



MINISTRY OF EDUCATION,
YOUTH & INFORMATION



National Education Inspectorate CHIEF INSPECTOR'S REPORT 2016

CYCLE TWO: RE-INSPECTIONS



Promoting Educational Excellence through Quality Inspections

CHIEF INSPECTOR'S REPORT 2016



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From the Chief Inspector's Pen... 

The School Inspection Report for each of the 953 public Primary and Secondary Schools, as well as the Baseline Report for the Jamaican Education System as a whole was completed in 2015. The Baseline Report found that there were tangible disparities in both the quality and effectiveness of schools across the education system, for example, only half of the schools inspected were rated as being at least satisfactory. It found, as well, that while in some schools the primary stakeholders demanded accountability among themselves for the quality of students' performance, in others there was a seeming lack of clarity regarding the level of accountability and responsibility for students' outcomes. Alongside these findings were obvious signs that an effort was being made by some school leaders, as well as the Ministry of Education, Youth and Information (MoEYI) to address some of the inadequacies found, particularly as it relates to students' performance. Nevertheless, there is an acknowledgment by all concerned that more needs to be done in order to change the existing state of affairs, this, if schools are to achieve their intended goal of being spaces where our students will come to feel a sense of belonging and empowerment. And, spaces where they will be active participants in their learning.

In other words, schools are intended to add value to students' lives and their life experiences. The expectation is that they will help students to improve their attitudes and self-esteem, imbue skills and competencies, and create opportunities for them to acquire qualifications, all in an effort to improve their life chances and contribute to national development. In our context, some of the key value-adding factors include the process characteristics such as, the quality of teaching, the quality of school governance, the level of parental support, and the quality of the MoEYI's institutional support; these conflate to create the school's ethos and environment within which our students are expected to learn.

The school inspection process, as well as the Baseline Report should therefore be viewed within the context of the MoEYI taking the necessary steps to continue the task of school improvement. In the current round of inspections, it was found that more schools are improving and therefore moving towards becoming spaces where students can substantially improve their life chances, these signs are very encouraging, but again, much more needs to be done. For example, small rural multi-grade schools are generally under-funded, because funding is

allocated on a per-capita basis. There are also students of varying ages that are receiving instruction in the same setting, without adequate differentiation. The principal, invariably, is an active teacher, and this makes balancing both portfolios problematic. Taken together, these factors, unwittingly, contribute to the existing disparity between the quality and effectiveness of some schools. There are, however, some schools that receive the requisite resources and inputs, but the quality of teaching and school leadership do not provide the value-added that improves students' outcomes. The efforts to reform the funding formula for schools, and the current thrust to improve the quality of teaching and school leadership is therefore timely and necessary, and should be viewed within the context of creating, significantly, more spaces where excellence can be achieved.

The National Education Inspectorate (NEI) is now engaged in the important and complex process of mapping schools at all levels of the education system to value-adding factors. In other words, what is the level of progress that students make in schools and to what degree is the absence or presence of value-adding factors influencing this? To answer this question there has to be a greater reliance on data, and school leaders are expected to actively and progressively incorporate the use of student assessment data in their day-to-day operations, in order to identify the areas of strengths and weaknesses. This, however, is a stakeholder-wide effort, so, for example, it requires the input of parents to deliberately, and positively, participate in their children's schooling, and students also have a responsibility to prepare themselves for learning.

Though the NEI is now engaged in the value-adding phase of its work, it is important to note that this phase is supported through continuous school inspections, which underscores the fact that "work is burning in the field."



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Maureen Dwyer
Chief Inspector
National Education Inspectorate

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EXECUTIVE SUMMARY

Context

The findings presented in this report are based on the inspection of 103 public primary and secondary schools September 2015 to June 2016.

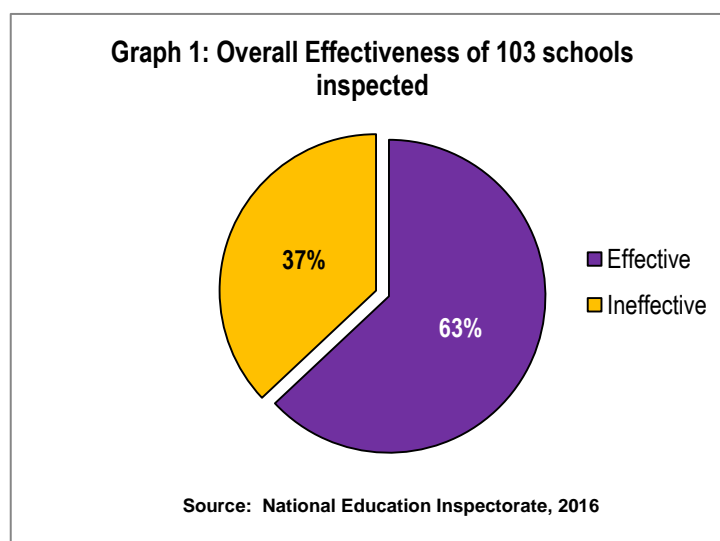
Main Findings:

- 1. Leadership and management** was rated as exceptionally high in one per cent (1%) of the schools inspected; good in eighteen per cent (18%); satisfactory in fifty-seven per cent (57%); and unsatisfactory in twenty-four per cent (24%). No school was rated as *needs immediate support* in this round.
- 2. Teaching in support of students' learning** was rated as good in four per cent (4%) of the schools inspected; satisfactory in sixty-seven per cent (67%); unsatisfactory in twenty-eight per cent (28%); and *needs immediate support* in one per cent (1%).
- 3. Students' attainment** in English and mathematics was above the Ministry of Education's targets, in six per cent (6%) of the schools inspected; at the targets in twelve per cent (12%) of them and below in eighty-two per cent (82%).
- 4. Students' progress** was rated as exceptionally high in one per cent (1%) of the schools inspected; good in three per cent (3%); satisfactory in fifty-eight per cent (58%); unsatisfactory in thirty-seven per cent (37%); and *needs immediate support* in one per cent (1%).
- 5. Students' personal and social development** was rated as good in sixteen per cent (16%); satisfactory in eighty per cent (80%); and unsatisfactory in four per cent (4%).
- 6. Human and material resources** to provide support for students' learning was rated as good in five per cent (5%); satisfactory in seventy-two per cent (72%); and unsatisfactory in twenty-three per cent (23%).

7. **Curriculum and enhancement programmes** were rated as good in sixteen per cent (16%); satisfactory in sixty-five per cent (65%); and unsatisfactory in nineteen per cent (19%).
8. **Safety, security, health and well-being** was rated as exceptionally high in one per cent (1%) of the schools inspected; good in eighteen per cent (18%); satisfactory in sixty-nine per cent (69%); and unsatisfactory in twelve per cent (12%).

Overall Effectiveness:

Approximately sixty-three per cent (63%) or 65 of the schools inspected were rated as **effective**¹. Thirty-seven per cent (37%) or 38 schools were rated as **ineffective**. See graph 1.



¹ Effective schools are defined by the following characteristics: strong leadership, a clear school mission, quality teaching and learning, a safe and orderly climate, transparent and effective monitoring of students' progress, high expectations and parental involvement. (NEI Working Definition)

CHAPTER ONE
NATIONAL EDUCATION
INSPECTORATE



BACKGROUND

The National Task Force on Educational Reform commissioned in 2004, to prepare and present an action plan consistent with a vision to create a world class education system, placed before both Houses of Parliament a range of systemic recommendations to be undertaken within the shortest possible timeframe. One major recommendation was the establishment of a National Quality Assurance Authority (NQAA) to address the issues of performance and accountability in the education system. In line with this recommendation, the then Ministry of Education formulated the policy and legislative framework for the establishment of an independent National Education Inspectorate (NEI) to address the issues identified and effect changes complementary to the transformation of the education sector. Currently, the NEI awaits Cabinet's approval to become an Executive Agency, reporting directly to the Minister of Education, Youth and Information. The NEI will operate within the overall context of the Government of Jamaica's (GoJ) policies and strategic objectives for the education system.

Roles and Responsibilities

The roles and responsibilities of the NEI are consistent with the legislative framework which authorizes the Minister of Education, Youth and Information to cause *any educational institution to be inspected at such intervals as he may think fit by persons authorized by him in that behalf and the Minister shall cause a special inspection of any such institution to be carried out whenever it appears to him that such special inspection is desirable* (Education Act, 1965, Section 39).

Within the existing legislative framework, the NEI is empowered to objectively assess the standards attained by the students in all public primary and secondary level schools at key points in their education, and to report on how well they perform or improve as they progress through their schooling. The NEI is also charged with the responsibility to make recommendations to support improvement in the quality of the provision and outcomes of all learners.

In the first cycle of inspections, the NEI inspected all public primary and secondary level schools and identified improvements that schools should make in order to secure sustained levels of high quality outcomes. In subsequent reports, the NEI will also conduct impact analyses to determine the relationships between inputs and the educational product. The cycle of inspecting

schools and other educational service providers will be determined by the Chief Inspector and/or as requested by the Minister of Education, Youth and Information.

The NEI will systematically issue reports, provide guidance and advice, and give assistance to boards of management, principals, school administrators, teachers, education officers and other related education professionals about effective practices, based on the accumulation of evidence from the school inspections. The NEI will analyse and interpret the data generated from all inspections, and provide policy advice to the Minister of Education, Youth and Information who will present a report on the state of the education system to Parliament.

The scope of the NEI's mandate is framed within the context of the public formal education system, which currently provides education for approximately 500,000 students enrolled at the primary and secondary levels in 930 educational institutions island-wide.

CHAPTER TWO

CONTEXTUAL FRAMEWORK



CONTEXT

In its review of the education system, the Task Force posited the view that, despite some positive gains made by the system, the performance gap between where we are now and where we must go, in the shortest possible time, is too wide to benefit from small incremental movements. In light of this situation, it recommended the creation of an excellent, self-sustaining, well-resourced education system - a system in which all stakeholders recognise and accept that education is the primary vehicle of sustainable development and, ultimately, the greatest contributor to the creation of a globally competitive workforce.

The NEI is the Ministry of Education's response to the national imperative to create a culture of accountability and improved performance in all sectors and at all levels. Consistent with this thrust, the NEI has adopted a globally accepted set of indicators against which each school will be assessed and then supported.

Deriving the Key Indicators for School Inspections

Educational research in the area of *School Effectiveness* spans more than four decades and has resulted in some level of agreement around a standard set of unique characteristics common to schools in which children, regardless of socio-economic background, race or gender, learn the essential skills, knowledge and concepts required to successfully advance to the next level. David Kirk *et al* (2004), presents seven correlates of this phenomenon, which may be appropriately applied to Jamaican schools. It is noteworthy that these key indicators have been empirically verified as valid indicators of school effectiveness in Jamaica by Watson-Williams and Fox (2013).

A Clear School Mission

Critical to an effective school is a concise and clearly articulated mission, through which the staff shares a common understanding of the commitment to instructional goals and priorities. In effective schools, the onus is on the principal to create a common vision, build effective teams and engender commitment to task.

High Expectations for Success

Also present in an effective school is a climate of high expectations in which the staff believes and demonstrates that all students can attain mastery of the school's essential curriculum. More

importantly, the staff possesses the capacity and capability to help all students attain that mastery.

Instructional Leadership

In all effective schools, the Principal is the respected *leader of leaders*. The Principal exemplifies and consistently models the characteristics of instructional effectiveness in the management of the school's instructional programmes. In this regard, the Principal empowers the teachers and directs them towards the achievement of the stated instructional goals.

Opportunity to Learn: Time on Task

Evident in effective schools is a proportionately high amount of classroom time allocated to instruction in the essential curricular areas. Lezotte (1991), a proponent of the principle of *organized abandonment*, or teaching the essentials and letting go of the rest, proposes the use of an inter-disciplinary curriculum to achieve this practice.

Monitoring of Student Progress

In the effective school, students' progress in relation to stated learning objectives in the essential subjects is frequently measured and monitored. The results are used to provide feedback to individual students and parents, as well as to appropriately modify curriculum delivery and improve the students' performance.

A Safe and Orderly Environment

A manifest feature of an effective school is an orderly, purposeful and business-like school climate, free from the threat of physical harm. The school climate is not oppressive, but welcoming and conducive to teaching and learning. Collaborative learning, respect for human diversity and an appreciation of democratic values are the hallmarks of the school.

Positive Home and School Relations

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

Key Questions

Consistent with the literature, the Jamaica School Inspection Process (JSIP) focuses on eight interlocking key questions that inspectors answer in the assessment of the educational provisions and performance of every school. These are outlined below:

1. How effectively is the school led and managed by the Board, Principal and Senior Management, and Middle Leadership?

2. How effectively does teaching support the students' learning?

3. How well do students perform in national and/or regional tests and assessments against the national averages and targets set for the sector?

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

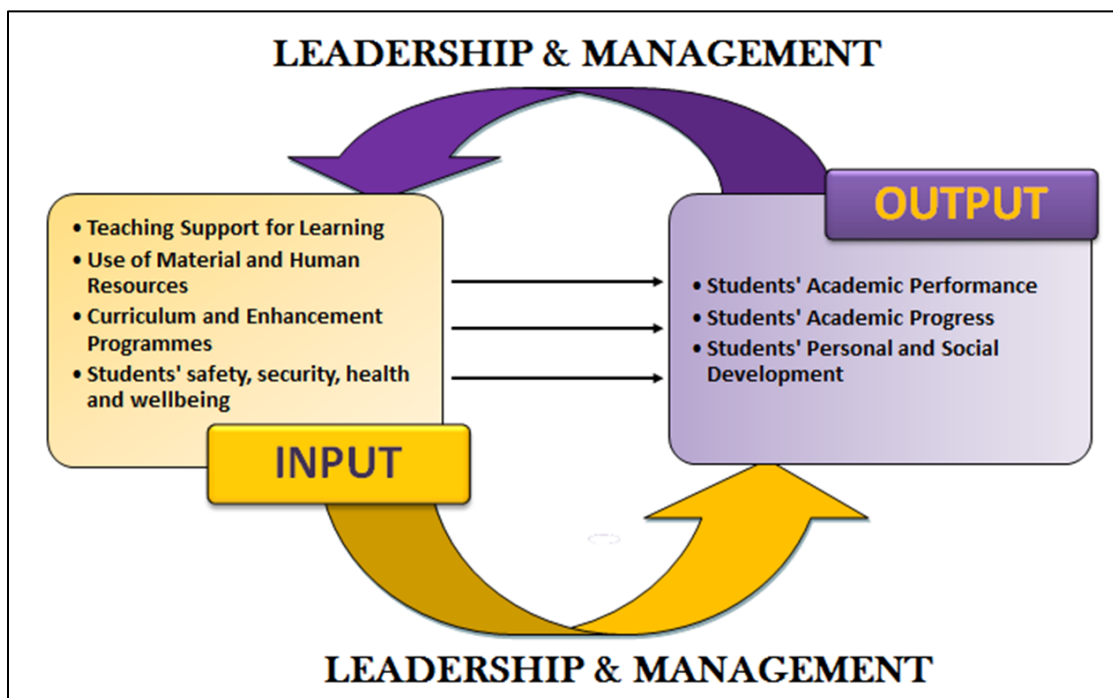
5. How good is the students' personal and social development?

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

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

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

Figure 1: Relationship between the Eight Key Areas of the Inspection Framework



Source: National Education Inspectorate, 2016

CHAPTER THREE

DESIGN AND METHODOLOGY



DATA SOURCES

In this report, both primary and secondary data are captured in qualitative and quantitative formats.

- **Primary Data Sources:**
 - Observations
 - Interviews
 - Focus group discussions

- **Secondary Data Sources:**
 - School documentation
 - National performance data

Data Frame

The report is based on the results of 103 schools, across all six administrative regions of the Ministry of Education, Youth and Information (MoEYI) that were inspected during the period September 2015 to June 2016.

Sample Selection

A purposive, stratified sample of schools was selected from across the Ministry's six administrative regions using the following criteria:

- Size
- School type
- Locale
- Performance

All schools in the sample were previously inspected.

Data Collection Methods

- **Observations;** lesson observations constitute approximately sixty to seventy per cent (60-70%) of all inspection activities. General observations of school resources and facilities are also undertaken.
- **Sampling of students' work** in different subjects and across different age groups in the school.
- **Analysis of documentary evidence;** such as schemes of work and teachers' lesson plans, and minutes of meetings.
- **Structured and semi-structured interviews** with stakeholders, such as Board chairmen, Principals, teachers, students and community members. Also, interviews with staff, in particular senior managers and others with responsibility for leading different aspects of the school's work.
- **Focus group discussions;** ad hoc, teachers and students.

Data Analysis

Both qualitative and quantitative data analyses are employed:

- Qualitative judgements on the school's provisions are made based on triangulated evidence that is then compared to the inspection framework² from which a best fit is derived.
- Quantitative ratings are assigned to the professional judgements made in each of the eight key areas and their indicators.
- A school classification of effectiveness is then derived using a system of weighting based on the correlates of school effectiveness. The four leading areas are:
 - Leadership and Management;
 - Teaching in Support of Students' Learning;
 - Students' Progress; and
 - Curriculum and Enhancement Programmes

² See the Handbook for School Inspections

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

Table 1: Outline of Inspection Framework and Indicators

Key Questions	Indicators
Leadership & Management	
1. How effectively is the school led and managed by the Board, the Principal and Senior Management, and Middle Leadership?	1.1 School-based leadership and management 1.2 School self-evaluation and improvement planning 1.3 Governance 1.4 Relations with parents and community
Teaching Support for Students' Learning	
2. How effectively does teaching support the students' learning?	2.1 Teachers' knowledge of the subjects they teach and how best to teach them 2.2 Teaching methods 2.3 Assessment 2.4 Students' learning
Students' Performance in National or Regional Tests and Assessments	
3. How well do students perform in national and/or regional tests and assessments against the national averages and targets set for the sector?	3.1 Performance in national and/or regional assessments in English 3.2 Performance in national and/or regional assessments in mathematics
Students' Progress	
4. How much progress do students make in relation to their starting points? (For infants: in relation to age-related expectations and progress by gender)	4.1 Progress against starting points, over time and during lessons in English 4.2 Progress against starting points, over time and during lessons in mathematics
Students' Personal and Social Development	
5. How good is the students' personal and social development?	5.1 Students' attitudes and behaviours 5.2 Students' punctuality to school and classes 5.3 Students' understanding of civic responsibility and spiritual awareness 5.4 Students' economic awareness and understanding 5.5 Students' environmental awareness and understanding
Human and Material Resources	
6. How effectively does the school use the human and material resources at its disposal to help the students achieve as well as they can?	6.1 The quality and quantity of human resources 6.2 The use of human resources 6.3 The quality and quantity of material resources 6.4 The use of material resources
Curriculum and Enhancement Programmes	
7. How well do the curriculum and any enhancement programmes meet the needs of the students?	7.1 Provisions for curriculum 7.2 Enhancement programmes
Students' Safety, Security, Health and Well-being	
8. How well does the school ensure everyone's safety, security, health, and well-being?	8.1 Safety and security 8.2 Health and well-being

Source: NEI Inspection Data, 2016

Rating Scale and Descriptors

The inspectors make their professional judgements on each of the indicators and then assign a rating based on the five-point scale below:

- **Level 5 – Exceptionally high** quality of performance or provision;
- **Level 4 – Good:** the expected level for every school. Achieving this level in all aspects of its performance and provision should be a realistic goal for every school;
- **Level 3 – Satisfactory:** this is the minimum level of acceptability. All key aspects of performance and provision in every school should reach or exceed this level;
- **Level 2 – Unsatisfactory:** quality not yet at the level acceptable for schools. Schools and/or MoEYI are expected to take urgent measures to improve the quality of any aspect of their performance or provision that is judged at this level. The recommendations for improvement are immediately reported to the Central Ministry, Department of School Services (DSS), Regional Offices and School Boards. Interventions will be closely monitored and appropriate responses will be activated; and
- **Level 1 – Needs immediate support:** quality is very low. Schools and/or MoEYI are expected to take immediate action to improve the quality of any aspect of their performance or provision that is judged at this level. The recommendations for improvement are immediately reported to the Central Ministry, DSS, Regional Offices and School Boards. Interventions will be closely monitored and appropriate responses will be activated.

Reporting Format

In keeping with the methodology outlined, this report presents the findings on 103 schools inspected in this round. The findings for each of the eight key areas are presented hereafter, using the following format:

- Minimum Standard
- Descriptions and Characterisation of Findings
 - Improvements since baseline inspection
 - Satisfactory
 - Unsatisfactory

Schools that are rated as satisfactory have attained the basic minimum acceptable standard.

Recommendations

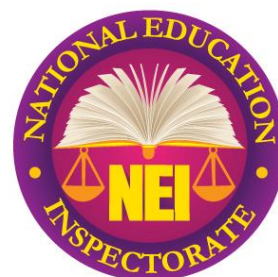
Recommendations for improvements are made at the: (i) school; (ii) regional; and (iii) policy levels. Appropriate actions and interventions will be targeted. Schools are expected to act upon these and further monitoring will be carried out by the DSS through its Regional Offices and/or appropriate agencies. This report carries policy level recommendations which are acted upon through the Office of the Honourable Minister of Education, Youth and Information.

Limitations of the Study

The results of these 103 inspections are reflective of the size and uniqueness of the schools assessed and are not necessarily generalizable to the entire system.

CHAPTER FOUR

FINDINGS



KEY QUESTION 1:

How effectively is the school led and managed by the Board, the Principal and Senior Management, and Middle Leadership?

The key components are:

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

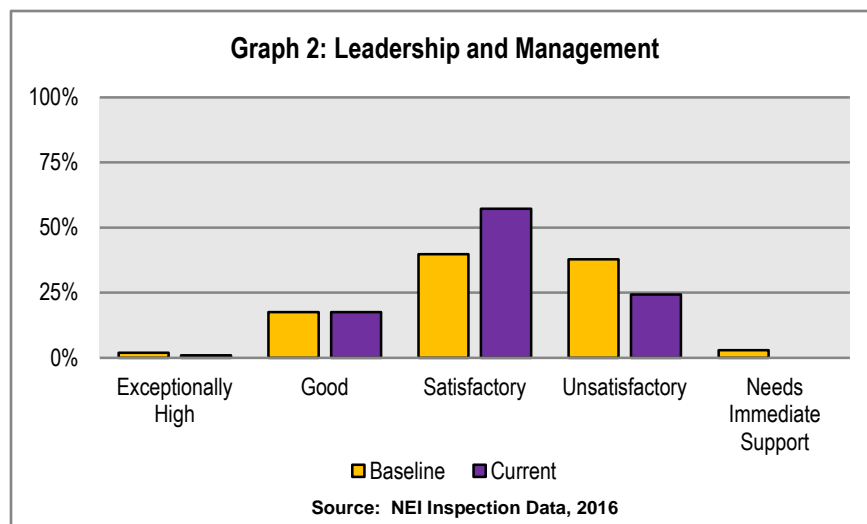
Standard:

Research shows that where school leadership is effective, school-based management displays a good mix of conceptual, human and technical skills. This means that the leaders in the school know what an effective school is and can identify effective classroom practices. They then use their problem-solving expertise to support teachers, students and parents towards achieving their best potential. Additionally, psycho-social capabilities such as emotional intelligence and self-efficacy are important. Self-evaluation is also used to inform continuous improvement planning. Furthermore, boards of management play a strategic role and positively influence the school towards the establishment of positive communication links with the home and the community.

Findings:

Improvement in Leadership and Management

The overall rating on this indicator has improved by 18 percentage points over the previous inspection cycle with more schools rated satisfactory and above. In most of these schools, there were improvements in school-based leadership; self-evaluation and improvement planning; governance; and relationship with parents and community. Nevertheless, a few schools received lower ratings in leadership and management than they did in the first Cycle. See graph 2.



In this round, 38 schools - 31 primary level and seven secondary level schools - have improved to satisfactory and above ratings in leadership and management. In these schools, more school leaders placed emphasis on instructional leadership, in that, there was a greater focus on holding teachers accountable for students' outcomes by ensuring that lessons were planned to good standard. Also, they conducted more frequent lesson observations; implemented more robust monitoring systems; and provided more meaningful feedback for teachers. School leaders in this group made deliberate efforts to rebrand their institutions by implementing effective programmes such as community and parents' fora, and general assemblies to meaningfully engage their stakeholders. Further to this, the teachers' acceptance of the renewed culture and ethos of the school was evident. Improved communication strategies, and the inclusion of staff in decision-making contributed to greater team-work, cohesion, and unity of purpose. More of these school leaders were using data to drive decision-making on matters related to students and school improvement. For example, at Mile Gully High an accountability matrix was successfully used to monitor some aspects of students' and school improvement activities. Consequently, the literacy intervention team made progress toward achieving their target of improved literacy. And, the school's walkway was paved within the proposed timeline.

Where applicable, more school leaders were organising staff for greater effectiveness. For example, some teachers were re-deployed to their areas of specialization, and some middle leaders were empowered to more effectively monitor those areas for which they are responsible. In support of this, school leaders also accessed training in various aspects of school leadership and implemented the strategies in their schools to satisfactory effect. It is also

noteworthy that more school leaders including the Boards were promoting excellence as a core ideal of the school while seeking to develop school improvement strategies. This augurs well for the further development of these schools.

In the following schools, leadership exemplifies the overall thrust towards excellence as well as the implementation of improved strategies towards school-effectiveness: Bath Primary and Junior High, Beecham Hill Primary and Infant, Brainerd Primary, Buff Bay Primary, Duckenfield Primary, Dunrobin Primary, Ferncourt High, Harbour View Primary, Hope Bay All Age, Jonathan Grant High, Knockalva Technical High, Mile Gully High, Morant Bay Primary, Padmore Primary, Port Maria Primary, Retreat Primary and Junior High, Rio Bueno Primary, Rock Hall All Age (St. Andrew), Scott's Hall Primary, St. Andrew Primary, St. Benedict's Primary, St. Francis Primary and Infant, St. Jude's Primary, St. Margaret's Bay All Age, Tranquility Primary and Infant, Vere Technical High, Wait-A-Bit All Age, Warsop All Age, Water Valley Primary, Westwood High, and White Horses Primary.

Description and Characterisation of Findings by Rating Category

In this sample of 103 schools, leadership and management was rated as exceptionally high in one per cent; good in 18 per cent; satisfactory in 57 per cent; and unsatisfactory in 24 per cent of them. See table 2.

Table 2: Leadership and Management

Inspection Ratings	Number of Schools	Percentage (%)
Exceptionally High	1	1
Good	18	18
Satisfactory	59	57
Unsatisfactory	25	24
Needs Immediate Support	0	0
GRAND TOTAL	103	100

Source: NEI Inspection Data, 2016

Satisfactory and Above

In this round, the best cases of leadership and management were found in 19 schools; 12 at the primary level and seven at the secondary level. In the very best of them, school-based leaders organised for student improvement while utilising the available human and material resources with a high level of success. They consistently planned for improvement using school data and

included most stakeholders in the decision-making process. For example at Westwood High, data are analysed to track whole school trends and departments analyse examination results to decide on the best intervention to suit the needs of the students. Also, in some of the primary schools in this group, particular emphasis was placed on improving literacy and numeracy in order to drive overall students' outcomes. In almost all of the schools in this group, school Boards operated at the strategic level. This means that they provided effective oversight to the schools' operations, held school leaders accountable and gave strategic direction to school processes. At St. Francis Primary and Infant, inspectors identified an excellent model of governance; in that, the Board leads strategically by setting academic as well as administrative targets and keeps the school community accountable for them.

Relations with parents and the community continue to be an area of strength, and in most of these schools, the Parent Teachers' Associations (PTAs) were active. Their contributions to the schools were evident in their support for fundraising activities, work days, and other school initiatives including support for students that are in need. These schools also established beneficial partnerships with local businesses, agencies, churches, and international donor organisations. Highly successful leadership practices were evident at the following schools: Westwood High, Dunrobin Primary, Port Maria Primary, Morant Bay Primary and Belmont Academy, among others.

Table 3: Percentage of Schools Rated in Key Components of Leadership and Management

Inspection Ratings	School-based leadership and management	School self-evaluation and improvement planning	Governance	Relations with parents and community
Exceptionally High	1	1	1	3
Good	22	22	33	35
Satisfactory	54	53	53	58
Unsatisfactory	23	24	13	4
Needs Immediate Support	0	0	0	0
GRAND TOTAL	100	100	100	100

Source: NEI Inspection Data, 2016

Unsatisfactory

Weak leadership and management was evident in 25 of the schools inspected in this round; 23 at the primary level and two at the secondary level. While this reflects an overall improvement on this indicator, eleven schools declined to an unsatisfactory rating after receiving favourable ratings in the previous cycle of inspections, and 14 schools remained at the unsatisfactory level.

In both instances, instructional leadership structures were unable to deliver the best quality education for the students in the school. For example, some leadership teams in these unsatisfactory schools were grappling with areas such as improvement planning and accountability, particularly in instances where they are not fully supported by the Board. In this regard, inspectors noted that many leaders did not adequately or consistently focus on leading and monitoring instruction to improve students' outcomes. For example, while there was compliance with the submission of lesson plans in some cases, many leaders did not regularly vet lesson plans and provide quality feedback to guide improvement. Neither did they follow-through with the necessary lesson observations. As a consequence, weaknesses in planning and delivery persisted, lesson objectives were not clearly communicated, and instructional activities were poorly executed.

Many leaders in these schools acknowledged the importance of using data to inform improvement planning; however, their analyses and utilisation of data were insufficiently developed to inform sustained whole-school improvement strategies. As a result, many of the leaders did not develop an accurate understanding of the strengths and weaknesses of the school. In some of these schools, the Boards were not operating at a strategic level to provide adequate support for the school community. For instance, they seldom convened meetings and in a few cases were not fully constituted. While some Boards continued to give day to day support, this was not always sufficient to ensure that leaders were held accountable for school operations.

Even in schools where leadership and management practices were assessed as weak, involvement with the community tended to be satisfactory. However, in some of these schools, relationships with the local community were under-developed, and only a few beneficial partnerships existed. While some school leaders made efforts to communicate with and involve parents in their children's education and the activities of the school, meaningful engagement was not always evident. As such, parents were not always empowered to participate in the improvement of planning for learning, and they provided only limited assistance to their children with homework and other class projects.

KEY QUESTION 2:

How effectively does teaching support the students' learning?

The key components are:

- Teachers' knowledge of the subjects they teach and how best to teach them
- Teaching methods
- Assessment
- Students' learning

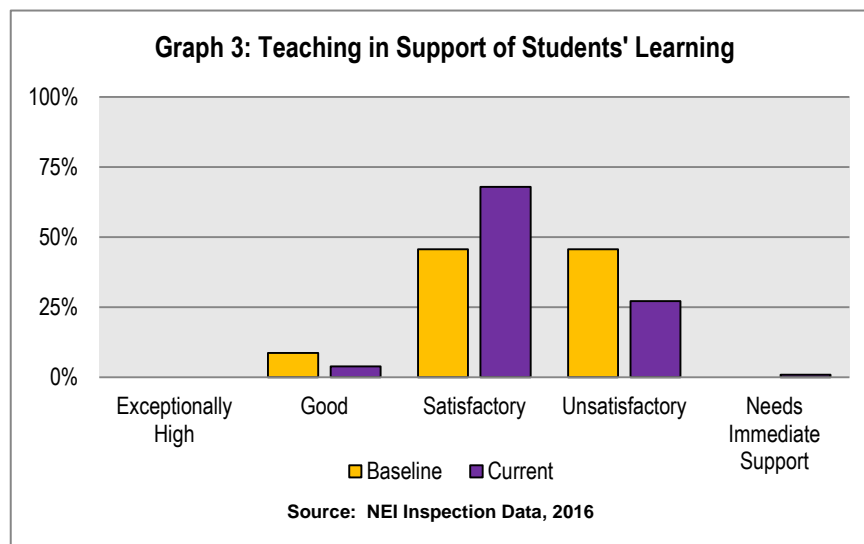
Standard:

Research literature shows that the quality of teaching is at the heart of effective schooling. The expectation, therefore, is that all teachers have secure knowledge of the subjects they teach. Their secure subject knowledge is supported by a variety of teaching strategies which match the needs of the students under their care. As the teachers interact with their students, they should continuously assess them and their work in order to promote the development of self-assessment and independent learning skills.

Findings:

Improvement in Teaching in Support of Students' Learning

The overall ratings on this indicator have improved by 17 percentage points over the previous inspection cycle. This means that more schools have been rated satisfactory in this round. In most of these schools, there were improvements in teachers' knowledge of their subject and how best to teach; teaching methods; assessment; and students' learning. Of note, the most significant improvements in these schools were seen in classroom assessment strategies with movement from a 51 to 76 per cent satisfactory rating. See graph 3.



Overall, 34 schools improved to ratings of satisfactory and above: 26 at the primary level and eight at the secondary level. In these schools, teachers organised lessons creatively and effectively to enhance students' engagement. For instance, teachers integrated elements of song, dance and drama while ensuring that the concepts were clearly developed and reinforced. Teachers also facilitated more meaningful discussions that allowed students to share personal stories and make relevant connections between the concepts taught and their real life experiences. For example, at St. Margaret's Bay All Age, teachers creatively designed lessons that contributed to high level engagement of students who interacted with various objects in their local environment such as plants, rocks and grocery items during authentic learning activities.

Notably, more teachers also adhered to established policies that guide the design and implementation of assessment tasks in order to ensure that students' improvements were effectively monitored. Diagnostic and formative assessments formed a key element of instructional activities, and data from these were used to inform planning, both at the grade and school levels. In many of the primary schools in this category, teachers differentiated assessment tasks to ensure that the needs of students with varying abilities were effectively addressed.

In the following schools, teaching support for students' learning was successful in realising school effectiveness: Albert Town High, Beecham Hill Primary and Infant, Buff Bay Primary, Central Branch All Age, Devon Pen Primary, Donald Quarrie High, Enfield Primary and Junior

High, Ferncourt High, Hope Bay All Age, Jonathan Grant High, Kingston High, Mile Gully High, Morant Bay Primary, New Day Primary and Junior High, Old Pera Primary, Padmore Primary, Polly Ground Primary, Retreat Primary and Junior High, Scott's Hall Primary, St. Andrew Primary, St. Benedict's Primary, St. Francis Primary and Infant, St. Jude's Primary, St. Margaret's Bay All Age, Tranquility Primary and Infant, Vere Technical High, Water Valley Primary, and Wilson's Run Primary.

Description and Characterisation of Findings by Rating Category

In this sample of 103 schools, teaching in support of students' learning was rated as good in four per cent of the schools inspected; satisfactory in 67 per cent; unsatisfactory in 28 per cent; and needs immediate support in one per cent. See table 4.

Table 4: Teaching in Support of Students' Learning

Inspection Ratings	Number of Schools	Percentage (%)
Exceptionally High	0	0
Good	4	4
Satisfactory	69	67
Unsatisfactory	29	28
Needs Immediate Support	1	1
GRAND TOTAL	103	100

Source: NEI Inspection Data, 2016

Satisfactory and Above

The best cases of teaching in support of students' learning were observed in four schools: two at the primary, and two at the secondary level. In these lessons, the students were central to the design of instructional activities and were active participants in the learning experience. Teachers were knowledgeable and demonstrated flexibility in managing the learning experiences in the classroom so that most of the students achieved at their maximum potential. For example, at Jonathan Grant High School, in most mathematics lessons, teachers leveraged their understanding of the subject and knowledge of how their students learn to design lessons that generated enthusiasm and sustained engagement in students. In these best scenarios, students willingly asked questions and sought clarification for challenging concepts which contributed to greater understanding and enhanced learning.

In the best schools, teachers effectively differentiated instruction and assessment tasks in ways that ensured that students on the learning continuum were actively involved in the lessons. In all

of these schools, teachers were mandated to reflect on the appropriateness of the lessons to meet the range of students' needs; and to develop lesson concepts with differentiated activities to stimulate engagement. In this regard, many good lessons where teachers clearly differentiated instruction were observed in St. Francis Primary, St. Peter Claver Primary, Westwood High and Jonathan Grant High.

Most of the teachers in these schools effectively employed a range of teaching strategies which integrated carefully selected resources and activities to advance students' learning. At the primary level, these included methods that challenged students to discover new ideas while developing new skills and insights in the respective subjects. In some cases, especially in mathematics, students were often called to demonstrate their understanding of concepts on the board while their peers provided support. At the secondary level, teachers used everyday scenarios to develop concepts while encouraging students to make relevant connections to their personal lives. Cross-curricular links further enhanced students' understanding as teachers integrated other subject areas to illustrate concepts while emphasising how various subject areas are connected. In the best lessons, the pace of the delivery was good; time was effectively managed; and discussions were deep and sufficiently challenged students to think critically and assess their own learning. The best teaching methods observed, therefore, were those that facilitated students' engagement, participation and discovery while ensuring that students were sufficiently challenged.

In these schools, significant attention was given to both formative and summative assessments; and policies to guide the design and implementation were largely adhered to. Continuous assessment was a feature of most lessons, and included tasks such as seat work, projects and portfolios, as well as terms and tri-weekly tests. Much emphasis was placed on diagnostic testing at the beginning of the school year to inform the necessary interventions as well as to group students according to ability levels. Generally, teachers maintained assessment records that were used to varying degrees to inform planning for students' improvement. Assessment practices were rated as good in Padmore Primary, Morant Bay Primary and Mile Gully High.

There were pockets of good students' learning across all grade levels in these schools. Students were prepared, eager, and engaged throughout their lessons. In the best lessons, there was evidence that they were developing effective research, higher order thinking, and problem solving skills. Most of these students were able to apply knowledge and skills they

developed to new situations; and also demonstrated their understanding of concepts taught using creative art forms such as raps, drama, drawings, debates and poems. There was a culture of collaborative learning in these classrooms as students worked willingly in groups, where applicable, to complete assigned tasks. Good learning was evident in Duhaney Park Primary, Dunrobin Primary, St. Francis Primary and Infant, and Jonathan Grant High.

Table 5: Percentage of Schools Rated in Key Components of Teaching in Support of Students' Learning

Inspection Ratings	Teachers' Knowledge of the Subjects they Teach and How Best to Teach Them	Teaching Methods	Assessment	Students' Learning
Exceptionally High	0	0	1	1
Good	6	5	12	6
Satisfactory	76	67	63	65
Unsatisfactory	18	28	24	27
Needs Immediate Support	0	0	0	1
GRAND TOTAL	100	100	100	100

Source: NEI Inspection Data, 2016

Unsatisfactory

Fewer schools were assessed as unsatisfactory in this round of inspections. Thirty of them were rated as unsatisfactory and below in this category: 28 at the primary level and two at the secondary level. Although this indicator showed an overall improvement, 17 schools received lower ratings than they did in the first cycle of inspections, while 13 remained in the unsatisfactory category.

In these schools, the quality of teaching methodologies and strategies used did not sufficiently place the students at the centre of the learning process, and in many cases, learning did not occur at an appropriate pace or level. These lessons were largely unimaginative; and teachers employed a limited range of strategies, activities and resources. Lessons were teacher-centred with little differentiation to cater to the learning needs of the students. As a result, many students were easily distracted and were not learning at optimal levels. Particularly at the primary level, many classes began late, as much time was spent on administrative tasks such as collecting lunch money. At the secondary level, some students were often late in arriving for classes as they lingered in the corridors during transition periods. This loss of instructional time, compounded by poor time management as the day progressed, impacted the extent to which

teachers were able to effectively develop concepts and implement culminating activities during lessons.

In these schools, assessment practices were not yet fully developed. While procedures were in place to guide formative and summative assessments, inconsistencies in how they were planned and administered, concomitant with weak documentation of assessment data did not redound to overall improvement. And, while teachers, in these schools, have begun to buy into the importance of using data to inform planning, this was not always reflected in actual practice as assessment data were not being consistently used. In light of the weak practices in these schools, learning was not optimal for all students. This means that the development of higher order thinking and research and inquiry skills were not progressing at the desired rate and expected level. This was particularly obvious in the small, multi-grade rural schools where most of the teachers were not sufficiently familiar with multi-grade strategies. This problem has persisted since the last cycle of inspections.

KEY QUESTION 3:

How well do the students perform in national and/or regional tests and assessments, against the targets set for the sector?

The key components are:

- Performance in national and/or regional assessments
- Performance against the targets set for the sector
- Performance trends

Standard:

A review of research evidence suggests that there is a link between low levels of educational attainment and social exclusion. Further, students' test scores are the most effective predictor of many adult outcomes (Case, 1999). Therefore, the expectations are that schools will actively focus on students learning and students' performance should be good in relation to national averages and sector targets as determined by the Ministry of Education, Youth and Information.

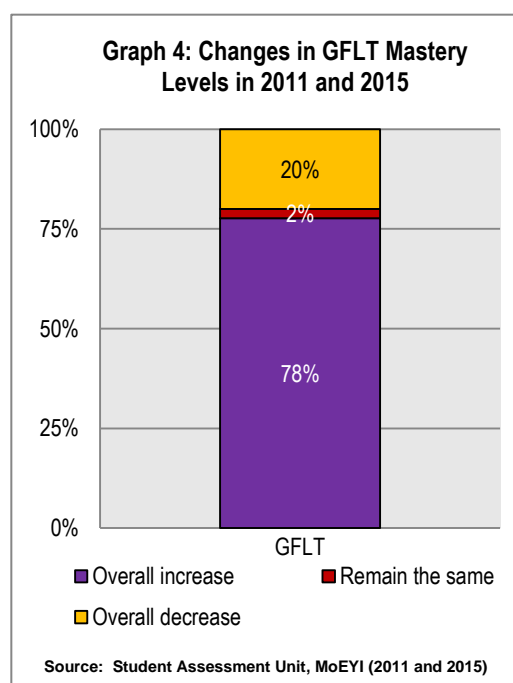
Findings:

Changes in Performance – Literacy and English (2011 and 2015)

Grade Four Literacy Test (GFLT 2015)

In this round, 85 public primary level schools were inspected. The levels of students' mastery in the GFLT in 2015 were then compared to their performance in 2011. The data revealed that there was an overall improvement in most of them. See graph 4.

In 78 per cent or 66 of the 85 schools, the rates of improvement ranged from one to 71 percentage points. More specifically, in 40 of them, students' mastery improved by more than 15 percentage points and in 26, improvements of up to 15 percentage points were noted. See table 6.



However, in 20 per cent or 17 of the schools, there was a decline in students' mastery rates over the same period: 12 of them declined by 15 percentage points or less and five by more than 15 percentage points.

Two schools showed no change in mastery levels over the period assessed.

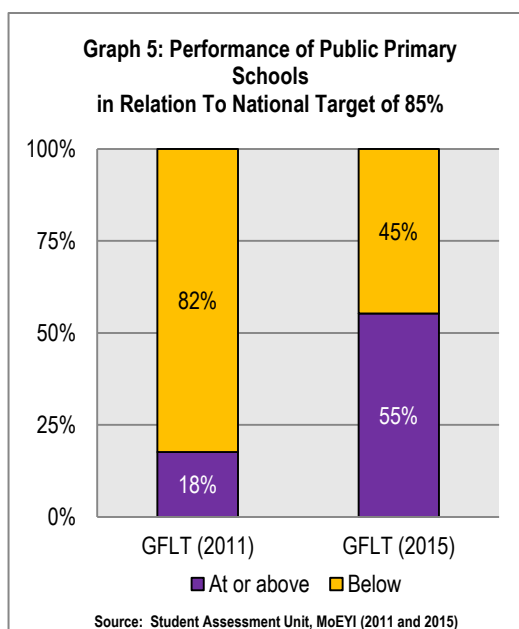
Table 6: The rate of change in GFLT (2011 and 2015)

No. of schools that improved in 2015 when compared to 2011	Rate of change (percentage points)
66	1 - 71
▪ 26	▪ 15 and below
▪ 40	▪ 16 and above
No. of schools that declined in 2015 when compared to 2011	Rate of change (percentage points)
17	2-36
▪ 12	▪ 15 and below
▪ 05	▪ 16 and above
No. of schools that remained constant in 2015 when compared to 2011	Rate of change (percentage points)
02	No change

Source: Student Assessment Unit, MoEYI (2011 and 2015)

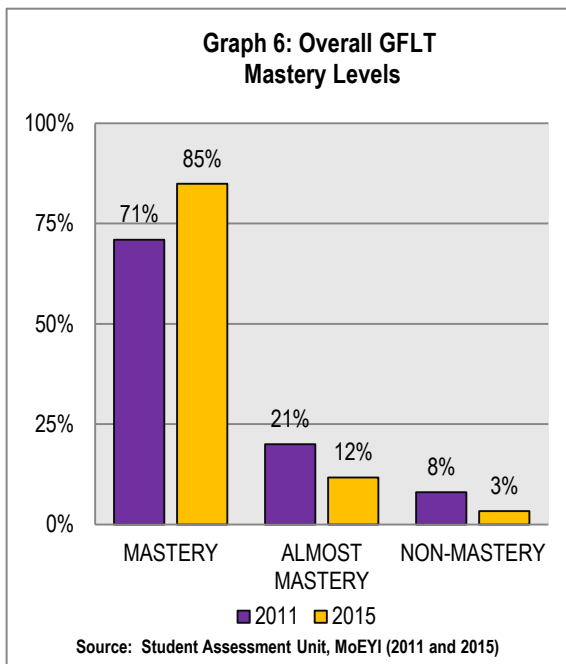
Performance in relation to National Targets (2011 and 2015)

In 2015, more of these schools attained the national target than in 2011. Eighteen per cent or 15 of them attained or surpassed the national target of 85 per cent literacy in 2011. And, in 2015, 55 per cent or 47 attained or surpassed the national target. See graph 5.

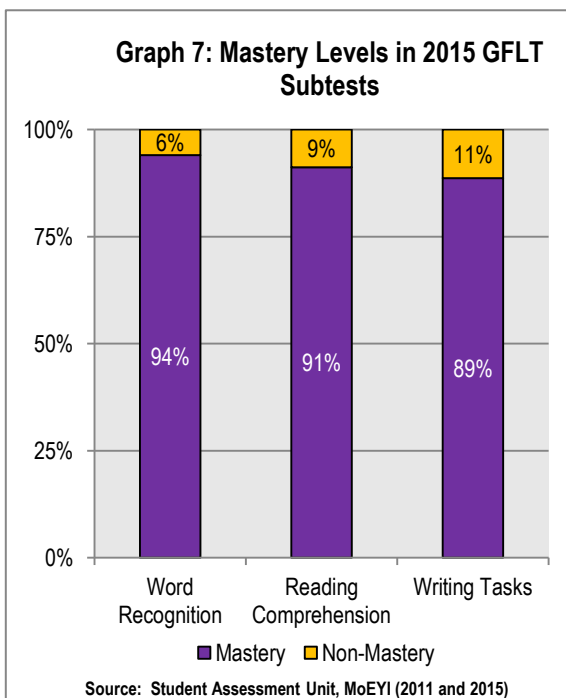


Literacy Attainment (2011 and 2015)

More students mastered all components of GFLT in 2015 than in 2011, in these schools. In 2015, 85 per cent or 3,632 of the 4,276 students mastered. Comparatively in 2011, of the 4,807 students 3,420 of them attained mastery³. See graph 6.



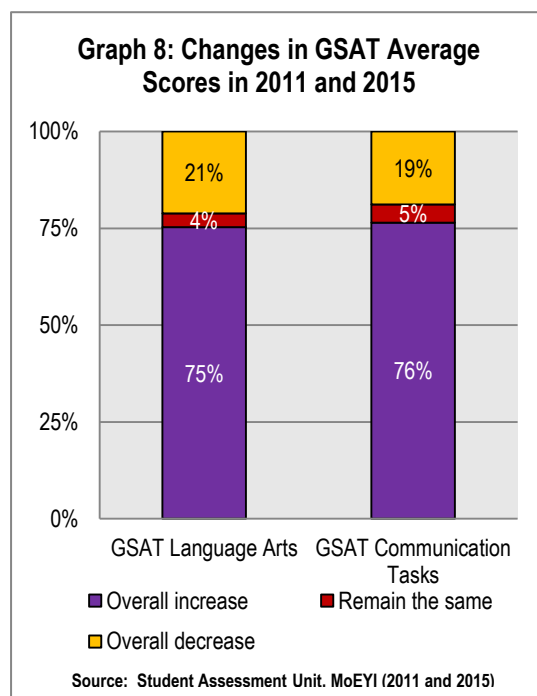
The 2015 data revealed that there is a strong performance on all components of the GFLT: word recognition, reading comprehension and writing tasks (see graph 7). A few students, however, did not master all three components and as such did not attain overall mastery.



³ To attain overall mastery, students must master all three components of the GFLT

Grade Six Achievement Test (GSAT) - Changes in Performance (2011 and 2015)

Overall, 75 per cent or 64 of the 85 primary level schools, in this sample, recorded improvements in the average GSAT language arts scores. See graph 8.



These improvements ranged from one to 42 percentage points; eight of them improved by 15 percentage points or more, while 56 improved by up to 15 percentage points. Twenty-one per cent or 18 schools showed a decline of 15 percentage points or less in the average scores attained. There was no change in the average scores in four per cent or three of these schools.

Table 7: The rate of change in GSAT Language Arts (2011 and 2015)

No. of schools that <u>improved</u> in 2015 when compared to 2011	Rate of change (percentage points)
64	1 - 42
▪ 56	▪ 15 and below
▪ 8	▪ 16 and above
No. of schools that <u>declined</u> in 2015 when compared to 2011	Rate of change (percentage points)
18	1-12
▪ 18	▪ 15 and below
▪ 0	▪ 16 and above
No. of schools that <u>remained constant</u> in 2015 when compared to 2011	Rate of change (percentage points)
03	No change

Source: Student Assessment Unit, MoEYI (2011 and 2015)

In GSAT Communication Tasks, the average scores improved in 76 per cent or 65 of the 85 public primary schools. The improvements ranged from two to 36 percentage points. In seven of them, the average scores improved by more than 15 percentage points. Also, 58 schools' averages increased by between two to 15 percentage points. Nineteen per cent or 16 schools showed a decline of 15 percentage points or less. There was no change in the average scores in five per cent or four of these schools.

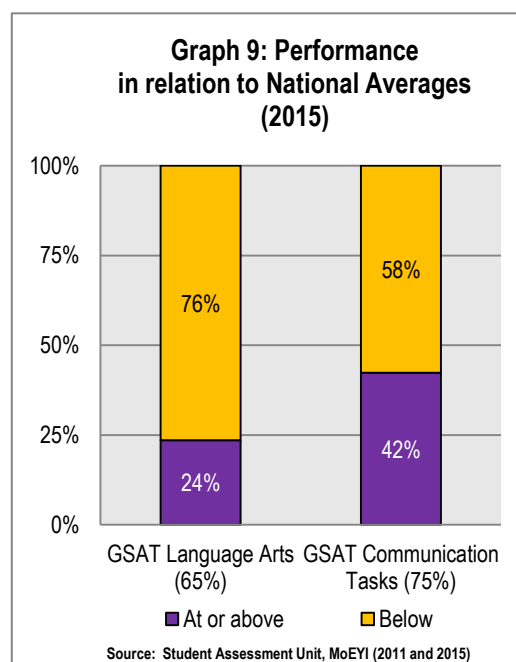
Table 8: The rate of change in GSAT Communication Task (2011 and 2015)

No. of schools that <u>improved</u> in 2015 when compared to 2011	Rate of change (percentage points)
65	2 - 36
▪ 58	▪ 15 and below
▪ 7	▪ 16 and above
No. of schools that <u>declined</u> in 2015 when compared to 2011	Rate of change (percentage points)
16	1-13
▪ 16	▪ 15 and below
▪ 0	▪ 16 and above
No. of schools that <u>remained constant</u> in 2015 when compared to 2011	Rate of change (percentage points)
04	No change

Source: Student Assessment Unit, MoEYI (2011 and 2015)

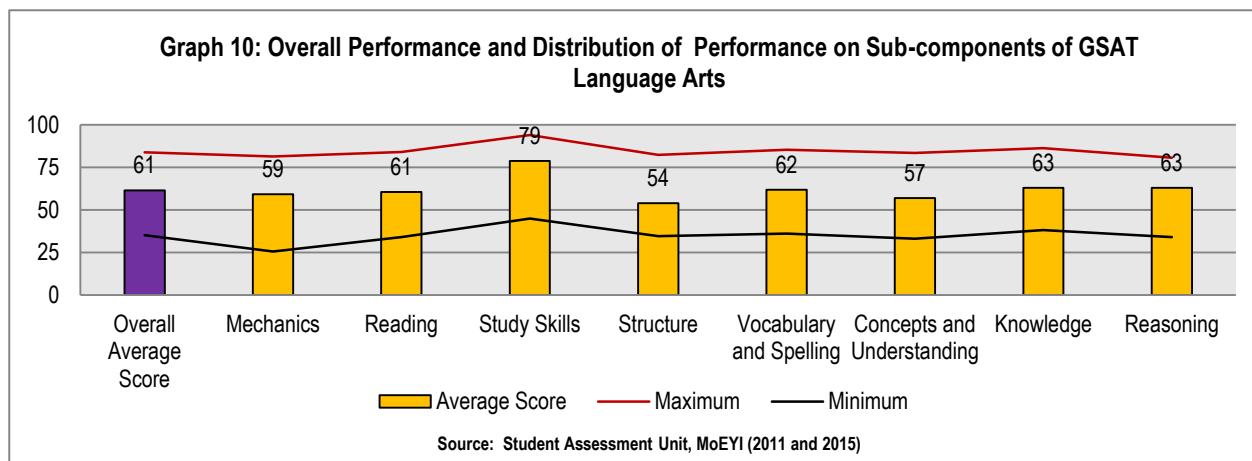
Performance in relation to National Average⁴ (2015)

In 2015, twenty-four per cent or 20 schools recorded average scores that were at or above the national average of 65 per cent in GSAT language arts. Similarly, forty-two per cent or 36 schools had average scores in communication tasks that were at or above the national average of 75 per cent. See graph 9.



⁴ National average is the average of all the scores attained by public and private students in that cohort (Student Assessment Unit, MoEYI)

A total of 4,037 students sat the GSAT Language Arts in 2015, in these 85 schools, and the overall average score was 61 per cent. Individual students' scores ranged from 35 per cent to 83 per cent. Of the eight sub-components of the GSAT language arts, study skills was assessed to be the greatest area of strength with structure, and concepts and understanding being weak. See graph 10.

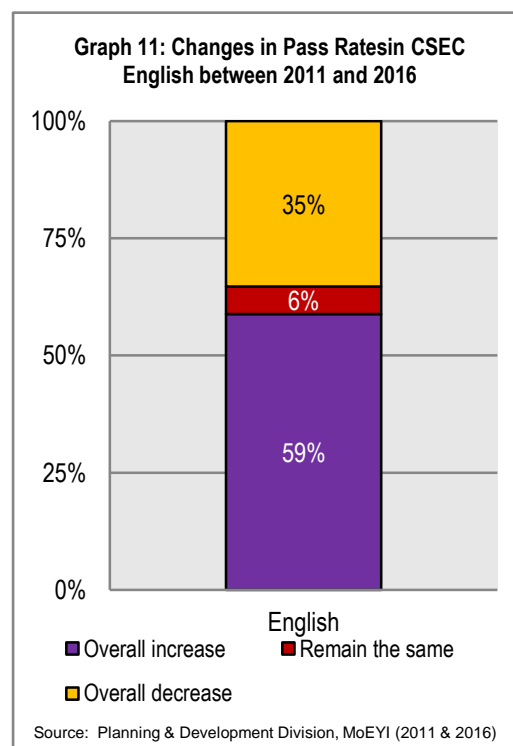


Changes in the Caribbean Secondary Examination Certificate (CSEC) Results (2011 and 2016)

Overall, the pass rate in CSEC English increased in 59 per cent or ten⁵ of the 18 secondary level schools. See graph 11.

These improvements ranged from one to 21 percentage points. However, only one of these schools recorded an increase of more than 15 percentage points, while 82 per cent or nine of these schools improved by one to 15 percentage points.

Thirty-three per cent or six schools showed a decreased in pass rates; four of them declined by 15 percentage points or less and two by more than 15 percentage points. There was no change in CSEC English pass rates in one school.



⁵ Newly established Belmont Academy (included in this sample) did not have a cohort sitting CSEC English in 2011

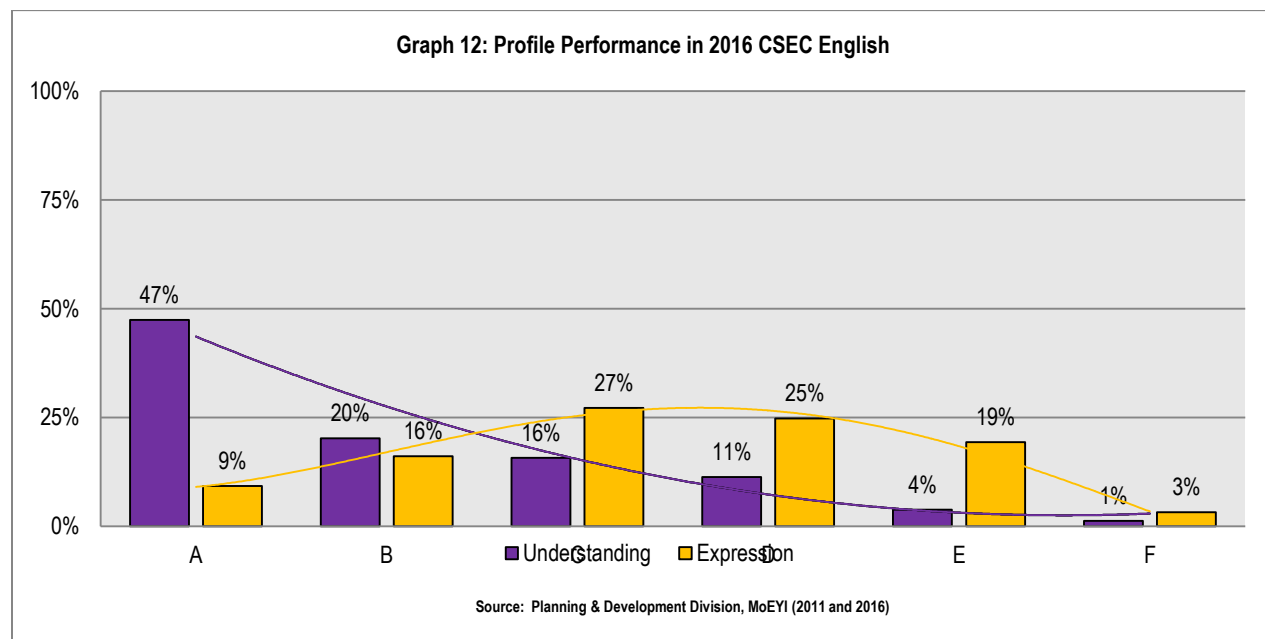
Table 9: The rate of change in CSEC English (2011 and 2016)

No. of schools that <u>improved</u> in 2015 when compared to 2011	Rate of change (percentage points)
10	1 - 21
▪ 9	▪ 15 and below
▪ 1	▪ 16 and above
No. of schools that <u>declined</u> in 2015 when compared to 2011	Rate of change (percentage points)
6	2-31
▪ 04	▪ 15 and below
▪ 02	▪ 16 and above
No. of schools that <u>remained constant</u> in 2015 when compared to 2011	Rate of change (percentage points)
01	No change

Source: Planning & Development Division, MoEYI (2011 and 2016)

The profile performance data reveal that in these 18 schools, more than 60 per cent of the students who sat CSEC English A demonstrated a good understanding of the subject. However, expression was found to be weak (see graph 12). This finding is consistent with the national trend.

Graph 12: Profile Performance in 2016 CSEC English



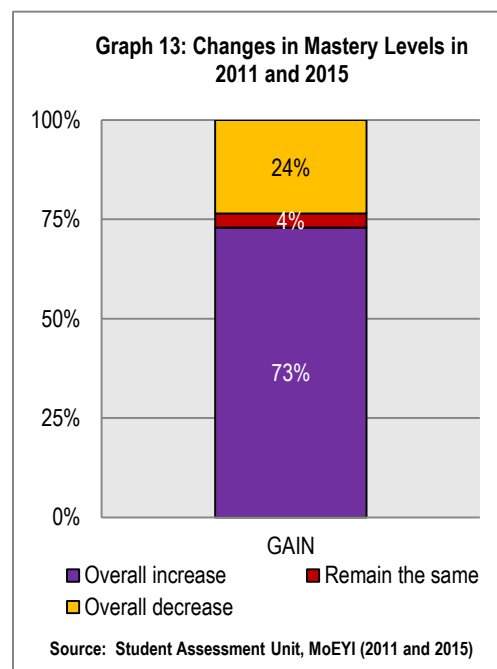
Changes in Performance – Numeracy and Mathematics (2011 and 2015)

General Achievement in Numeracy (GAIN)

In this round, 85 public primary level schools were inspected. In most of these schools, the levels of student mastery in the 2015 GAIN improved when compared to their performance in 2011. See graph 13.

In 73 per cent or 62 of the 85 primary level schools, the rates of improvement ranged from one to 86 per cent. The mastery levels in the GAIN improved by more than 15 percentage points in 38 of the 62 schools and, by 15 percentage points and less in 24 of them.

In 24 per cent or 20 of these schools, mastery levels declined: 12 of them declined by 15 percentage points or less and eight by more than 15 percentage points.



Three schools showed no change in mastery levels over the period assessed.

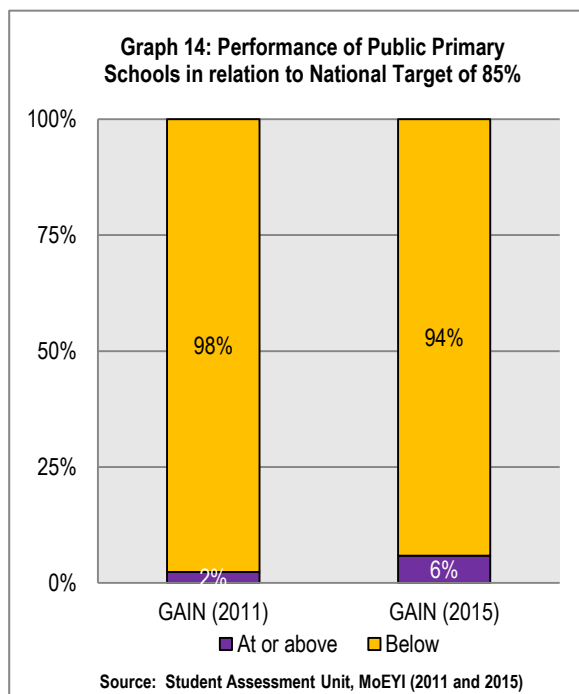
Table 10: The rate of change in GAIN (2011 and 2015)

No. of schools that improved in 2015 when compared to 2011	Rate of change (percentage points)
62	1 - 86
▪ 24	▪ 15 and below
▪ 38	▪ 16 and above
No. of schools that declined in 2015 when compared to 2011	Rate of change (percentage points)
20	1 - 44
▪ 12	▪ 15 and below
▪ 8	▪ 16 and above
No. of schools that remained constant in 2015 when compared to 2011	Rate of change (percentage points)
03	No change

Source: Student Assessment Unit, MoEYI (2011 and 2015)

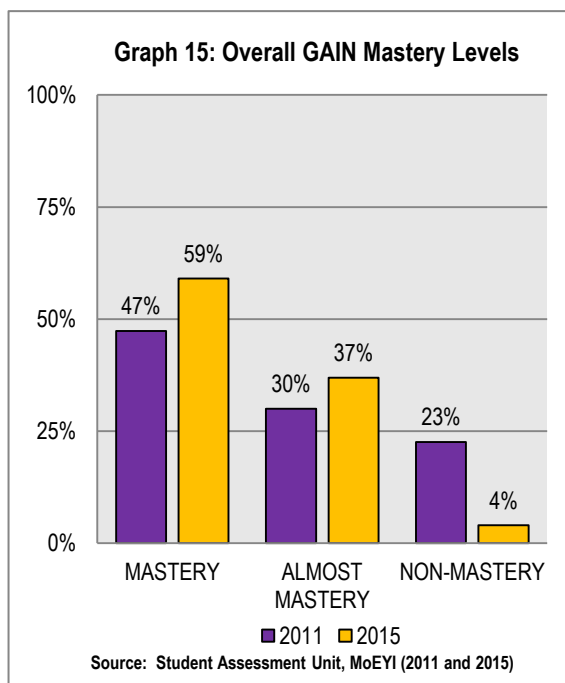
Performance in relation to National Targets (2011 and 2015)

In 2015, only a few more of these schools attained the national target than in 2011. In 2011, two per cent or two of them attained or surpassed the national target of 85 per cent literacy. And, in 2015, six per cent or five schools attained or surpassed the national target. See graph 14.



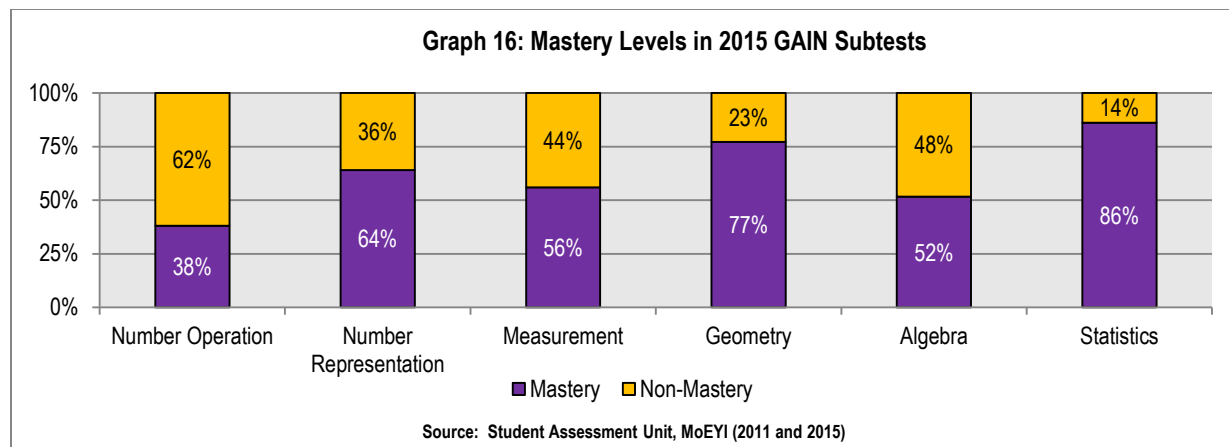
Numeracy Attainment (2011 and 2015)

More students mastered all components of GAIN in 2015 than in 2011, in these schools. In 2015, 85 per cent or 2,517 of the 4,260 students mastered. Comparatively in 2011, 2,257 of the 4,763 students attained mastery⁶. See graph 15.



⁶ To attain overall mastery, students must master all three components of the GFLT

The 2015 data revealed that the two areas of strength were geometry and statistics. However, number operations and algebra were found to be weak (see graph 16). There are some students, however, who did not master all six components and as such did not attain overall mastery.

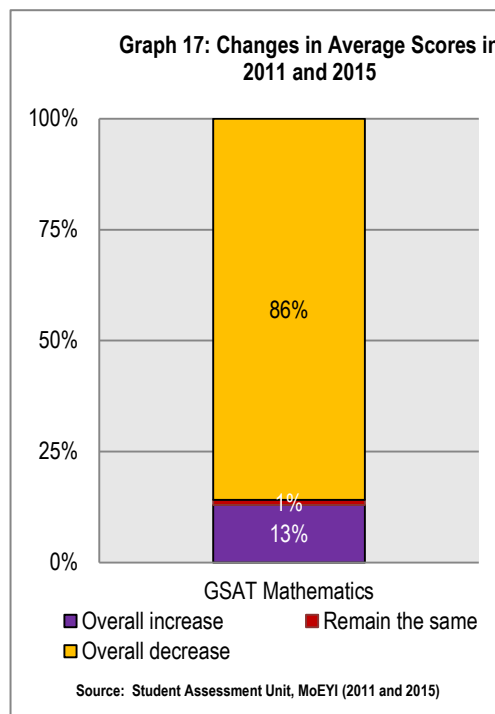


Grade Six Achievement Test: Mathematics (2011 and 2015)

Overall, 13 per cent or 11 of the 85 primary level schools in this sample, recorded improvements in the average GSAT mathematics scores. See graph 17.

The improvement in scores ranged from one to 41 percentage points; two of them improved by 15 percentage points or more, while nine of them improved by up to 15 percentage points.

Eighty-six per cent or 73 schools showed a decline; 60 of them decreased by 15 percentage points or less and 13 by more than 15 percentage points.



There was no change in average score in one of these schools.

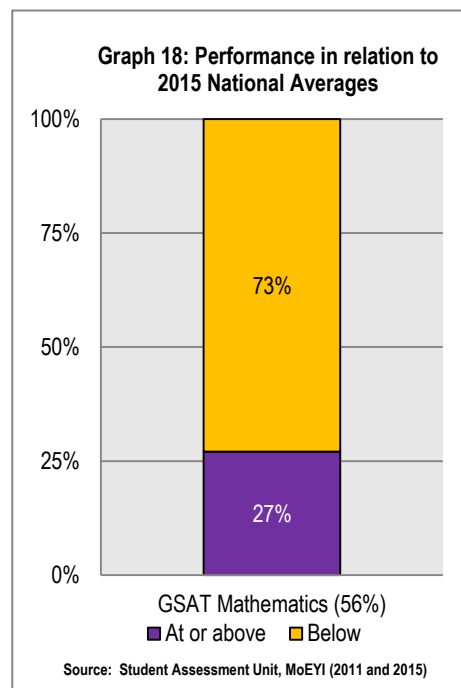
Table 11: The rate of change in GSAT Mathematics (2011 and 2015)

No. of schools that improved in 2015 when compared to 2011	Rate of change (percentage points)
11	1 - 41
▪ 9	▪ 15 and below
▪ 2	▪ 16 and above
No. of schools that declined in 2015 when compared to 2011	Rate of change (percentage points)
73	1-30
▪ 60	▪ 15 and below
▪ 13	▪ 16 and above
No. of schools that remained constant in 2015 when compared to 2011	Rate of change (percentage points)
01	No change

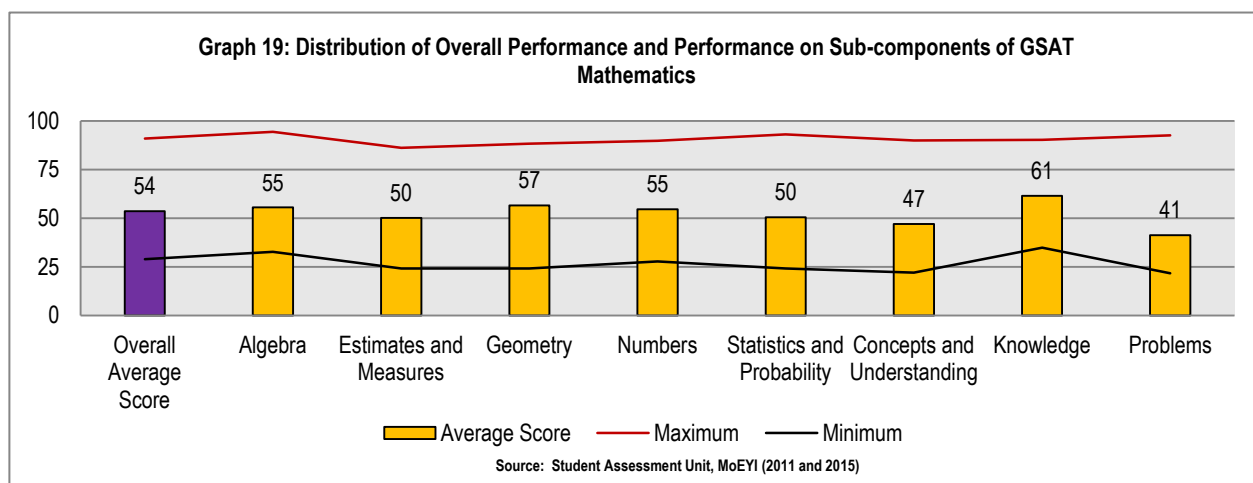
Source: Student Assessment Unit, MoEYI (2011 and 2015)

Performance in relation to national average⁷ (2015)

In 2015, 27 per cent or 23 schools recorded average scores in GSAT mathematics that were at or above the national average of 56 per cent. See graph 18.



A total of 4,037 students in these 85 schools sat the GSAT mathematics in 2015 and the overall average score was 54 per cent. Individual students' scores ranged from 29 per cent to 91 per cent. Of the eight sub-components of the GSAT mathematics, knowledge was assessed to be the greatest area of strength with problems, and concepts and understanding being weak. See graph 19.



⁷ National average is the average of all the scores attained by public and private students in that cohort (Student Assessment Unit, MoEYI)

Changes in the Caribbean Secondary Examination Certificate (CSEC) Results (2011-2016)

Overall, the pass rate in CSEC mathematics increased in 71 per cent or 12⁸ of the 18 secondary level schools. See Graph 20.

These improvements ranged from two to 19 percentage points. However, only two of these schools recorded an increase of more than 15 percentage points, while 83 per cent or ten of these schools improved by one to 15 percentage points.

Twenty-two per cent or four schools showed a decrease in pass rates, all of which declined by less than 15 percentage points.

There was no change in CSEC mathematics pass rates in one school.

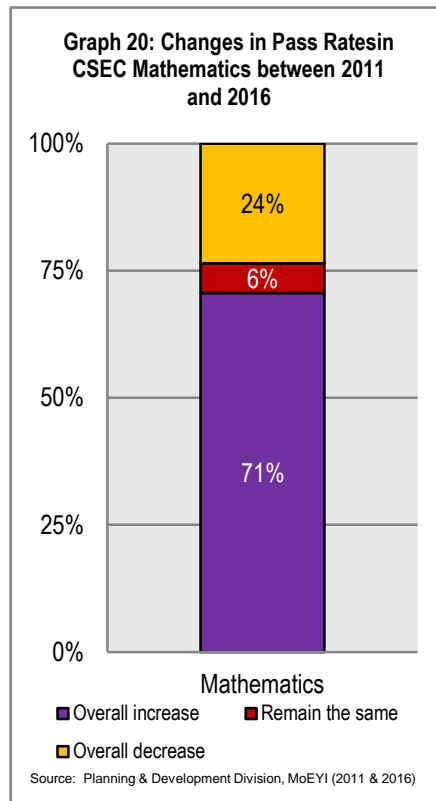


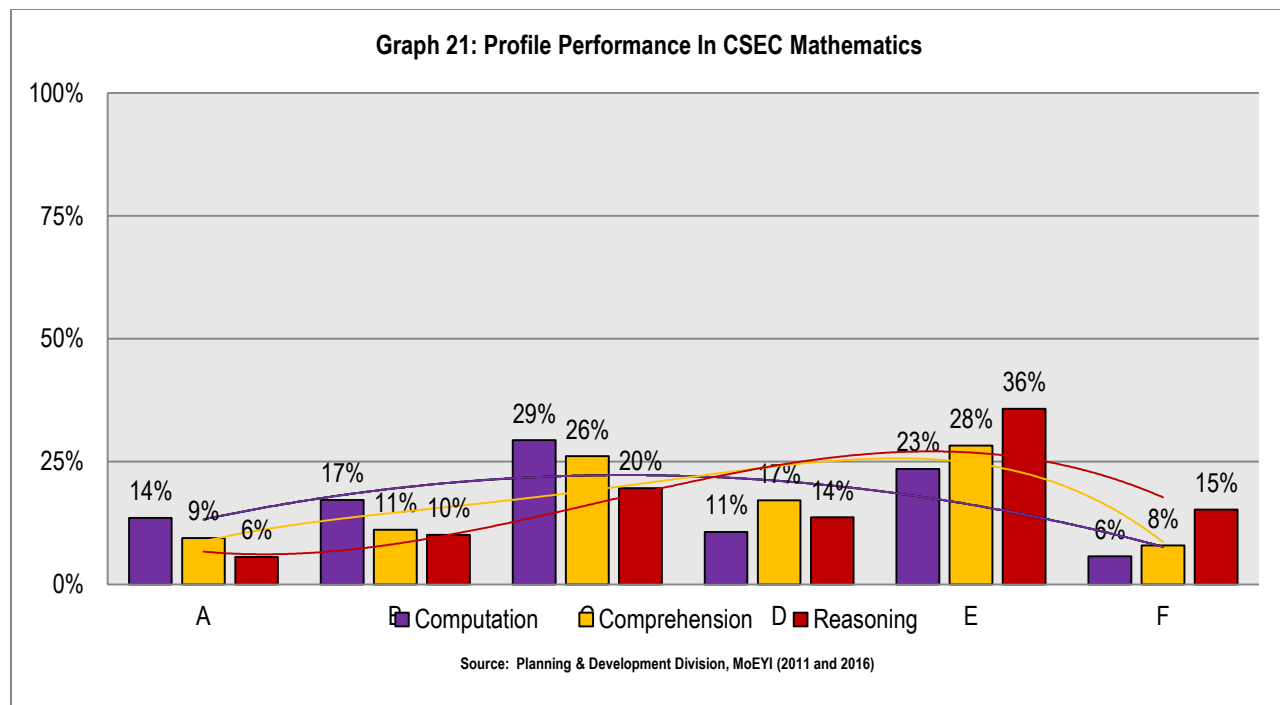
Table 12: The rate of change in CSEC Mathematics (2011 and 2015)

No. of schools that <u>improved</u> in 2015 when compared to 2011	Rate of change (percentage points)
12	2 - 19
▪ 10	▪ 15 and below
▪ 2	▪ 16 and above
No. of schools that <u>declined</u> in 2015 when compared to 2011	Rate of change (percentage points)
4	3-11
▪ 04	▪ 15 and below
▪ 0	▪ 16 and above
No. of schools that <u>remained constant</u> in 2015 when compared to 2011	Rate of change (percentage points)
01	No change

Source: Planning & Development Division, MoEYI (2011 and 2016)

⁸ Newly established Belmont Academy (included in this sample) did not have a cohort sitting CSEC Mathematics in 2011

The profile performance data reveal that in these 18 schools, more than 30 per cent of the students who sat CSEC mathematics demonstrated good computational skills. However, comprehension and reasoning were found to be weak (see graph 21). This finding is consistent with the national trend.



Performance in Technical and Vocational Examinations

All of the secondary students in this round entered students to sit a range of technical and vocational subjects at the CSEC, while, in some of them, students are entered for the National Vocational Qualification of Jamaica (NVQJ). However, too few of the students in these schools are participating in these examinations. As the data revealed that an average of eight per cent of the cohorts sit at least one subject. Notwithstanding this, most of the students who sit these examinations attained satisfactory passes. See table 13.

Table 13: CSEC Passes in Technical and Vocational

CSEC Technical/Vocational Subjects	Percentage Sitting				Percentage Sitting and Attaining Grades I-III			
	2013	2014	2015	2016	2013	2014	2015	2016
Agricultural Science (Single Award)	7%	8%	7%	9%	94%	86%	86%	94%
Agricultural Science (Double Award)	2%	2%	2%	1%	93%	79%	98%	100%
Building Technology (Construction)	3%	3%	2%	3%	85%	82%	90%	83%
Building Technology (Woods)	3%	3%	3%	3%	75%	70%	71%	66%
Clothing & Textiles	5%	4%	4%	4%	58%	7%	78%	72%
Electrical Technology	5%	5%	5%	5%	61%	52%	68%	44%
Electronic Document Prep. & Mgmt.	12%	13%	12%	14%	75%	78%	88%	89%
Food & Nutrition	13%	14%	15%	16%	90%	93%	90%	90%
Home Economics Management	11%	11%	12%	11%	79%	91%	89%	81%
Information Technology	24%	28%	29%	25%	78%	79%	90%	77%
Mechanical Engineering Technology	3%	3%	3%	3%	78%	60%	57%	63%
Physical Education & Sports	6%	7%	8%	9%	97%	100%	98%	91%
Technical Drawing	8%	8%	8%	9%	82%	83%	64%	71%
Theatre Arts	1%	1%	1%	2%	69%	88%	85%	92%
Visual Arts	5%	4%	4%	4%	100%	78%	74%	59%

Source: Planning and Development Division, MoEYI

KEY QUESTION 4:

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

The key components are:

- Progress against starting points
- Progress over time
- Progress during lessons
- Appropriateness of levels achieved

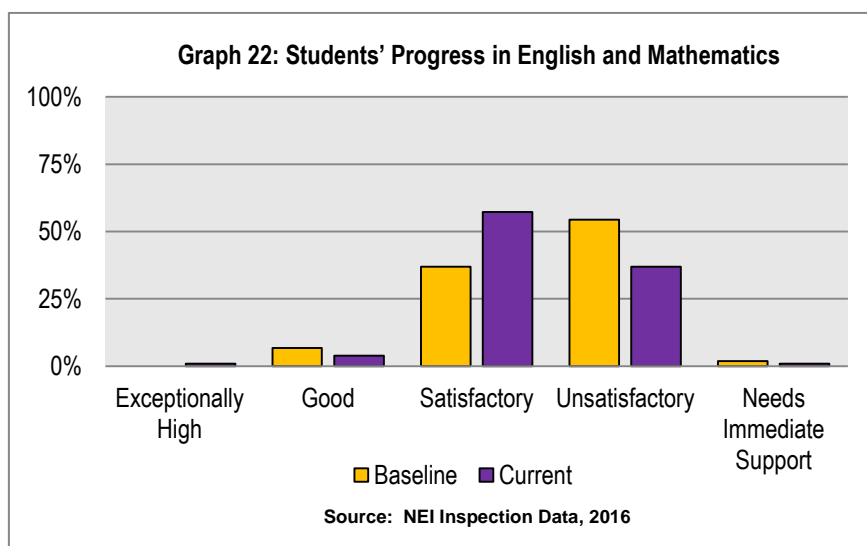
Standard:

Expectations are that the progress of most students should be good and most students should demonstrate appropriate levels of growth when compared with their earlier attainment.

Findings:

Improvement in Students' Progress

The overall rating on this indicator improved by 18 percentage points since the first cycle of inspections with more schools rated as satisfactory and above. This means that, in these schools, more students are doing better in their lessons and on internal assessment tasks as they advance through the grade-levels. As such, more value-adding was assessed to have been achieved particularly in English and mathematics during this round. Even so, more progress was seen in English than in mathematics. However, a few schools received lower ratings on this indicator when compared to their first cycle rating. See graph 22.



Overall, 41 schools improved and received ratings of satisfactory and above on this indicator: 32 primary and nine at the secondary level. In these schools, significant curricular progress was made in lessons; more students made satisfactory progress from their starting points; and many students were achieving at or above the expected standard.

Progress over time in English and Mathematics (2011 - 2015)

Many schools in this category also made overall improvements in national assessments over time. At the primary level, some schools have significantly improved their Grade 4 literacy and numeracy mastery levels over the 2011 to 2015 period. For example, Retreat Primary and Junior High registered a 39 percentage point increase in the literacy mastery level from 53 per cent to 92 per cent. Water Valley Primary's numeracy mastery level also improved by 42 percentage points moving from 41 to 83 per cent. The best case of improved progress was seen at Padmore Primary (an extra small school), which improved from 28 and 14 per cent mastery in both literacy and numeracy respectively to 100 per cent in both subjects.

At the secondary level, a few schools achieved improved outputs in both mathematics and English between 2011 and 2016 while at the same time ensuring that more students participate in external examinations. The best case of improved progress in CSEC English was seen at Vere Technical High. The institution improved by 21 percentage points from a 37 per cent pass rate in 2011 to 58 per cent in 2016. Concurrent with this improved performance, more students participated in external examinations; the rates improved by 46 percentage points from 45 to 91 per cent of the cohorts. In CSEC mathematics, the best case of improved progress was recorded at Titchfield High, which improved by 18 percentage points from 42 per cent in 2011 to 60 per cent in 2016. The participation rates also improved by 23 percentage points during this period.

The foregoing is consistent with a trend which has seen more secondary schools providing opportunities for students to sit exit examinations.

Progress from starting points - value adding

During the periods⁹ under review, it was noted that despite the variability in the levels of readiness of the cohorts entering these schools, many students, particularly at the primary level, have made some progress from their starting points. A variety of effective strategies were

⁹ Period refers to the data availability points: primary level 2011-2015 and secondary level 2011-2016

observed in many schools, which helped to overcome students' deficits resulting in improved performance over time.

Progress against curricular standards

Curricular progress is assessed by the observation of lessons which reflect the content, methodological and assessment standards of the MoEYI relative to literacy and numeracy. In general terms, while most schools inspected in this round made satisfactory progress toward the achievement of these standards, some of them have not mastered.

The content standard was at various levels of implementation throughout these schools, the pace of the content implementation varied from school to school. This is so because in many of the schools, students did not have the requisite foundational skills to access the curricular content at the level they were currently sitting. Consequently, in these schools many teachers use innovative strategies to move students to the expected level of performance. However, in the cases where students were ready for the curriculum content some of them made adequate progress and others exceeded the expectations.

The constructivist and learner-centred philosophy and methodology being promoted by the national curriculum were not fully operational in most of the lessons observed. What this means is that, while it is notable that more teachers are making efforts to promote student involvement, these do not go far enough to maximize the learning potential of the students. The incorporation of these methodologies will serve to advance students' learning and inculcate higher thinking skills, reasoning and application in our students.

While assessment strategies and methodologies have improved over the previous cycle, there is room for improvement as currently the alignment between the assessment strategies being promoted through the curriculum and the current classroom practices is weak.

The following schools have made satisfactory progress compared to their ratings in the Cycle 1 inspections: Albert Town High, Albert Town Primary and Infant, Avocat Primary & Junior High, Beecham Hill Primary and Infant, Brainerd Primary, Buff Bay Primary, Central Branch All Age, Denbigh Primary, Denham Town Primary, Devon Pen Primary, Duckenfield Primary, Dunrobin Primary, Enfield Primary & Junior High, Ferncourt High, Freemans Hall Primary and Infant, Hope Bay All Age, Jonathan Grant High, Kingston High, Mile Gully High, Morant Bay Primary,

New Day Primary & Junior High, New Gardens Primary and Infant, Old Pera Primary, Padmore Primary, Polly Ground Primary, Retreat Primary & Junior High, Rio Bueno Primary, St. Andrew Primary, St. Benedict's Primary, St. Francis Primary and Infant, St. Margaret's Bay All Age, St. Mary Technical High, St. Peter Claver Primary, Stewart Town Primary, Titchfield High, Tranquility Primary and Infant, Vere Technical High, Wait-A-Bit All Age, Water Valley Primary, Westwood High, and Wilson's Run Primary.

Description and Characterisation of Findings by Rating Category

In the sample of 103 schools, students' progress was rated as exceptionally high in one per cent; good in three per cent; satisfactory in 58 per cent; unsatisfactory in 37 per cent; and needs immediate support in one per cent. See table 14.

Table14: Students' Progress in English and Mathematics

Inspection Ratings	Number of Schools	Percentage (%)
Exceptionally High	1	1
Good	3	3
Satisfactory	59	58
Unsatisfactory	38	37
Needs Immediate Support	1	1
GRAND TOTAL	102 ¹⁰	100

Source: NEI Inspection Data, 2016

Satisfactory and Above

For the schools rated in this category, students made good progress from their starting points, over time and against the curricular standards. Generally, better progress was seen in grades where key national assessments were going to be administered. In the best cases, many students were operating at or above the requisite curricular standards and their problem-solving, inquiry, and comprehension skills were mostly well-developed. Some examples of schools where progress was good are St. Francis Primary and Infant, St. Peter Claver Primary, Harbour View Primary and St. Hilda's Diocesan High.

In English, many of the students had developed the requisite language skills. They were able to effectively apply them to interpret meaning, compose stories and letters, and to express themselves confidently in both the written and oral form at and above the expected standards. Many students at the primary level were able to master mathematical operations, perform

¹⁰ Data excludes results for Jonathan Grant High School which was the subject of a thematic inspection in mathematics only

calculations using proper and improper fractions, and apply mathematical principles to solve worded problems. And, at the secondary level, many students were appropriately developing the requisite skills to correctly simplify and factorise algebraic expressions; solve equations, statistical and worded problems; and draw, manipulate and interpret graphs. The improvement seen in these schools may be attributed to appropriate intervention strategies that were noted. These included pull-out programmes, modifications to the curriculum, extra lessons both in the mornings and afternoons, and sustained use of data by teachers to inform teaching strategies.

Table 15: Percentage of Schools Rated in Key Components of Students' Progress

Inspection Ratings	Students' Progress in English	Progress in mathematics
Exceptionally High	1	1
Good	4	4
Satisfactory	73	57
Unsatisfactory	22	37
Needs Immediate Support	0	1
GRAND TOTAL	100	100

Source: NEI Inspection Data, 2016

Unsatisfactory

For schools rated in this category, many students made insufficient progress over time, from their starting points, and against the curricular standards. Therefore, there were demonstrable weaknesses in reasoning and comprehension; and their overall ability to solve problems and express themselves well was underdeveloped. In English, many were reading below their grade levels and as such were unable to write grammatically correct sentences, and speak fluently in Standard Jamaican English (SJE). And, in mathematics, students' computational skills using the basic operations were weak and some were unable to interpret and solve worded problems.

KEY QUESTION 5:

How good is the students' personal and social development?

The key components are:

- Students' behaviours and attitudes
- Students' punctuality to school and classes (Time Management)
- Students' understanding of civic responsibility and spiritual awareness
- Students' economic awareness
- Students' environmental awareness

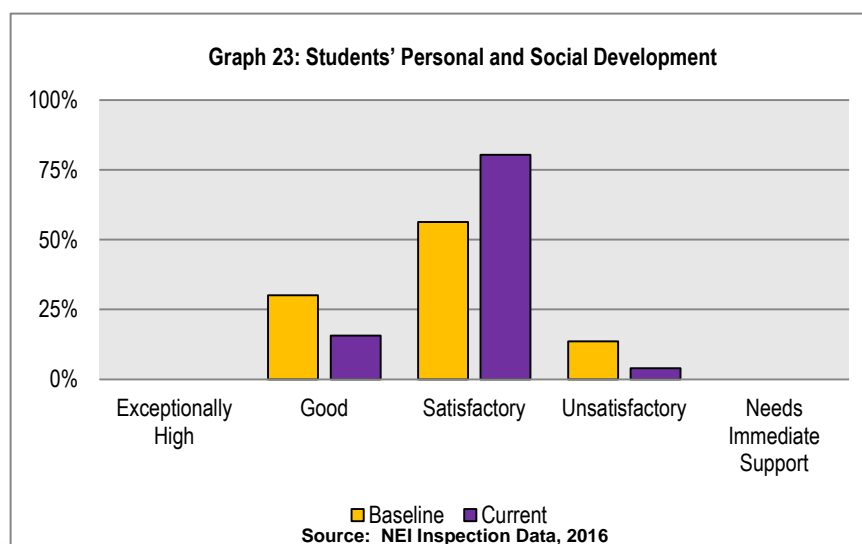
Standard:

Good behaviour and relationships prevail; students exercise self-control, understand national identity, good spiritual understanding and the importance of Jamaica's continued economic growth in an age-appropriate manner. They also take responsibility for the care of the environment.

Findings:

Improvement in Students' Personal and Social Development

The overall rating on this indicator improved by nine percentage points since the first cycle of inspections with more schools rated as satisfactory and above. In these schools, there were improvements in students' behaviours and attitudes as well as their awareness of civic, spiritual, economic, and environmental issues. Of significance, all the schools in this round that were previously rated as unsatisfactory on this indicator are now rated as satisfactory. See graph 23.



In this round of inspections, 16 schools - eleven at the primary and five at the secondary level - received improved ratings from unsatisfactory to satisfactory and above in students' personal and social development.

Across the schools, more students demonstrated socially acceptable behaviours inside and outside of the classrooms. This, coupled with the good relationships evident among students and between students and staff, contributed to an improved atmosphere of learning that promoted students' participation; facilitated innovation; and built confidence in the students. However, unpunctuality among some students persists and this could have a negative impact on the amount of learning time that they are able to access. Nevertheless, there were higher levels of age-appropriate awareness of environmental and economic matters, current affairs, and cultural heritage across grades.

Some of the schools which made noticeable improvement on this indicator included: Dunrobin Primary, Ferncourt High, Harbour View Primary, Knockalva Technical High, Mile Gully High, Morant Bay Primary, Rio Bueno Primary, St. Andrew Primary, St. Benedict's Primary, St. Francis Primary and Infant, and Vere Technical High.

Description and Characterisation of Findings by Rating Category

In this round of inspections, students' personal and social development was rated as good in 16 per cent of the schools inspected: satisfactory in 80 per cent; and unsatisfactory in four per cent. See table 16.

Table 16: Students' Personal and Social Development

Inspection Ratings	Number of Schools	Percentage (%)
Exceptionally High	0	0
Good	16	16
Satisfactory	82	80
Unsatisfactory	4	4
Needs Immediate Support	0	0
GRAND TOTAL	102 ¹¹	100

Source: NEI Inspection Data, 2016

¹¹ Data excludes results for Jonathan Grant High School which was the subject of a thematic inspection in leadership & management, teaching in support of students' learning, mathematics and curriculum only

Satisfactory and Above

Schools that were rated as satisfactory and above on this indicator represent the best cases in this round. In that, the students generally displayed the attitudes and dispositions that are in keeping with the age-appropriate expectations as outlined in Jamaica's curricular standards. For example, most of the students demonstrated keenness to learn; they were prepared for their lessons; showed concerns for having the appropriate learning resources; and availed themselves of the learning opportunities. Some of the support systems noted were: breakfast/lunch programmes, guidance initiatives, library/book loan, and pull out programmes, among others. Taken together, the supports as well as the attitudes of the students have contributed to successful personal and social development in these schools. It is helpful to note that in these best case scenarios, students' attendance and punctuality, both to school and classes, were generally good, and transition times were efficiently organised which led to more time being spent on teaching and learning.

Also, most students demonstrated sound knowledge of various aspects of Jamaican and regional culture. Many students were also cultivating effective leadership skills through the prefect and monitor systems as well as student council bodies. Most students were spiritually aware and demonstrated awareness of the practices of various religious groups. In these schools, most students at the primary and secondary level displayed age-appropriate economic awareness, and understanding of both local and regional issues. Additionally, they understood the importance of acquiring a good education as a means of improving their standard of living while assisting their families and the less fortunate in Jamaica. Most students in these schools had a comprehensive understanding of local and global environmental issues such as: climate change, pollution, deforestation and various natural disasters. Most of them understood the importance of keeping Jamaica and the immediate environs clean as well as the need to properly dispose of garbage. Notably, in some of these schools, activities in the Environmental and 4H Clubs allowed students to gain a deeper appreciation of the environment by maintaining their schools' gardens and participating in recycling projects.

Some examples of schools where students' personal and social development was rated as good were: Meadowbrook High, Titchfield High, Dunrobin Primary, Rollington Town Primary and Port Royal All Age and Infant.

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

Inspection Ratings	Students' Behaviour and Attitudes	Students' Punctuality and Attendance	Students' Civic Understanding and Spiritual Awareness	Students' Economic Awareness and understanding	Students' Environmental Awareness and Understanding
Exceptionally High	0	0	2	1	2
Good	44	16	54	23	30
Satisfactory	49	57	44	72	67
Unsatisfactory	7	26	0	4	1
Needs Immediate Support	0	1	0	0	0
GRAND TOTAL	100	100	100	100	100

Source: NEI Inspection Data, 2016

Unsatisfactory

Four schools were rated as unsatisfactory on this indicator: two at the primary level and two at the secondary level. This represents a ten percentage point decline in the number of schools rated in this category. In these schools, students' awareness of civic and spiritual matters was generally satisfactory. However, students' behaviours and attitudes, and in particular, punctuality and attendance were not at the expected levels. For instance, at the secondary level transition between classes in the two schools was slow with some students moving about the campus with very little sense of urgency. Also, many students in these four schools demonstrated poor attitudes toward work, and few were often discourteous during interactions with their peers and teachers.

The conditions as described above were not helpful in the promotion of learning; deprived many students of valuable teaching and learning time; and contributed to inefficiencies and a general appearance of chaos in these schools.

KEY QUESTION 6:

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

The key components are

- Quality and quantity of human resources
- Use of human resources
- Quality and quantity of material resources
- Use of material resources

Standard:

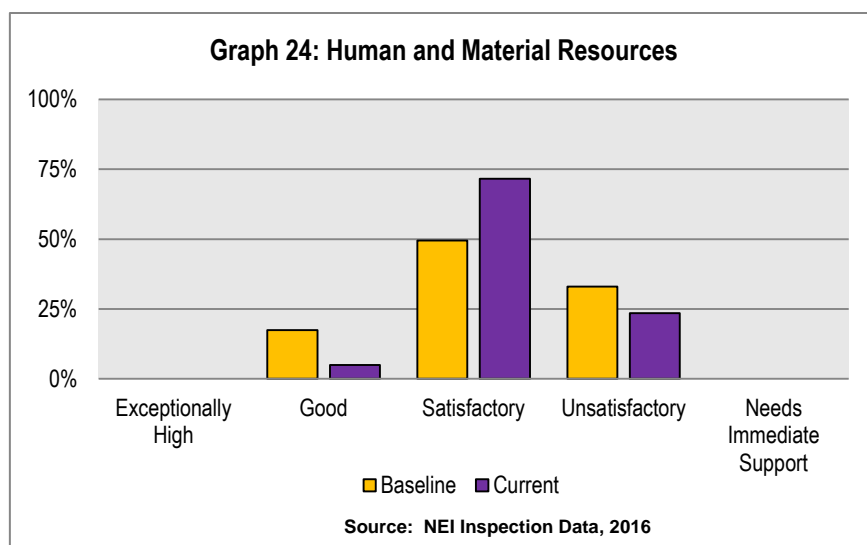
The school has a sufficiency of qualified and knowledgeable teaching and support staff which is appropriately trained and deployed to deliver and support the delivery of the curriculum. This cadre of competent staff is buttressed by sufficient support materials and a school plant that adequately houses students and staff.

Findings:

Improvement in the Use of Human and Material Resources

The overall rating on this indicator improved by 11 percentage points since the first cycle of inspections with more schools rated as satisfactory and above.

In most of these schools, the key areas of improvements were in the quality and quantity, and the use of material resources. The quality of human resources remained the same while there was a decline in the use of human resources. Nevertheless, a few schools received lower ratings than they did in the first cycle of inspections. See graph 24.



In this round of inspections, 28 schools - 22 at the primary level and six at the secondary level - recorded improved ratings from unsatisfactory to satisfactory and above on this indicator.

There were more educational material resources in these schools than when they were previously inspected. For example, there were more libraries, Information and Communication Technology (ICT), and facilities for sport and recreation, all in support of students' learning. As a complement to these resources, more teachers were seen utilising the existing learning resources to enhance lesson delivery. In support of this, more school leaders made greater efforts to collaborate with stakeholders; acquire useful learning resources; and effect infrastructural improvements. While this is so, in a few of these improved schools the use of human resources and the quality and quantity of material resources remained unsatisfactory.

Some of these schools which made noticeable improvement on this indicator were: Beecham Hill Primary and Infant, Belmont Academy, Central Branch All Age, Denham Town Primary, Devon Pen Primary, Donald Quarrie High, Dunrobin Primary, Harbour View Primary, Kingston High, Mile Gully High, Morant Bay Primary, New Day Primary & Junior High, Padmore Primary, Port Maria Primary, Scott's Hall Primary, St. Andrew Primary, St. Benedict's Primary, and St. Jude's Primary.

Description and Characterisation of Findings by Rating Category

In this sample of 103 schools, human and material resources to support students' learning was rated as good in five per cent; satisfactory in 72 per cent; and unsatisfactory in 23 per cent of them. See table 18.

Table 18: Human and Material Resources

Inspection Ratings	Number of Schools	Percentage (%)
Exceptionally High	0	0
Good	5	5
Satisfactory	73	72
Unsatisfactory	24	23
Needs Immediate Support	0	0
GRAND TOTAL	102 ¹²	100

Source: NEI Inspection Data, 2016

Satisfactory and Above

The best cases of the use of human and material resources, in this round, were found in five schools: three at the primary level and two at the secondary level.

The leaders in these schools recognized the connection between the effective use of human and material resources and students' improvement. As such, improved deployment practices were noted, and the creative use of support staff positively contributed to daily school operations. There was a tendency to focus on ensuring that all categories of staff were appropriately trained and supported. At Belmont Academy, for example, teachers benefit from a mentoring and coaching programme, and staff development sessions are also organised to support the professional growth of teachers. Male teachers are also encouraged to give support to boys.

As the school leaders expanded and enriched their curricular programmes, they effectively managed and organised the available spaces and resources to enhance the learning environment. Many of them also re-purposed and retro-fitted available rooms to facilitate learning and other activities. At Scott's Hall Primary, for example, the school's leadership reclaimed furniture that would have otherwise been discarded to furnish an under-utilised space, where students are currently taught the social graces and etiquette.

¹² Data excludes results for Jonathan Grant High School which was the subject of a thematic inspection in leadership & management, teaching in support of students' learning, mathematics and curriculum

In these schools, many teachers also employed creative techniques and used everyday items and their personal resources as learning aids to develop and reinforce concepts.

Some examples of schools in this category were Belmont Academy, Denham Town Primary, Scott's Hall Primary, St. Francis Primary and Infant, and Westwood High.

Table 19: Percentage of Schools Rated in Key Components of Human and Material Resources

Inspection Ratings	The Quality of Human Resources	The Use of Human Resources	The Quality and Quantity of Material Resources	The Use of Material Resources
Exceptionally High	0	0	0	0
Good	29	19	10	11
Satisfactory	66	67	74	68
Unsatisfactory	5	14	16	21
Needs Immediate Support	0	0	0	0
GRAND TOTAL	100	100	100	100

Source: NEI Inspection Data, 2016

Unsatisfactory

Unsatisfactory quality and use of human and material resources were observed in 24 schools, all of which are at the primary level. In these schools, while teachers were qualified, some of them were not always deployed to their areas of training and competence. As a result, the impact on students' learning was below the expected levels. Additionally, in these schools, professional training, when conducted, did not always have the desired effect, and weaknesses persisted at the classroom level. Further, attendance and punctuality were inconsistent among a few members of staff, which had implications for class and curriculum coverage. Nevertheless, the administrative and support staff often executed their roles sufficiently.

The available material resources in these schools varied from satisfactory to unsatisfactory. In some schools, space was a challenge and some classrooms were overcrowded. Further, buildings were not well-maintained and ventilation and lighting in some classrooms were poor. Additionally, library books and some computers were out-dated. Where material resources were available, they were ineffectively used or underutilised by teachers in lessons.

KEY QUESTION 7:

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

The key components are:

- Relevance to almost all students
- Uptake of programmes
- Continuity, progression and coverage
- Cross-curricular links and extra-curricular activities
- Links with the local environment and community

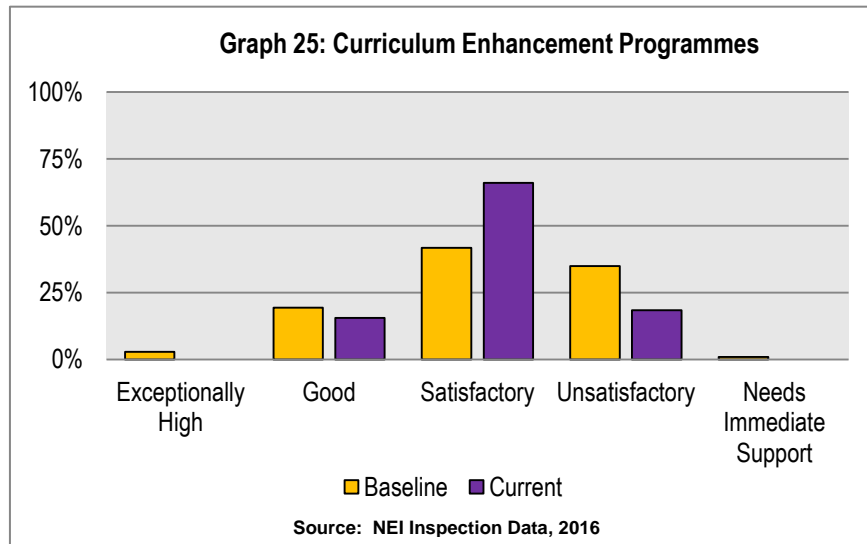
Standard:

It is expected that the curriculum is broad-based and balanced, and that it is reviewed and updated on a regular basis to maintain its relevance to all the students. No content gaps should be present. And, additional support is provided for the students who need it.

Findings:

Improvement in Curriculum and Enhancement Programmes

The overall rating on this indicator improved by 17 percentage points since the first cycle of inspections with more schools rated as satisfactory and above. In other words, more schools created greater opportunities for students to learn regardless of their ability levels or learning styles. Significantly, more curricula enhancement and enrichment programmes were noted in schools in this round as students were provided with opportunities to learn outside of the classroom curriculum. See graph 25.



Overall, 37 schools in this round - 30 at the primary and seven at the secondary level - received improved ratings from unsatisfactory to satisfactory and above on this indicator.

In these schools, more leaders were organising the curricula in ways that ensure that all students have access. Specifically, most school leaders creatively packaged and delivered a wider range of subject offerings, including technical and vocational options, based on the career interests of the students. This provided more students with more opportunities to pursue non-traditional disciplines in an effort to broaden their knowledge base and expose them to varied skills training. In more schools, extra-curricular activities have been designed to enhance the skills developed through the prescribed curriculum. These activities were better organised and enabled more students to develop leadership and social skills; build confidence and self-esteem; and engage in learning opportunities outside of the school community.

Some schools that have improved on this indicator include: Albert Town Primary and Infant, Beecham Hill Primary and Infant, Buff Bay Primary, Central Branch All Age, Dunrobin Primary, Ferncourt High, Freemans Hall Primary and Infant, Jonathan Grant High, Kingston High, Marlborough Primary, Maverley Primary & Junior High, Mile Gully High, Morant Bay Primary, New Day Primary & Junior High, Old Pera Primary, Padmore Primary, Port Maria Primary, Retreat Primary & Junior High, Scott's Hall Primary, St. Andrew Primary, St. Benedict's Primary, St. Jude's Primary, St. Margaret's Bay All Age, Vere Technical High, Wait-A-Bit All Age, and Wilson's Run Primary.

Description and Characterisation of Findings by Rating Category

In this round comprising 103 schools, curriculum and enhancement programmes were rated as good in 16 per cent of the schools inspected; satisfactory in 65 per cent of them; and unsatisfactory in 19 per cent. See table 20.

Table 20: Curriculum and Enhancement Programmes

Inspection Ratings	Number of Schools	Percentage (%)
Exceptionally High	0	0
Good	16	16
Satisfactory	67	65
Unsatisfactory	20	19
Needs Immediate Support	0	0
GRAND TOTAL	103	100

Source: NEI Inspection Data, 2016

Satisfactory and Above

Schools that were rated as satisfactory and above on this indicator effectively adapted the curriculum to cater to the needs of students with varying abilities, interests and learning styles. Most school leaders designed intervention programmes for students who entered the system with deficits and implemented enhancement programmes in support of students' holistic development.

The best cases were found in 16 schools: ten at the primary and six at the secondary level. In these schools, leaders understood the importance of robust curriculum and enhancement programmes, and made a concerted effort to ensure that offerings were sufficiently balanced to provide good opportunities for students' personal, social and academic development. For instance, at Vere Technical High, there is the 'work experience' programme which provides students with opportunities for career exposure in local businesses in their communities. At St. Peter Claver Primary and Infant, extra-curricular activities such as the 'inter-grade mathematics competition' developed students' academic skills while building their leadership capacity. At Chetolah Park Primary, a book review competition was introduced to promote reading and students' interest in research. Also, at Retreat Primary and Junior High School, students in the Red Cross society enhanced their social and emotional consciousness by visiting the Mustard Seed Home and treating residents with food and toiletries. Further, at Maverley Primary and

Junior High, a successful sports programme is used as a means of promoting discipline and team-building skills.

Table 21: Percentage of Schools Rated in Key Components of Curriculum and Enhancement Programmes

Inspection Ratings	Provisions for Curriculum	Enhancement Programmes
Exceptionally High	0	5
Good	22	39
Satisfactory	59	52
Unsatisfactory	18	4
Needs Immediate Support	1	0
GRAND TOTAL	100	100

Source: NEI Inspection Data, 2016

Unsatisfactory

Whereas in the previous cycle, 38 schools recorded an unsatisfactory and below rating on this indicator, only 20 schools were rated as unsatisfactory in this round.

This is a noteworthy improvement. Nonetheless, the schools that remain in this category were not found to be making adequate adjustments to their curricula programmes in order to expose more students to greater opportunities for learning. In some instances, Curriculum Implementation Teams (CITs) were established to address these issues but they were either inactive or insufficiently effective in coordinating the process of curriculum modification. While common planning time was scheduled, meetings were not regularly held, and in cases when they were convened, the time was not always used to discuss matters relating to the curriculum. It should be noted, however, that some schools were limited in the type and number of enhancement programmes they were able to implement due to insufficient resources.

In the cases described above, the educational needs of certain groups of students were not sufficiently addressed; many students were not effectively prepared to transition to the next stage of their education; and their learning was not adequately extended beyond the walls of the classroom.

KEY QUESTION 8:

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

The key components are:

- Safety, security and health
- Wellbeing

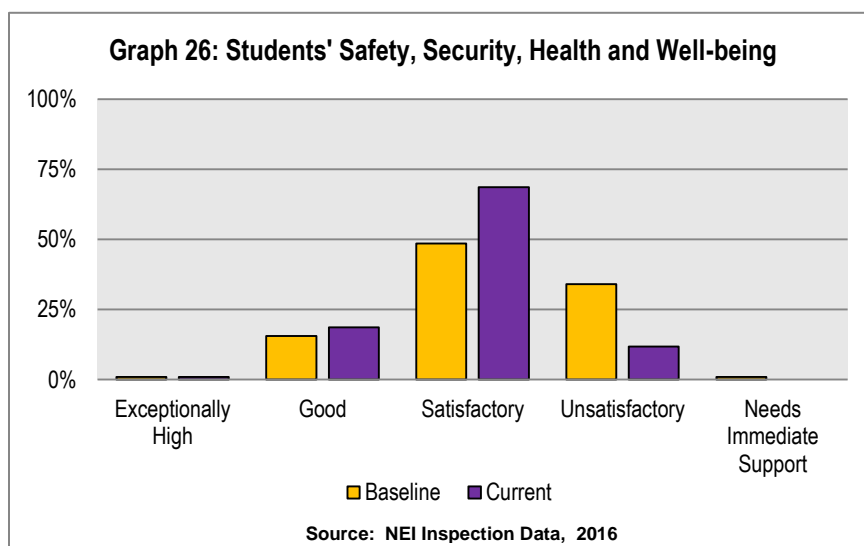
Standard:

The school environment is an inclusive one in which the safety and well-being of both students and staff are high priority. The MoEYI's policies and procedures to ensure that members of the school community are safe, secure and healthy are implemented, monitored and regularly reviewed. The buildings, equipment and potentially harmful substances are safely secured and the school is hygienic. Incidents are recorded and acted upon. The staff and students are risk aware. Good relationships abound in the school community and students' welfare is paramount.

Findings:

Improvement in Students' Safety Security Health and Wellbeing

The overall rating on this indicator improved by 23 percentage points since the first cycle of inspections with more schools rated as satisfactory and above. The most significant improvement was seen in the area of safety and security; while provisions for students' health and wellbeing, already a strong feature in most schools, saw only moderate improvements. A few schools, however, received lower ratings than in their previous inspections. See graph 26.



In this round, 35 schools - 27 at the primary and eight at the secondary level - received improved ratings from unsatisfactory to satisfactory and above on this indicator.

More provisions were being made for students' safety and security in these schools. This means that more school leaders have developed safety procedures and policies for actions to be taken in the event of an emergency; and have successfully partnered with other members of the local community to support safety initiatives. The increased monitoring of activities on the premises has contributed to a heightened sense of security at these schools. Health and wellbeing is an area on which the schools generally perform well. This round is no exception. These schools continue to implement effective strategies to manage students' conduct; attend to the welfare needs of students and staff; and support students through guidance and counselling programmes.

Some of the schools that have improved on this indicator included: Beecham Hill Primary and Infant, Brainerd Primary, Denham Town Primary, Devon Pen Primary, Duckenfield Primary, Duhaney Park Primary, Dunrobin Primary, Ferncourt High, Freemans Hall Primary and Infant, Kingston High, Knockalva Technical High, Mile Gully High, Mona Heights Primary, Morant Bay Primary, Padmore Primary, Port Maria Primary, Rio Bueno Primary, Scott's Hall Primary, St. Andrew Primary, St. Benedict's Primary, St. Francis Primary and Infant, St. Jude's Primary, St. Margaret's Bay All Age, Tranquility Primary and Infant, Vere Technical High, and Wait-A-Bit All Age.

Description and Characterisation of Findings by Rating Category

In the sample of 103 schools inspected in this round, safety, security, health and well-being was rated as exceptionally high in one per cent; good in 18 per cent; satisfactory in 69 per cent and unsatisfactory in 12 per cent of them. See table 22.

Table 22: Students' Safety Security Health and Well-being

Inspection Ratings	Number of Schools	Percentage (%)
Exceptionally High	1	1
Good	18	18
Satisfactory	71	69
Unsatisfactory	12	12
Needs Immediate Support	0	0
GRAND TOTAL	102 ¹³	100

Source: NEI Inspection Data, 2016

Satisfactory and Above

The best cases of safety, security, health and well-being in this round were found in 19 schools: 12 at the primary and seven at the secondary level, and there were rated as satisfactory and above.

In these schools, there was a heightened sense of security as a result of the rigorous procedures implemented to ensure that stakeholders felt safe as they moved around the school compound. For example, most of these schools acquired closed circuit television systems; employing security guards and watchmen; established partnership with the police department; posted signage at strategic points to warn stakeholders of danger zones on the premises; secured hazardous materials; and acquired fire extinguishers for vulnerable areas.

Most members of the school community shared positive relationships, which enhanced the learning environment. In these schools, care and concern for students' welfare were demonstrated through highly effective guidance and counselling programmes and the management of attendance, punctuality and discipline. For instance, where behavioural issues were identified, steps were taken to address them either internally with Deans of Discipline or externally with community partners. Also, in many of these schools, home visits were conducted as a means of monitoring students' attendance. Further a significant number of students

¹³ Data excludes results for Jonathan Grant High School which was the subject of a thematic inspection in leadership & management, teaching in support of students' learning, mathematics and curriculum only

benefited from the Programme of Advancement Through Health and Education (PATH), as well as highly successful breakfast programmes.

Table 23: Percentage of Schools Rated in Key Components of Students' Safety Security Health and Well-being

Inspection Ratings	Safety and Security	Health and Well-being
Exceptionally High	1	2
Good	19	49
Satisfactory	60	47
Unsatisfactory	19	2
Needs Immediate Support	1	0
GRAND TOTAL	100	100

Source: NEI Inspection Data, 2016

Unsatisfactory

In this round, 12 schools were rated unsatisfactory on this indicator, all of which were at the primary level. This reflects a noted decline in the number of schools in this category which underscores the efforts of school leaders and their partners to address concerns relating to students' safety, security, health and wellbeing. In these schools, systems to ensure that the school community was prepared for natural hazards or unexpected events were not fully developed. In a few schools that were not fully secured, it was not uncommon for persons to wander onto the premises at various times during the school day. In some instances, emergency drills were inconsistently conducted; signs to warn persons of danger zones were not always posted; and fire extinguishers were not always in place or where available were not regularly serviced. On a good note, even within these unsatisfactory schools, provisions for students' health and wellbeing were generally rated satisfactory or above.

SUMMARY OF FINDINGS AND POLICY RECOMMENDATIONS

Findings

Many of the 103 schools in this round are doing better now than when they were first inspected, particularly on the leading indicators (*leadership and management, teaching in support of students' learning, students' progress, and curriculum and enhancement programmes*). It was also clear that the schools, generally, were actively implementing the recommendations made by the NEI in the first cycle of inspections, supported by their respective Education Officers.

In ***leadership and management***, 38 schools received improved ratings. This is significant, given the relatively short period between the last inspection cycle and the current one, and the fact that some of the interventions required time for implementation and for the desired improvements to take place. Overall, 78 of the schools were rated satisfactory and above, while 25 were rated unsatisfactory or below (Exceptionally High, one per cent; Good, 18 per cent; Satisfactory, 57 per cent; Unsatisfactory, 24 per cent; and no school was rated as *Needs Immediate Support*).

In ***teaching in support of students' learning***, 34 schools received improved ratings. On the face of it, it appears that in many instances the improvements in the level of support given to students' learning were as a consequence of the improvements in *leadership and management*. Overall, 73 of the schools were rated as satisfactory and above, while 30 were rated as unsatisfactory or below (no school was rated as Exceptionally High; Good, four per cent; Satisfactory, 67 per cent; Unsatisfactory, 28 per cent; and *Needs Immediate Support*, one per cent).

In ***students' attainment***, the focus remains on the mapping of students' performance in mathematics, English Language, and Technical and Vocational Examinations. At the public primary level, in Literacy and English (Grade Four Literacy Test), most of the schools saw improvements in the level of mastery. For example, in 66 of the 85 schools the improvements ranged from one to 71 percentage points (17 or 20 per cent of the schools declined, while in 2 of the schools there was no change). In the GSAT Language Arts 64 of the 85 schools recorded improvements ranging from one to 42 percentage points (18 or 21 per cent of the schools declined, while in three of the schools there was no change). In CSEC English Language, 10 of the 18 secondary level schools saw improvements ranging from one to 21 percentage points

(six or 33 per cent of the schools declined, while in one school there was no change, additionally, there was no comparative data for one of the schools inspected, because in the first cycle there was no Grade 11 cohort).

In mathematics (General Achievement In Numeracy), at the public primary level, 62 of the 85 schools saw improvements ranging from one to 86 percentage points (20 or 24 per cent of the schools declined, while in three of the schools there was no change). In the GSAT mathematics only 11 schools saw improvements ranging from one to 41 percentage points (73 or 86 per cent of the schools declined, while in one school there was no change). In CSEC mathematics 12 of the 18 secondary level schools saw improvements ranging from two to 19 percentage points (four or 22 per cent of the schools declined, while in one school there was no change).

CSEC Technical and Vocational Examinations are being reported on for the first time, however, the data reveals that too few of the students sat these examinations, as an average of eight per cent of each cohort sat at least one subject, most of whom attained satisfactory passes. Nevertheless, some students were entered for the National Vocational Qualification of Jamaica (NVQJ) Examinations.

In **students' progress**, 41 schools received improved ratings. Importantly, assessments are based on the schools' performance in national assessments over time, cohorts' progress from starting points, and students' progress against the curricular standards. Overall, 63 of the schools were rated as satisfactory and above, while 39 were rated unsatisfactory or below, one school received a thematic inspection in mathematics, leadership, teaching support, and curriculum only (Exceptionally High, one per cent; Good, three per cent; Satisfactory, 58 per cent; Unsatisfactory, 37 per cent; *Needs Immediate Support*, one per cent).

In **students' personal and social development**, 16 schools received improved ratings. Overall, 98 of the schools were rated as satisfactory and above, while four were rated as unsatisfactory or below, one school received a thematic inspection in mathematics, leadership, teaching support, and curriculum and enhancement programmes, only (no school was rated as Exceptionally High; Good, 16 per cent; Satisfactory, 80 per cent; and Unsatisfactory, four per cent).

In **human and material resources** to provide support for students' learning, 28 schools received improved ratings. Overall, 78 schools were rated as satisfactory and above, while 24 were rated as unsatisfactory or below, one school received a thematic inspection in mathematics, leadership, teaching support, curriculum and enhancement programmes, only (no school was rated as Exceptionally High; Good, five per cent; Satisfactory, 72 per cent; Unsatisfactory, 23 per cent; and no school was rated as *Needs Immediate Support*).

In **curriculum and enhancement programmes**, 37 schools received improved ratings. Overall, 83 schools were rated as satisfactory and above, while 20 were rated as unsatisfactory or below (no school was rated as Exceptionally High; Good, 16 per cent; Satisfactory, 65 per cent; Unsatisfactory, 19 per cent; and no school was rated as *Needs Immediate Support*).

In **safety security, health and wellbeing**, 35 schools received improved ratings. Overall, 90 schools were rated as satisfactory and above, while 12 were rated as unsatisfactory or below, one school received a thematic inspection in mathematics, leadership, teaching support, curriculum and enhancement programmes, only (Exceptionally High, one per cent; Good, 18 per cent; Satisfactory, 69 per cent; Unsatisfactory, 12 per cent; and no school was rated as *Needs Immediate Support*).

Overall, approximately 65 of the 103 schools inspected in this round were rated as **effective**, and 38 were rated as **ineffective**.

Policy Recommendations

This sample of 103 inspections include 31 multi-grade schools, and they present specific challenges (funding, quality of the instruction, and appropriate curriculum). This requires a reconceptualisation of the multi-grade platform to deal appropriately with the inherent shortcoming in the current framework.

There is evidence that, increasingly, some schools are incorporating the use of data in their school improvement process, however, while commendable, in many cases these efforts do not go far enough. There needs to be a national thrust towards the production, and importantly, the use of standardized data within the schools, to plan for, and sustain students' outputs, and by extension school improvements.

The current efforts being undertaken by the MoEYI and other stakeholders to improve teacher quality is both timely and critical. However, as an additional measure the MoEYI should consider the targeted recruitment of high quality teachers for placement in schools undergoing difficult or challenging circumstances, in the shortest possible time. This, as a means of accelerating students' learning in those schools.

END OF REPORT



APPENDICES

Appendix 1: List of Abbreviations and Acronyms

ASTEP	Alternative Secondary Transition Education Programme
CAPE	Caribbean Advanced Proficiency Examination
CCSLC	Caribbean Certificate of Secondary Level Competence
CIT	Curriculum Implementation Team
CSEC	Caribbean Secondary Education Certificate
DSS	Department of School Services
GAIN	General Achievement in Numeracy
GFLT	Grade Four Literacy Test
GNAT	Grade Nine Achievement Test
GOJ	Government of Jamaica
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
JSIP	Jamaica School Inspection Process
JTA	Jamaica Teachers Association
MOEYI	Ministry of Education, Youth and Information
NEI	National Education Inspectorate
NQAA	National Quality Assurance Authority
NVQJ	National Vocational Qualification of Jamaica
PATH	Programme of Advancement Through Health and Education
PTA	Parent Teacher Association
SIP	School Improvement Plan
SJE	Standard Jamaican English
SMT	School Management Team

Appendix 2: Schools' Comparative Performance on Indicators

