



BUCKINGHAM PRIMARY SCHOOL

INSPECTION REPORT COVID-19 EDITION

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National Education Inspectorate
Inspection Date: February 2, 2022

Report Issued: July 25, 2022

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Introduction

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

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

Key Questions

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

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

See Addendum to Inspection Framework attached.

Modified Framework

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

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

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

Profile

School's Demographics

Parish:	St. James
Region:	4. Montego Bay
Locale:	Remote Rural
Day Structure:	Whole Day
Population Composition:	Co-educational
Size:	Class I
Capacity:	240
Enrolment:	196
Attendance Rate:	72
Active Teachers:	7
Pupil-Teacher Ratio:	28:1
Multi-Grade:	Yes
Owned By:	Government
Modality (ies):	Face-to-Face
Average Online Attendance:	75 per cent
Average Class Attendance Observed:	12

Socio-economic Context

Buckingham Primary School is geographically located in east-central St James and is situated on approximately six (6) acres of land. The school is situated in Hopeton, about 15 kilometres (10 miles) from Montego Bay. Most parents earn their living from subsistent farming, selling their produce in the Montego Bay market. A small number of parents are skilled in the areas of carpentry and auto mechanics. Others do odd jobs to earn a living. The community has a population of approximately 500 persons. This is the result of the external migration of the residents. The situation has also affected the number of new students enrolled in Grade 1 at the school. Students, however, are mainly from Hopeton, Hampton, Plum Tree, Gutters, Camrose, and Retirement communities. However, Hopeton is unique in that the entire community comprises three families, namely Thorpe, Allen and James; hence, most persons are related. This also strengthens and promotes the social interactions and human relationships among the teachers, students, parents and the wider school community. The school has a capacity of 300 students but currently has an enrolment of 229 students and a staff complement of four teachers. There are 36 students enrolled in the Programme of Advancement through Health and Education (PATH). Additionally, 37 needy students receive support from private entities.

Internet penetration and support for learning modalities

The Internet penetration rate at the school is relatively good and is facilitated by a provider, PALTECH Investment. Although the service is relatively good, it is not very reliable, and the signal is poor in some communities. Most families are negatively impacted by costly data plans and the exclusive use of cell phones with signals not strong enough for a live class. Most students have

access to devices due to the PATH donation (38 tablets), a donor who provided 50 tablets as a birthday gift, and other donations from the Sandals Foundation and the Past Students' Association (PSA). With internet connectivity challenges, some students visited the Hopeton library connecting with FLOW; however, the system is also unreliable.

Executive Summary

Leadership and management

The School Leadership Team (SLT) is highly respected, has strong leadership and management skills, and is proactive and responsive to the COVID-19 pandemic. The team strongly focuses on building teachers' morale and transforming the teaching and learning processes in the school. The school has a comprehensive School Self-Evaluation (SSE) that is congruent with the Ministry of Education, Youth and Information's (MoEYI's) strategic priorities and is aligned with the action plans of academic and managerial staff. The school enjoys a strong relationship with the Board, parents and the business community.

Online teaching in support of learning

Most teachers display sufficient subject knowledge and demonstrate a reasonable understanding of how best to teach their subjects using various strategies while catering to the students' needs. Some lesson plans are detailed and predicated on the National Standards Curriculum (NSC) and aligned to the 5E model; however, some teachers do not adequately plan lessons or conduct reflective evaluations. In addition, there were limited opportunities for the students to collaborate and develop higher-order and critical thinking skills.

Students' performance in English and mathematics from 2016 to 2020

Except for Primary Exit Profile (PEP) 4 Mathematics, the students' performances in all national assessments for mathematics and English over the review period were consistently below the national mastery and national averages. An examination of the performance by gender revealed that the girls outperformed the boys in both subjects over the reporting period.

Students' progress in English and mathematics

While there is sufficient progress during mathematics and English lessons, the school has made little progress in national examinations from 2014 to 2020.

Students' personal and social understandings and awareness

Most students are mannerly and friendly and share positive relations with their teachers and other staff members. Most students live close to school, so they regularly attend and are punctual for school and classes. Most students also demonstrate a sound knowledge of civic, spiritual, economic and environmental awareness. They are knowledgeable of the genesis and characteristics of the pandemic and its negative impact on society, the economy and the environment. Almost all students understand their civic responsibilities to abide by the COVID-19-related protocols and showed high awareness of their potential contribution to Jamaica.

The availability and use of human and material resources

The school has an adequate number of qualified staff and is sufficiently deployed to deliver online teaching and learning demands proficiently. The staff is supported with professional development training, mainly on technology and psychosocial support. The school has an adequate number of devices to support students' online learning.

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Provisions for the curriculum and enhancement programmes

The school adopts the MoEYI modified NSC curriculum with all the core subjects timetabled to enhance academic progress. To facilitate continuity and progression in lessons, students are facilitated at the library to access classes on weekdays and weekends. Since the pandemic, the school has discontinued all the activities of clubs and societies.

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

The welfare programme of the school provides support to the neediest cohort of the student population. Through its psychosocial activities, the guidance team provides the requisite support to ensure positive relations between staff, students and parents. Additionally, the school complies fully with the COVID-19 policies and provisions of the Ministry of Health and Wellness (MoHW).

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

- School leaders' drive to have the relevant COVID-19 protocols implemented
- Classroom management practices in lessons
- Motivated students
- Activities are practical and are skewed to real-life situations with meaningful follow-ups

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 leadership is appropriately proactive and responsive to the COVID-19 pandemic. The team commands the respect of all members of the school community; makes effective use of an open-office practice with a strong focus on building teachers' morale and transforming the teaching and learning processes in the school. There is sufficient emphasis on teaching and learning with systems in place for instructional supervision, improvement of literacy and writing, universal access to devices for students, improvement of the internet infrastructure and the provision of learning resources for teaching. The staff provides full support for the activities of the school. The school has recently started to modify its documentation system with revised policies relating to safety and security, sanitisation, stay at home, lesson plan, hand hygiene, isolation room, assessment and homework.

Self-evaluation and school improvement planning

The school has a comprehensive School Self-Evaluation (SSE) that aligns with the strategic priorities of the MoEYI and is aligned to the action plans of academic and managerial staff. The school has a participatory approach to the SSE and SIP processes with consultation sessions from which priorities are identified, and the report is shared for Board approval. The SIP is current and relevant with appropriate targets related to the pandemic, academic and infrastructural improvements, beautification of the plant and policy development. The plans are achievable with appropriate costings listed, an evaluation matrix with a Gantt chart, and a responsibility matrix for monitoring and evaluation. The staff monitor, evaluate and revise plans at the end of each semester.

Governance

The Board is properly constituted, meets quarterly and provides strong support to the school's development. For example, the Board was actively involved in the school reopening amidst the COVID-19 pandemic and changes in the MoEYI's directives. Also, Board members actively supported the development of the SIP and SSE, the school's beautification drive, improvement to the technology and access, infrastructural changes and improving the water supply. The leadership team is held accountable for issues relating to implementing the MoHW protocols, academic performances, technological infusion, expenditure and infrastructural projects. The Board has high regard for the Principal and has sound knowledge and understanding of the school's issues.

Relationship with parents and the local community

The school enjoys a strong relationship with parents through communication channels such as WhatsApp groups, texts, phones, emails, and a school notice board. Most parents are actively involved in their children's education and the school's work through providing educational

materials and devices, ensuring students are fully prepared, assisting with homework and projects and ensuring that they are delivered on time. For example, the parents assisted in cleaning and painting and general sanitisation. The school has water challenges, and parents help by bringing water to the school (buckets and kegs).

The school benefits from strong partnerships within the local community. Recently, the school received 50 tablets, a multimedia projector, a laptop, partitions, and paint, among other things, from various individuals, groups and organisations.

2) Teaching in Support for Learning

How effectively does teaching support the students' learning?

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

Most teachers demonstrate satisfactory knowledge of the subjects they teach and how best to teach them. For example, concepts are clearly explained with age, and grade-appropriate definitions and lessons are executed in a manner that students understand. For example, in a Grade 2 language arts lesson on 'adjectives', various simple illustrations were used to help students to identify, define and use adjectives. In one instance, students were asked to choose an object from a bag and describe it according to shape, size and colour, thus bringing out a list of descriptive words.

Teaching methods

All teachers plan for lessons, with some provisions for face-to-face and online instruction included in some plans. Most teachers manage their time allotted for each subject well, ensuring that almost all students remain on task throughout the lessons. Most teachers use various strategies to enhance teaching and learning. Student-teacher interaction is good in most instances, promoting a high participation rate among students. Teachers also provide useful feedback in lessons, providing corrections or clarity where necessary. In most instances, the teachers effectively use the available resources in lessons. For example, in a Grade 2 language arts lesson, the teacher used audiotape recording, sentence strips, pictures, songs, picture charts and manipulatives.

Students' assessment

An established assessment policy guides the school's assessment practices in the school. During lessons, assessment generally includes review, recap, and recall through oral and written guided questions. Homework is given regularly in all classes. Teachers record students' grades in their mark books for each strand /topic in all areas, unit tests, term grades, exam grades and average grades. In most lessons, written work is used to help students to identify mistakes and /or misconceptions and thereby make improvements. For example, in Grades 1 and 2, students' work is consistently marked, and the necessary corrections are made. Students are commended for good work with stickers and written comments such as 'good work', 'excellent', 'good job and 'ticks'. Most students are motivated to learn based on their willingness to complete assigned tasks.

Student learning

Most students display a positive attitude towards learning. They are eager to participate in activities and cooperate well with the teacher. There is little evidence of collaboration among students, mainly due to the observance of COVID-19 protocols. However, in Grade 5, students worked well in pairs measuring the length and width of pre-prepared paper strips and applying the formula; length x width = area.

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 2017 and 2018. It fell from its highest level of 93 per cent in 2016 to 75 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 73 per cent in 2018.

The average score in GSAT language arts decreased by five percentage points for the period under review and was below the national average in all years. In communication tasks, the average increased over the three-year period and was above the national average in 2016 and 2018. In PEP 6 language arts, the proficiency was below the national proficiency in 2019 and 2020. An examination of the performance by gender revealed that the girls outperformed the boys in both subjects for the period and PEP 6 language arts in 2019 and 2020.

Students' performance in mathematics

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

Performance in the GAIN was below the national average in 2017 and 2018. It fell from its highest level of 64 per cent in 2016 to 25 per cent in 2018, the lowest for the period. The school's proficiency in PEP 4 mathematics was above the national proficiency in 2019. The participation rate was lowest in 2018 (73 per cent).

The school's GSAT mathematics average decreased 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 and 2020. An examination of the performance by gender revealed that the boys performed below the girls in all years for GSAT mathematics and in 2019 for PEP 6 mathematics.

4) Students' Academic Progress

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

Students' progress in English

The 2014 cohort did not show signs of progress in language between 2018 and 2020. In 2018, 75 per cent of the students mastered the GFLT. In 2020, 40 per cent were proficient in PEP 6 language arts. Furthermore, 50 per cent of the students who mastered the GFLT in 2018 were also proficient in language arts.

The school's GFLT mastery decreased from 93 per cent to 75 per cent over the 2016 to 2018 period. In the first sitting of the PEP4 in 2019, 36 per cent of the students were proficient in language arts. The PEP4 was not administered in 2020. The average scores in GSAT language arts decreased for the 2016 to 2018 period, while communication tasks increased for the same period. The school's PEP6 language arts proficiency levels increased from 33 per cent to 40 per cent between 2019 and 2020.

The diagnostic test administered for students entering Grade 2 indicated that more than 50 per cent of the students were performing below pre-primer in most subjects. There was one student who was performing at Grade 1 level. From observations, almost all students are reading and writing based on the Grade 2 curriculum. In Grade 1, the diagnostic test results show that approximately 98 per cent of boys and girls were performing below pre-primer in reading. Significant improvement is evident in letter recognition (upper and lower case), letter sound and formation. There is good progress during lessons; students are "recovering" from learning loss experienced over the past year. For example, in a Grade 2 Language Arts lesson observed, by the end of the lesson, students were able to identify adjectives and use them to describe nouns.

Students' progress in mathematics

The 2014 cohort did not show signs of progress in mathematics between 2018 and 2020. In 2018, 25 per cent of the students mastered the GAIN. In 2020, 14 per cent were proficient in PEP 6 mathematics. Furthermore, 33 per cent of the students who mastered the GAIN in 2018 were also proficient in mathematics, and nine per cent of those who did not master were also proficient.

The school's GAIN mastery decreased from 64 per cent to 25 per cent over the 2016 to 2018 period. In the first sitting of the PEP 4 in 2019, 50 per cent of the students were proficient in mathematics. The PEP 4 was not administered in 2020. The average scores in GSAT mathematics decreased for the 2016 to 2018 period. The school's proficiency level in the PEP 6 mathematics decreased from 36 per cent to 14 per cent between 2019 and 2020.

Diagnostic tests reveal that students' progress in mathematics is steadily improving during lessons. For example, in Grade 1, by the end of the 'addition' lesson, most students could accurately find the sum of three single-digit numbers, such as 7+2+1. They also explained how they used counters, fingers, or dots to get their answers. In Grade 2, the progress made by boys and girls in Mathematics is seen in the end-of-term scores. For girls, the scores ranged from 97.5 per cent to 100 per cent, and the score for boys ranged from 66 per cent to 95.5 per cent.

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 are well-behaved in class and around the compound. Generally, most students are mannerly and friendly and share positive relations with their teachers and other staff members. Many students demonstrate that they are organised and committed to learning by being prepared for lessons with learning materials such as textbooks, notebooks and pencils. They also participate well in class activities.

Students' punctuality and attendance

Most students live nearby, attend regularly and are punctual for school and classes. All teachers are on time for lessons, and the transition is timely as students do not move about unnecessarily.

The civic understanding and spiritual awareness of the students

Most students demonstrate their understanding of the need to observe the protocols to keep themselves and others safe during the pandemic by engaging in mask-wearing, social distancing and sanitising. Students are given spiritual exposure during devotion, and some attend church to worship God and give thanks for creating and providing for them

Students' economic awareness and understanding

Most students know their potential to contribute to the Jamaican economy and that school will help them prepare them to become doctors, nurses, engineers and artists. They are unaware of how goods and services are produced to contribute to economic growth. Some students identified farming, shop-keeping, market vending and hotel services as jobs community members engage in to support their families.

Students' awareness and understanding of environmental and health issues

Many students know about environmental issues that impact Jamaica, some Caribbean neighbours' and the world. For example, students believe that the issue of air pollution has decreased since the pandemic, and natural disasters such as hurricanes and earthquakes have affected many countries. Some mentioned the earthquake that damaged parts of Haiti, while others mentioned the hurricane that affected Puerto Rico. Around the school, most students care for the environment as they place garbage in the bins provided in classrooms and at locations on the compound.

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

Sufficient, qualified teachers are on staff, with all but one possessing a first degree in primary education with years of experience. One teacher also has training in special education. There are two janitors and one caregiver on staff. Professional development and COVID-19 protocol sessions are conducted to facilitate all members of staff operating effectively in the COVID-19 pandemic environment and with online classes. For example, the Jamaica Teaching Council (JTC) conducted training in using the G-suite to facilitate online classes.

The use of human resources

Deployment is done based on replacement due to retirement/acting situations. The attendance and punctuality of some teachers in online and face-to-face classes are consistently good. Support staff and teachers are all involved in preparing areas and sanitising and maintaining the facility.

The quality and quantity of material resources

The school compound is very clean and attractive. Some classrooms are print-rich with charts posted in the various subject areas. The buildings are in good condition. The facility, however, is not properly structured as several areas are danger prone should an emergency arise. Lighting is also poor in some areas. Appropriate and sufficient resources are available in the form of texts, charts and the school benefitting from the government tablet programme. Other devices have also been sourced to assist needy students in their online classes. Teachers also use personal resources to facilitate the delivery of lessons.

The use of material resources

Classroom arrangements appropriately and effectively house the number of students prescribed. Some students are at school and some at home, as spacing is an issue where social distancing is concerned. Three available copiers are used daily to photocopy material, for example, worksheets for students without text.

7) Curriculum and Enhancement Programmes

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

Curriculum provisions

Curriculum implementation does not benefit from the guidance of a curriculum implementation team at the school. Teachers facilitate lessons from the National Standards Curriculum (NSC), with weekly common planning sessions on Thursdays. The timetable was modified to focus on core subjects. Breadth and balance overall are good as the requisite hours stipulated by the MOE are allotted. However, continuity and progression have been impacted by the gaps caused by students' frequent absences during online teaching. Nevertheless, students were facilitated at the library to access classes on weekdays and weekends and documents were photocopied for students to complete work. Work is also placed on WhatsApp and Google Classroom.

Enhancement programmes

The school facilitates some enhancement programmes to support students during the pandemic. Early work is done in the mornings, but this is affected as students have not yet adjusted to being back at school; hence, punctuality has deteriorated. Various extra-curricular activities existed before COVID-19, for example, 4H, dance, brownies, and pathfinders. However, these have been discontinued since the onset of the COVID-19 pandemic. Parents are trained to assist in the classroom and substitute for teachers in their absence. For example, some have early childhood training, so they are equipped to undertake this initiative.

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

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

Provisions for safety and security

The school is in full compliance with the COVID-19 policies and provisions of the MoHW, ensuring the safety and security of all school users. For interactions to be possible, school users must adhere to the entry protocols and observe all verbal and written instructions. There are age-appropriate COVID-19 social distancing protocols, safety signs and markers displayed at the entry to each used space with additional sanitisation instructions and supplies in each user space.

Provisions for students' health and well-being

The school leadership is effortless and determined to provide an atmosphere that supports students' health and well-being. The reopening plan, which includes all other policies such as health, provides details of the COVID-19 provisions, such as areas for sanitising, social distancing inside the classroom and other areas around the school, and an isolation room. There are adequate classroom furnishings and spaces for onsite classes.

The guidance team provides requisite support to ensure positive relations between staff, students, and parents through psychosocial activities, including social, physical, emotional and spiritual dimensions. The guidance counsellor employs creative mediums to assist parents in learning how to help their children achieve more.

During the pandemic, students' attendance and punctuality are adequately managed. Most attend onsite school regularly and punctually as they walk to school from nearby communities. Incentives in the form of pins for good effort, stickers and stars for safe and supportive behaviour are proudly worn by students. Through PATH grants, 36 students received tablets, while 37 others benefited from a partnership with private entities. All these students enjoy daily nourishment provided by the daily cooked lunches.

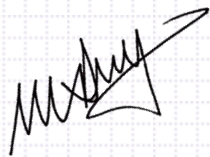
Recommendations

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

1. The Principal and senior management team should:
 - a. implement a more targeted intervention programme to address a large number of students in the lower grades reading below their grade levels;
 - b. introduce creative and gender-specific strategies to engage boys and girls towards their academic progress in language and mathematics in national assessments;
 - c.
2. Teachers should:
 - a. make effective use of strategies to facilitate students' mastery of enquiry, higher-order, critical thinking skills and group efforts in lessons
 - b. improve their practice of student-centred strategies, reflective teaching and lesson evaluation to enhance the quality of their delivery and students' learning.

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	9
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	English	Math	Other
Number of lessons or part lessons observed [Primary]	3	4	2
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	7
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Number of scheduled interviews completed with students	1
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	Parents	Students	Teachers
Number of questionnaires returned and analysed	-	-	-

Appendix 2 – Addendum to Inspection Framework

1) School Leadership and Management

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

1.1 School-based leadership and management

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

Inspector will evaluate:

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

1.2 Self-evaluation and improvement planning

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

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

1.3 Governance

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

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

1.4 Relations with parents and the local community

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

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

2) Teaching Support for Learning

How effectively does the teaching support the students' learning?

What can we learn from online lesson observations?

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

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

2.2 Teaching Methods

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

2.3 Assessment

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

2.4 Student learning

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

3) Students' Academic Performance

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

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

4) Students' Academic Progress

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

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

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

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

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

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

5) Students' Personal and Social Development

How good is the students' personal and social development?

5.1 Students behaviours and attitudes

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

5.2 Students punctuality and attendance

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

5.3 Students civic understanding and spiritual awareness

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

5.4 Students' economic awareness and understanding

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

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

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

6) Use of Human and Material Resources

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

6.1 Human resources

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

6.2 Use of human resources

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

6.3 Material resources – Quality and Quantity

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

6.4 Use of material resources

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

7) Curriculum and Enhancement Programmes

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

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

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

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

7.2 Enhancement Programmes

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

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

8) Student Safety, Security, Health and Wellbeing

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

8.1 Safety and Security

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

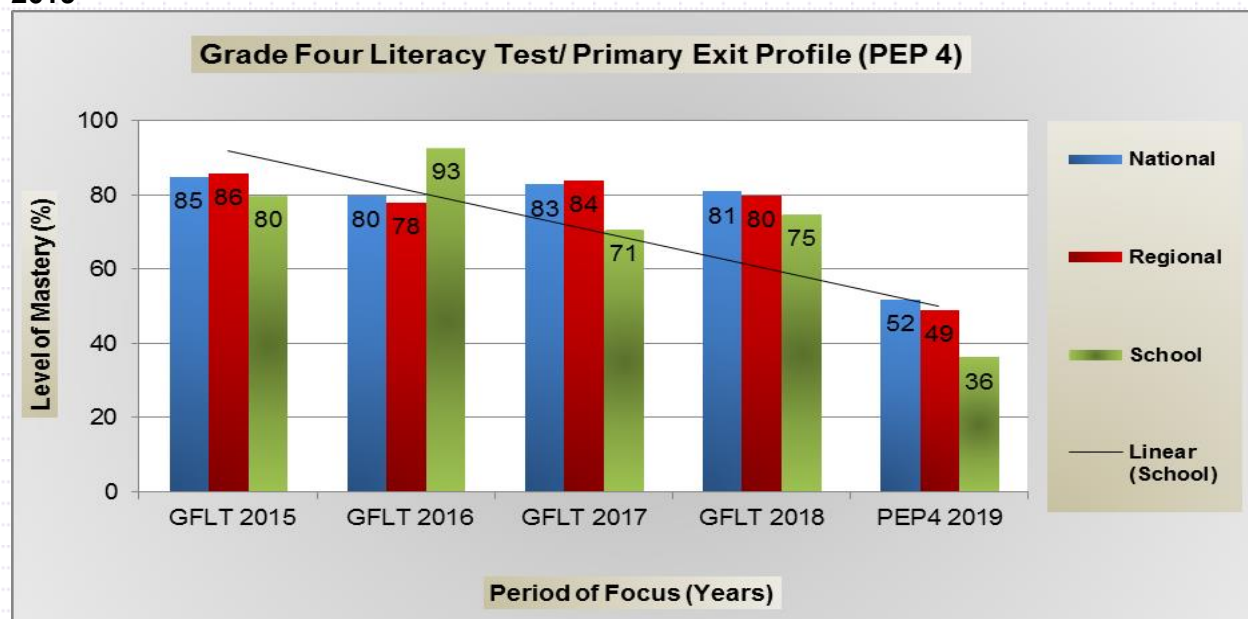
8.2 Health and Wellbeing

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

Appendix 3 - National Test Data

STUDENTS' ATTAINMENT

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



*PEP 4 was not administered in 2020

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

Buckingham Primary					
Grade Four Literacy Test/ Primary Exit Profile (PEP 4)					
Assessment Year	Candidates		Percentage Mastery/Proficiency*		
	Grade Four Cohort	Sitting	National	Regional	School
2019*	22	22	52	49	36
2018	22	16	81	80	75
2017 (Cohort)	24	24	83	84	71
2016	14	14	80	78	93
2015	26	20	85	86	80

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

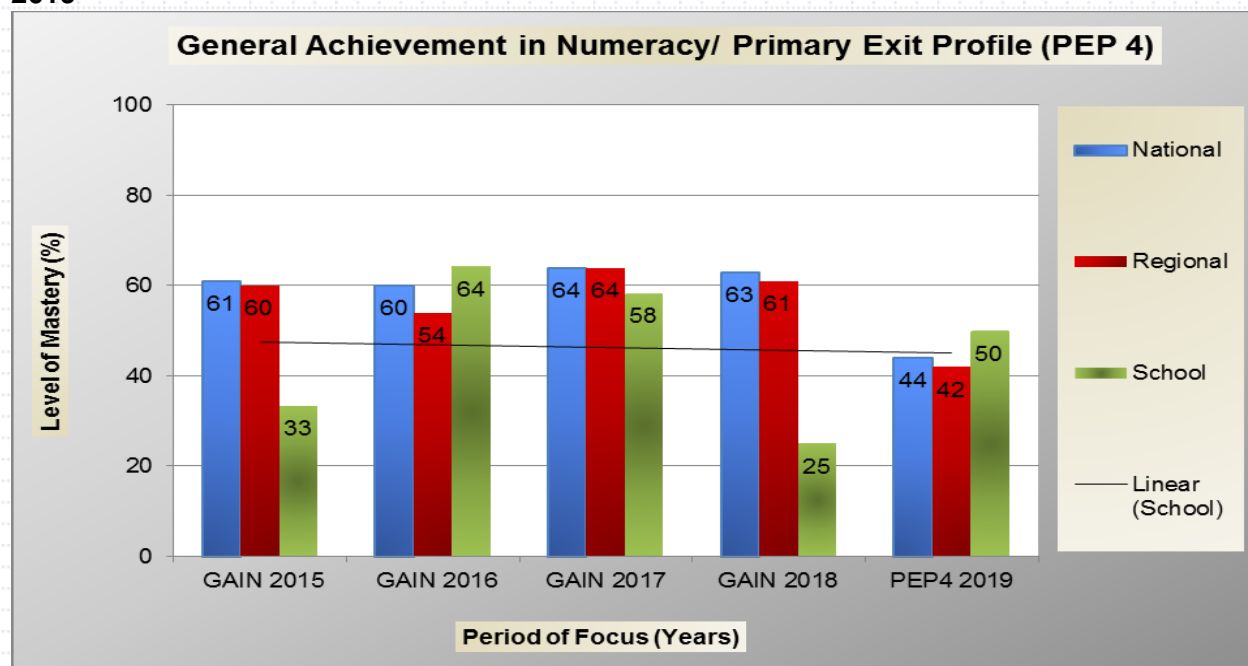
The school's Grade Four Literacy mastery decreased over the 2015 to 2018 period by five percentage points. It moved from 80 per cent (16 of 20 students) in 2015 to 75 per cent (12 of 16 students) in 2018. It was lowest at 71 per cent (17 of 24 students) in 2017, and highest at 93 per cent (13 of 14 students) in 2016. The school's performance remained below the national mastery in all years, except 2016. The participation rate was lowest in 2018 (73 per cent). In 2019, 36 per cent (eight of 22) of the students were proficient in PEP 4 language arts. The school performed below the national proficiency in 2019. All 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

Buckingham Primary					
General Achievement in Numeracy/ Primary Exit Profile (PEP 4)					
Assessment Year	Candidates		Percentage Mastery		
	Grade Four Cohort*	Sitting	National	Regional	School
2019*	22	22	44	42	50
2018	22	16	63	61	25
2017 (Cohort)	24	24	64	64	58
2016	14	14	60	54	64
2015	26	18	61	60	33

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

The school's GAIN mastery declined overall over the 2015 to 2018 period by eight percentage points. It moved from 33 per cent (six of 18 students) to its lowest level of 25 per cent (four of 16 students). Performance was highest at 64 per cent (nine of 14 students) in 2016. The school performed below the national mastery in all years, except 2016. The participation rate was lowest at 69 per cent in 2015.

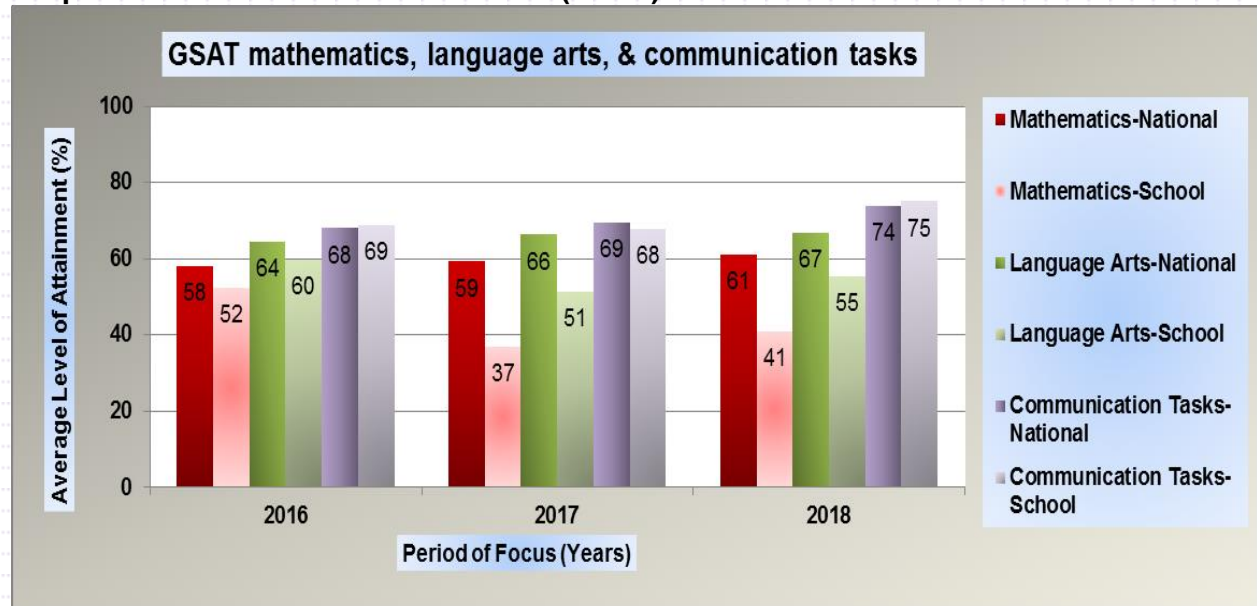
In 2019, 50 per cent (11 of 22) of the students were proficient in PEP 4 mathematics. The school performed above the national proficiency in 2019. All students sat the examination.

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.

FINAL

STUDENTS' ATTAINMENT

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



This graph illustrates the average performance of the students at Buckingham 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 2016 and 2018.

School's performance by subjects

The mathematics average decreased by 11 percentage points over the 2016 to 2018 period. It fell from its highest point of 52 per cent to 41 per cent. The average was lowest in 2017 at 37 per cent.

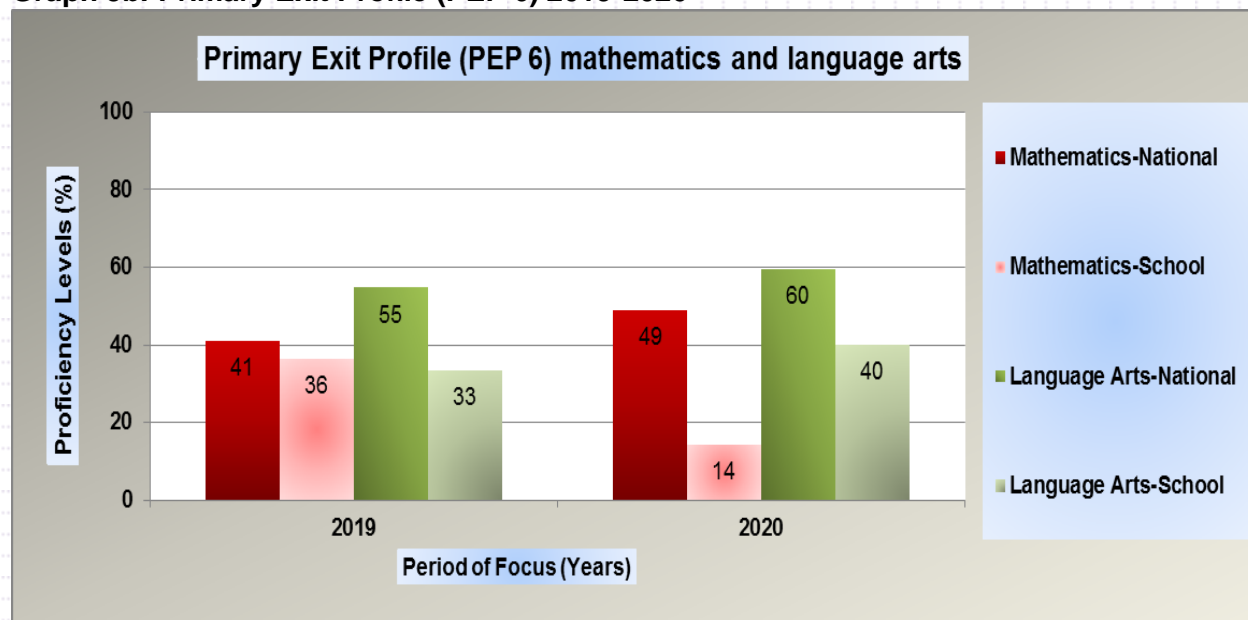
The language arts average decreased by five percentage points for the 2016 to 2018 period, falling from its highest level of 60 per cent to 55 per cent. Performance was lowest in 2017 at 51 per cent.

For communication tasks, the average improved by six percentage points over the 2016 to 2018 period. It moved from 69 per cent to its highest point of 75 per cent. The average was lowest at 68 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 Buckingham 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.

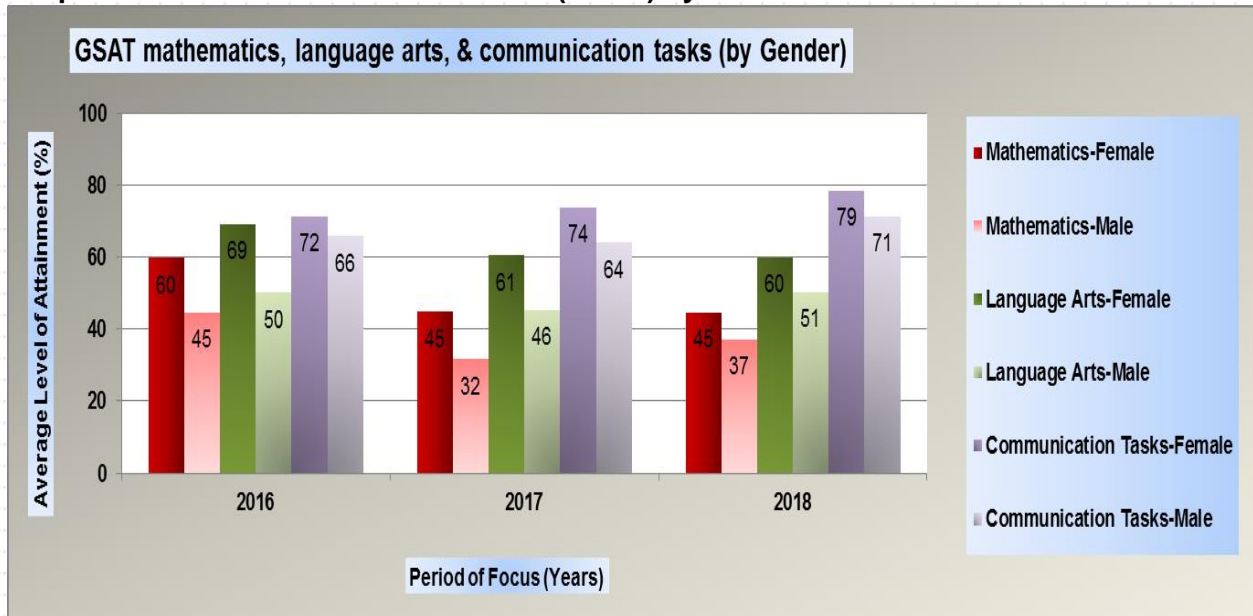
School's performance by subjects

In 2019, the mathematics proficiency was at 36 per cent and was below the national proficiency by five percentage points. In 2020, it was 14 per cent which was 35 percentage points below the national.

The language arts proficiency was at 33 per cent in 2019, and was some 22 percentage points below the national proficiency. In 2020, the proficiency level was 40 per cent and was below the national proficiency by 20 percentage points.

STUDENTS' ATTAINMENT

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



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

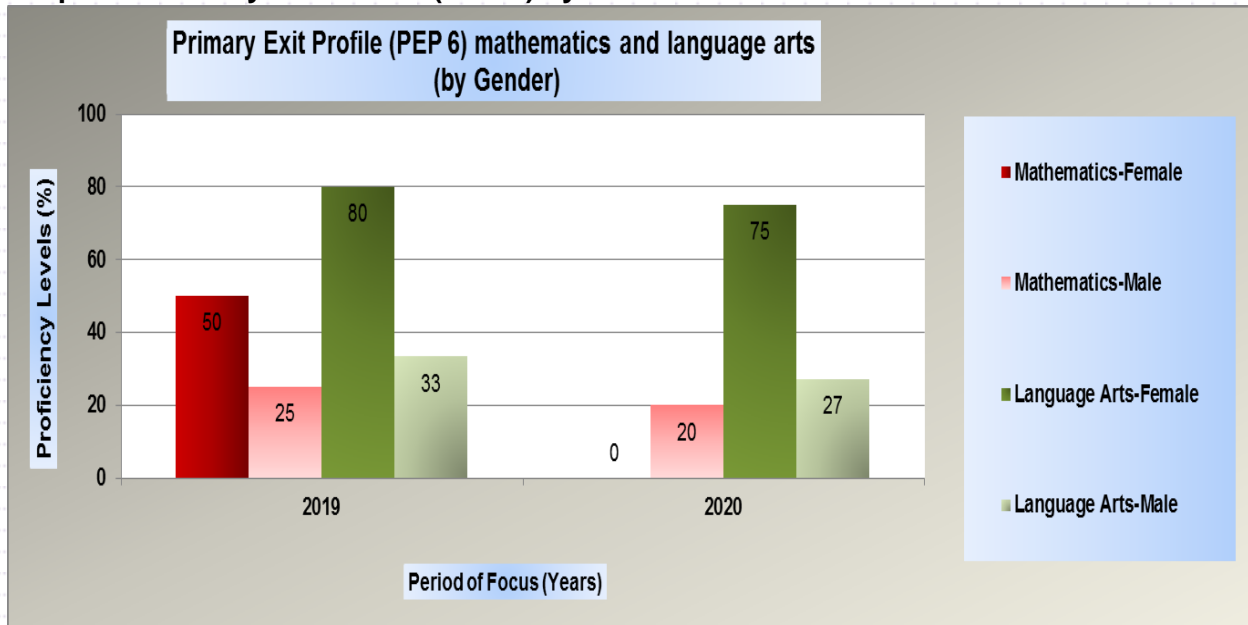
The gender gap looks at the percentage point difference in GSAT averages for boys and girls over the entire period (2016-2018).

Data revealed that the boys performed below the girls in all three subject areas over the 2016 to 2018 period. The widest performance gap was observed in language arts in 2016 (19 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 Buckingham 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.

No girls sat mathematics in 2020. Data revealed that in 2019, the girls outperformed the boys in both language arts and mathematics. In 2020, the girls performed above the boys in language arts. The performance gap was widest in language arts in 2020 at 48 percentage points.

STUDENTS' ATTAINMENT

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

Buckingham Primary			
2018 (Cohort data)			
Assessment	Candidates	2018 Averages	
	Sitting	National	School
GSAT Mathematics	14	61	41
Female	7	63	45
Male	7	59	37
GSAT Language Arts	Sitting	National	School
	14	67	55
Female	7	71	60
Male	7	62	51
GSAT Communication Tasks	Sitting	National	School
	14	74	75
Female	7	77	79
Male	7	70	71
2017			
Assessment	Candidates	2017 Averages	
	Sitting	National	School
GSAT Mathematics	21	59	37
Female	8	61	45
Male	13	57	32
GSAT Language Arts	Sitting	National	School
	21	66	51
Female	8	70	61
Male	13	62	46
GSAT Communication Tasks	Sitting	National	School
	21	69	68
Female	8	73	74
Male	13	66	64
2016			
Assessment	Candidates	2016 Averages	
	Sitting	National	School
GSAT Mathematics	24	58	52
Female	12	60	60
Male	12	55	45
GSAT Language Arts	Sitting	National	School
	24	64	60
Female	12	68	69
Male	12	60	50
GSAT Communication Tasks	Sitting	National	School
	24	68	69
Female	12	71	72
Male	12	65	66

STUDENTS' PROGRESS

Students' Starting Point

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

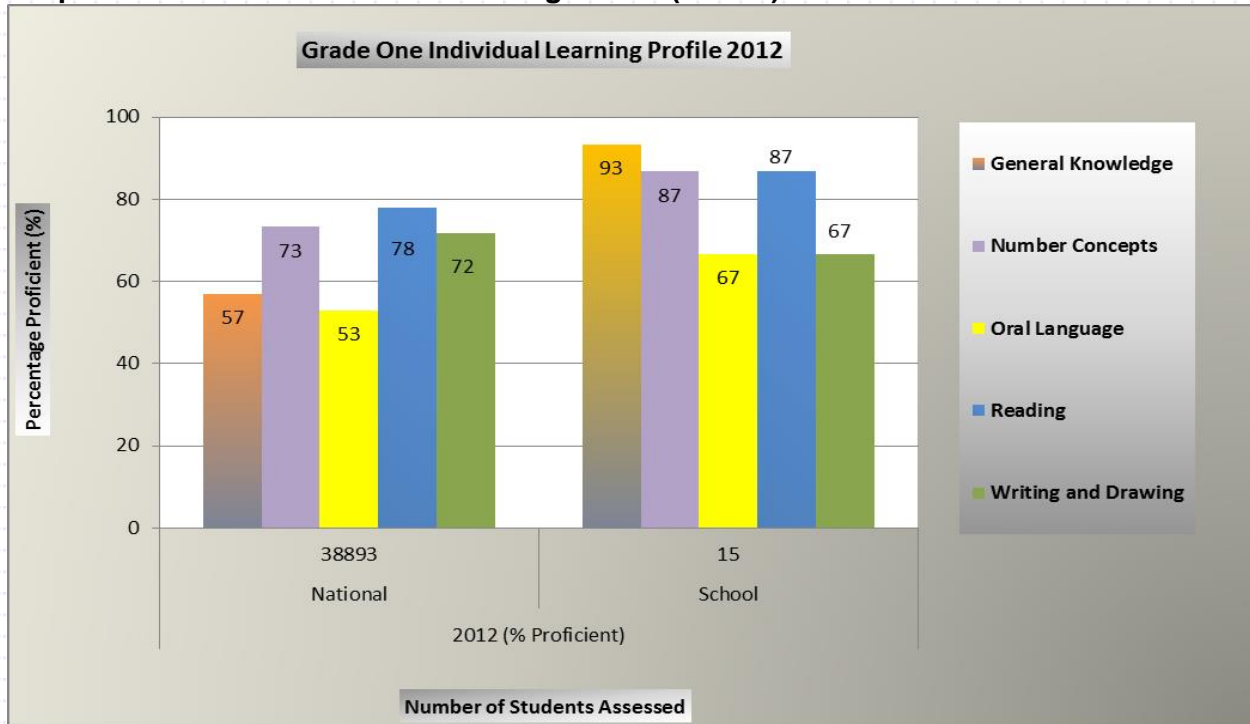


Table 4: Grade One Individual Learning Profile (GOILP)-2012

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	15	93	87	67	87	67

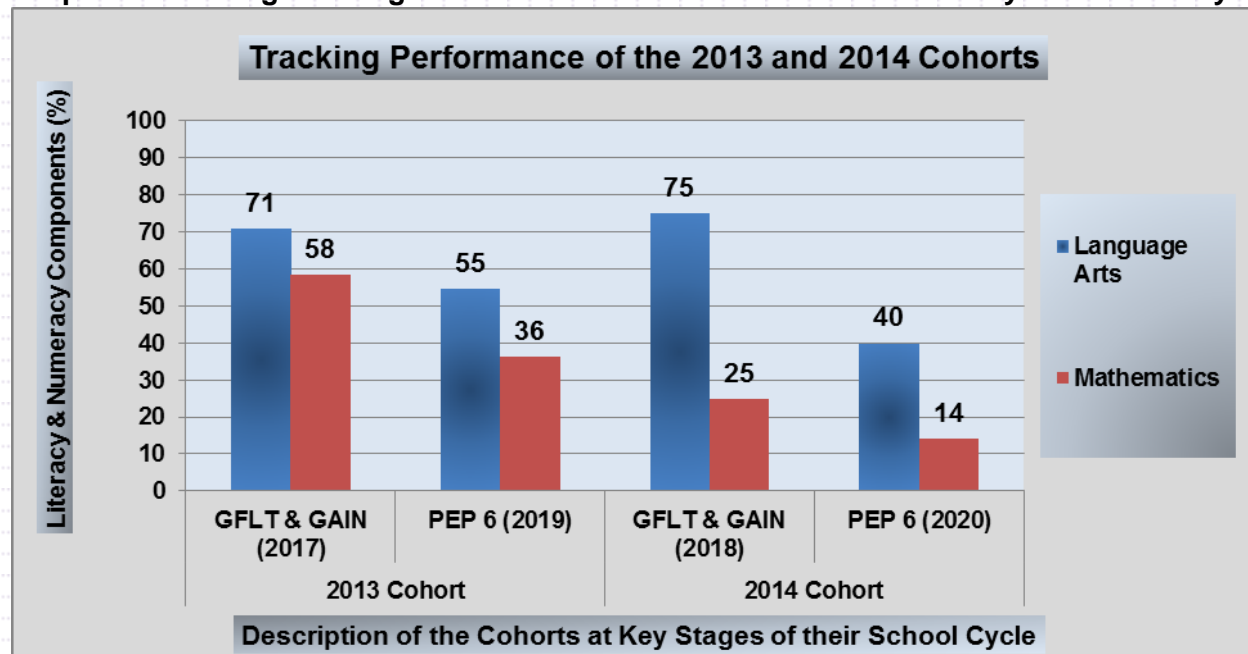
Fifteen students were assessed at Buckingham Primary in 2012. Their proficiency levels were above the national proficiency levels in all components, except writing and drawing.

Data revealed that the highest level of proficiency was in general knowledge (14 students). The lowest proficiency level was in oral language and writing and drawing (ten 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 Buckingham 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, 75 per cent of the students attained mastery in the GFLT. In 2020, 40 per cent were proficient in PEP 6 language arts. In 2018, 25 per cent of the students attained mastery in the GAIN. In 2020, 14 per cent were proficient in PEP 6 mathematics.

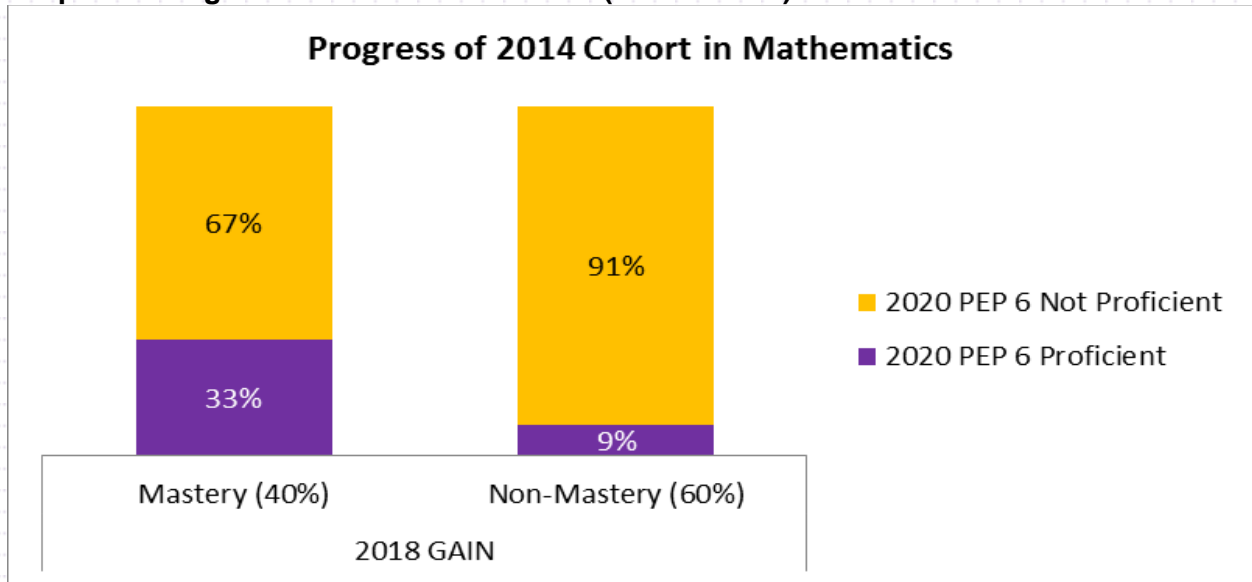
The 2013 cohort also did not show signs of progress in either subject over the period under consideration.

In 2017, 71 per cent of the students attained mastery in the GFLT. In 2019, 55 per cent were proficient in PEP 6 language arts. In 2017, 58 per cent of the students attained mastery in the GAIN. In 2019, 36 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



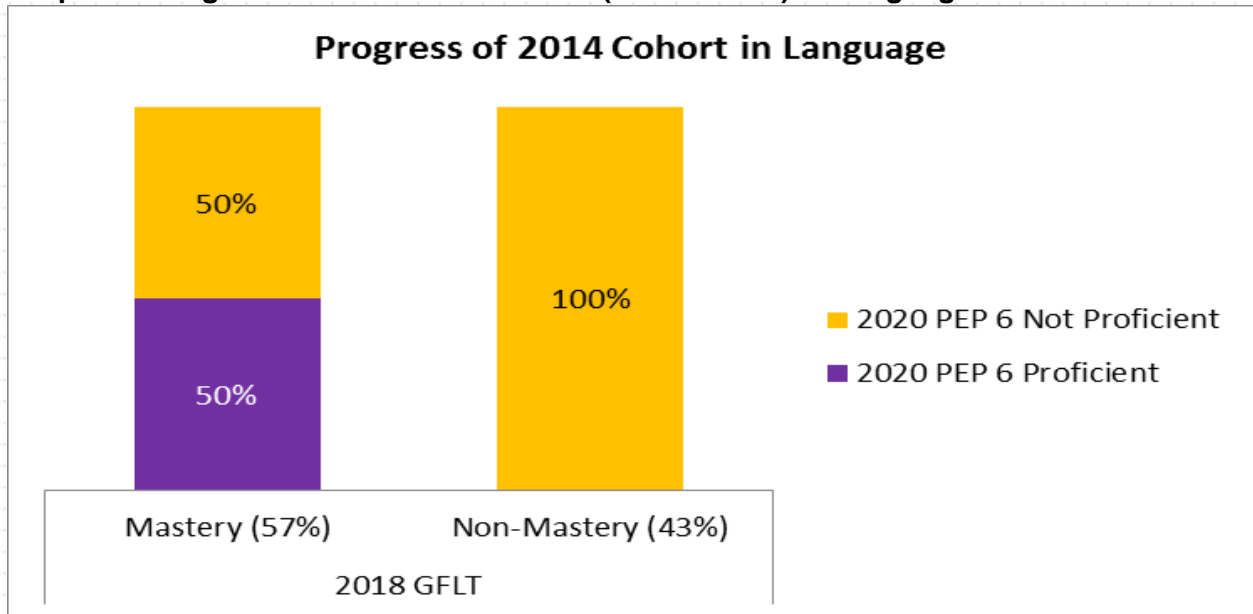
		2018 GAIN		Total	2018 GAIN	
		Mastery (40%)	Non-Mastery (60%)		Mastery (40%)	Non-Mastery (60%)
2020 PEP 6	Proficient	1	1	2	33%	9%
	Not Proficient	2	10	12	67%	91%
	Total	3	11	14		

Some 14 per cent or two of the 14 students were proficient in the 2020 PEP 6 mathematics. Further analysis revealed that 33 per cent or one of the three students who mastered the GAIN in 2018 were among those who were proficient in PEP 6 mathematics in 2020. Nine per cent or one of the 11 students who did not master the GAIN in 2018 was also deemed to be proficient in PEP 6 mathematics in 2020.

Sixty-seven per cent or two of the three students who had mastered the GAIN in 2018 were not proficient in the 2020 PEP 6. Additionally, 91 per cent or ten of the 11 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



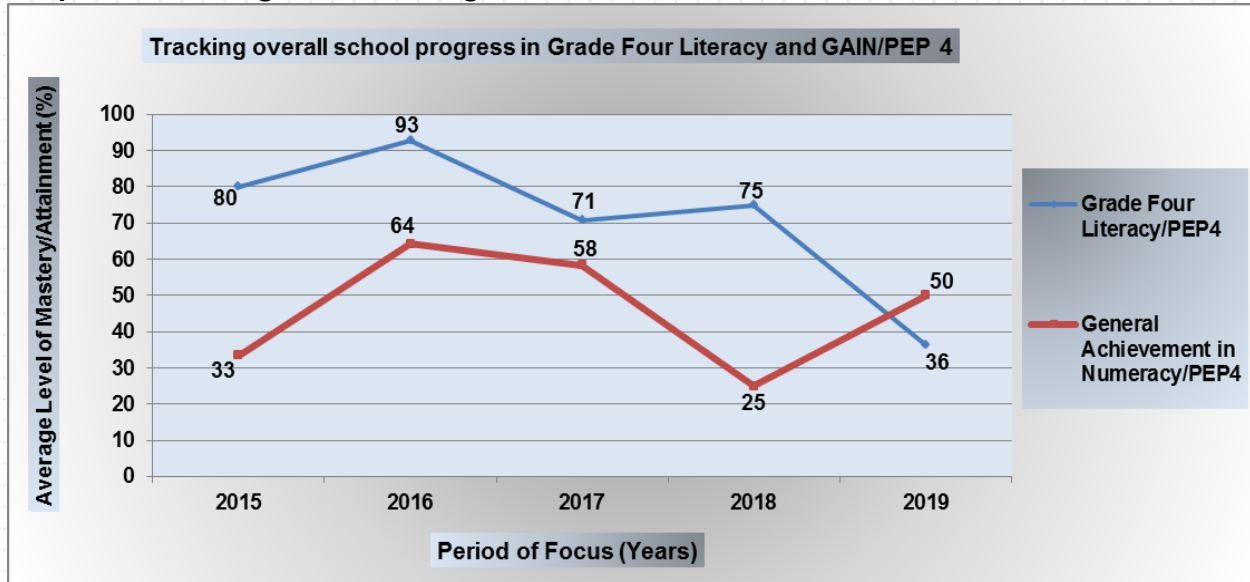
		2018 GFLT			2018 GFLT	
		Mastery (57%)	Non-Mastery (43%)	Total	Mastery (57%)	Non-Mastery (43%)
2020 PEP 6	Proficient	6	0	6	50%	0%
	Not Proficient	6	3	9	50%	100%
	Total	12	3	15		

Forty per cent or six of the 15 students were proficient in the 2020 PEP 6 language arts. A comparison of their previous performance in the 2018 GFLT revealed that 50 per cent or six of the 12 students who previously mastered the GFLT in 2018 were proficient in PEP 6 language arts in 2020.

The data also revealed that 50 per cent or six of the 12 students who had previously attained mastery in the GFLT in 2018 were not proficient in the PEP 6 in 2020, and the three students who did not master the GFLT were not proficient in the PEP6.

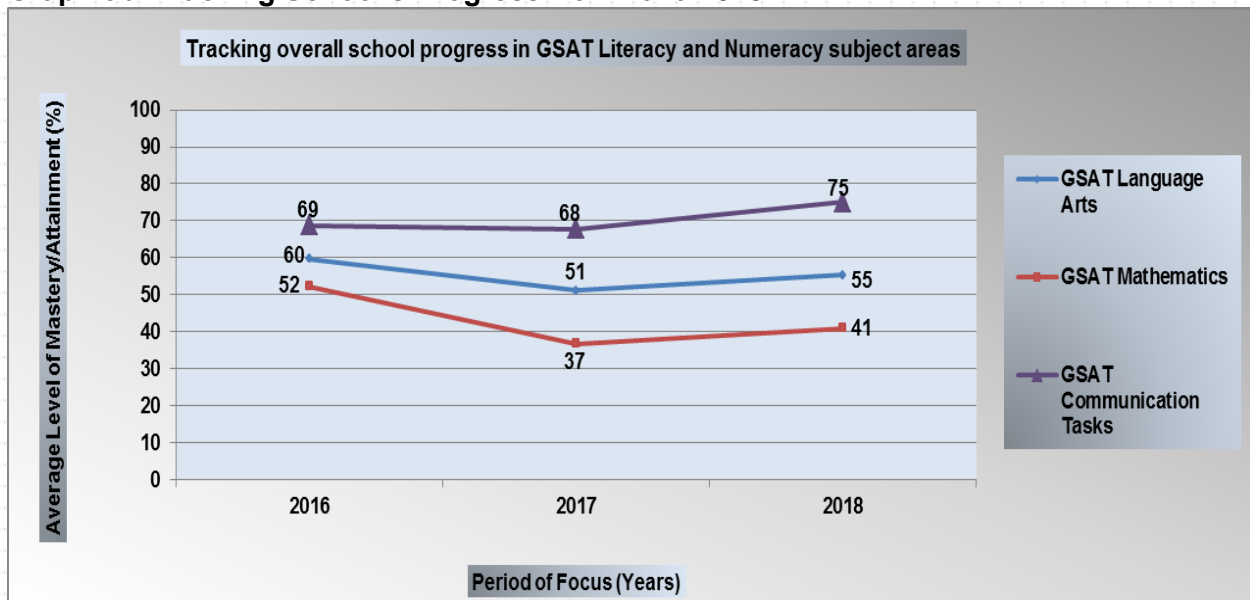
STUDENTS' PROGRESS

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



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

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

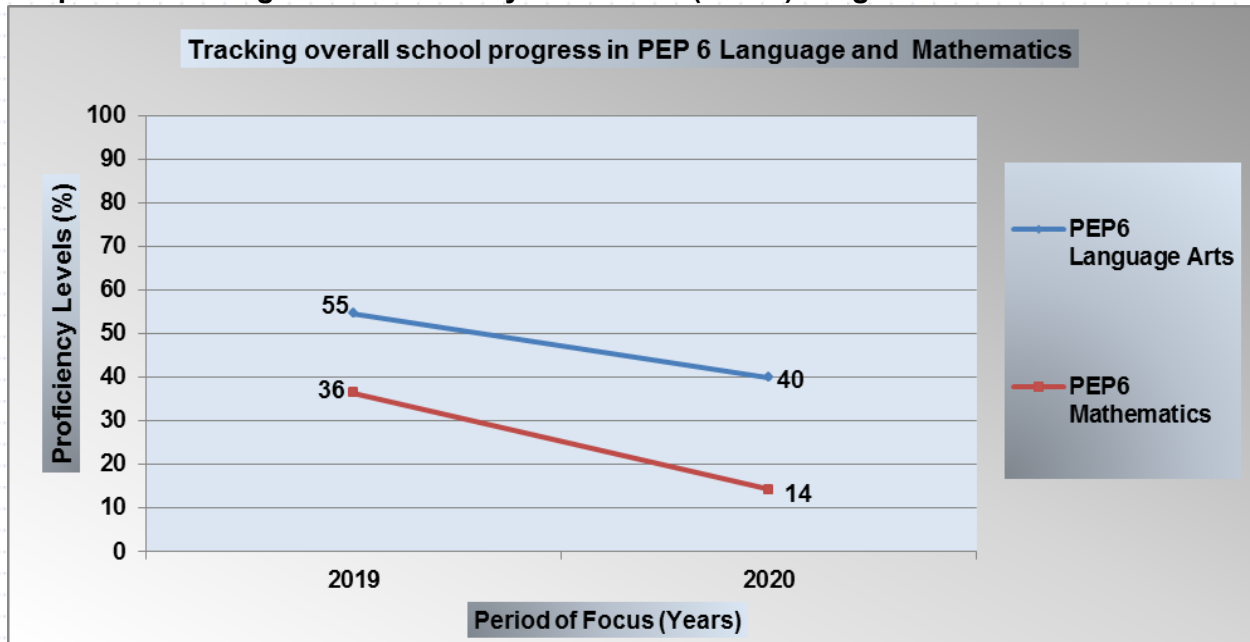


The school's performance in GSAT mathematics and language arts decreased over the review period. The communication tasks average, however, increased by six percentage points. The GSAT communication tasks average remained the highest average in all years, while mathematics recorded the lowest average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

FINAL

STUDENTS' PROGRESS

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



In the first sitting of PEP 6 in 2019, 55 per cent of the students were proficient in language arts, while 36 per cent were proficient in mathematics. By 2020, the performance in both subjects decreased to 40 per cent and 14 per cent, respectively.

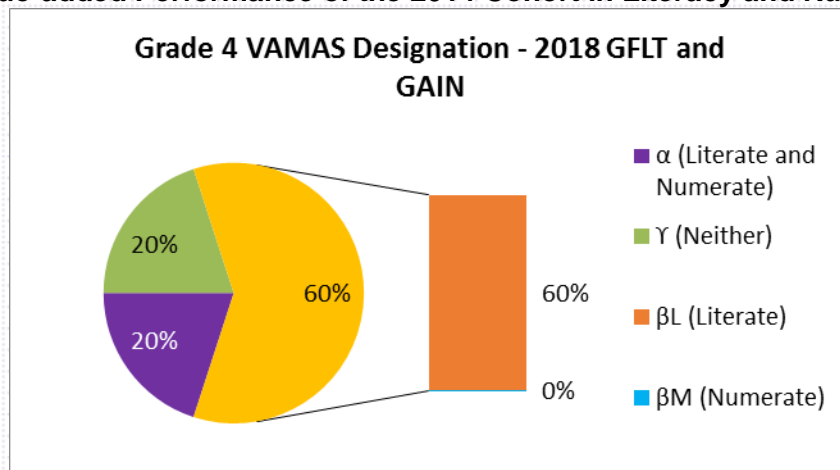
STUDENTS' PROGRESS – VALUE ADDED MODEL FOR ASSESSING SCHOOLS (VAMAS)

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



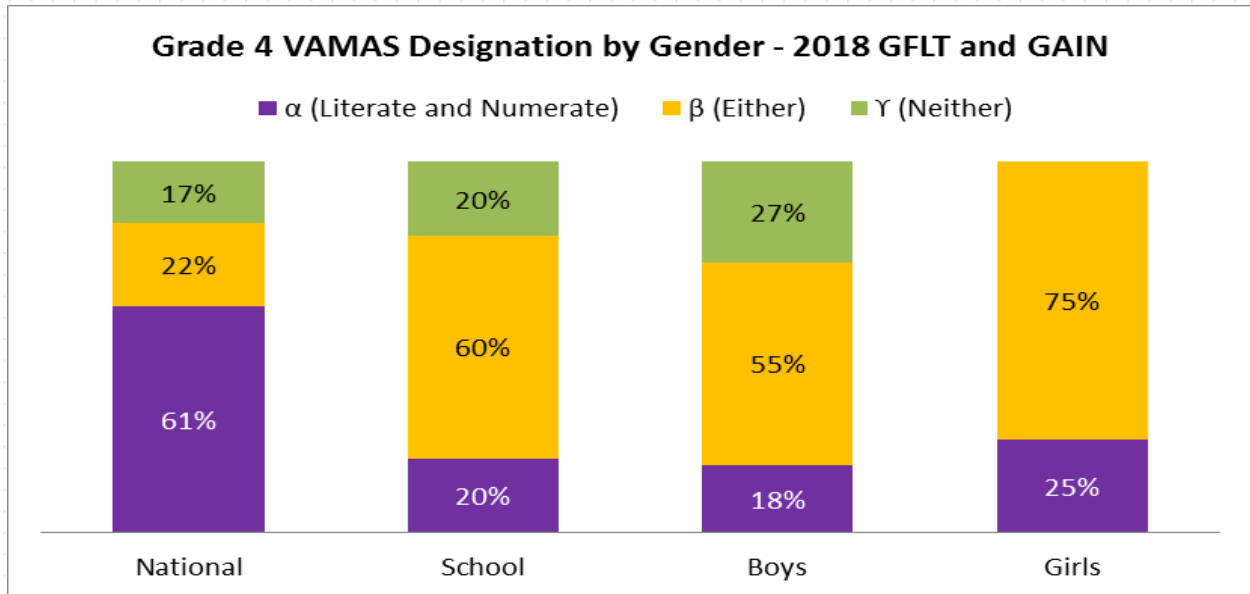
Grade 4 VAMAS Designation	Total	Percent
α (Literate and Numerate)	3	20%
β (Either)	9	60%
γ (Neither)	3	20%
Total	15	100%

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

Some 20 per cent or three students were designated as **Alphas** having been certified literate and numerate in the 2018 GFLT and GAIN. This was 41 percentage points below the designation of public school students in 2018. The proportion of **Alphas** was higher among girls than it was among boys.

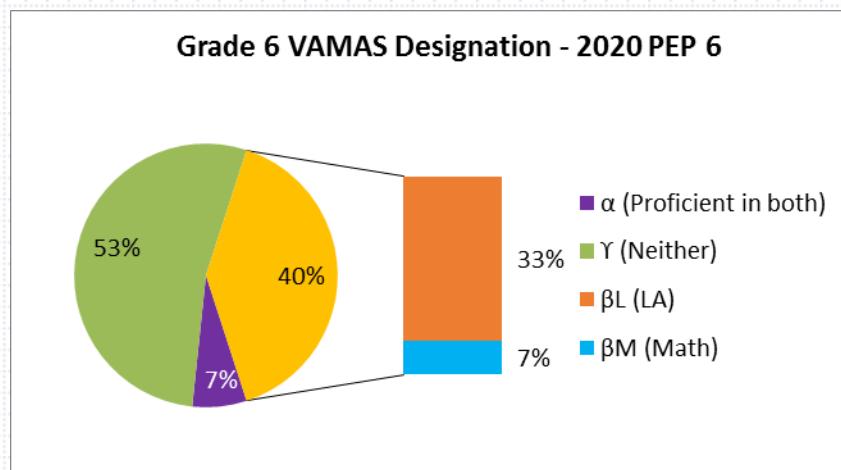
STUDENTS' PROGRESS – VALUE ADDED MODEL FOR ASSESSING SCHOOLS (VAMAS)

Another 60 per cent, or nine students, were designated as **Betas** having mastered either the GFLT or the GAIN, but not both. Further analysis of these **Betas** revealed that all of them mastered the GFLT. This implies a general weakness of the cohort in mathematics. A gender comparison further revealed a higher concentration of **Betas** among girls than boys.



Of concern, were the 20 per cent or three **Gammas** who did not attain mastery in either the GFLT or the GAIN. These **Gammas** were boys only as evidenced by the gender comparison.

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



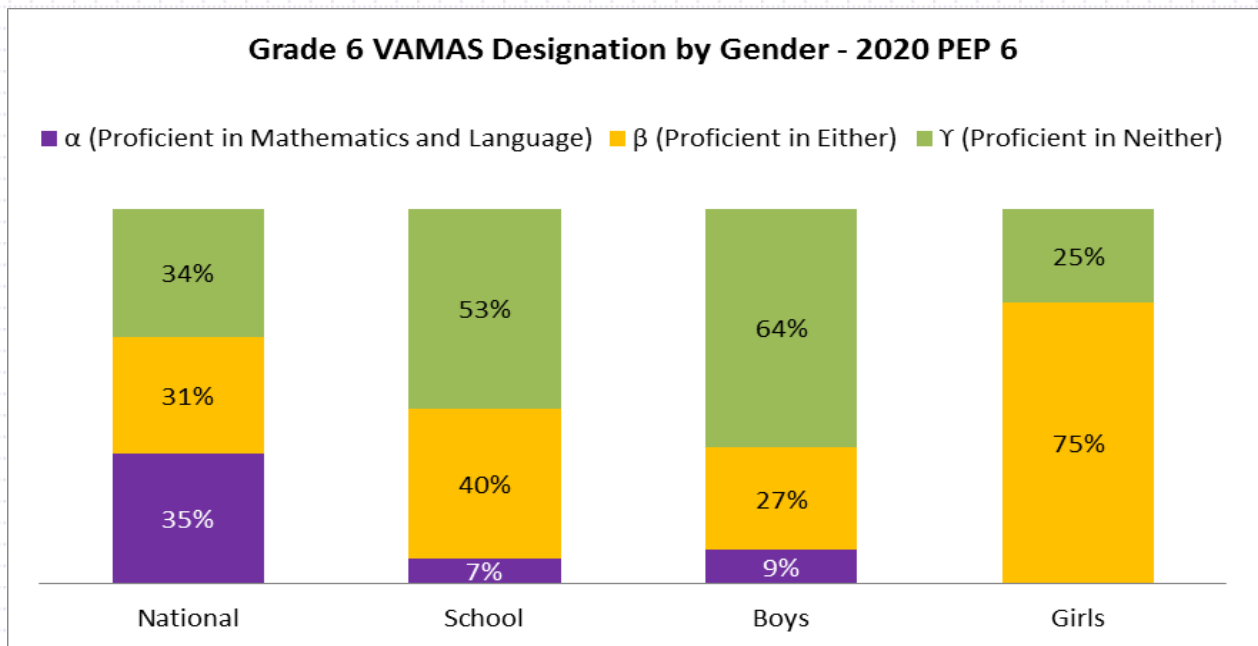
STUDENTS' PROGRESS – VALUE ADDED MODEL FOR ASSESSING SCHOOLS (VAMAS)

Grade 6 VAMAS Designation	Total	Percent
α (Proficient in Mathematics and Language)	1	7%
β (Proficient in Either)	6	40%
γ (Proficient in Neither)	8	53%
Total	15	100%

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

Some seven per cent or one student was designated an **Alpha** having been deemed proficient in both language arts and mathematics in the 2020 PEP 6. This was 28 percentage points below the proportion of **Alphas** in public schools. However, a gender comparison revealed that the proportion of **Alphas** was boys only.

Another 40 per cent or six 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.

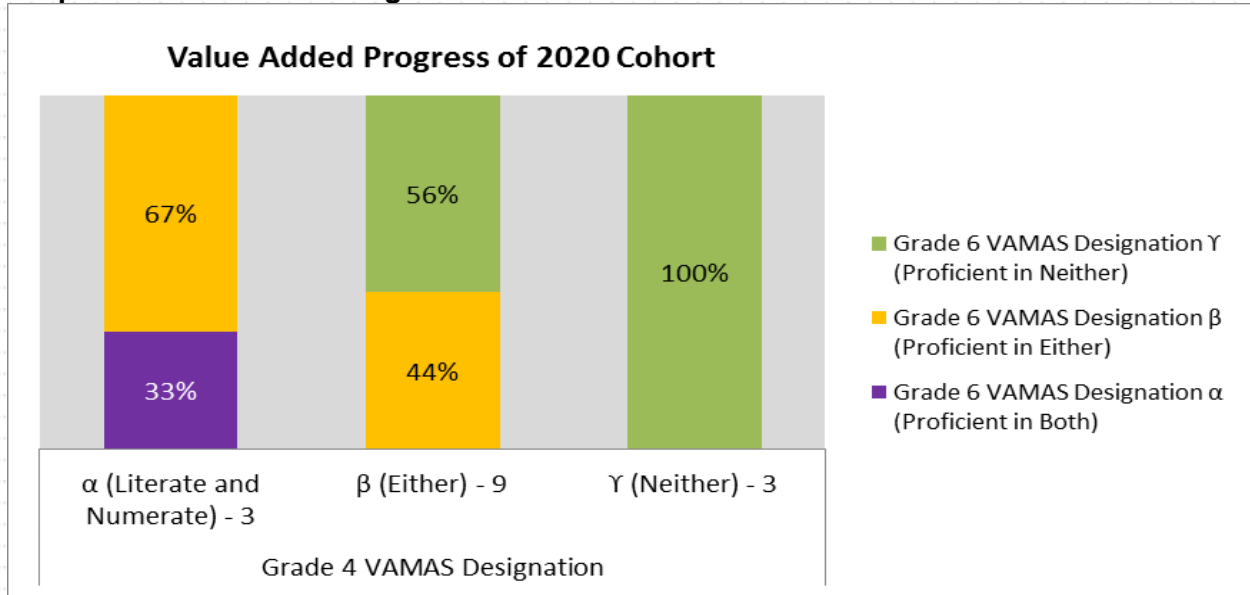


The remaining eight students, or 53 per cent, were **Gammas** and were neither proficient in mathematics nor language arts. This proportion was more than the national concentration of **Gammas**, but was predominantly boys.

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

The school has not added sufficient value to the 2014 cohort of students. Few students met the requisite levels of progress by 2020. Almost all students either retained or fell 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 almost all of the students retained or fell in their value-added designation between 2018 and 2020. More specifically, 33 per cent or one of the three students designated as **Alphas** in 2018 retained their **Alpha** status in 2020. Sixty-seven per cent or two of them fell to **Betas** and none of them fell to a **Gamma**.

						Grade 4 VAMAS Designation		
		α	β	γ	Total	α (Literate and Numerate) - 3	β (Either) - 9	γ (Neither) - 3
Grade 6 VAMAS Designation	α (Proficient in Both)	1	0	0	1	33%	0%	0%
	β (Proficient in Either)	2	4	0	6	67%	44%	0%
	γ (Proficient in Neither)	0	5	3	8	0%	56%	100%
Total		3	9	3	15	100%	100%	100%

Of the nine students who were designated as **Betas** in 2018, 44 per cent or four students retained their **Beta** status while none improved to an **Alpha**. Five of these **Betas** fell to **Gammas**.

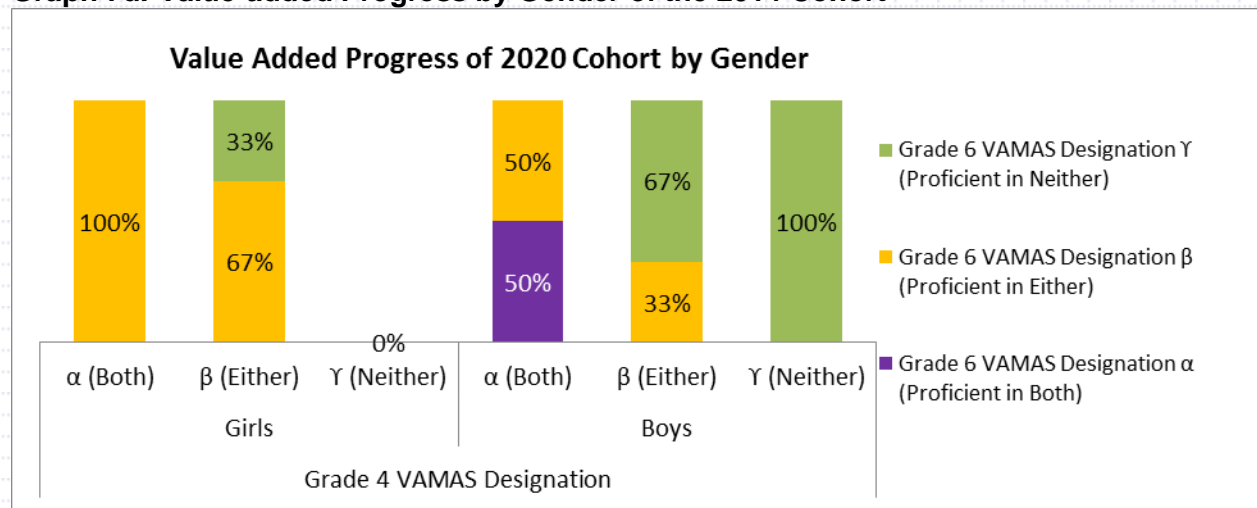
STUDENTS' PROGRESS – VALUE ADDED MODEL FOR ASSESSING SCHOOLS (VAMAS)

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



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

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



A gender comparison revealed that more of the boys who were **Alphas** in 2018 maintained their **Alpha** status in 2020 when compared to the girls. The data revealed a greater decline in performance among boys who were designated as **Betas** in 2018, in that, 67 per cent of them fell to **Gammas** in 2020, compared to 33 per cent of the girls. Furthermore, no improvement was noted in the performance of the boys designated as **Gammas** in 2018.

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

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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
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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