork facilitated collaboration. Likewise, many teachers manage time effectively so students can complete the class activity before the session ends. Additionally, some teachers make lessons interactive through questioning and discussion. They create a non-threatening classroom environment, so students boldly respond to questions and participate in discussions. For instance, in a Grade 3 language arts class, the student spoke freely about police officers after the teacher shared a poem with them. In all lessons, the teachers use appropriate resources to enhance their lessons. This was the case in a Grade 6 class during which the teacher used the projector to project cuboids and solids to reflect on their edges, faces and vertices; in a Grade 4 maths class, the map, a grid and a chart were used to enhance delivery.

Students' assessment

In all lessons, the teachers use assessment activities to gauge student learning. Most teachers assess students' competency by revising content previously taught, questioning students to determine their level of understanding, and providing a culminating activity at the end of a lesson. In addition, the school has a detailed assessment policy that encourages the use of ICT to encourage students' participation in lessons. Assessment activities include portfolios, quizzes, projects and tests to assess student learning. However, there is inconsistency in the recording of assessment data across the school, as the mark books of some teachers reflect the end-of-semester grades only while some reflect classwork in addition to unit tests done during the term. Likewise, there is no reflection of the 40/60 principle of assessment stipulated by the Ministry of Education. Similarly, while the teachers implement the necessary assessment during lessons, they often do not make the necessary adjustments in strategy to accommodate the students learning needs. Notwithstanding, most teachers provide feedback to students to help them determine their progress during the lesson. For example, in a Grade 4 maths lesson, the teacher walked around, checked students' work and provided feedback. In addition, the teacher corrected the work in the books of many students and offered adequate feedback to guide their learning.

Student learning

In most lessons, many students are highly motivated to learn as they listen attentively, respond to questions, and participate in class activities. For example, in a Grade 2 class, the students actively participated in team activities as they learnt the concept of past tense. In a Grade 3 language arts class, the students actively participated in a discussion about police officers as they learnt rhyming words and how to write poems. However, outside of responding enthusiastically to questions posed by the teacher, only in a few lessons do students actively contribute to the learning experience by engaging in research or applying their new knowledge to real-life situations. Likewise, there is only some evidence of collaboration or critical thinking in a few lessons. One of the most notable examples was the attempt by a student in a Grade 2

integrated studies lesson to explain that we should tell the truth because when we lie, and people find out, they will not believe us when we say the truth.

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 English remains relatively low compared to the national averages over the review period. Performance in the GFLT and PEP 4 language arts, the GSAT language arts and communication tasks, and PEP 6 language arts did not meet expectations.

At the Grade 4 level, the school's GFLT mastery did not exceed the national average throughout the period. It rose from 68 per cent in 2016 to 83 per cent in 2018, the highest for the period. Similarly, the school's PEP 4 language arts proficiency exceeded the national proficiency in 2019, at 62 per cent mastery. Overall, the participation rate was lowest at 87 per cent in 2017.

At the Grade 6 level, the average score in GSAT language arts increased by 15 percentage points for the period under review but was below the national average in 2016 and 2017. In communication tasks, the average increased from 61 per cent to 73 per cent but was below the national averages in 2016 and 2018. In PEP 6 language arts, the proficiency was below the national proficiency in 2019 and 2020 at 31 and 47 per cent, respectively. An examination of the performance by gender revealed that the girls outperformed the boys in English and communication tasks between 2016 and 2018 and PEP 6 language arts in 2019 and 2020.

Students' performance in mathematics

The school's mathematics performance has been consistently lower than the national average, except for PEP 4 in 2019. Consequently, the school's performance in the GAIN, GSAT, and PEP 6 mathematics did not meet expectations.

At the Grade 4 level, performance in the GAIN was below the national average in all years of the review period. It increased from 54 per cent in 2016 to 59 per cent in 2018, the highest for the period. The school's proficiency in PEP 4 mathematics was above the national proficiency in 2019 at 77 per cent. The participation rate was lowest in 2017 at 87 per cent.

At the Grade 6 level, the school's GSAT mathematics average increased by 18 percentage points overall, moving from 45 per cent in 2016 to 63 per cent in 2018. It was below the national average in 2016 and 2017. The PEP 6 mathematics proficiency was below the national proficiency in 2019 by 28 percentage points and 17 percentage points in 2020. An examination of the performance by gender revealed that the boys performed below the girls from 2016 to 2018 for GSAT mathematics, while the girls were below in 2019 for PEP 6 mathematics.

4) Students' Academic Progress

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

Value-added assessment of students' progress

Overall, evaluating the 2020 cohort using the VAMAS model reveals that the students made inadequate progress against expected proficiency standards in mathematics and English. The value-added comparison in the table below shows that in 2020, four traceable students performed at the Alpha level (attaining proficiency in English and mathematics), although 11 were previously designated Alphas in their Grade 4 assessments. Additionally, of the seven students performing at the Beta level (attaining proficiency in either English or mathematics), five were previously designated Alphas and one Beta in their Grade 4 assessments. Further, four of the eight students performing at the Gamma level (neither proficient in English nor mathematics) were previously designated Beta and two as Alpha in the Grade 4 assessment. The other two were designated Gammas.

Table 1: Tracking of individual traceable students from the 2020 PEP 6 Cohort using the VAMAS

		NEI VAMAS Designation 2018 (GFLT/GAIN)			
		Alpha	Beta	Gamma	Total
NEI VAMAS Designation 2020 (PEP 6)	Alpha	4	0	0	4
	Beta	5	1	1	7
	Gamma	2	4	2	8
	Total	11	5	3	19

Students' progress in English

Only some students make adequate progress in English compared to their starting points at the school. For example, in 2018, 83 per cent of the students sitting the GFLT attained mastery. By 2020, 47 per cent of students in the PEP 6 language arts were proficient.

In assessing individual student progress in English, nine of the 19 traceable students were proficient in the 2020 PEP 6 language arts. A comparison of their performance in the GFLT revealed that 56 per cent or nine of the 16 students who previously mastered the GFLT in 2018 were proficient in PEP 6 language arts in 2020. None of the students who did not master the GFLT in 2018 was proficient in PEP 6 language arts in 2020.

Many students make adequate progress during English lessons. For example, in a Grade 3 language arts lesson, most students could accurately identify rhyming words in a poem and generate rhyming words to create their poems; however, some students struggled to complete assigned tasks accurately. Likewise, in a Grade 2 language arts lesson, many students could accurately state the actions done by their peers in the past tense. Similarly, in a Grade 6 language arts lesson, most students could write sentences using reflexive nouns like myself and ourselves. For example, students wrote, let us do it by ourselves. The students could also classify the reflexive nouns as singular and plural. However, only a few students in the Grade 4 language arts lesson grasped the basic summarisation skills; most could not select the main ideas or paraphrase the story in a shortened form and in their own words.

Students' progress in mathematics

Only a few students make adequate progress in mathematics compared to their starting points at the school. For example, in 2018, 59 per cent of the students sitting the GAIN attained mastery, and by 2020, 32 per cent were proficient in PEP 6 mathematics.

Six of the 19 traceable students were proficient in the 2020 PEP 6 mathematics in assessing individual student progress in mathematics. Further analysis revealed four of the 11 students who mastered the GAIN in 2018 were proficient in the 2020 PEP 6. Additionally, two students who did not master the GAIN in 2018 were proficient in the 2020 PEP 6.

Many students make adequate progress in mathematics at various grade levels. In Grades 1 to 3, most students acquired the basic computational skills for their age and stage. Many were proficient in explaining simple addition and multiplication processes, knowing that the result is a larger number. They could also demonstrate grouping and write the corresponding number of sentences. Many students in the higher grades listen well and can gather information to solve problems. The Grade 5 students, for example, readily identified lines of symmetry in real life and explained or created symmetrical lines on paper. However, in the lower grades, many students do not make the preferred progress because they do not behave and listen well; they are noisy, continually distracted, and play around in class. Nonetheless, some students across the grade levels consistently present accurate, well-organised work and acquire the skills they need to transition to the next level. In Grade 4, for example, there is evidence that students could add hours and minutes and find the LCM or HCF of numbers. Also, in Grade 2, many could identify odd or even numbers and make addition using the number line. Many students seem well organised since they present work for all subjects.

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?

The students' behaviours and attitudes

Many students have the right attitude that will propel them to learn well; they are disciplined and attentive, participate well in lessons by responding to questions and complete given activities. On the other hand, some students are noisy and disruptive, defying authority and not giving any attention to the lesson. Nonetheless, most are friendly with their peers and respectful to teachers; however, a few display maladaptive conduct that negates their ability to participate effectively in the classroom.

Punctuality and attendance

Most students are punctual each day and transition from devotion to lessons promptly. On the other hand, there are instances where lessons do not start on time because students take a long while to settle down or have to wait on the teacher's arrival. Notwithstanding, the student's attendance rate of 87 per cent fulfils the minimum requirement of the education ministry.

The civic understanding and spiritual awareness of the students

Most students are sufficiently aware of their civic responsibilities as citizens of Jamaica. They can clearly explain the things that distinguish them as a nation. For example, they identified the ethnic groups, our tenacity as a people, outstanding athletes, singers and musicians as distinctive attributes of Jamaicans. Similarly, all students are candid about the negative attributes that detract from being a united community, such as gang activities and crime and violence. The students play an active part in school life and can name the leadership roles and responsibilities they have at school. They serve as house leaders, lead devotional exercises, take minutes at club meetings and supervise their class without the teacher.

Students' economic awareness and understanding

Most students know Jamaica's economic conditions and explain that the government raises money to run the country through taxes they collect from businesses. They, however, have limited knowledge of the General Consumption Tax (GCT) paid by most people. Some students understand the impact of the pandemic on the economy, which include job loss and the closure of businesses. Many do not think Jamaica is progressing well as a nation because there is too much conflict and violence, and the people do not follow the protocols to prevent the spread of COVID-19.

Students' awareness and understanding of environmental and health issues

All students are secure in their knowledge of the pandemic and confidently share its effects on the Jamaican people and economy. They know that many persons have died from the virus and readily name the protocols they must follow to keep themselves safe. They are also acutely aware of some national and global environmental problems. They cite the improper disposal of garbage in rivers and gullies, deforestation and air pollution from burning garbage as activities that degrade the wider environment. Similarly, most can identify relevant solutions to the problems and elaborate clearly on how they help keep their environment clean, such as sweeping the classrooms and disposing of garbage in the bins.

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 adequate staff members to deliver the curriculum. The school has an academic staff complement of six teachers resulting in a teacher-to-student ratio of 1:15, which is less than the stipulated ratio of 1:25. Similarly, the school has sufficient support staff members to include four watchmen, a janitor and a cook. The school provides numerous opportunities for the staff members to improve their competence at internal and external professional development sessions informed by the needs assessment conducted by the guidance counsellor and the Principal. For example, the school hosted a training session to improve teachers' skills and competence in preparing lesson plans using the 5E instructional model and using virtual manipulatives to enhance lesson delivery in mathematics. Both internal and external resource persons regularly support teachers in common planning sessions by

generating ideas and sharing teaching strategies to improve lesson delivery. The teachers also receive social and personal development training and implement the SWPBIS and the Return to Happiness (RTH) programme.

The use of human resources

Although most teachers attend school regularly, many are frequently late for school in the mornings; for instance, a few teachers were late up to 11 times during one term. Nonetheless, the support staff members are effectively used to support school operations; four watchmen work alternate shifts, one janitor keeps the environment clean, and one cook prepares meals for the students and members of staff. The school has retained the three heart trainees and one school support officer since the school reopened for face-to-face classes in January to assist with safety and security matters during school hours and monitor the observance of the COVID-19 protocols on the compound.

The quality and quantity of material resources

The school premises are adequate for the number of students enrolled, and the facilities are appropriate for effective teaching and learning. All the classrooms are in appropriate condition, and most display a print-rich environment, furnished with sufficient and age-appropriate furniture that is mostly in decent condition. In addition, the school makes provisions for students with mobility challenges by installing ramps to access most places in the school. There are also adequate bathroom facilities to accommodate the students who require its use. However, the ramp leading to the ground floor of the building is without a guide rail, and there is a crack in one section of the roof near the stairwells, which leaks whenever it rains heavily, making the corridor dangerous to traverse. Furthermore, the school operates with limited instructional resources to enhance curriculum delivery. The institution has only one projector and one printer to serve the entire school population, and teachers have to utilise personal laptops and tablets to conduct school business. The school encourages students to take their devices to school. Although sufficient textbooks are available for the lower school, textbooks for the upper school are woefully inadequate.

The use of material resources

The school effectively uses the plant and surroundings to highlight pertinent information that supports learning. They post information regarding the COVID-19 pandemic on the walls to remind stakeholders of the protocols. The school also has an isolation room to accommodate stakeholders who show flu-like symptoms. In addition, the school has educational murals that display national heroes and symbols to reinforce Jamaican culture. The school also posts signs at strategic points in the schoolyard to remind students of appropriate behaviour on the compound. Although the school has limited ICT resources to enhance lessons, many teachers use a single projector regularly in their lessons. However, in many instances, the use of resources is not sufficiently effective. In some cases where the teachers use the projector, there is little interaction with the information, or they mainly use it for display purposes. Also, many teachers do not use the whiteboard to appropriately record the lesson's topic, the objectives, students' responses, or the lesson's main points.

7) Curriculum and Enhancement Programmes

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

Curriculum provisions

An active Curriculum Implementation Team (CIT) at the school provides the relevant support and supervision for teachers to ensure the effective delivery of the curriculum. The teachers also effectively adapt the curriculum in common planning sessions to meet the needs of the students. Furthermore, the school has special intervention plans and after-school reading sessions to reduce the learning gaps created by the COVID-19 pandemic. Further, during online learning, the school distributed printed material and collected completed assignments from students without internet access. The school has also implemented the primary specialist model, where teachers deliver specialised subjects according to their strengths at different grade levels. Further, the school makes sufficient provisions for the breadth and balance of the curriculum. Students are provided with exposure to six hours of language arts and six hours of mathematics per week; this exceeds the minimum requirements. The school also allocates adequate time to other subjects, such as integrated studies in the lower grades, while the upper grades receive science and social studies. However, despite the reduced time allocated for aesthetics across all grade levels, the school provides allotments on the timetable for psychosocial sessions, special intervention sessions and club meetings to address the needs of students. Moreover, there is adequate coverage and continuity in curriculum delivery. In Grade 2, for instance, all the strands in numbers and some in geometry were completed. Likewise, in a few lessons, the teachers appropriately used cross-curricular linkages to help students understand the interrelatedness of disciplines. This was a feature in a few lessons, such as the Grade 4 mathematics lesson, during which the teacher demonstrated how to find location on a grid and then helped students transfer knowledge to finding places on a map.

Enhancement programmes

The school offers many extracurricular activities to improve students' personal and social needs. Clubs such as brownies, literacy, math, 4H and culture have been appropriately re-activated and scheduled on the timetable to ensure the participation of students. The school also participates in several competitions to provide needed exposure for students. It has achieved second place in a literacy competition this year and fourth place in a COVID-19 Jingle competition. In addition to formal sessions with groups of students on possible career paths, the school hosts a career day to help students develop their resolve for a career path. Moreover, some parents and community members help with club meetings in agriculture, home economics, and literacy.

8) Student Safety, Security, Health and Wellbeing

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

Provisions for safety and security

The school has sufficient provisions to ensure students' and stakeholders' safety. A secure perimeter fence and a night watchman are stationed at the gate to control access. Similarly, the school has HEART trainees who provide security during school hours and restrict the ability of students to leave the premises without permission once they enter. The security monitor also maintains a log of visitors to the school, noting the time and purpose of visits and notifying school personnel before anyone is allowed to enter. The school also maintains close supervision of students while at play by designating a teacher daily to monitor and maintain the safety of the students. Fire and earthquake drills have been held at the start of the year as scheduled, with the assistance of the Fire Brigade officers. Likewise, the school has labelled assembly points, and all students and staff know the evacuation routes in the event of a disaster. Additionally, the school has strategically placed fire extinguishers in the office, staff room, canteen and library, with recent service dates. For the most part, the building is in an acceptable state of repair; however, a leak on the grade 4 block floods the corridor when it rains. There is a critical incidence and disaster plan, which designates a response team and their responsibilities.

Provisions for students' health and well-being

The school has sufficient provisions to cater to students' health and well-being. All measures are in place to restrict the proliferation of the COVID-19 disease, and students receive adequate sensitisation on the COVID-19 protocols. A hot, nutritious meal is served daily at the canteen, and all 45 PATH beneficiaries enjoy this at no cost. The school has no planned activities to encourage a healthy lifestyle; however, a psychosocial plan is in place, with support from the Principal and the guidance counsellor, which offers preventive, interventive, and supportive components for vulnerable and at-risk students. However, the school does support sessions to build teachers' morale and motivate students as they adjust to face-to-face learning. The school also has a comprehensive disciplinary policy that guides the students and outlines sanctions such as detention or suspension for unacceptable behaviours. Moreover, the teachers and students share a mutually respectful relationship that makes students comfortable discussing matters that affect them. Further, the teachers maintain vigilance over students' attendance at school, and they often call to check on absent students and report them to the guidance counsellor who makes home visits. However, the school has a few students who are generally late for the start of school as they travel long distances. Nonetheless, the school maintains a welfare fund where staff members raise funds to help needy students. The school also receives needed assistance from an overseas donor who provides phone credit to assist students so they can access online learning.

Recommendations

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

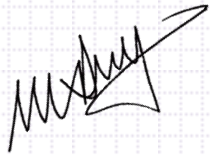
1. The Principal should:
 - a. guide the implementation of more targeted intervention programmes to address the weak performance of students in national examinations
 - b. review the assessment policy to ensure the allotment of scores conforms to the requirement of the Ministry of Education;
 - c. ensure that there is consistency in the teachers' record of assessment in the mark books; and
 - d. implement measures to improve students' punctuality.
2. The teachers should:
 - a. evaluate their lessons regularly to reflect on self, student learning, the effectiveness of strategies and use of resources;
 - b. plan more student-centred lessons in which students contribute to their learning through research and critical thinking activities;
 - c. have students interact more meaningfully with the resources used in the lessons; and
 - d. include more cross-curricular linkages in lessons.
3. The Board should collaborate with the Ministry of Education and encourage stakeholder support to prepare the playfield so the school can use it.

Recommendations from the previous inspection report

1. The National Council on Education (NCE) should intervene to ensure that all Board members are finalised for inclusion on the Board of governors.
2. The Principal should prioritise the supervision of lesson planning to ensure lessons are more student-centred.
3. The Principal and teachers should implement a structured numeracy intervention programme that will arrest the weaknesses displayed by students at an early stage.
4. Teachers should vary instructional and assessment strategies to cater to the needs of all learners.

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 receiving 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]	04	06	01
Number of lessons or part lessons observed [Secondary, either grades 7 – 13 or 7 – 9 in an all-age school]	N/A	N/A	N/A

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

Appendix 2 – Addendum to Inspection Framework

1) School Leadership and Management

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

1.1 School-based leadership and management

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

Inspector will evaluate:

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

1.2 Self-evaluation and improvement planning

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

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

1.3 Governance

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

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

1.4 Relations with parents and the local community

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

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

2) Teaching Support for Learning

How effectively does the teaching support the students' learning?

What can we learn from online lesson observations?

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

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

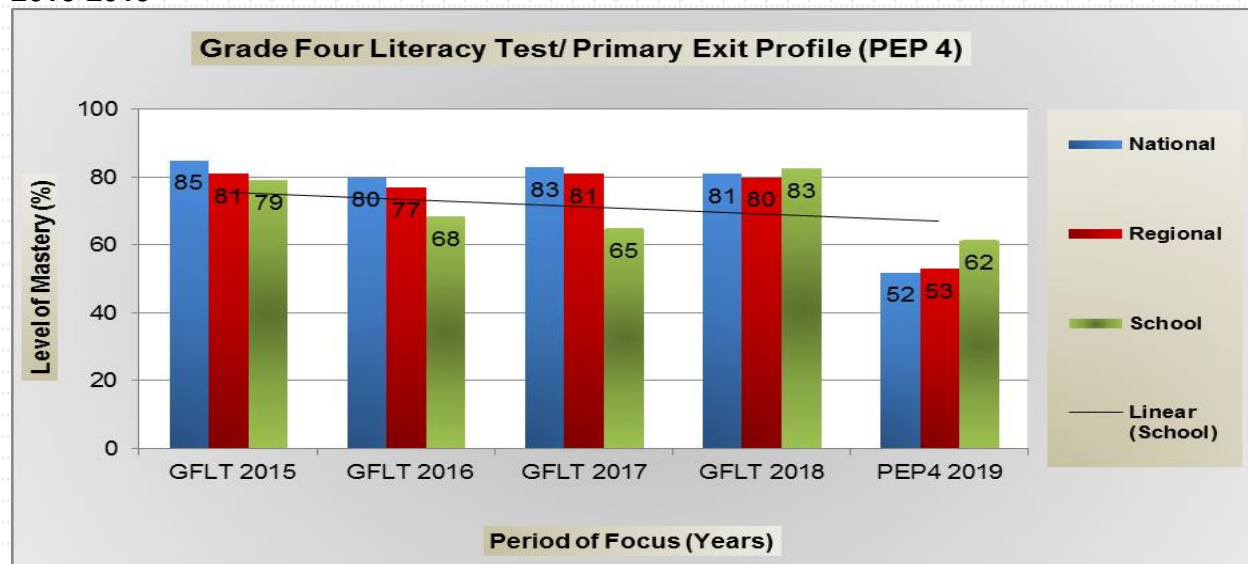
8.2 Health and Wellbeing

- 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

Bromley Primary					
Grade Four Literacy Test/ Primary Exit Profile (PEP 4)					
Assessment Year	Candidates		Percentage Mastery/Proficiency*		
	Grade Four Cohort	Sitting	National	Regional	School
2019*	12	13	52	53	62
2018	12	23	81	80	83
2017 (Cohort)	23	20	83	81	65
2016	21	19	80	77	68
2015	24	24	85	81	79

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

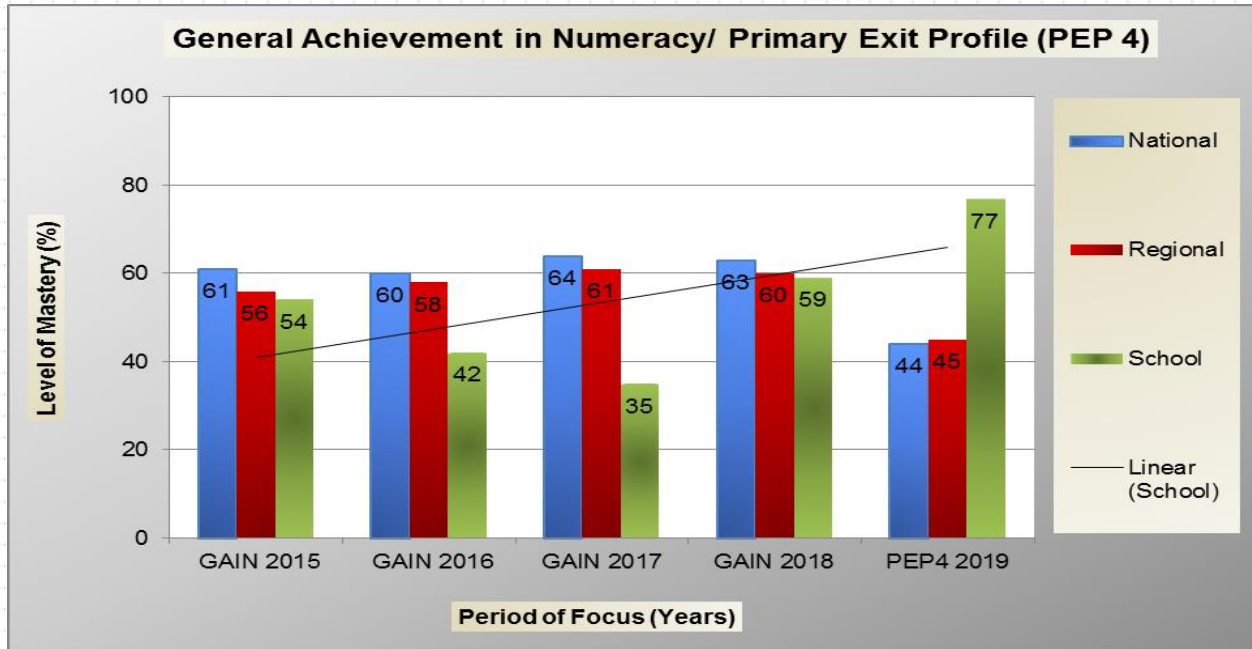
The school's Grade Four Literacy mastery increased over the 2015 to 2018 period by four percentage points. It moved from 79 per cent (19 of 24 students) in 2015 to peak at 83 per cent (19 of 23 students) in 2018. It was lowest at 65 per cent (13 of 20 students) in 2017. The school's performance remained below the national mastery in all years, except 2018. The participation rate was lowest in 2017 (87 per cent).

In 2019, 62 per cent (eight of 13) of the students were proficient in PEP 4 language arts. The school performed above the national proficiency in 2019. Although 12 students were in the cohort, 13 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).

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

Bromley Primary					
General Achievement in Numeracy/ Primary Exit Profile (PEP 4)					
Assessment Year	Candidates		Percentage Mastery		
	Grade Four Cohort*	Sitting	National	Regional	School
2019*	12	13	44	45	77
2018	12	22	63	60	59
2017 (Cohort)	23	20	64	61	35
2016	21	19	60	58	42
2015	24	24	61	56	54

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

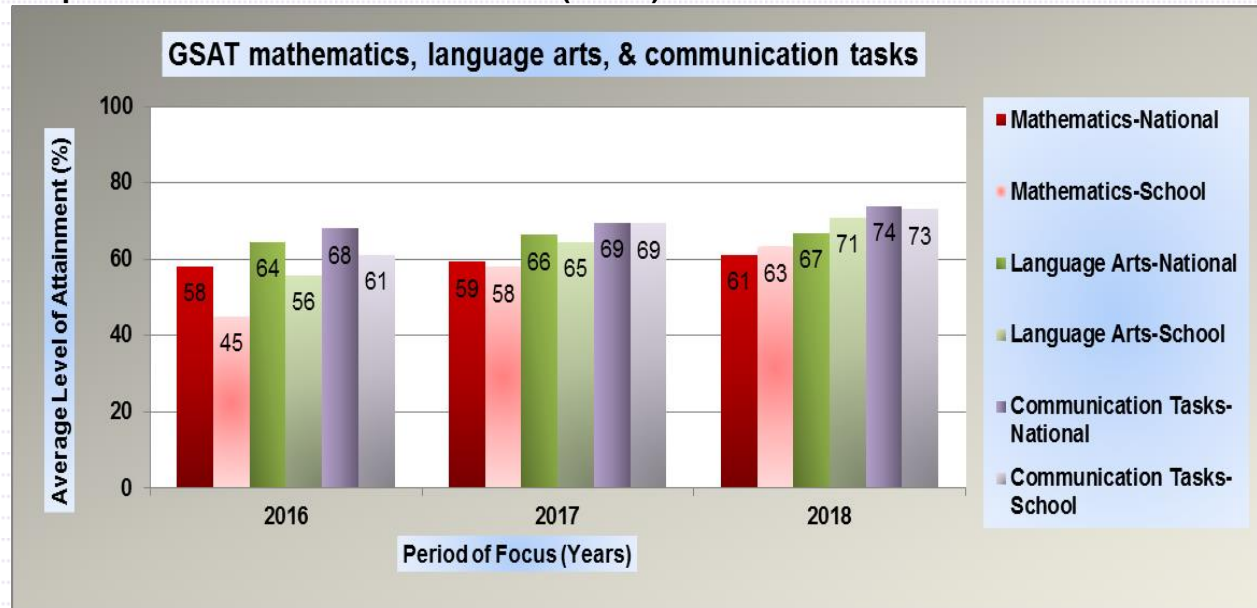
The school's GAIN mastery increased overall over the 2015 to 2018 period by five percentage points. It moved from 54 per cent (13 of 24 students) to peak at 59 per cent (13 of 22 students). The school performed below the national mastery in all years. The participation rate was lowest at 87 per cent in 2017.

In 2019, 77 per cent (ten of 13) of the students were proficient in PEP 4 mathematics. The school performed above the national proficiency in 2019. Although 12 students were in the cohort, 13 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 Bromley 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 over the 2016 to 2018 period, with the exception of communication tasks in 2017, and mathematics and language arts in 2018.

School’s performance by subjects

The mathematics average increased from 45 per cent in 2016 to 63 per cent in 2018.

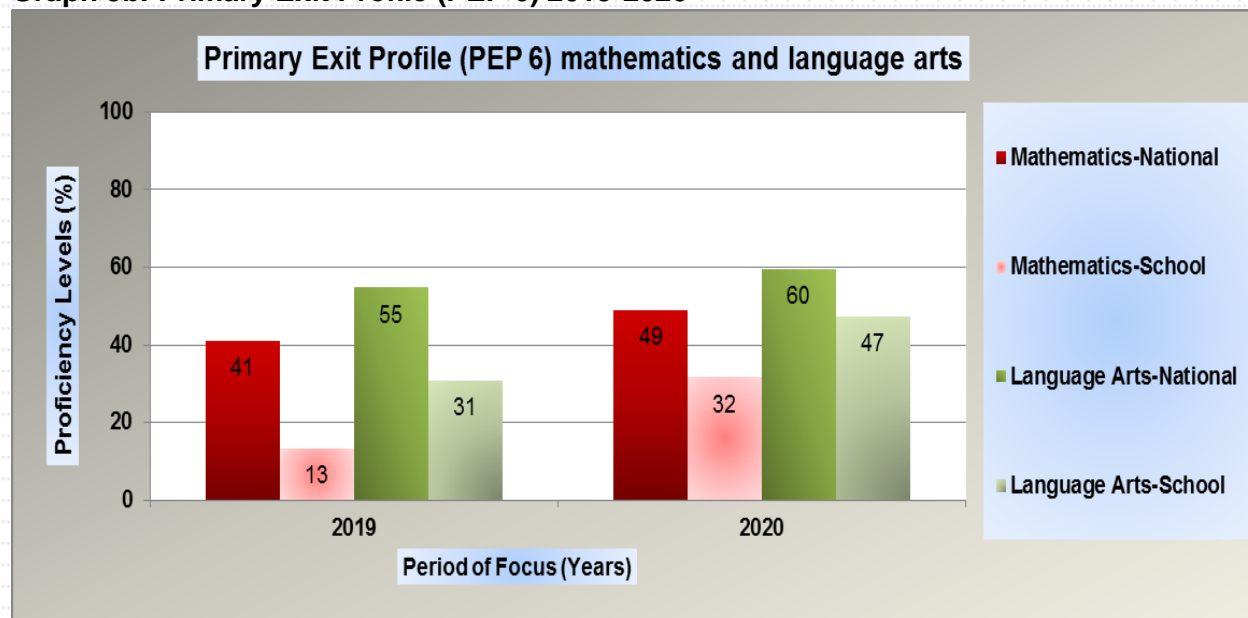
The language arts average increased by 15 percentage points for the 2016 to 2018 period, moving from its lowest level of 56 per cent to its highest level of 71 per cent.

For communication tasks, the average increased gradually by 12 percentage points over the 2016 to 2018 period. It rose from 61 per cent to its highest level of 73 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 Bromley 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.

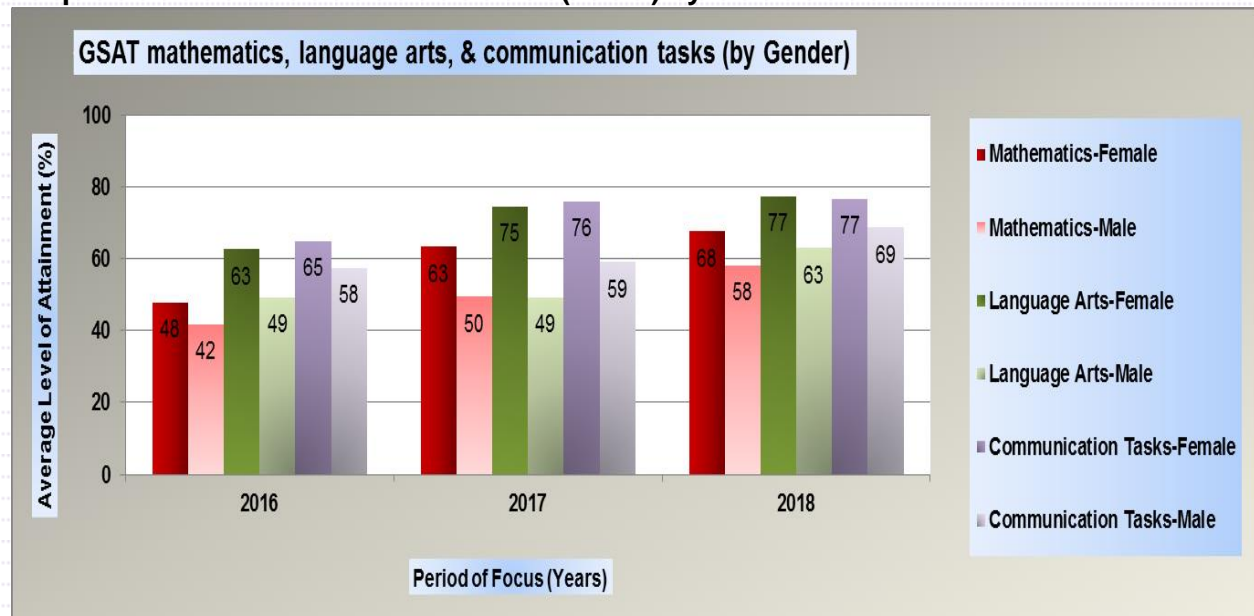
School's performance by subjects

In 2019, the mathematics proficiency was at 13 per cent and was below the national proficiency by 28 percentage points. In 2020, it was 32 per cent which was 17 percentage points below the national.

The language arts proficiency was at 31 per cent in 2019, and was some 24 percentage points below the national proficiency. In 2020, the proficiency level was 47 per cent and was below the national proficiency by 13 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 Bromley Primary in three of the five components of the GSAT over the last 3 years (2016-2018) by gender.

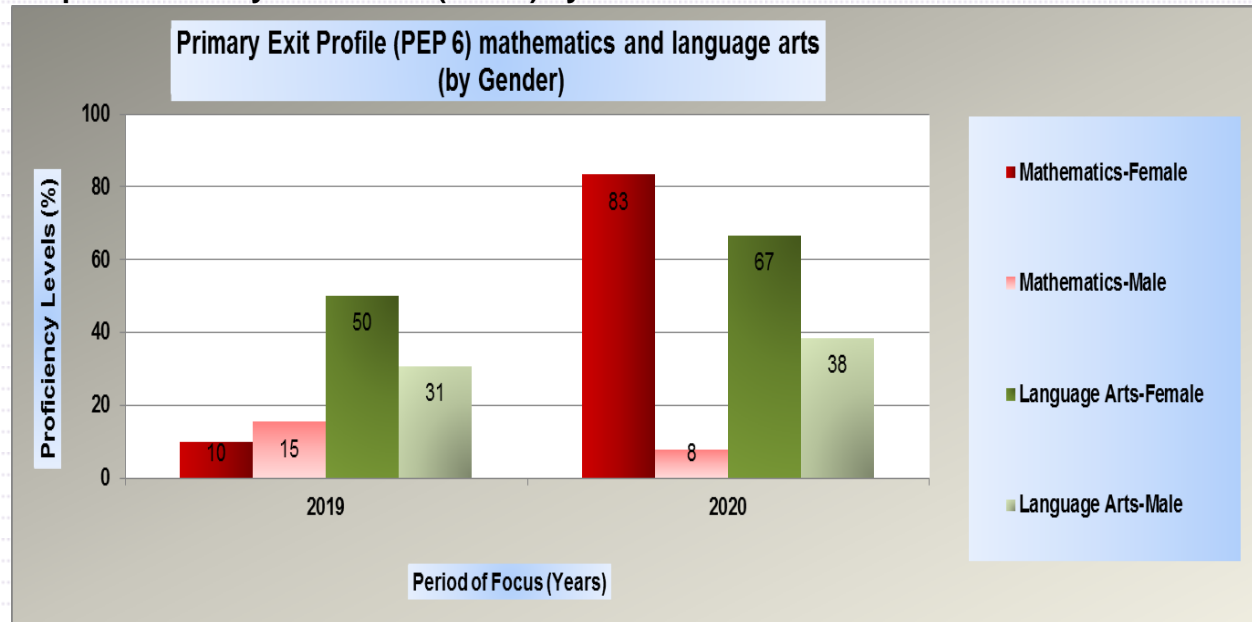
The gender gap looks at the percentage point difference in GSAT averages for boys and girls over the entire period (2016-2018).

Data revealed that the boys performed below the girls in all three subject areas from 2016 to 2018. The widest performance gap was observed in language arts in 2017 (26 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 Bromley 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 language arts in 2019 and 2020, and also in mathematics in 2020. The performance gap was widest in mathematics in 2020 at 75 percentage points.

STUDENTS' ATTAINMENT

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

Bromley Primary			
2018 (Cohort data)			
<u>Assessment</u>	<u>Candidates</u>	<u>2018 Averages</u>	
GSAT Mathematics	Sitting	National	School
		17	61
Female	9	63	68
Male	8	59	58
GSAT Language Arts	Sitting	National	School
		17	67
Female	9	71	77
Male	8	62	63
GSAT Communication Tasks	Sitting	National	School
		17	74
Female	9	77	77
Male	8	70	69
2017			
<u>Assessment</u>	<u>Candidates</u>	<u>2017 Averages</u>	
GSAT Mathematics	Sitting	National	School
		25	59
Female	15	61	63
Male	10	57	50
GSAT Language Arts	Sitting	National	School
		25	66
Female	15	70	75
Male	10	62	49
GSAT Communication Tasks	Sitting	National	School
		25	69
Female	15	73	76
Male	10	66	59
2016			
<u>Assessment</u>	<u>Candidates</u>	<u>2016 Averages</u>	
GSAT Mathematics	Sitting	National	School
		21	58
Female	10	60	48
Male	11	55	42
GSAT Language Arts	Sitting	National	School
		21	64
Female	10	68	63
Male	11	60	49
GSAT Communication Tasks	Sitting	National	School
		21	68
Female	10	71	65
Male	11	65	58

FINAL

STUDENTS' PROGRESS
Students' Starting Point

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

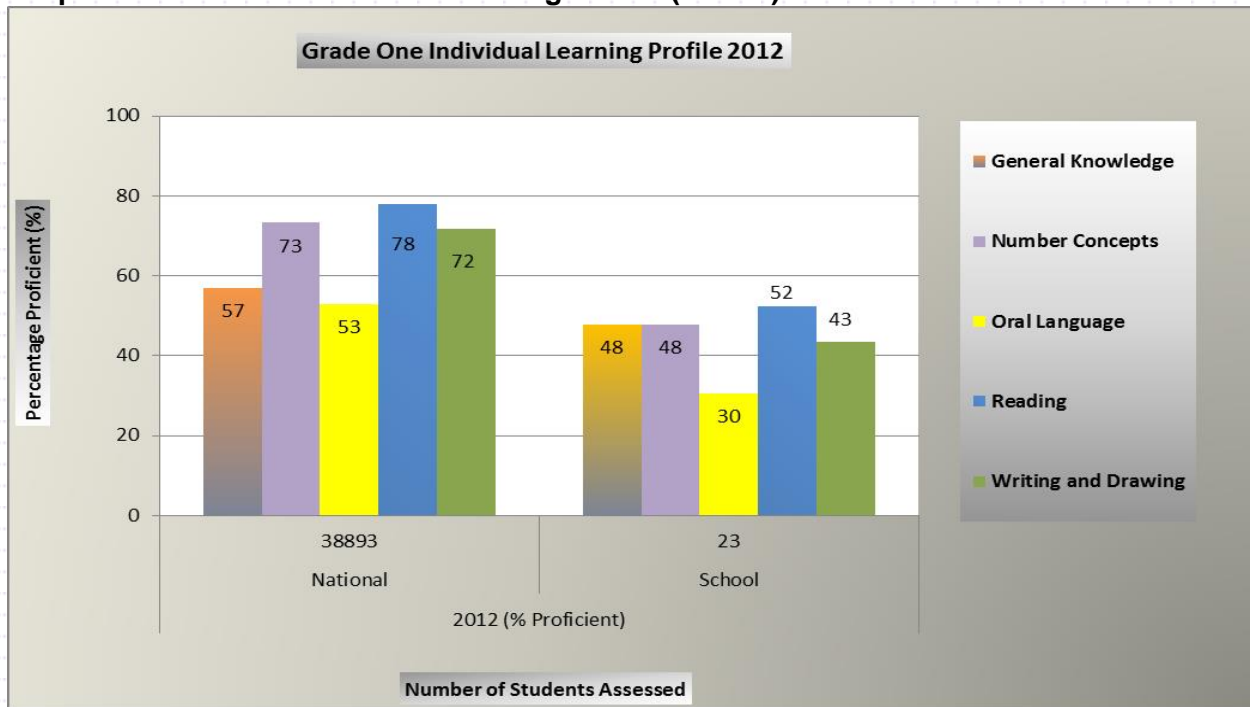


Table 4: Grade One Individual Learning Profile (GOILP)-2012

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	23	48	48	30	52	43

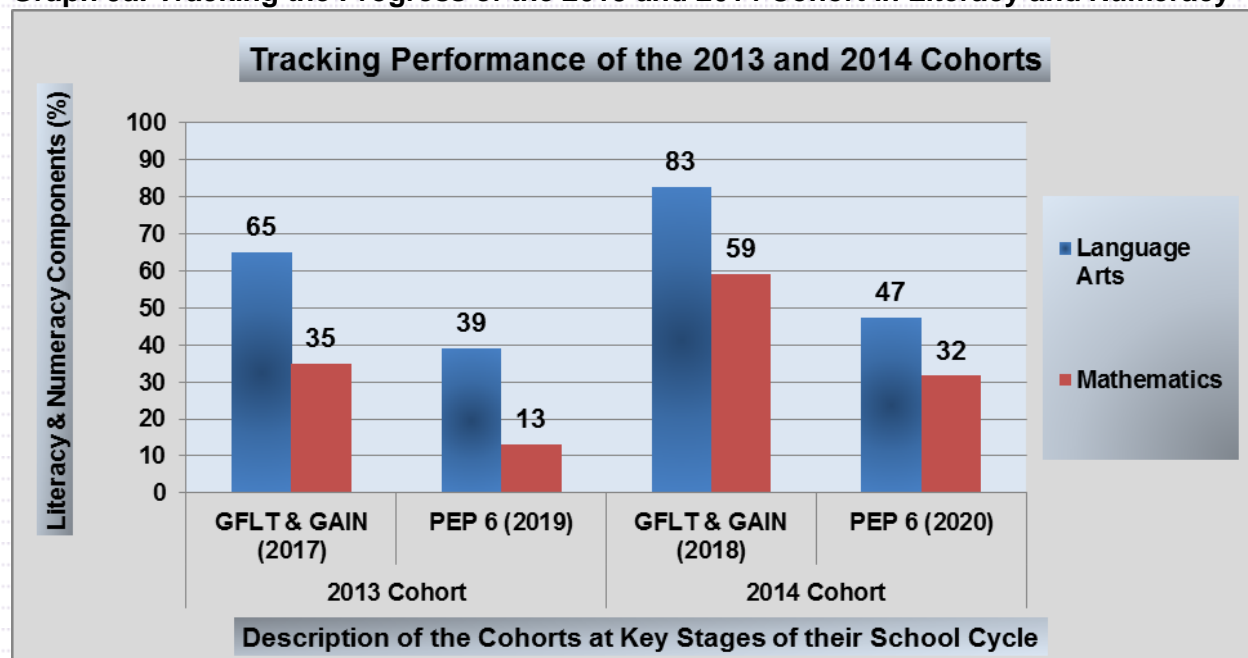
Twenty-three students were assessed at Bromley Primary in 2012. Their proficiency levels were below the national proficiency levels in all components.

Data revealed that the highest level of proficiency was in reading (12 students). The lowest proficiency level was in oral language (seven students).

No data were available for 2014.

STUDENTS' PROGRESS

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



This graph tracks the performance of the **2013** and **2014 Cohorts** of students in Bromley 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, 83 per cent of the students attained mastery in the GFLT. In 2020, 47 per cent were proficient in PEP 6 language arts. In 2018, 59 per cent of the students attained mastery in the GAIN. In 2020, 32 per cent were proficient in PEP 6 mathematics.

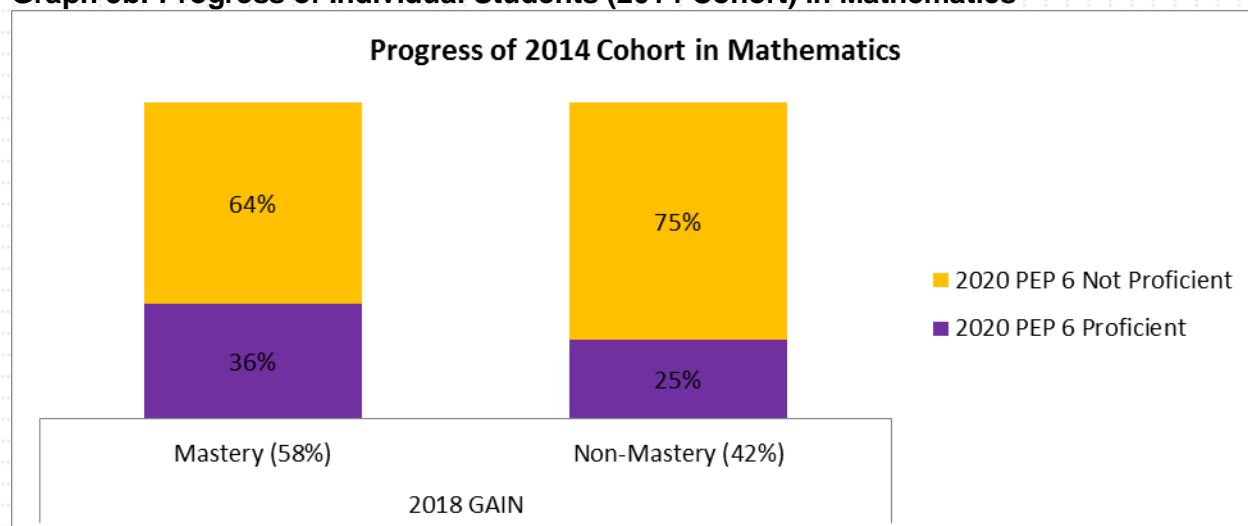
The 2013 cohort did not show signs of progress in either subject over the period under consideration.

In 2017, 65 per cent of the students attained mastery in the GFLT. In 2019, 39 per cent were proficient in PEP 6 language arts. In 2017, 35 per cent of the students attained mastery in the GAIN. In 2019, 13 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



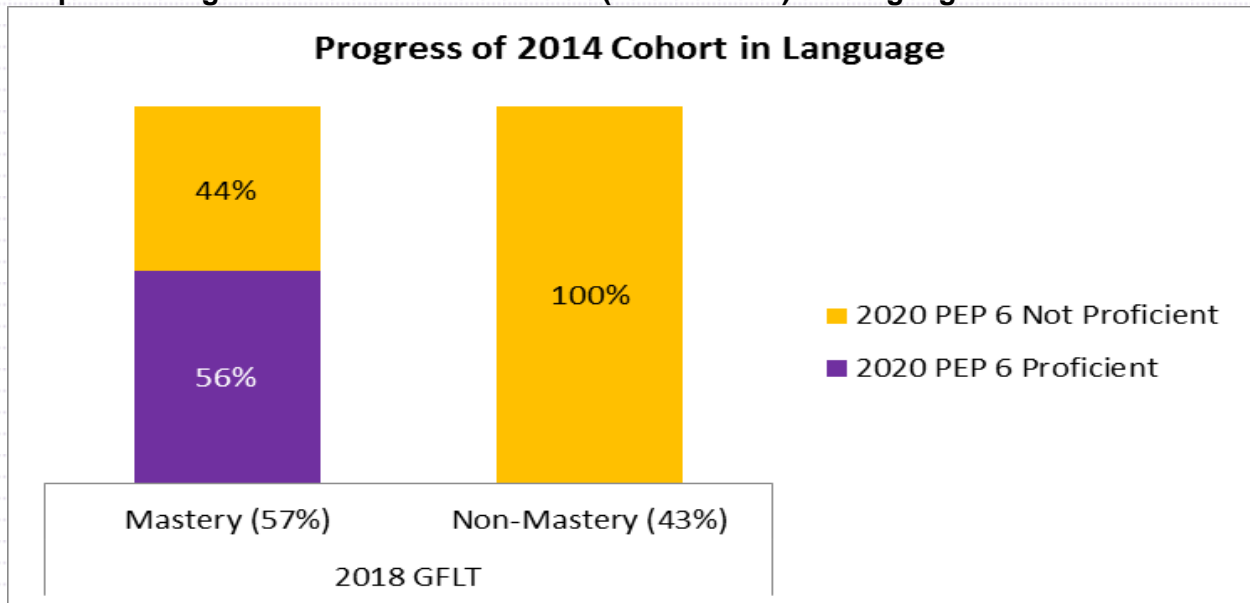
		2018 GAIN			2018 GAIN	
		Mastery (58%)	Non-Mastery (42%)	Total	Mastery (58%)	Non-Mastery (42%)
2020 PEP 6	Proficient	4	2	6	36%	25%
	Not Proficient	7	6	13	64%	75%
	Total	11	8	19		

Some 32 per cent or six of the 19 students were proficient in the 2020 PEP 6 mathematics. Further analysis revealed that 36 per cent or four of the 11 students who mastered the GAIN in 2018 were among those who were proficient in PEP 6 mathematics in 2020. Twenty-five per cent or two of the eight students who did not master the GAIN in 2018 were also deemed to be proficient in PEP 6 mathematics in 2020.

Sixty-four per cent or seven of the 11 students who had mastered the GAIN in 2018 were not proficient in the 2020 PEP 6. Additionally, 75 per cent or six of the eight 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



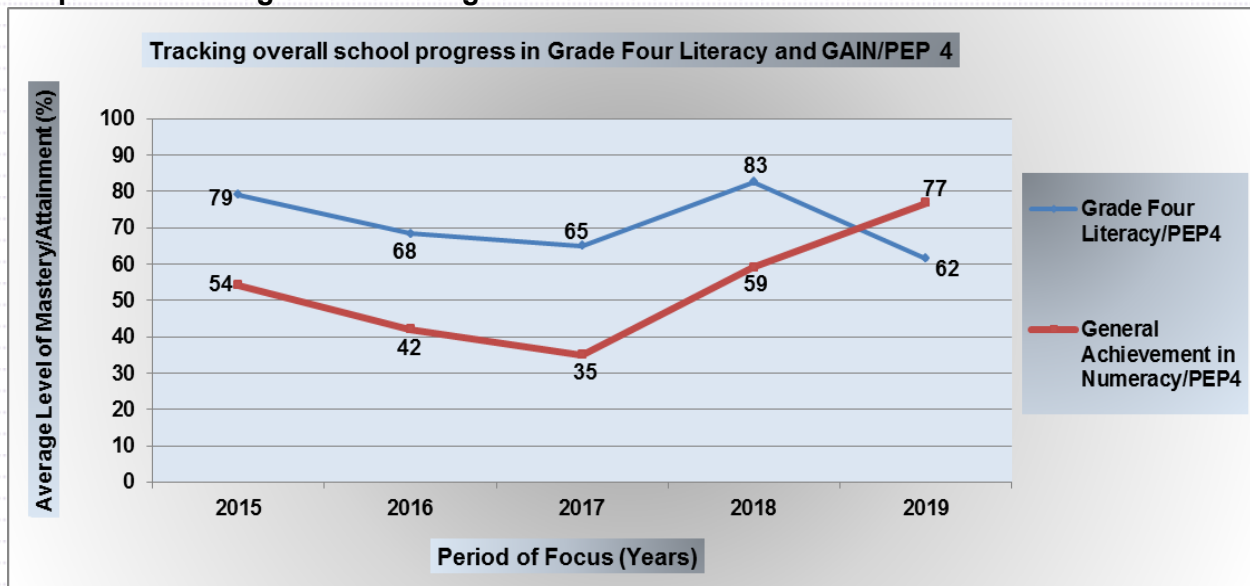
		2018 GFLT			2018 GFLT	
		Mastery (84%)	Non-Mastery (16%)	Total	Mastery (84%)	Non-Mastery (16%)
2020 PEP 6	Proficient	9	0	9	56%	0%
	Not Proficient	7	3	10	44%	100%
	Total	16	3	19		

Forty-seven per cent or nine of the 19 students were proficient in the 2020 PEP 6 language arts. A comparison of their previous performance in the 2018 GFLT revealed that 56 per cent or nine of the 16 students who previously mastered the GFLT in 2018 were proficient in PEP 6 language arts in 2020. None 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 44 per cent or seven of the 16 students who had previously attained mastery in the GFLT in 2018 were not proficient in the PEP 6 in 2020, and all three students who did not master the GFLT were not proficient in the PEP6.

STUDENTS' PROGRESS

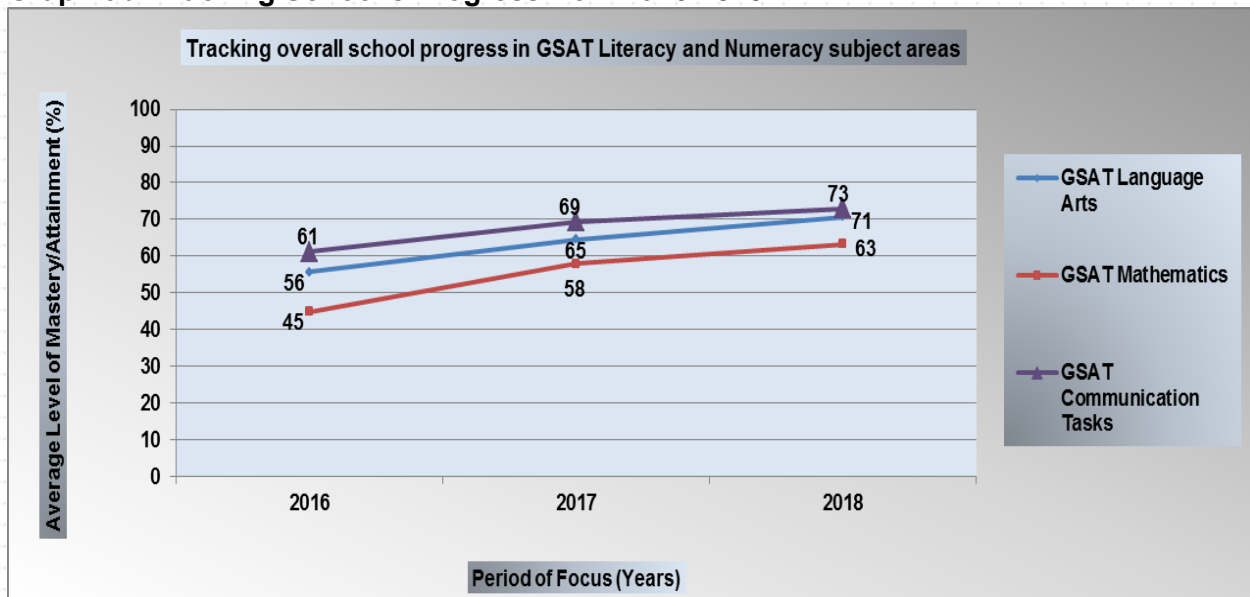
Graph 6a: Tracking School's Progress over time 2015-2019



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

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

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

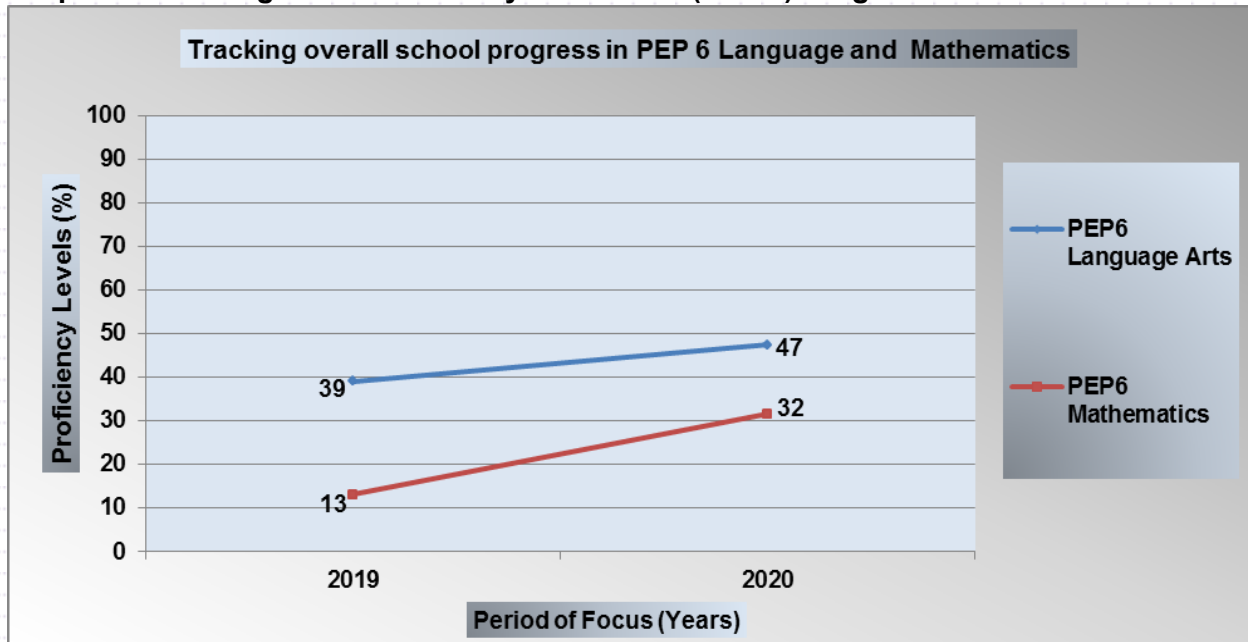


The school's performance in all three components of the GSAT increased over the review period. The GSAT communication tasks average remained the highest average in all years, while mathematics recorded the lowest average throughout.

FINAL

STUDENTS' PROGRESS

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



In the first sitting of PEP 6 in 2019, 39 per cent of the students were proficient in language arts, while 13 per cent were proficient in mathematics. By 2020, the performance in both subjects increased to 47 per cent and 32 per cent, respectively.

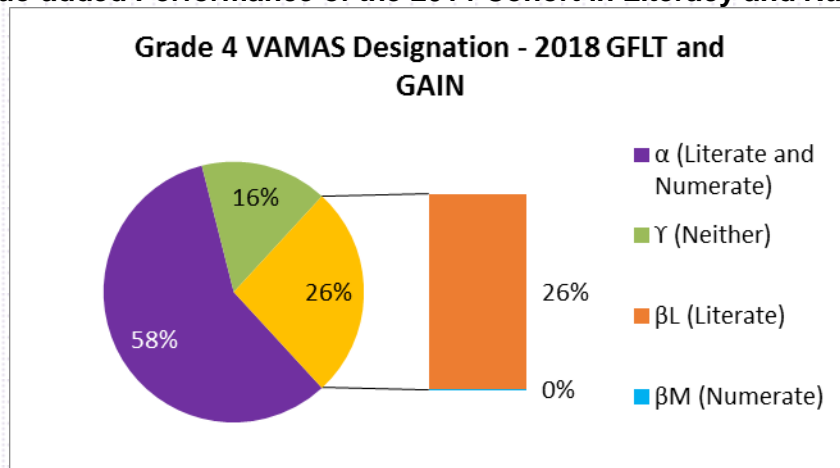
STUDENTS' PROGRESS – VALUE ADDED MODEL FOR ASSESSING SCHOOLS (VAMAS)

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

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

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

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



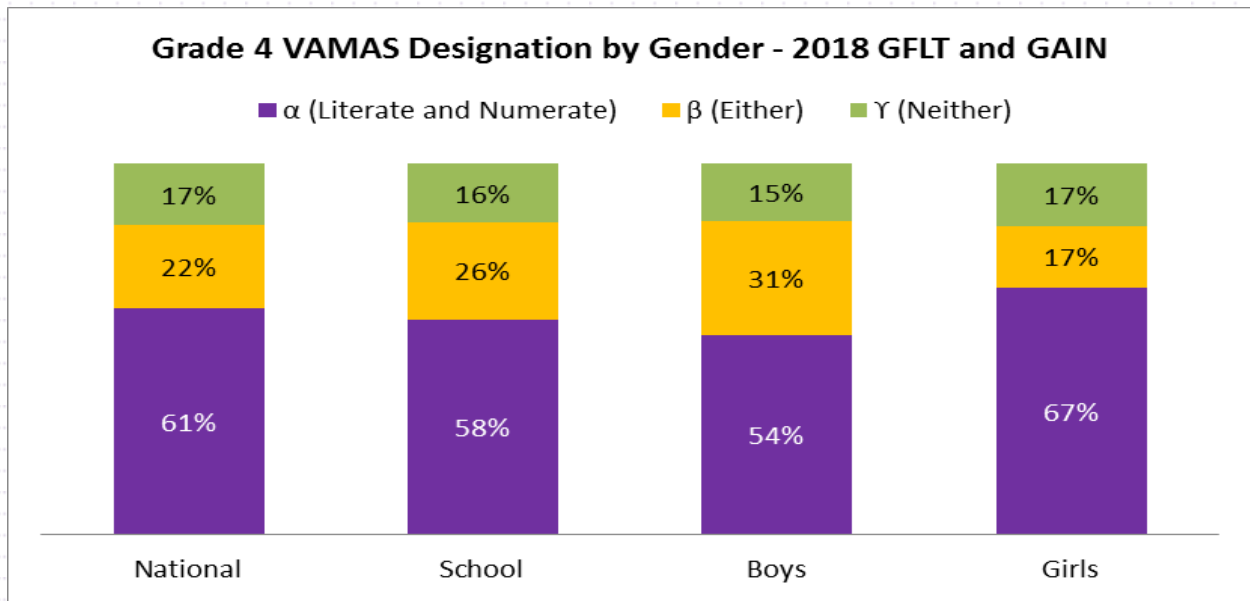
Grade 4 VAMAS Designation	Total	Percent
α (Literate and Numerate)	11	58%
β (Either)	5	26%
γ (Neither)	3	16%
Total	19	100%

An application of the VAMAS revealed that approximately half of the students in the 2014 cohort were at the requisite level of performance in 2018.

Some 58 per cent or 11 students were designated as **Alphas** having been certified literate and numerate in the 2018 GFLT and GAIN. This was three percentage points below the designation of public school students in 2018. The proportion of **Alphas** was higher among girls than it was among boys.

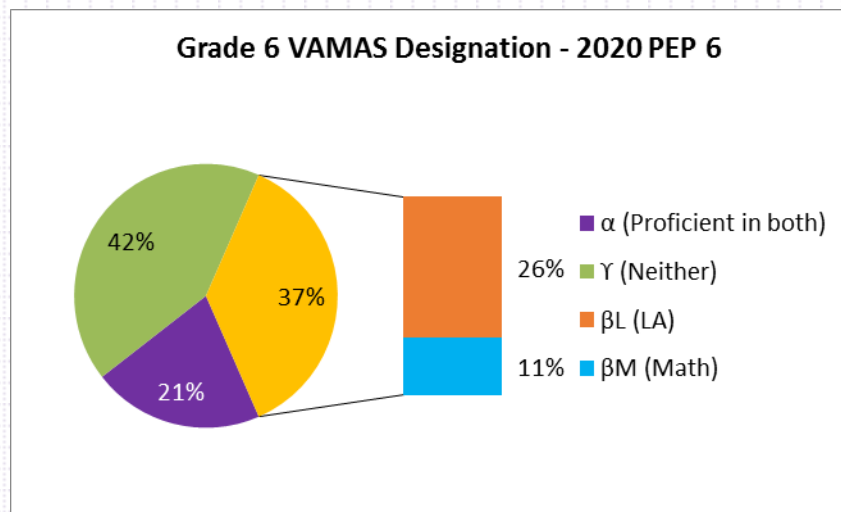
STUDENTS' PROGRESS – VALUE ADDED MODEL FOR ASSESSING SCHOOLS (VAMAS)

Another 26 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 boys than girls.



Of concern, were the 16 per cent or three **Gammas** who did not attain mastery in either the GFLT or the GAIN.

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



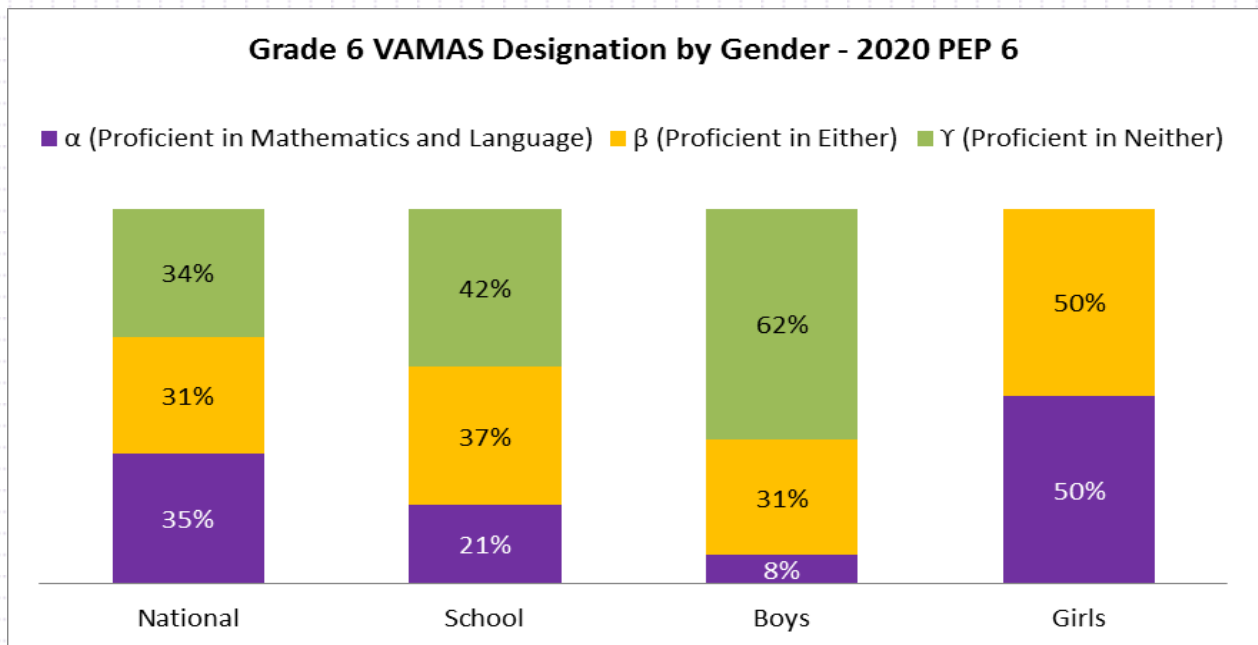
STUDENTS' PROGRESS – VALUE ADDED MODEL FOR ASSESSING SCHOOLS (VAMAS)

Grade 6 VAMAS Designation	Total	Percent
α (Proficient in Mathematics and Language)	4	21%
β (Proficient in Either)	7	37%
γ (Proficient in Neither)	8	42%
Total	19	100%

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

Some 21 per cent or four students were designated **Alphas** having been deemed proficient in both language arts and mathematics in the 2020 PEP 6. This was 14 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 37 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.

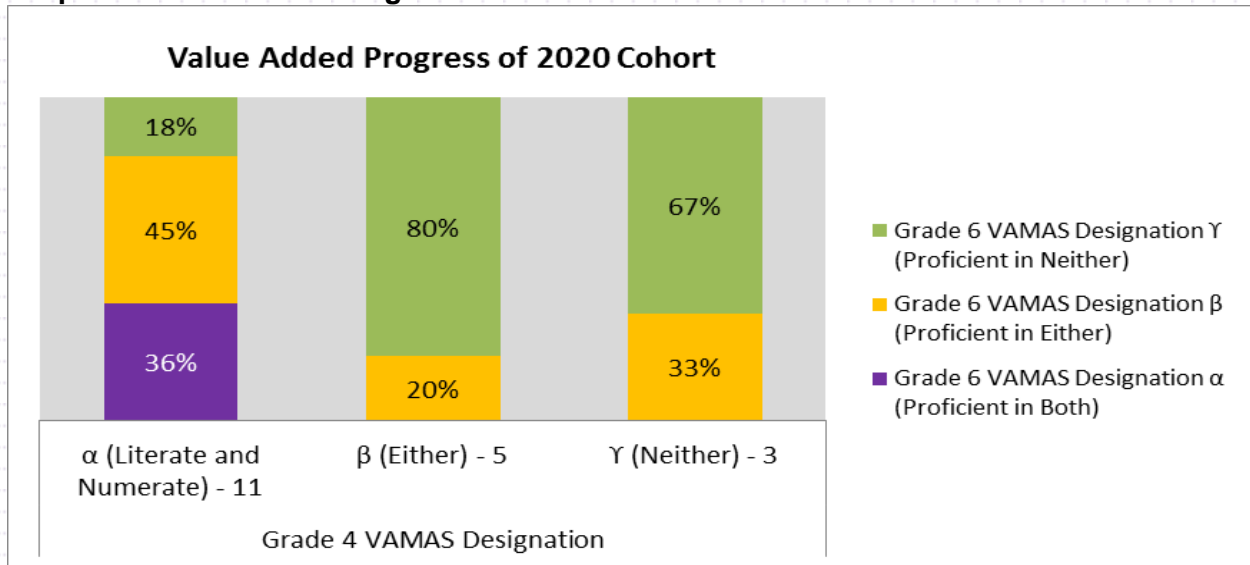


The remaining eight students, or 42 per cent, were **Gammas** and were neither proficient in mathematics nor language arts. This proportion was more than the national concentration of **Gammas**, but was only boys.

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

The school has not added sufficient value to the 2014 cohort of students. Few of the students met the requisite levels of progress by 2020. Few 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 few of the students retained their value-added designation between 2018 and 2020. More specifically, 36 per cent or four of the 11 students designated as **Alphas** in 2018 retained their **Alpha** status in 2020. Forty-five per cent or five of them fell to a **Beta** and two of them fell to a **Gamma**.

		Grade 4 VAMAS Designation						
		α	β	γ	Total	α (Literate and Numerate) - 11	β (Either) - 5	γ (Neither) - 3
Grade 6 VAMAS Designation	α (Proficient in Both)	4	0	0	4	36%	0%	0%
	β (Proficient in Either)	5	1	1	7	45%	20%	33%
	γ (Proficient in Neither)	2	4	2	8	18%	80%	67%
Total		11	5	3	19	100%	100%	100%

Of the five students who were designated as **Betas** in 2018, 20 per cent or one student retained their **Beta** status while four students fell to a **Gamma**.

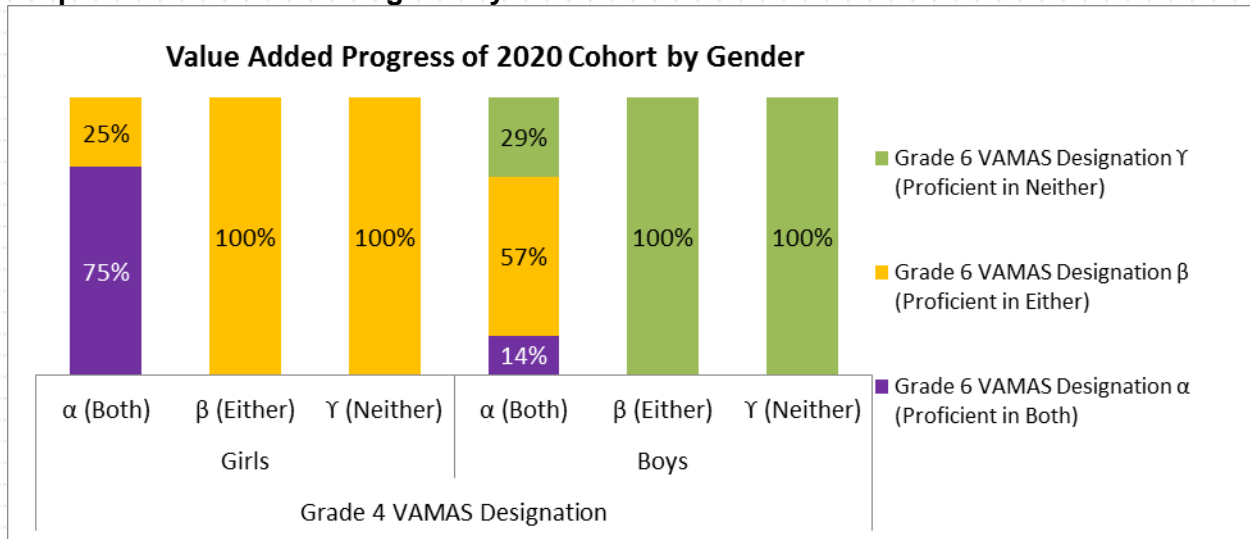
STUDENTS' PROGRESS – VALUE ADDED MODEL FOR ASSESSING SCHOOLS (VAMAS)

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



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

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



A gender comparison revealed that few of the boys who were **Alphas** in 2018 maintained their **Alpha** status in 2020 when compared to the majority of the girls. The data revealed all of the girls who were designated as **Betas** in 2018, retained that designation in 2020, compared to all of the boys who fell to **Gamma**. Furthermore, greater improvement was noted in the performance of girls designated as **Gammas** in 2018. All of them improved to **Betas** while in comparison, all of the boys designated as **Gammas** remained **Gammas**.

Definitions:

- Cohort:** A specific group of students who are expected to move through the education system during a particular time span. For example, the 2014 cohort entering grade one are expected to complete grade six in 2020.
- Percentage:** The expression of a fraction into 100 equal parts. It is calculated by multiplying the fraction by 100. For example $\frac{2}{5}$ expressed as a percentage equals $(\frac{2}{5}) \times 100 = 40$ per cent.
- Percentage Point:** The unit for the arithmetic difference between two percentages. For example, 20 per cent is lower than 45 per cent by 25 percentage points.
- Trend:** The pattern observed or general tendency of a series of data points over time. There must be at least three (3) consecutive years of data before a trend can be established.

List of Acronyms:

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

Sources

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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