MINISTRY
OF
EDUCATION
Every Child Can Learn, Every Child Must Learn

National Education Inspectorate

CHIEF INSPECTOR'S BASELINE REPORT

September 2015

Promoting Excellence through Quality Inspections

CHIEF INSPECTOR'S BASELINE REPORT

SEPTEMBER 2015

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From the Chief Inspector's Pen…

The Jamaican education system is highly complex with an array of socio-cultural, historical, and geographical factors impacting its performance. This makes improvement planning very difficult and, at the same time, all the more important not just for the purpose of optimum resource allocation but to ensure that each school, in fact, each student, is given the necessary support required for success. Therefore, the National Education Inspectorate (NEI) over the last 4 years has conducted inspections in all Jamaican primary and secondary public schools. The intention was to establish a baseline of schools' and students' performance. This baseline would then be used to set the tone for regular periodic inspections of our schools as a means of assuring quality, accountability, while at the same time, providing valuable and current data to schools, the Ministry of Education (MoE) and the Jamaican public.

Though 4 interim reports mirroring the progress of the schools inspected at various stages have been produced in the past, this, the baseline report, represents the totality of the previous interim reports covering the inspection of 903 schools, as well as the individual inspection reports of the final 50 schools – making a grand total of 953 schools. This baseline report presents the education system's performance on 8 key indicators, highlighting its strengths as well as those areas that we will need to continue to work on improving. Additionally, the report also outlines the baseline performance of the six educational regions (broken down by primary and secondary schools).

While there are encouraging signs that in some school communities the key stakeholders understand and hold each other accountable for students' performance, this idea is not yet fully rooted in the Jamaican Education System. Based on our findings, accountability is arguably a "buzz word" but it varies in interpretation as well as implementation throughout the system. And importantly, one of the manifestations of this is that in many of the schools both at primary and secondary levels, educators, parents, as well as boards of management appeared to be unclear as to what they were accountable for. This, in and of itself, suggests that there is considerable work to be done, and a few of the key areas are: interpretations of the duty of care; understanding and tracking students' progress both socially and academically; and making school communities inclusive ones where every child can "belong" and perform as best as they can.

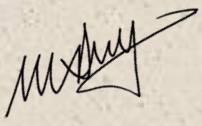
The data describes a system that exhibits wide disparities in the quality as well as the effectiveness of schools, at both levels (primary and secondary) across the system. This is because only about half of the schools have been rated as being at least satisfactory, and as such school improvement efforts - which are already underway - need to be revved up in an effort to change what is already conceived, by some, as an inequality of opportunity for many students in Jamaica. This is a condition that is

further exacerbated by the location of some schools and the scarcity of resources. Nevertheless, this condition could be reversed by concerted efforts at analyzing and building the institutional capacity of our schools – this process has already begun and the effort must continue. Critically, as well, there might be need for a re-examination of the schools' funding formulae, in some cases.

Noteworthy also, is the fact that despite the best efforts of the MoE and the advice of several specialists in the sector, the education system is still essentially teacher-centred. This is evidenced by the large number of lessons that were assessed as mainly teaching to students; which, in essence, does not sufficiently create space for student creativity, critical thinking, and the building of their confidence. This makes the case for continuous professional development, discussion, as well as the application of appropriate teaching practices. The fact is, too few classrooms display the characteristics of the 21st century, and this must change soon, if our students are to benefit, in large enough numbers, from some of the opportunities offered by globalization.

That having been said, there is significant 'dissonance' between the general awareness of our students and their eagerness to learn, when this is compared to their actual performance on the external examinations. The data regarding their awareness and overall good attitude towards their lessons was gathered from 92,000 individual student interviews (survey), 1990 focus group discussions involving students, and other forms of students' contacts throughout the inspections. We are therefore suggesting that perhaps the answer to the discrepancy lies in their acquisition of the requisite language, critical thinking skills, and the confidence that is necessary to transmit this knowledge to their 'exam papers'.

In closing, you will see that some schools are making satisfactory progress and adding value to our students, and we are duly proud. However, there is no time for complacency. The focus must continue to be on students' learning, even as we tackle the issues of: improved accountability, inequality of opportunities, student-centredness, and closing the skills gap.



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EXECUTIVE SUMMARY

Context

The findings presented in this report are based on the inspection of nine hundred and fifty-three (953) public primary and secondary schools between September 2010 and March 2015. **The objective was to establish a baseline of the quality of educational inputs and outputs in the schools inspected.**

Main Findings:

1. **Leadership and management** was rated as exceptionally high in one per cent (1%) of the schools inspected; good in eleven per cent (11%); satisfactory in forty-seven per cent (47%); unsatisfactory in thirty-eight per cent (38%); and *needs immediate support* in three per cent (3%).

2. **Teaching in support of students' learning** was rated as good in six per cent (6%) of the schools inspected; satisfactory in forty-nine per cent (49%); unsatisfactory in forty-four per cent (44%); 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 only six per cent (6%) of the schools inspected; at the targets in sixteen per cent (16%) of them and below in seventy-eight per cent (78%).

4. **Students' progress** was rated as exceptionally high in one per cent (1%) of the schools inspected; good in four per cent (4%); satisfactory in forty-two per cent (42%); unsatisfactory in fifty-one per cent (51%); and *needs immediate support* in two per cent (2%).

5. **Students' personal and social development** was rated as exceptionally high in one per cent (1%) of the schools inspected; good in seventeen per cent (17%); satisfactory in sixty-six per cent (66%); unsatisfactory in fifteen per cent (15%); and *needs immediate support* in one per cent (1%).

6. **Human and material resources** to provide support for students' learning was rated as exceptionally high in one per cent (1%) of the schools inspected; good in eight per cent (8%); satisfactory in fifty-six per cent (56%); unsatisfactory in thirty-four per cent (34%); and *needs immediate support* in one per cent (1%).

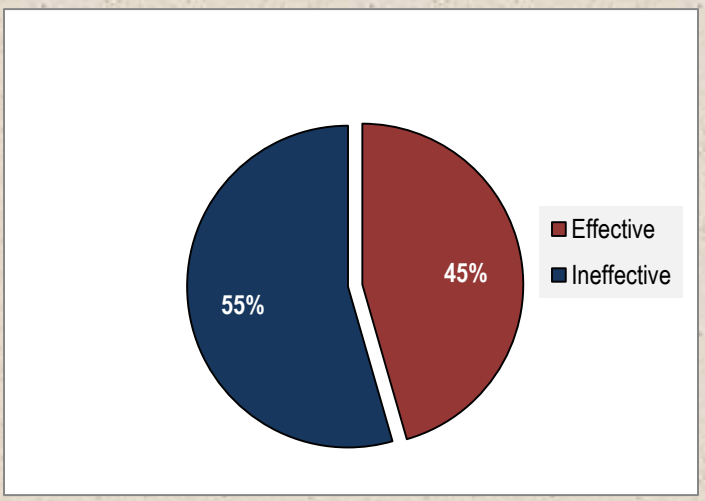
7. **Curriculum and enhancement programmes** were rated as exceptionally high in one per cent (1%) of the schools inspected; good in fifteen per cent (15%); satisfactory in forty-nine per cent (49%); unsatisfactory in thirty-four per cent (34%); and *needs immediate support* in one per cent (1%).

8. **Safety, security, health and well-being** was rated as exceptionally high in one per cent (1%) of the schools inspected; good in sixteen per cent (16%); satisfactory in fifty-two per cent (52%); unsatisfactory in thirty per cent (30%); and *needs immediate support* in one per cent (1%).

Overall Effectiveness

Approximately forty-five per cent (45%) or 431 of the schools inspected were rated as **effective**[1]. Fifty-five per cent (55%) or 522 schools were rated as **ineffective.** See Figure 1 and Appendix 2a.

Figure 1: Overall School Effectiveness of 953 schools inspected



[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 1: INTRODUCTION

Background

The National Task Force on Educational Reform was commissioned in 2004 to prepare and present an action plan consistent with a vision to create a world-class education system. The Task Force 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 MoE 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 is a project of the Education System Transformation Programme (ESTP) and will, in time, become an Executive Agency, reporting directly to the Minister of Education. The NEI operates within the overall context of the Government of Jamaica's 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 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" (The 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 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 students.

In the first cycle of inspections, the NEI inspected all public schools at the primary and secondary levels, and identified improvements that schools must make in order to secure sustained levels of high quality outcomes. In subsequent reports, the NEI will conduct impact analyses to determine the relationships between inputs and the educational product. The cycle of inspecting schools and other educational services will be determined by the Chief Inspector, or as requested by the Minister of Education.

The NEI will continue to systematically issue reports, guidance, advice and 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 inspection reports. The NEI will also continue to analyze and interpret the data generated from all inspections, and provide policy advice to the Minister of Education who will present a periodic 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 953 educational institutions, island-wide. The aim is to create a culture of accountability and improved performance in all sectors and at all levels of the education system.

Context

Consistent with the thrust for accountability and improved performance, the NEI has adopted a globally accepted set of indicators against which each school will be assessed and then supported. This set of indicators is the result of more than four decades of educational research in the area of school effectiveness. This 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. Kirk et al (2004), presents seven correlates of this phenomenon, which may be appropriately applied to Jamaican schools, and these have informed the selection of the indicators. It is also noteworthy that these key indicators have been empirically verified as valid to be used to determine school effectiveness in Jamaica by Watson-Williams and Fox (2013). The globally accepted set of indicators is expressed below.

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

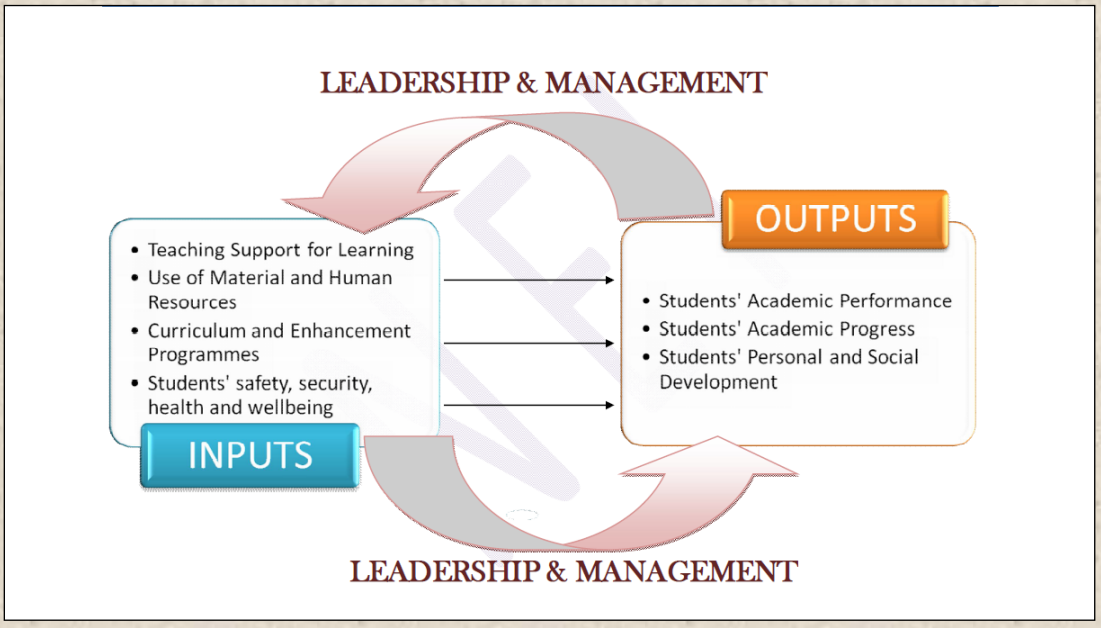
In effective schools, parents understand the mission of the school and agree to the expectations the school has for their children, as well as the parental support required to realize the school's mission. Effective schools value parents as members of the school community, and they are treated as respected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

Key Questions

Consistent with the literature and the seven correlates of school effectiveness expressed above, the Jamaica School Inspection Process (JSIP) focuses on eight interlocking key questions that inspectors should 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 the teaching support the students' learning?**
3. **How well do students perform in national and/or regional tests and assessments against the 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 2: Relationship between the eight key areas of the Inspection Framework



CHAPTER 2: DESIGN, METHODLOGY, AND METHODS

Methodology

The design of the study employed a mixed-methods approach (quantitative and qualitative methodologies) and utilized varied data sources as a means of measuring the level of school effectiveness of the 953 primary and secondary schools that comprised the data frame.

3.1 Data Sources

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

- **Primary Data Sources, broken down as follows:**
  - Questionnaires:
    - ✓ Parents 42, 265
    - ✓ Students 92, 579
    - ✓ Teachers 10, 633

  - Lesson Observations (46,493):
    - ✓ English 15,887
    - ✓ Mathematics 14,413
    - ✓ Other subjects 16,193

- Interviews and Focus group discussions (8,953):
  - ✓ Students,
  - ✓ Parents
  - ✓ Teachers
  - ✓ Town hall meetings

- **Secondary Data Sources:**
  - ✓ School documentation (953 reviews)
  - ✓ National performance data

3.2 Data Frame

The data frame consists of a total of 953 schools across the six administrative regions of the MoE, which were inspected during the period April 2010 to March 2015. See Table 1

Table 1: Distribution of Schools by Level and Region

Region	Primary Level	Percentage (%)	Secondary Level	Percentage (%)	Total Number of Schools
1. Kingston	103	13	41	25	144
2. Port Antonio	145	18	21	13	166
3. Brown's Town	99	13	15	9	114
4. Montego Bay	131	17	25	15	156
5. Mandeville	133	17	22	14	155
6. Old Harbour	180	23	38	23	218
GRAND TOTAL	791	100	162	100	953

Source: NEI Inspection Data, June 2015

3.3 Data Collection Methods

The methods employed to collect the relevant data consisted of:

- classroom observation; this constituted sixty to seventy per cent (60-70%) of all observations done;
- sampling of students' work in different subjects and across different age groups in the school;
- informal interviews with staff, in particular senior managers and others with responsibility for leading different aspects of the school's work;
- the 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;

- focus group and ad hoc discussions (teachers and students); and
- questionnaire interviews (teachers, parents, and students).

3.4 Data Analysis

Both qualitative and quantitative techniques were employed in the analysis of the data, and these consisted of:

- qualitative judgements on the school's provisions were made based on triangulated evidence that was then compared to the inspection framework[2] from which a best fit was derived;
- a framework of school effectiveness consisting of eight indicators representing the eight key areas (see page 11) was derived.
- quantitative ratings were then assigned to the professional judgements made in each of the eight key areas and their indicators. The four leading indicators are:
  - Leadership and Management;
  - Teaching in Support of Students' Learning;
  - Curriculum and Enhancement Programmes; and
  - Students' Progress; and
- the four remaining indicators are:
  - Students' Personal and Social Development
  - Human and Material Resources
  - Curriculum and Enhancement Programme
  - Students' Safety, Health, and Security

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

Table 2: Outline of Inspection Framework and Indicators

KEY QUESTIONS	INDICATORS
Leadership and 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

[2] See the Handbook for School Inspections

		1.4 Relations with parents and community
	Teaching Support for Students' Learning	
2.	**How effectively does the 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? (For infants: in relation to age-related expectations and gender achievement)**	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 Relevance to almost all students 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, June 2015

3.5 Rating Scale and Descriptors

The Inspectors made their professional judgements on each of the indicators and then assigned 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 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, 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 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, Regional Offices and School Boards. Interventions will be closely monitored and appropriate responses will be activated.

Limitations of the Study

The study was carried out over a five-year period and most schools have already initiated improvement activities supported by the Department of Schools' Services.

In sum, the foregoing represents the framework upon which the inspections of the 953 primary and secondary schools were conducted and the findings that are outlined in Chapter 3 reflect this.

CHAPTER 3: KEY FINDINGS AND ANALYSIS

Reporting Format

In keeping with the methodology outlined in Chapter 2, this report presents the findings on the 953 schools inspected. The findings for each of the eight key areas are presented hereafter, using the following format:

- Minimum Standard
- Findings
- Qualitative descriptions/characterisation in two categories:
  - Satisfactory and above
  - Unsatisfactory and below

Key Question 1:

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

The four key components of school leadership and management 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. Similarly, boards of management play a critical and strategic role in the school leadership and administration process. They have the ability to positively influence the school towards the achievement of optimum student outcomes, in addition to the establishment of strong communication links with the home and community.

The overall ratings as well as the breakdown of the four key components, rated individually for the 953 primary and secondary level schools inspected, are as follows:

Findings

Overall, fifty-nine per cent (59%) of the schools were rated as satisfactory and above and forty-one per cent (41%) were rated as unsatisfactory and below. See Table 3.

Table 3: Overall Leadership and Management by Educational Level

Inspection Ratings	Primary Level	Percentage (%)	Secondary Level	Percentage (%)	National	Percentage (%)
Exceptionally High	3	0.4	4	2.5	7	0.7
Good	69	8.7	40	24.7	109	11.4
Satisfactory	374	47.2	70	43.2	444	46.6
Unsatisfactory	324	41.0	43	26.5	367	38.6
Needs Immediate Support	21	2.7	5	3.1	26	2.7
Total	791	100.0	162	100.0	953	100

Source: NEI Inspection Data, June 2015

School-based Leadership and Management

School-based leadership is conducted through the office of the principal who plays a vital role in ensuring that the vision and mission of the school, and the MoE are clearly communicated to all stakeholders. However, this must be done in collaboration with senior members of staff. These teams are more likely to be effective when they are aware of the 'big picture' and will be more inclined to support and challenge staff to undertake their roles in the school improvement process. Effective leaders are also more likely to develop an ethos in which staff and students regularly seek to do better.

Overall, sixty-four per cent (64%) of the schools inspected were rated as satisfactory and above on this component. A greater percentage of secondary schools were rated as satisfactory and above (72.8%) in comparison to primary schools (62.6%).

Table 4: School-based Leadership and Management by Educational Level

Inspection Ratings	Primary Level	Percentage (%)	Secondary Level	Percentage (%)	National	Percentage (%)
Exceptionally High	7	0.9	6	3.7	13	1.4
Good	85	10.8	39	24.1	124	13.0
Satisfactory	403	50.9	73	45.0	476	50.0
Unsatisfactory	272	34.4	39	24.1	311	32.6
Needs Immediate Support	24	3.0	5	3.1	29	3.0
Total	791	100	162	100	953	100.0

Source: NEI Inspection Data, June 2015

School Self-evaluation and Improvement Planning

As instructional heads, school leaders should know how well individuals, groups, and all students are performing, as well as what progress is being made as it relates to their specific area of responsibility (self-evaluation). Through the use of data, they should also be working with other staff to implement a strategy for improvement and to monitor their success.

Overall, fifty-nine per cent (59%) of the schools inspected were rated as satisfactory and above on this component. Seventy-two per cent (72.8%) of secondary schools were rated as satisfactory and above, in comparison to the fifty-six per cent (56.5%) rating for their primary counterparts.

Table 5: School Self-evaluation and Improvement Planning by Educational Level

Inspection Ratings	Primary Level	Percentage (%)	Secondary Level	Percentage (%)	National	Percentage (%)
Exceptionally High	6	0.8	8	4.9	14	1.4
Good	70	8.8	43	26.5	113	11.9
Satisfactory	371	46.9	67	41.4	438	46.0
Unsatisfactory	324	41.0	38	23.5	362	38.0
Needs Immediate Support	20	2.5	6	3.7	26	2.7
Total	791	100.0	162	100.0	953	100

Source: NEI Inspection Data, June 2015

Governance

The School Board is an important player in the school's leadership and management. It has statutory duties to ensure that the school operates effectively and is held to account. Its role is strategic and, strictly speaking, it should not be involved or allowed to interfere in daily micro-operational matters. Effective boards play a key role in monitoring the school's planning priorities; outcomes in students' performance; financial management; health and safety; as well as school policy development.

Overall, seventy-one per cent (71%) of the schools inspected were rated as satisfactory and above in this component**.** A higher percentage (86.4%) of secondary schools were rated at satisfactory and above on this leadership component when compared to their primary counterparts (68.2%).

Table 6: Governance by Educational Level

Inspection Ratings	Primary Level	Percentage (%)	Secondary Level	Percentage (%)	National	Percentage (%)
Exceptionally High	11	1.4	23	14.2	34	3.6
Good	157	19.8	51	31.5	208	21.8
Satisfactory	372	47.0	66	40.7	438	46.0
Unsatisfactory	226	28.6	21	13.0	247	25.9
Needs Immediate Support	25	3.2	1	0.6	26	2.7
Total	791	100.0	162	100.0	953	100.0

Source: NEI Inspection Data, June 2015

Relations with Parents and the Community

Schools are not islands; they exist as part of their communities. As such, one key role of senior leaders is to look outwards in order to encourage links with the community so that partnerships that are beneficial to the students are formed. They should also work proactively with parents so that they know how well their children are performing and how they can support the school in this process. Schools also have the opportunity, through curricular links, to offer a curriculum that is broad and relevant to students both nationally and in their local communities.

Overall, eighty-eight per cent (88.2%) of the schools inspected were rated as satisfactory and above on this component. This component was rated highly at both the primary and secondary level schools (88.1% and 88.8% respectively) that were inspected.

Table 7: Relations with Parents and the Community

Inspection Ratings	Primary Level	Percentage (%)	Secondary Level	Percentage (%)	National	Percentage (%)
Exceptionally High	17	2.2	12	7.4	29	3.0
Good	285	36.0	66	40.7	351	36.8
Satisfactory	395	49.9	66	40.7	461	48.4
Unsatisfactory	92	11.6	18	11.2	110	11.6
Needs Immediate Support	2	0.3	0	0.0	2	0.2
Total	791	100	162	100	953	100

Source: NEI Inspection Data, June 2015

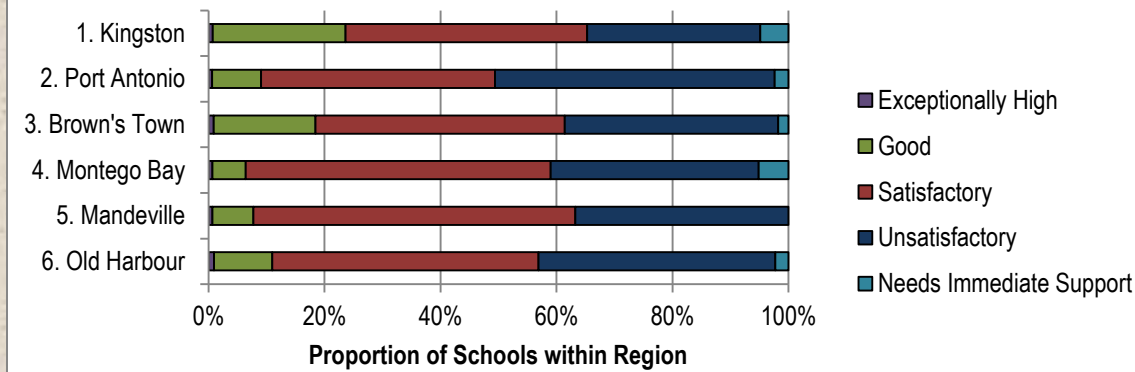
Discussion

The research proceeded on the basis of the centrality of good leadership and management (among other factors) to a school's success. The data revealed that, across the system, leadership and management was rated as exceptionally high in only one per cent (1%) of the schools and good in eleven per cent (11%) of them. Forty-seven per cent (47%) of them were rated as only satisfactory. This means that thirty-eight per cent (38%) of our schools are yet to attain even the minimum acceptable standards of leadership. Additionally, a further three per cent (3%) are seriously lagging behind in this area; they were rated as schools in need of immediate support. It was further noted that on this indicator, a higher percentage of primary schools were rated as unsatisfactory compared to their secondary level counterparts (see Table 3 on page 18).

A regional analysis was conducted and this provided further insights into where the cases of outstanding practice could be located, as well as the areas of greatest need. It revealed that, in each region at least one school was rated as exceptionally high on this indicator, with the exception of Region 6 in which two schools were rated in this category. Further, approximately thirty per cent (30%) of the schools that were rated as good on this indicator are located in Region 1. Conversely, approximately forty-eight per cent (48%) of the schools in Region 2 rated unsatisfactorily on this indicator followed by Region 6 where forty per cent (40.8%) of them also rated unsatisfactorily. This data

speaks to some of the regional disparities in this particular area, as well as provides a roadmap on the way forward for the reform efforts that are currently underway in the MoE (see Figure 3 below and Appendix 2b).

Figure 3: Leadership and Management by Educational Administrative Region



Source: NEI Inspection Data, June 2015

The analysis of the leadership and management components showed a strong and positive relationship between school-based leadership and improvement planning. This means that schools with good school-based leadership teams are more likely to focus on planning and tracking the school and students' improvement. This enables them to have a greater likelihood of success. However, system-wide this was found to be only satisfactory. Additionally, across the system, at both primary and secondary levels, other recurring themes were identified as impacting the quality of school leadership. These included: shared leadership; succession planning; stakeholders' buy-in; the level of focus on teaching, learning, and students' outcomes; as well as the written versus the implemented action plans. These have been emphasised at the school level for further action.

In light of these findings, the current emphasis that has been placed on the development of strong school leadership by the National College on Education Leadership (NCEL) is not just very timely, but also relevant to the improvement of the education system overall.

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 a 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

Overall, fifty-five per cent (55%) of the schools were rated as satisfactory and above and, forty-five per cent (45%) were rated as unsatisfactory and below on this indicator. See Table 8. At the primary level, fifty-five per cent (55.4%) of the schools were rated as satisfactory and above and approximately fifty-one per cent (50.6%) of the secondary schools were rated in this same category.

Table 8: Overall Teaching Support for Students' Learning by Educational Level

Inspection Ratings	Primary Level	Percentage (%)	Secondary Level	Percentage (%)	National	Percentage (%)
Exceptionally High	0	0.0	0	0.0	0	0.0
Good	29	3.7	25	15.4	54	5.7
Satisfactory	409	51.7	57	35.2	466	48.9
Unsatisfactory	348	44.0	78	48.2	426	44.7
Needs Immediate Support	5	0.6	2	1.2	7	0.7
Total	791	100.0	162	100	953	100.0

Source: NEI Inspection Data, June 2015

Teachers' Knowledge of the Subjects they teach and how to teach them

Teachers should be qualified in the area that they teach and, as such, should master the requisite knowledge that would enable them to impart the ideas, skills and concepts of their subject. Also, in the best scenarios, teachers reflect on and learn from what happens in their lessons.

Overall, in seventy-one per cent (71%) of the schools inspected, teachers' knowledge of their subjects was rated as satisfactory and above. At the primary level, seventy-one per cent (71.4%) was rated in this category, and at the secondary level, approximately seventy-three per cent (72.9%) was also rated in this category.

Table 9: Teachers' Knowledge of the Subjects they teach and how to teach them by Educational Level

Inspection Ratings	Primary Level	Percentage (%)	Secondary Level	Percentage (%)	National	Percentage (%)
Exceptionally High	0	0.0	1	0.6	1	0.1
Good	58	7.3	38	23.5	96	10.1
Satisfactory	507	64.1	79	48.8	586	61.5
Unsatisfactory	225	28.5	43	26.5	268	28.1
Needs Immediate Support	1	0.1	1	0.6	2	0.2
Total	791	100	162	100.0	953	100.0

Source: NEI Inspection Data, June 2015

Teaching Methods

While there is no right way to teach any lesson, the evidence should show that teachers have thought through how to motivate their students to learn, and how best to engage students of all abilities.

Overall, in approximately fifty-seven per cent (56.8%) of the schools inspected, teaching methods were rated as satisfactory and above. More primary schools (57.9%) were rated in this category when compared to secondary schools (51.2%).

Table 10: Teaching Methods by Educational Level

Inspection Ratings	Primary Level	Percentage (%)	Secondary Level	Percentage (%)	National	Percentage (%)
Exceptionally High	0	0.0	0	0.0	0	0.0
Good	35	4.4	19	11.7	54	5.7
Satisfactory	423	53.5	64	39.5	487	51.1
Unsatisfactory	327	41.3	77	47.6	404	42.4
Needs Immediate Support	6	0.8	2	1.2	8	0.8
Total	791	100.0	162	100.0	953	100.0

Source: NEI Inspection Data, June 2015

Assessment

Useful formative assessment should also take place in lessons; and, evidence about summative assessments through scrutiny of students' work and books that have been marked, as well as school records should always be available.

Overall, in approximately sixty per cent (59.8%) of the schools inspected, assessment of and for learning was rated as satisfactory and above. At the primary level fifty-nine per cent (59.2%) was rated at satisfactory and above and sixty-three per cent (63%) was rated in this same category at the secondary level.

Table 11: Assessment by Educational Level

Inspection Ratings	Primary Level	Percentage (%)	Secondary Level	Percentage (%)	National	Percentage (%)
Exceptionally High	0	0.0	2	1.2	2	0.2
Good	52	6.6	29	17.9	81	8.5
Satisfactory	416	52.6	71	43.9	487	51.1
Unsatisfactory	315	39.8	58	35.8	373	39.2
Needs Immediate Support	8	1.0	2	1.2	10	1.0
Total	791	100.0	162	100.0	953	100.0

Source: NEI Inspection Data, June 2015

Students' Learning

In the classroom, students' learning is the outcome that follows from the teachers' knowledge, planning and application of teaching methods. Overall, students' learning was rated as satisfactory and above in sixty-two per cent (62%) of the schools

inspected. A higher percentage of primary schools were rated as satisfactory and above (63.7%) when compared to their secondary counterparts (53.7%).

Table 12: Students' Learning by Educational Level

Inspection Ratings	Primary Level	Percentage (%)	Secondary Level	Percentage (%)	National	Percentage (%)
Exceptionally High	2	0.3	7	4.3	9	0.9
Good	59	7.4	27	16.7	86	9.0
Satisfactory	443	56.0	53	32.7	496	52.1
Unsatisfactory	284	35.9	74	45.7	358	37.6
Needs Immediate Support	3	0.4	1	0.6	4	0.4
Total	791	100	162	100.0	953	100

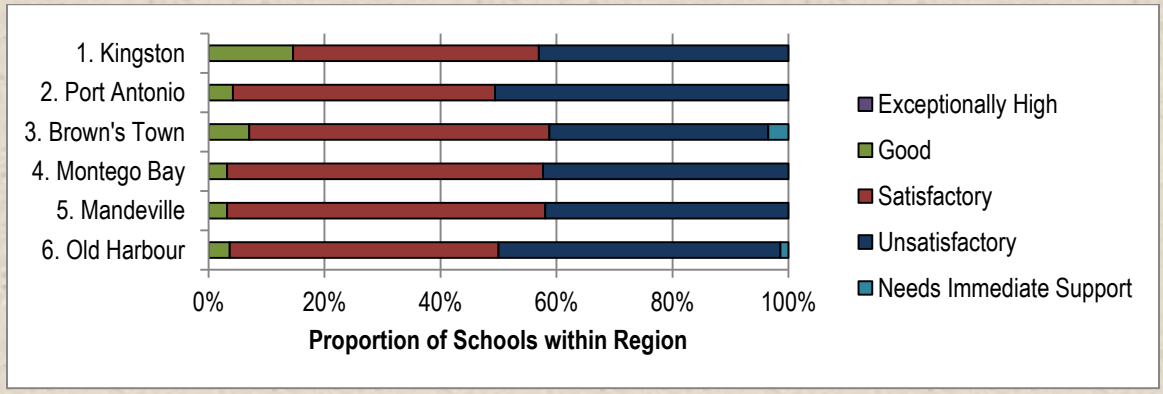
Source: NEI Inspection Data, June 2015

Discussion

Good teaching is the cornerstone of good learning and as such a total of 46,493 lessons were observed over the duration of the baseline study. The analysis revealed that this activity was assessed as mainly average at both levels of the system; in that, nationally, there was no school in which the quality of teaching overall was rated exceptionally high. Also, teaching was assessed as good in only 6 per cent (6%) of schools inspected. Further, in forty-nine per cent (49%) of the schools, teaching was rated as only satisfactory. Forty-four per cent (44%) of all lessons observed were rated as unsatisfactory, and 1% was rated as needs immediate support. The distribution of the schools' ratings in this area is illustrated below in Figure 4.

A few regional disparities were detected in the data. For example, at the regional level, fifty-four (54) schools were rated as good on this indicator and approximately thirty-nine per cent (38.8%) of these institutions are located in Region 1. Of the four hundred and twenty-six (426) schools that were rated as unsatisfactory, approximately twenty-five per cent (24.9%) of them are located in Region 6. See Figure 4 and also Appendix 2c.

Figure 4: Teaching Support for Students' Learning by Educational Administrative Region



Source: NEI Inspection Data, June 2015

In more than seventy per cent (70%) of the schools, most teachers were qualified and showed content mastery. However, in many instances they did not demonstrate the ability to engage most of the learners. Whereas this was less so in the technical and vocational areas, it was noted that in English, for example, teachers did not use translation as a critical scaffold for those students who would need it to help them in other subject areas. Also, in many mathematics lessons, rote teaching tended to be the modal way of operating. Accommodation for gender differences was rare.

There was a strong positive relationship between the range of teaching methodologies and strategies, and the assessment of learning. The data revealed that in those schools where classroom assessment was rated highly, teachers were more likely to be using a range of strategies to help their students in their learning. The significance of this is that these classrooms tended to be more learner and activity-centred. In these classrooms, more effort was made to incorporate and integrate the use of technology as well as the creativity of students in the learning.

Across the system, most students displayed high levels of curiosity, eagerness and willingness to learn. We found that the success of this endeavour was largely determined by the extent to which they were able to participate in lessons as well as the quality of the assignments that they were given, amongst other factors. And so, there was also a strong relationship between students learning and teaching strategy.

The challenge for many as well as the education system is how to transform classrooms into spaces where there is robust student participation and where teacher, as well as, student learning can happen in tandem.

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 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 that students' performance should be good in relation to the national averages and sector targets as determined by the MoE.

Findings:

Overall, twenty-two per cent (22%) of the schools inspected were rated as satisfactory and above on this indicator. Twenty-one per cent (21.3%) of primary level schools were rated as satisfactory and above in this category as well as twenty-six per cent (26.4%) of secondary schools. See Table 13.

Table 13: Students' Attainment in English and Mathematics by Educational Level

Inspection Ratings	Primary Level	Percentage (%)	Secondary Level	Percentage (%)	National	Percentage (%)
Exceptionally High	1	0.1	8	5.0	9	0.9
Good	30	3.8	18	11.3	48	5.1
Satisfactory	138	17.4	16	10.1	154	16.2
Unsatisfactory	612	77.4	76	47.8	688	72.4
Needs Immediate Support	10	1.3	41	25.8	51	5.4
Total	791	100.0	159	100.0	950	100.0

Source: NEI Inspection Data, June 2015

Students' Attainment in English

Attainment in English is computed by using students' performance data in Grade 4 Literacy and Grade Six Achievement Test (GSAT) Language Arts at the primary level, and Caribbean Secondary Education Certificate (CSEC) passes in English at the secondary level, over the last three years. All pass rates are computed as a percentage of the total school cohort.

The average students' attainment in English, while it is improving, is low. Approximately twenty-seven per cent (26.9%) of the schools inspected were rated as satisfactory and above on this component. Secondary schools (34.6%) outperformed primary schools (25.4%) in this regard.

Table 14: Students' Attainment in English by Educational Level

Inspection Ratings	Primary Level	Percentage (%)	Secondary Level	Percentage (%)	National	Percentage (%)
Exceptionally High	1	0.1	19	12.0	20	2.1
Good	41	5.2	18	11.3	59	6.2
Satisfactory	159	20.1	18	11.3	177	18.6
Unsatisfactory	583	73.7	81	50.9	664	69.9
Needs Immediate Support	7	0.9	23	14.5	30	3.2
Total	791	100.0	159	100	950	100.0

Source: NEI Inspection Data, June 2015

Students' Attainment in Mathematics

Attainment in mathematics is computed by using students' performance data in Grade 4 Numeracy and GSAT Mathematics at the primary level, as well as CSEC passes in mathematics at the secondary level, over the last three years. All pass rates are computed as a percentage of the total school cohort.

Average students' attainment in mathematics is low, as only twenty-three per cent (23.4%) of the schools overall were rated as satisfactory and above on this component. Twenty-three per cent (23.1%) of the primary level schools were rated as satisfactory and above and twenty-four per cent (24.5%) of the secondary level schools were rated in this category.

Table 15: Students' Attainment in Mathematics by Educational Level

Inspection Ratings	Primary Level	Percentage (%)	Secondary Level	Percentage (%)	National	Percentage (%)
Exceptionally High	1	0.1	8	5.0	9	1.0
Good	30	3.8	15	9.4	45	4.7
Satisfactory	152	19.2	16	10.1	168	17.7
Unsatisfactory	597	75.5	76	47.8	673	70.8
Needs Immediate Support	11	1.4	44	27.7	55	5.8
Total	791	100.0	159	100.0	950	100

Source: NEI Inspection Data, June 2015

In these two core subject areas (English and mathematics), most (77.8%) of all the schools inspected were rated as unsatisfactory or below. One per cent (1%) was rated as exceptionally high and five per cent (5%) was rated as good. Given the expectation that these core subjects would act as vehicles to deliver key skills and competencies to students at all levels of the system, the data then points to a serious lack in this area.

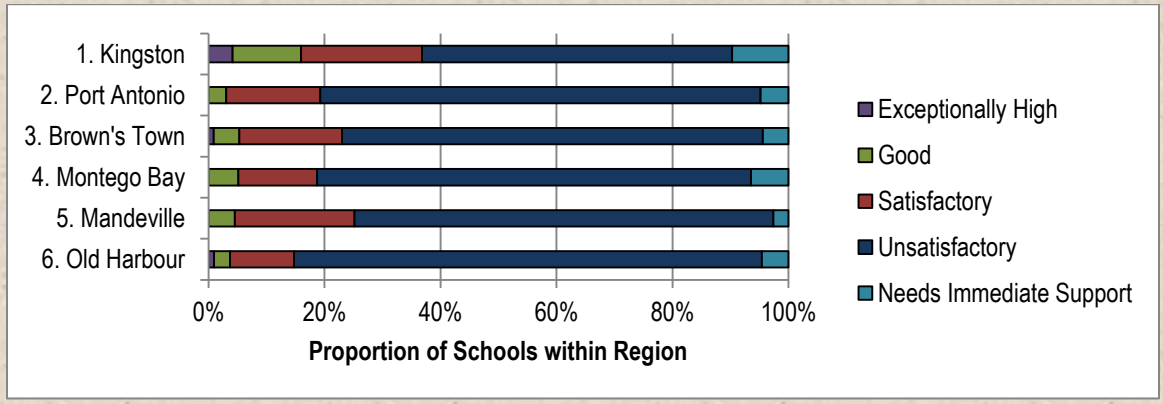
Discussion

In English and mathematics, at the primary level, seventy-seven per cent (77.4%) of all the schools were rated as unsatisfactory overall. There are improving results each year at both Grades 4 and 6 levels of the primary school sector.

At the secondary level, performance is better in both core subjects (English and mathematics). Twenty-six per cent (26.4%) of the schools were rated as satisfactory and above in these subjects. This is four percentage points (4%) above the national figure of twenty-two per cent (22.2%). In English, approximately fifty-one per cent (50.9%) of all secondary schools were rated as unsatisfactory in their performance in the subject. Though the performance is better when compared to the primary school, nevertheless this is worrying.

The regional performance baseline data indicates that approximately thirty-seven per cent (36.8%) of the schools in Region 1 were rated as satisfactory and above; with 4 per cent (4%) of them rated as exceptionally high. Conversely, only fourteen per cent (14.7%) of the schools in Region 6 were rated in this category. See Figure 5 and Appendix 2d.

Figure 5: Students' Attainment in English and Mathematics by Educational Administrative Region



Source: NEI Inspection Data, June 2015

The performance gap between schools and regions is wide and the combination of factors fuelling it is multi-faceted. For example, the data pinpoints a disconnect between what many students know and are able to do in their lessons, with what they are able to communicate on their key stage examinations. This is important as Inspectors also noted many instances where students are not age-appropriately fluent to enable optimal interactions with their teachers in their lessons. This therefore supports the need to, as is currently being undertaken, re-examine the national system of assessment to ensure its appropriateness to all learners. Additionally, themes such as, time on task, students' readiness, teacher quality, amongst others were identified as factors that are contributing to low levels of performance in English and Mathematics throughout the system.

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 that most students should demonstrate appropriate levels of growth when compared with their earlier attainment.

Findings

Overall, approximately forty-seven per cent (46.7%) of the schools inspected were rated as satisfactory and above on this indicator. A higher percentage of primary level schools (48.4%) were assessed as satisfactory and above than secondary schools (38.3%).

Table 16: Students' Progress in English and Mathematics by Educational Level

Inspection Ratings	Primary Level	Percentage (%)	Secondary Level	Percentage (%)	National	Percentage (%)
Exceptionally High	0	0.0	1	0.6	1	0.1
Good	28	3.5	16	9.9	44	4.6
Satisfactory	355	44.9	45	27.8	400	42.0
Unsatisfactory	403	51.0	86	53.1	489	51.3
Needs Immediate Support	5	0.6	14	8.6	19	2.0
Total	791	100.0	162	100.0	953	100.0

Source: NEI Inspection Data, June 2015

Progress in English

Fifty-eight per cent (58.2%) of the schools inspected were rated as satisfactory and above in English. More primary level schools (59.9%) were making progress in English than their secondary counterparts (50%). See Table 17.

Table 17: Students' Progress in English by Educational Level

Inspection Ratings	Primary Level	Percentage (%)	Secondary Level	Percentage (%)	National	Percentage (%)
Exceptionally High	0	0.0	1	0.6	1	0.1
Good	44	5.6	34	21.0	78	8.2
Satisfactory	430	54.3	46	28.4	476	50.0
Unsatisfactory	314	39.7	77	47.5	391	41.0
Needs Immediate Support	3	0.4	4	2.5	7	0.7
Total	791	100	162	100.0	953	100

Source: NEI Inspection Data, June 2015

Progress in Mathematics

Overall, fifty per cent (50.2%) of the schools inspected were rated as satisfactory and above in this subject area. A higher percentage of primary level schools (52.9%) were rated as satisfactory and above in mathematics than secondary schools (37.1%).

Table 18: Students' Progress in Mathematics by Educational Level

Inspection Ratings	Primary Level	Percentage (%)	Secondary Level	Percentage (%)	National	Percentage (%)
Exceptionally High	0	0.0	1	0.6	1	0.1
Good	27	3.4	15	9.3	42	4.4
Satisfactory	391	49.5	44	27.2	435	45.7
Unsatisfactory	368	46.5	88	54.3	456	47.8
Needs Immediate Support	5	0.6	14	8.6	19	2.0
Total	791	100	162	100.0	953	100

Source: NEI Inspection Data, June 2015

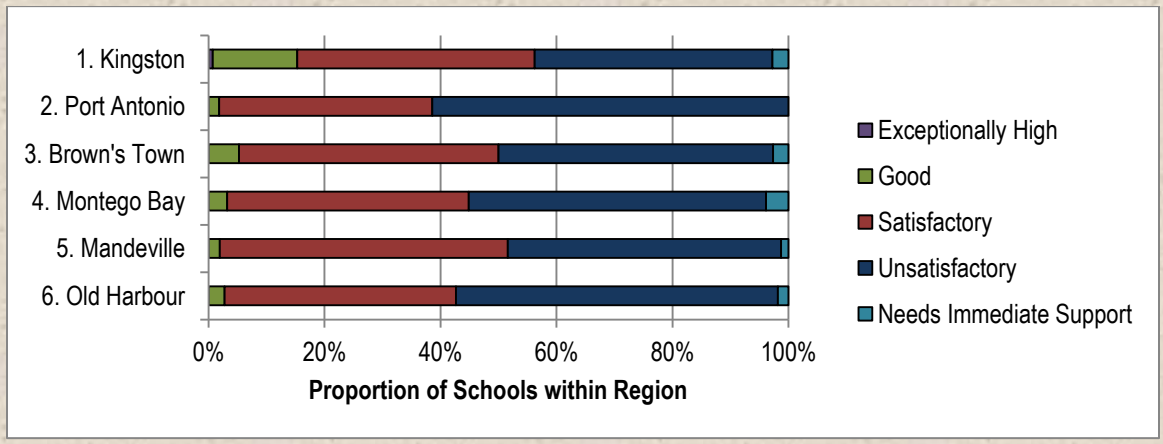
Discussion

The results from this area of the baseline data are very promising. This is significant because while performance is not at the targeted levels of eighty-five per cent (85%) in

Mathematics/Numeracy, and eighty-five per cent (85%) in English/Literacy, the results on this indicator are indicative of its trajectory.

At the regional level, a higher percentage of schools in Region 1 fifty-six per cent (56.3%) make progress in the two core subject areas (English and Mathematics); one per cent make exceptionally high progress and fourteen per cent (14.6%) make good progress in both subjects. However, sixty-one per cent (61.4%) of the schools in Region 2 were assessed as making unsatisfactory progress in these areas. See Figure 6 and Appendix 2e.

Figure 6: Students' Progress in English and Mathematics by Educational Administrative Region



Source: NEI Inspection Data, June 2015

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 behaviours and relationships prevail: students exercise self-control, understand national identity, and demonstrate 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

Overall, eighty-four per cent (84.4%) of the schools inspected were rated as satisfactory and above on this indicator. Primary level students (85.9%) outperformed their secondary counterparts (76.6%). See Table 19.

Table 19: Students' Personal and Social Development by Educational Level

Inspection Ratings	Primary Level	Percentage (%)	Secondary Level	Percentage (%)	National	Percentage (%)
Exceptionally High	3	0.4	3	1.9	6	0.7
Good	120	15.1	47	29.0	167	17.5
Satisfactory	557	70.4	74	45.7	631	66.2
Unsatisfactory	108	13.7	36	22.2	144	15.1
Needs Immediate Support	3	0.4	2	1.2	5	0.5
Total	791	100	162	100.0	953	100

Source: NEI Inspection Data, June 2015

Students' Behaviour and Attitudes

What students do and how they act matter; and this component is firstly about that. It assessed students' observed behaviours and attitudes in lessons and around the school compound, their relationships with other students and all school staff, their self-organisation and commitment to learning, as well as the levels of self-esteem displayed.

Overall, eighty-seven (87.2%) of the schools were assessed as satisfactory and above on this indicator. A higher percentage of primary schools (90.5%) were rated as satisfactory and above on this component, when compared to their secondary counterparts (71%). See Table 20.

Table 20: Students' Behaviour and Attitudes by Educational Level

Inspection Ratings	Primary Level	Percentage (%)	Secondary Level	Percentage (%)	National	Percentage (%)
Exceptionally High	6	0.8	8	4.9	14	1.5
Good	279	35.2	46	28.4	325	34.1
Satisfactory	431	54.5	61	37.7	492	51.6
Unsatisfactory	72	9.1	45	27.8	117	12.3
Needs Immediate Support	3	0.4	2	1.2	5	0.5
Total	791	100	162	100.0	953	100.0

Source: NEI Inspection Data, June 2015

Students' Attendance and Punctuality

Students are expected to take responsibility (age-appropriately) for their attendance at school and lessons. They should be punctual and transition purposefully from one activity to the next, where necessary.

Overall, approximately seventy-four per cent (74.5%) of the schools inspected were assessed as satisfactory and above on this component of the indicator. Further, a higher percentage of primary schools (79.1%) were evaluated as satisfactory and above when compared to their secondary counterparts (51.3%). See Table 21.

Table 21: Students' Attendance and Punctuality by Educational Level

Inspection Ratings	Primary Level	Percentage (%)	Secondary Level	Percentage (%)	National	Percentage (%)
Exceptionally High	11	1.4	6	3.7	17	1.8
Good	178	22.5	33	20.4	211	22.1
Satisfactory	437	55.2	44	27.2	481	50.5
Unsatisfactory	159	20.1	66	40.7	225	23.6
Needs Immediate Support	6	0.8	13	8.0	19	2.0
Total	791	100.0	162	100.0	953	100.0

Source: NEI Inspection Data, June 2015

Students' Civic Understanding and Spiritual Awareness

From an early age, students are expected to have a sense of what it means to be a Jamaican and to be able to describe local traditions (age-appropriately) in comparison to those of the Caribbean region. This should then translate into their understanding of civic pride and responsibilities, as well as their sense of self-esteem.

On this component of the indicator, approximately ninety-five per cent (95%) of the schools were assessed as satisfactory and above. In addition, ninety-five per cent of (95.5%) of primary schools were assessed as satisfactory and above, while ninety- two per cent (92.6%) of secondary schools were similarly rated in this category.

Table 22: Students' Civic Understanding and Spiritual Awareness by Educational Level

Inspection Ratings	Primary Level	Percentage (%)	Secondary Level	Percentage (%)	National	Percentage (%)
Exceptionally High	11	1.4	16	9.9	27	2.8
Good	294	37.2	59	36.4	353	37.1
Satisfactory	450	56.9	75	46.3	525	55.1
Unsatisfactory	35	4.4	12	7.4	47	4.9
Needs Immediate Support	1	0.1	0	0.0	1	0.1
Total	791	100.0	162	100.0	953	100

Source: NEI Inspection Data, June 2015

Students' Economic Awareness and Understanding

Students' awareness and understanding of Jamaica's economic progress and its importance, both regionally and globally, is vital. This enables an increased awareness of their potential contribution to Jamaica and influences their actions as citizens.

Table 23: Students' Economic Awareness and Understanding by Educational Level

Inspection Ratings	Primary Level	Percentage (%)	Secondary Level	Percentage (%)	National	Percentage (%)
Exceptionally High	3	0.4	15	9.3	18	1.9
Good	169	21.4	58	35.8	227	23.8
Satisfactory	460	58.1	82	50.6	542	56.9
Unsatisfactory	147	18.6	7	4.3	154	16.1
Needs Immediate Support	12	1.5	0	0.0	12	1.3
Total	791	100	162	100.0	953	100

Source: NEI Inspection Data, June 2015

Students' Environmental Awareness and Understanding

The framework emphasised what students know and understand about national and global environmental issues, as well as their own concern and care for the school and wider environment.

Table 24: Students' Environmental Awareness and Understanding by Educational Level

Inspection Ratings	Primary Level	Percentage (%)	Secondary Level	Percentage (%)	National	Percentage (%)
Exceptionally High	15	1.9	13	8.0	28	2.9
Good	240	30.3	60	37.1	300	31.5
Satisfactory	471	59.6	65	40.1	536	56.3
Unsatisfactory	62	7.8	24	14.8	86	9.0
Needs Immediate Support	3	0.4	0	0.0	3	0.3
Total	791	100	162	100	953	100

Source: NEI Inspection Data, June 2015

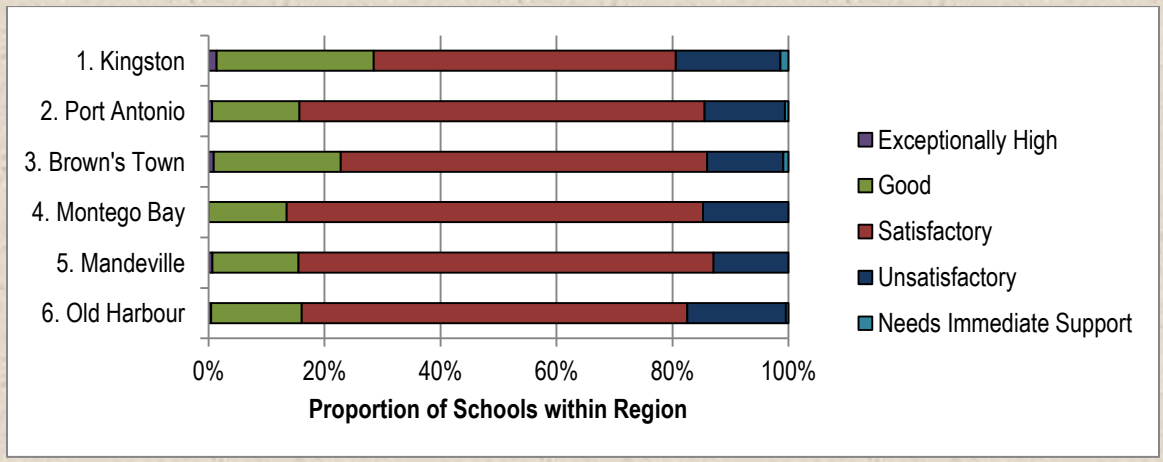
Overall, approximately ninety-one per cent (90.7%) of the schools were assessed as satisfactory and above on this component. A higher percentage of primary level schools (91.8%) were rated as satisfactory and above on this component than their secondary level counterparts (85.2%).

Discussion

Assessment of the social and cultural development of Jamaican students is given primacy in this inspection framework; it is after all one of the intended outcomes of the public education system. While the school is not the only player in this aspect of education, the significance of its role must be underscored.

Data, based on the conduct of 1,990 focus group discussions that were conducted with students at both levels of the system, as well as 92,579 questionnaires, were analysed. The data revealed that, most schools scored well in this area, most of the students across the system showed satisfactory level of behaviours, civic understandings, as well as economic and environmental awareness. Despite this overall positive indicator rating, in approximately twenty-eight per cent (27.8%) of the secondary schools attitudes and behaviours were rated as unsatisfactory. Additionally, in forty per cent (40.7%) of the secondary schools, students' punctuality to school and classes were rated as unsatisfactory, overall. This is problematic. See Figure 7 and Appendix 2f.

Figure 7: Students' Personal and Social Development by Educational Administrative Region



Source: NEI Inspection Data, June 2015

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 sufficient, qualified and knowledgeable teaching and support staff which is appropriately trained, and deployed to deliver and support the teaching of the curriculum. This team of competent staff is bolstered by the availability of sufficient support materials, as well as a school plant that adequately houses students and staff.

Findings

Overall, approximately sixty-six per cent (65.8%) of the schools were rated as satisfactory and above and approximately thirty-four per cent (34.2%) was rated as unsatisfactory and below. See Table 25.

Table 25: Human and Material Resources by Educational Level

Inspection Ratings	Primary Level	Percentage (%)	Secondary Level	Percentage (%)	National	Percentage (%)
Exceptionally High	1	0.1	0	0.0	1	0.1
Good	50	6.3	30	18.5	80	8.4
Satisfactory	457	57.8	89	54.9	546	57.3
Unsatisfactory	282	35.7	43	26.6	325	34.1
Needs Immediate Support	1	0.1	0	0.0	1	0.1
Total	791	100.0	162	100	953	100.0

Source: NEI Inspection Data, June 2015

Human Resources

The assumption is made that the provisioning of schools with a suitable and qualified staff is vital in maintaining and improving standards. Schools should, therefore, have a

human resource base comprising sufficient, qualified and knowledgeable teaching and support staff. Further, the staff should be supported and offered relevant and focused training to deliver the curriculum and to positively impact standards across the school. Their deployment to levels appropriate to their training and experience is central to their effectiveness.

Overall, ninety per cent (90.5%) of the schools inspected were rated satisfactory and above on this component. Slightly more secondary schools were rated satisfactory and above (92%) on this component compared to primary schools (90.2%).

Table 26: Human Resources - Quality and Quantity by Educational Level

Inspection Ratings	Primary Level	Percentage (%)	Secondary Level	Percentage (%)	National	Percentage (%)
Exceptionally High	3	0.4	7	4.3	10	1.1
Good	192	24.3	61	37.7	253	26.5
Satisfactory	518	65.5	81	50.0	599	62.9
Unsatisfactory	78	9.8	13	8.0	91	9.5
Needs Immediate Support	0	0.0	0	0	0	0
Total	791	100	162	100.0	953	100

Source: NEI Inspection Data, June 2015

Use of Human Resources

The impact of human resources on outcomes and standards within the system is dependent on several coalescing factors. As such, the teaching staff should be effectively deployed at levels for which they are qualified and have experience. They should also be in regular attendance and arrive punctually. Additionally, a support staff that is efficiently organised should act to bolster the teaching staff.

Overall, seventy-nine per cent (79.1%) of the schools inspected were rated satisfactory and above on this component. Seventy-nine per cent (79.3%) of the primary schools were rated satisfactory and above on this component compared to seventy-eight per cent (78.4%) of the secondary schools.

Table 27: Use of Human Resources by Educational Level

Inspection Ratings	Primary Level	Percentage (%)	Secondary Level	Percentage (%)	National	Percentage (%)
Exceptionally High	4	0.5	5	3.1	9	0.9
Good	144	18.2	36	22.2	180	18.9
Satisfactory	479	60.6	86	53.1	565	59.3
Unsatisfactory	163	20.6	35	21.6	198	20.8
Needs Immediate Support	1	0.1	0	0.0	1	0.1
Total	791	100.0	162	100.0	953	100.0

Source: NEI Inspection Data, June 2015

Material Resources: Quality and Quantity

The material resources of schools, along with other factors, play an important role in informing academic and other outcomes. Thus schools were assessed based on the appropriateness and the quality of the school premises, and the availability of material resources to enrich teaching and learning and other activities. Schools are expected to have adequate space to accommodate classrooms, specialist rooms and other areas, and sufficient resources, arranged in an environment that promotes optimal learning. Also, adequate mechanisms should exist to ensure that the resources are appropriately maintained.

Overall, seventy-two per cent (72.7%) of the schools inspected were rated as satisfactory and above in this component. A higher percentage of secondary schools (81.5%) were rated satisfactory and above on this component when compared with the primary schools (70.9%).

Table 28: Material Resources - Quality and Quantity by Educational Level

Inspection Ratings	Primary Level	Percentage (%)	Secondary Level	Percentage (%)	National	Percentage (%)
Exceptionally High	1	0.1	4	2.5	5	0.5
Good	68	8.6	44	27.2	112	11.8
Satisfactory	492	62.2	84	51.8	576	60.4
Unsatisfactory	227	28.7	30	18.5	257	27.0
Needs Immediate Support	3	0.4	0	0.0	3	0.3
Total	791	100.0	162	100	953	100.0

Source: NEI Inspection Data, June 2015

Use of Material Resources

The school is expected to effectively utilise and organise its premises and the available resources to positively impact learning outcomes, as well as to advance students' personal development. Also, the available material resources should be adequately maintained and, where necessary, arrangements should be made to effect repairs.

Overall, approximately sixty-five per cent (65%) of the schools inspected were rated as satisfactory and above in this component. Of note, more secondary schools were rated at satisfactory and above (71%) than primary schools (63.8%).

Table 29: Use of Material Resources by Educational Level

Inspection Ratings	Primary Level	Percentage (%)	Secondary Level	Percentage (%)	National	Percentage (%)
Exceptionally High	2	0.3	3	1.9	5	0.5
Good	89	11.3	32	19.8	121	12.7
Satisfactory	413	52.2	80	49.3	493	51.8
Unsatisfactory	282	35.6	46	28.4	328	34.4
Needs Immediate Support	5	0.6	1	0.6	6	0.6
Total	791	100	162	100	953	100

Source: NEI Inspection Data, June 2015

Discussion

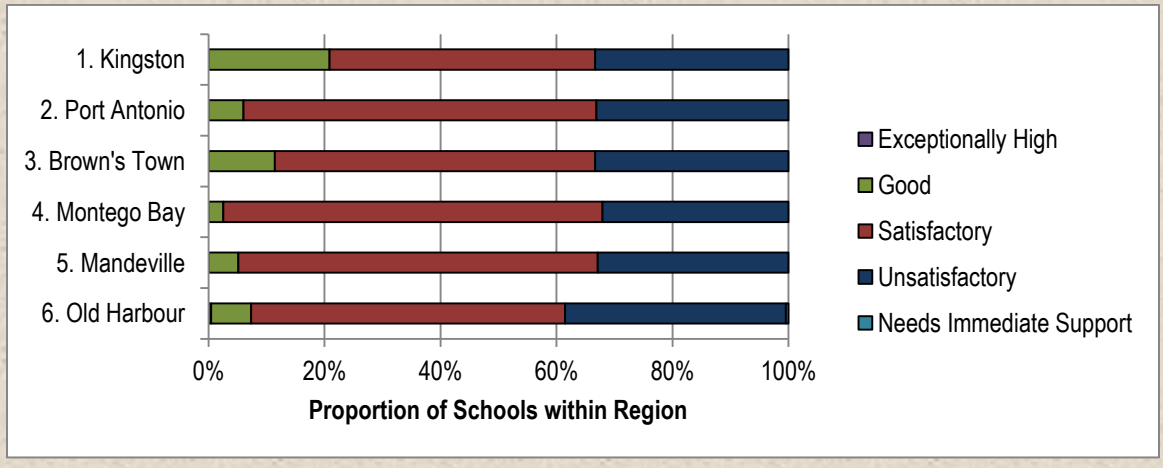
The availability of sufficient and qualified teaching and support staff is integral to successful academic and overall outcomes in schools. Further, when teachers effectively and creatively organise learning around material resources so that students can interact and construct their own meanings, students' learning is advanced. The data shows that across the system, human and material resources were rated as good and above in only eight per cent (8.4%) of the schools. Fifty-seven per cent (57.3%) of the schools had satisfactory human and material resources. Consequently, thirty-four per cent (34.1%) of the schools were rated as unsatisfactory. The data further showed that a higher percentage of primary schools were rated as unsatisfactory compared to secondary schools. (See Table 25)

A regional analysis of the findings is instructive and points to those areas, which would benefit from both human and material support. The data revealed that, only one school in Region 6 was rated as exceptionally high. Further, thirty-seven per cent (37.5%) of the

schools that were rated as good on this indicator are located in Region 1. On the other hand, twenty-five per cent (25.5%) of those schools that were rated as unsatisfactory are located in Region 6; this was followed by Region 2 with approximately seventeen per cent (16.9%). The data reflects the disproportions that are evident across the regions and is a good place to begin strategic provisioning.

The analysis of this indicator showed a strong and positive relationship between the quality and quantity of human resources, and its use of human resources. This means that schools with good human resources are more likely to deploy and use those resources effectively. Further, there was a weak, but positive relationship between the quantity and quality of material resources and their use. This means that the availability of good resources did not necessarily translate to good and effective use and ultimately good outcomes. Also, where school-based leadership and evaluation were good, it was more likely that schools were well-provisioned. Of note, at both primary and secondary levels, the acquisition of some material resources and improvement in the schools' plant have been realised through the support of varying interest groups, community organisations, and past students associations, among others. See Figure 8 and Appendix 2g.

Figure 8: Human and Material Resources by Educational Administrative Region



Source: NEI Inspection Data, June 2015

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 to be provided for the students who need it.

Findings

Overall, approximately sixty-five per cent (64.9%) of the schools were rated as satisfactory and above, and thirty-five per cent (35.1%) as unsatisfactory and below. A greater percentage of secondary schools were rated as satisfactory and above (81.5%) compared to primary schools (61.5%). See Table 30.

Table 30: Curriculum and Enhancement Programmes by Educational Level

Inspection Ratings	Primary Level	Percentage (%)	Secondary Level	Percentage (%)	National	Percentage (%)
Exceptionally High	1	0.1	8	4.9	9	0.9
Good	91	11.5	56	34.6	147	15.4
Satisfactory	395	49.9	68	42.0	463	48.6
Unsatisfactory	293	37.1	28	17.3	321	33.7
Needs Immediate Support	11	1.4	2	1.2	13	1.4
Total	791	100	162	100.0	953	100.0

Source: NEI Inspection Data, June 2015

Provisions for Curriculum

Primary level schools in Jamaica implement the MoE's Revised Primary Curriculum (RPC), which they are expected to adapt and enhance to meet the needs of almost all students. At the secondary level, the academic offering is built around adaptations to a variety of curricula and syllabi, including the Reform of Secondary Education (ROSE), E-Learning, National Council on Technical and Vocational Education and Training (NCTVET), City and Guilds, Jamaica Schools Certificate (JSC) and CSEC.

Overall, sixty-seven per cent (67.4%) of schools were rated satisfactory and above on this component; approximately thirty-three per cent (32.6%) were rated as unsatisfactory and below. More secondary schools (84%) when compared to primary schools (64.1%) were rated as satisfactory and above.

Table 31: Provisions for Curriculum by Educational Level

Inspection Ratings	Primary Level	Percentage (%)	Secondary Level	Percentage (%)	National	Percentage (%)
Exceptionally High	2	0.3	8	4.9	10	1.0
Good	96	12.1	56	34.6	152	15.9
Satisfactory	409	51.7	72	44.5	481	50.5
Unsatisfactory	275	34.8	24	14.8	299	31.4
Needs Immediate Support	9	1.1	3	1.2	11	1.2
Total	791	100.0	162	100	953	100.0

Source: NEI Inspection Data, June 2015

During this baseline study, a number of innovative approaches to modifying the curricula were observed among schools that were rated satisfactory and above. These included adjustments in the subject offering; scheduling; the creation of alternative pathways; as well as specialised interventions to support literacy and numeracy development. In some instances, these adjustments had been done in recent years and their full impact is yet to be seen. In other instances, the students, especially in some of the newly upgraded high schools, were benefiting from access to alternative pathways and certification.

Enhancement Programmes

Curriculum enhancement programmes serve to broaden the personal and social experiences of students. The range of these activities observed during this baseline study included (but are not limited to) uniformed groups, service clubs, physical

education and sports, aesthetics, leadership training, and a vibrant house system. In addition, many schools benefited from strong links with the community, and so the students' development was enhanced by the input of individuals, organisations and agencies in their local environment. The data highlights that the curriculum enhancements were at the minimum level of effectiveness in just over three-quarters of all schools and, were so, in more secondary than primary schools.

In most primary and secondary schools, there were channels for students to meaningfully participate in sports and cultural activities. Inter-school sporting competitions are organised at the parish, regional and national levels in track, court and field events; and many schools have participated on a yearly basis with varying levels of success. Similarly, JCDC Festival of the Performing Arts competitions have provided a rich avenue for many students to develop skills and hone their talents. Many schools have also participated in a variety of quiz competitions that are organised at the local and national levels. Uniformed groups, such as the Brownies, Scouts and Cadets have remained vibrant in many schools.

However, the shift arrangement in some schools has placed limits on the range of extra-curricular activities as well as the frequency with which they occur. Similarly, the small size of some schools has also placed limits on the variety of activities to which the students have access; and, funding of extra-curricular activities in most of the very small schools also posed a significant challenge.

Overall, approximately seventy-eight per cent (77.6%) of schools were rated satisfactory and above and; twenty-two per cent (22.4%) were rated as unsatisfactory and below on this component. The percentage of secondary schools that were rated as satisfactory and above (84.6%) was greater than the percentage of primary schools (76.1%) that were similarly rated.

Table 32: Enhancement Programmes by Educational Level

Inspection Ratings	Primary Level	Percentage (%)	Secondary Level	Percentage (%)	National	Percentage (%)
Exceptionally High	12	1.5	25	15.4	37	3.9
Good	189	23.9	68	42.0	257	27.0
Satisfactory	401	50.7	44	27.2	445	46.7
Unsatisfactory	180	22.8	24	14.8	204	21.4
Needs Immediate Support	9	1.1	1	0.6	10	1.0
Total	791	100.0	162	100.0	953	100.0

Source: NEI Inspection Data, June 2015

Discussion

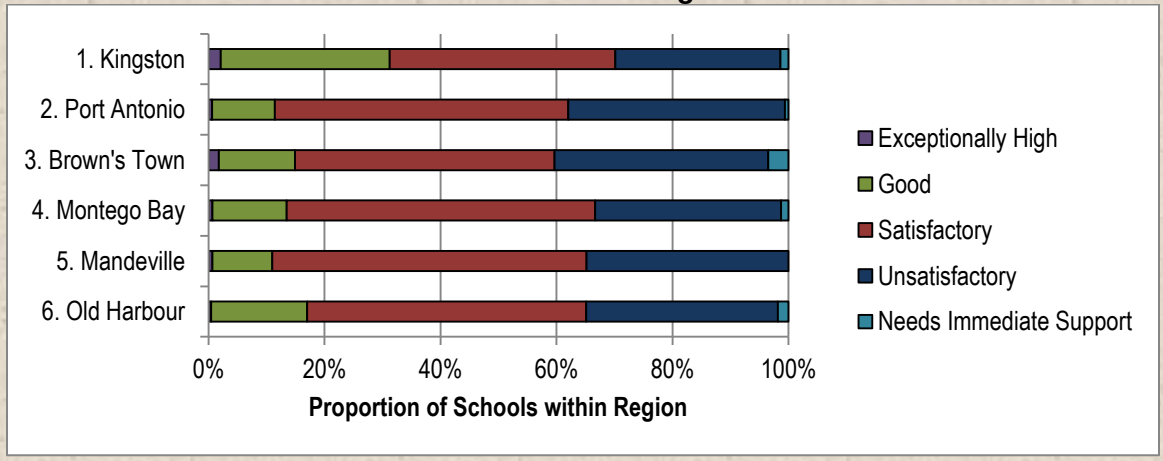
When the curriculum and any enhancement programmes offered by a school are effective, the majority of students are afforded a balance of rich academic and extra-curricular activities.

The data revealed that across the system, only about 16 per cent (16.3%) of schools may be said to have this balanced and rich provision in place. Approximately forty nine per cent (48.6%) of schools have academic and extra-curricular programmes that meet the minimum standards. The fact that a far greater percentage of secondary schools (34.6%) have these provisions at the expected standard as against primary schools (11.5%) may be a function of a number of variables, with financial support being one of them.

Another of these variables may be the existence of the multi-grade arrangement in some of our primary schools. Modifying and enhancing the curriculum in order to effectively meet the needs of almost all the students featured as a critical challenge in the majority of schools with this type of arrangement.

The regional performance on this indicator was satisfactory overall. However, Region 1 performed best on this indicator in that seventy per cent (70.1%) of the schools in this region were rated as satisfactory and above. By contrast, Region 3 had the lowest performance on this indicator with just about 60 per cent of schools that were rated as satisfactory and above. See Figure 9 and Appendix 2h.

Figure 9: Curriculum and Enhancement Programmes by Educational Administrative Region



Source: NEI Inspection Data, June 2015

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 MoE's policies and procedures regarding safety, security, health and well-being are implemented, properly monitored and regularly reviewed to ensure that members of the school community are safe, secured and healthy. The buildings, equipment and potentially harmful substances are safely secured, the school is hygienic, and incidents are recorded and acted upon. The staff and students are aware of the possible risks and steps to be taken to mitigate them, good relationships abound in the school community, and students' welfare is paramount.

Findings

Overall, sixty-nine per cent (69.1%) of the schools were rated as satisfactory and above and approximately thirty-one per cent (30.9%) were rated as unsatisfactory and below. See Table 33.

Table: 33: Students' Safety, Security, Health and Well-being by Educational Level

Inspection Ratings	Primary Level	Percentage (%)	Secondary Level	Percentage (%)	National	Percentage (%)
Exceptionally High	2	0.3	4	2.5	6	0.6
Good	87	11.0	66	40.7	153	16.1
Satisfactory	432	54.6	67	41.4	499	52.4
Unsatisfactory	263	33.2	24	14.8	287	30.1
Needs Immediate Support	7	0.9	1	0.6	8	0.8
Total	791	100.0	162	100.0	953	100.0

Source: NEI Inspection Data, June 2015

Safety and Security

The safety and security of students and teachers are important to allow them the space to effectively navigate the processes of learning and teaching, respectively. Optimal learning cannot, therefore, be divorced from a safe and secure environment. School leaders should, for that reason, ensure that policies and procedures to guarantee the safety and security of all members of the school community are in place and known. These policies should be accompanied by consistent monitoring to safeguard all stakeholders.

Overall, approximately sixty-four per cent (63.8%) of the schools inspected were rated as satisfactory and above on this component. Significantly more of the secondary schools (86. 4%) were rated as satisfactory and above on this component in comparison to primary schools (59%).

Table 34: Safety and Security by Educational Level

Inspection Ratings	Primary Level	Percentage (%)	Secondary Level	Percentage (%)	National	Percentage (%)
Exceptionally High	4	0.5	8	5.0	12	1.3
Good	92	11.6	66	40.7	158	16.6
Satisfactory	371	46.9	66	40.7	437	45.9
Unsatisfactory	313	39.6	22	13.6	335	35.1
Needs Immediate Support	11	1.4	0	0.0	11	1.1
Total	791	100.0	162	100	953	100

Source: NEI Inspection Data, June 2015

Provisions for Health and Well-being

Students' health and well-being are pillars in ensuring that they are adequately prepared to successfully receive instruction. Therefore, the creation of healthy relationships between staff and students and the establishment of quality guidance and counseling arrangements are paramount to the performance in this indicator. The management of discipline by the school as well as attendance and punctuality are also important. Further, there should be adequate systems in place to track students' health and well-being and to ensure accountability.

Overall, approximately ninety-four per cent (93.5%) of the schools inspected were rated as satisfactory and above in this component. Approximately ninety-four per cent (93.6%) of the primary schools were rated satisfactory and above on this component compared to ninety- three (93.2%) of the secondary schools.

Table 35: Provisions for Health and Well-being by Educational Level

Inspection Ratings	Primary Level	Percentage (%)	Secondary Level	Percentage (%)	National	Percentage (%)
Exceptionally High	11	1.4	23	14.2	34	3.6
Good	279	35.3	75	46.3	354	37.1
Satisfactory	450	56.9	53	32.7	503	52.8
Unsatisfactory	47	5.9	10	6.2	57	6.0
Needs Immediate Support	4	0.5	1	0.6	5	0.5
Total	791	100.0	162	100.0	953	100.0

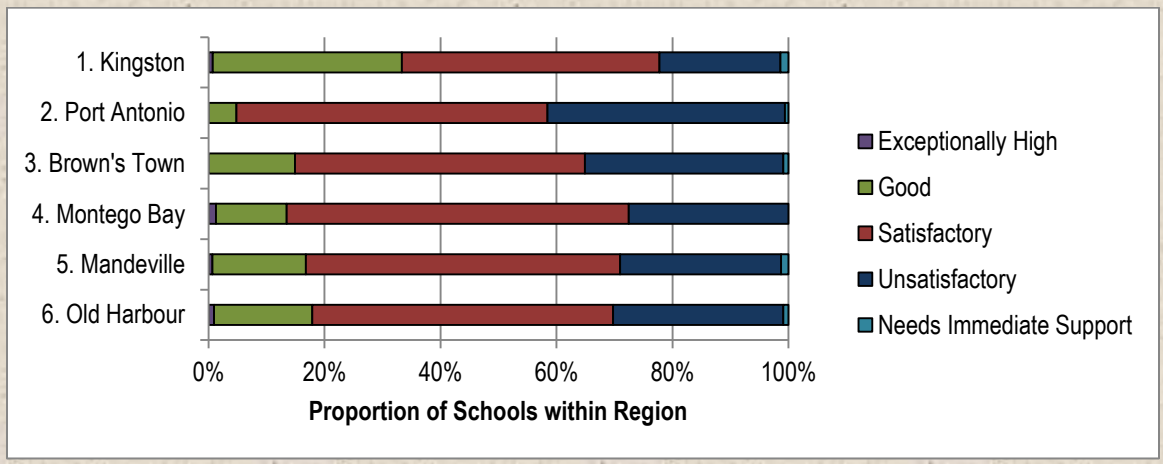
Source: NEI Inspection Data, June 2015

Discussion

The assumption was made that students' safety, security, health and well-being were fundamental to their learning and, by extension, the school's success. The data revealed that, across the system, students' safety, security, health and well-being was rated as exceptionally high in less than one per cent (0.6%) of the schools, and good in sixteen per cent (16.1%) of them. Fifty-two per cent (52.4%) of them were also rated as satisfactory. Thirty per cent (30.1%) of our schools were operating below the minimum standards. The data also revealed that on this indicator more primary schools (33.2%) were rated as unsatisfactory compared to the secondary level schools (14.8%). Overall, more schools were assessed as satisfactory. See Table 33.

A regional analysis of the data paints a vivid picture of those areas that require intervention. The analysis revealed that in four regions (Regions 1, 4, 5 and 6), at least one school was rated as exceptionally high on this indicator. Further, thirty per cent (30.7%) of the schools that were rated as good on this indicator were found in Region 1. On the contrary, approximately forty-one per cent (40.9%) of the schools in Region 2 were rated as unsatisfactory on this indicator. In five of the regions, there is at least one school that requires immediate support on this indicator. See Figure 10 and Appendix 2i.

Figure 10: Students' Safety, Security, Health and Wellbeing by Educational Administrative Region



Source: NEI Inspection Data, June 2015

Correlations

The research shows that leadership and management is a critical factor in determining school effectiveness, and this was borne out in the data gathered during the inspections of the 953 primary and secondary schools. It was found that in instances where strong and purposeful leadership was present, schools (primary and secondary) tended to be more effective and students' social and academic outcomes were significantly better. The correlations below detail some of the noteworthy relationships that emerged during the process, and they have been listed here to provide some examples of how leadership influences other critical areas of school-life. (See also Appendix 1)

Table 36: Leadership and Management and Teaching in Support of Students' Learning.

Correlations

		1	2
1	Pearson Correlation	1	.695**
	Sig. (2-tailed)		.000
	N	939	939
2	Pearson Correlation	.695**	1
	Sig. (2-tailed)	.000	
	N	939	939

**. Correlation is significant at the 0.01 level (2-tailed).

A Pearson correlation was run to determine the relationship between **Leadership and Management** and **Teaching in Support of Students' Learning**. The results showed that there a strong, positive correlation between **Leadership and Management** and **Teaching in Support of Students' Learning** which was statistically significant (r = 0.695, n = 939, p < 0.0005).

Analysis of the data also revealed that 48.2 per cent of the total variation in **Teaching in Support of Students' Learning** can be explained by **Leadership and Management**.

Table 37: Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.695[a]	.483	.482	.435

a. Predictors: (Constant), 2

b. Dependent Variable: 1

The regression model statistically significantly predicts **Teaching in Support of Students' Learning**. ($p < 0.05$) From the analysis of the data, the regression equation is presented below:

Teaching = 1.0612 + 0.5711 (Leadership)

Table 38: School-based Leadership and Management and Teaching in Support of Students' Learning

Correlations

		1	2
1	Pearson Correlation	1	.655**
	Sig. (2-tailed)		.000
	N	939	939
2	Pearson Correlation	.655**	1
	Sig. (2-tailed)	.000	
	N	939	939

**. Correlation is significant at the 0.01 level (2-tailed).

A Pearson correlation was run to determine the relationship between **School-based Leadership and Management** and **Teaching in Support of Students' Learning**. The results showed that there a strong, positive correlation between **School-based**

Leadership and Management and **Teaching in Support of Students' Learning** which was statistically significant (r = 0.655, n = 939, p < 0.0005).

Table 39: Self-evaluation and School Improvement Planning and Teaching in Support of Students' Learning

Correlations

		1	2
1	Pearson Correlation	1	.619**
	Sig. (2-tailed)		.000
	N	939	939
2	Pearson Correlation	.619**	1
	Sig. (2-tailed)	.000	
	N	939	939

**. Correlation is significant at the 0.01 level (2-tailed).

A Pearson correlation was run to determine the relationship between **Self-evaluation and School Improvement Planning** and **Teaching in Support of Students' Learning**. The results showed that there a strong, positive correlation between **Self-evaluation and School Improvement Planning** and **Teaching in Support of Students' Learning** which was statistically significant (r = 0.619, n = 939, p < 0.0005).

Table 40: Leadership and Management and Curriculum Modifications and Enhancement Programmes

Correlations

		1	2
1	Pearson Correlation	1	.704**
	Sig. (2-tailed)		.000
	N	939	939
2	Pearson Correlation	.704**	1
	Sig. (2-tailed)	.000	
	N	939	939

**. Correlation is significant at the 0.01 level (2-tailed).

A Pearson correlation was run to determine the relationship between **Leadership and Management** and **Curriculum Modifications and Enhancement Programmes**. The results showed that there a strong, positive correlation between **Leadership and Management** and **Curriculum Modifications and Enhancement Programmes** which was statistically significant ($r = 0.704$, $n = 939$, $p < 0.0005$).

Analysis of the data also revealed that 49.5 per cent of the total variation in **Curriculum Modifications and Enhancement Programmes** can be explained by **Leadership and Management**.

Table 41: Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.704[a]	.495	.495	.528

a. Predictors: (Constant), 7

b. Dependent Variable: 1

The regression model statistically significantly predicts **Curriculum Modifications and Enhancement Programmes**. ($p < 0.05$)

From the analysis of the data, the regression equation is presented below:

Curriculum Modifications = 0.8942 + 0.7108 (Leadership)

Table 42: Leadership and Management and **Provisions for Curriculum**

Correlations

		1	2
1	Pearson Correlation	1	.695**
	Sig. (2-tailed)		.000
	N	939	939
2	Pearson Correlation	.695**	1
	Sig. (2-tailed)	.000	
	N	939	939

**. Correlation is significant at the 0.01 level (2-tailed).

A Pearson correlation was run to determine the relationship between **Leadership and Management** and **Provisions for Curriculum**. The results showed that there a strong, positive correlation between **Leadership and Management** and **Provisions for Curriculum** which was statistically significant. (r = 0.695, n = 939, p < 0.0005).

Table 43: Leadership and Management and Students' Progress in English and Mathematics

Correlations

		1	2
1	Pearson Correlation	1	.580**
	Sig. (2-tailed)		.000
	N	939	939
2	Pearson Correlation	.580**	1
	Sig. (2-tailed)	.000	
	N	939	939

**. Correlation is significant at the 0.01 level (2-tailed).

A Pearson correlation was run to determine the relationship between **Leadership and Management** and **Students' Progress in English and Mathematics**. The results showed that there a moderate, positive correlation between **Leadership and Management** and **Students' Progress in English and Mathematics** which was statistically significant ($r = 0.580$, $n = 939$, $p < 0.0005$).

Table 44: Teaching in Support of Students' Learning and **Students' Progress in English and Mathematics**

Correlations

		1	2
1	Pearson Correlation	1	.719**
	Sig. (2-tailed)		.000
	N	939	939
2	Pearson Correlation	.719**	1
	Sig. (2-tailed)	.000	
	N	939	939

Correlations

		1	2
1	Pearson Correlation	1	.719**
	Sig. (2-tailed)		.000
	N	939	939
2	Pearson Correlation	.719**	1
	Sig. (2-tailed)	.000	
	N	939	939

**. Correlation is significant at the 0.01 level (2-tailed).

A Pearson correlation was run to determine the relationship between **Teaching in Support of Students' Learning** and **Students' Progress in English and Mathematics**. The results showed that there a strong, positive correlation between **Teaching in Support of Students' Learning** and **Students' Progress in English and Mathematics** which was statistically significant ($r = 0.719$, $n = 939$, $p < 0.0005$).

In summary, the results on the inspection indicators as well as the aforementioned correlations present a vivid picture of where we are in the present school effectiveness model, it also provides the data which can form the basis for prescriptive and targeted interventions in schools to effect better students' outcomes. Some of these recommendations are reflected in Chapter 4.

CHAPTER 4: CONCLUSION

The findings of this baseline research, as was intended, enabled the NEI's team to: (i) glean some general understandings of the Jamaican Education system; (ii) pinpoint areas of strengths and those for improvements; (iii) quality assure the provisions as well as outputs of the system; (iv) identify the sometimes troubling link between policy and practice; and (v) produce a national database of school performance data.

We were able to confirm, through evidence, that the Jamaican public schools were complex institutions that operated in unique local contexts. This was evident in the ways in which each school's board, administrators and staff would bring their collective interpretations of MoE's policy to bear on the operations of their school. These interpretations we found, were mainly related to how they saw the current intake or batch of students, the social and demographic condition in which the school existed, as well as the amount of budgetary support received from the MoE, the communities, and the business community. It was also confirmed that given the multiplicity of the demands made on the school system, the scope of the work undertaken by many schools was quite expansive and this had a negative impact on their capacity to operate efficiently. The net effect of this being that in some of them the operations were focused away from learning towards the provision of other supports to their students. This understanding of this complexity is crucial for all aspects of the planning process to be successful.

Strengths

Notwithstanding the complexities of the system, and the difficult process of navigating through it, inspectors identified a total of 4,533 strengths, and 23 themes emerged from the data. Among them, 4 found resonance throughout the data. These were: (i) positive relationships among stakeholders and support from the wider community, (ii) strong and effective Senior Management Team (SMT) and supportive governance teams, (iii) dedicated and qualified teachers/staff; and (iv) efforts to create a safe, secure, clean, healthy and orderly environment for stakeholders. These will be discussed briefly.

First, positive relationships among stakeholders and support from the wider community were among the key strengths most often identified by the inspectors. This was also

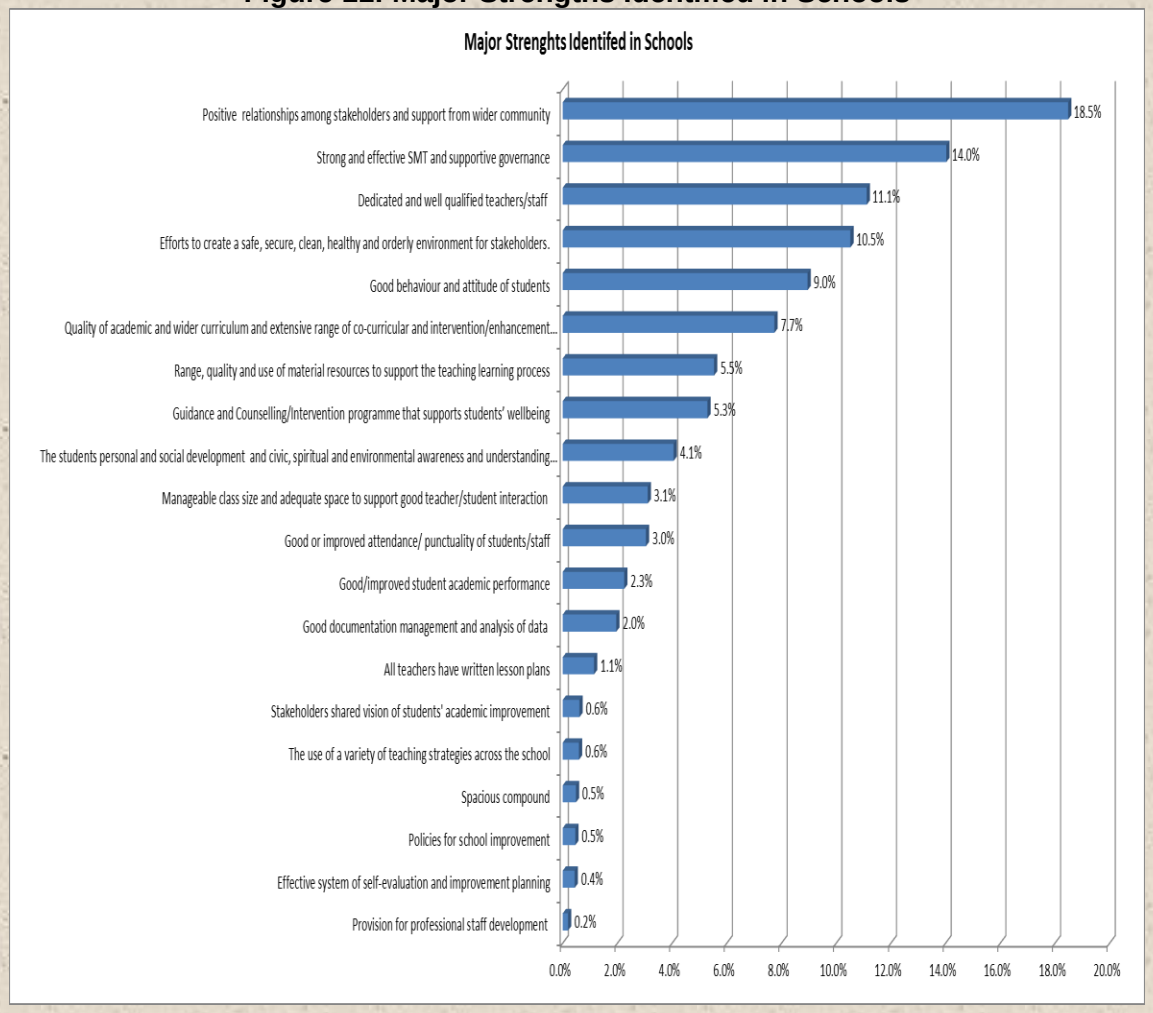
borne out in the data on indicator 1 which showed that eighty-eight per cent (88.2%) of schools were rated as satisfactory and above on this component of leadership.

Second, and closely associated with the positive relationships among stakeholders and high levels of community involvement indicated above, are many strong and effective SMTs and the support given by committed boards of management. Strong SMTs provide the requisite leadership to ensure school effectiveness and supportive boards of management contribute to school-life in numerous ways by providing expertise in several skill areas that are not usually present in schools. These include budgeting, conflict resolution, and human resource management, amongst others.

Third, most teachers are qualified. This was clearly borne out in the data, which indicated that seventy-two per cent (72%) at both the primary and secondary levels are qualified. The associated challenges with this fact is to ensure that deployment practices at both the school and system levels are consistent with the need to ensure that the system overall can benefit from this expertise and investment in teacher education.

Fourth, most Jamaican schools are well-kept. And, research shows that orderly spaces are more conducive to learning. This, along with the support of the nutritional programmes, Health and Family Life Education Programme (HFLE) and the efforts by the MoE and most schools to implement safety measures have bolstered many local school communities.

Figure 11: Major Strengths Identified in Schools



Challenges

A total of 7,041 recommendations were made to the 953 schools inspected. Seventy-four per cent (74%) of them were made to school-based teams; thirteen per cent (13%) to the MoE and another thirteen per cent (13%) to boards of management. Simply put, there is much work to be done by school-based teams in collaboration with the MoE and their boards of management in order to ensure that schools improve. See Figure 11.

Recommendations

Recommendations for improvements were made at the: (i) school; (ii) regional; and (iii) policy levels. Appropriate actions and interventions were targeted. Schools are expected to act upon these and further monitoring will be carried out by Schools' Operations through the Regional Offices and/or appropriate agencies. This report carries policy level

recommendations, which will be acted upon, through the Office of the Honourable Minister of Education.

1. National school improvement efforts should place emphasis on students' learning, and efforts at monitoring should also be focussed accordingly.

2. There should be a national mandate to ensure the use data to drive school improvement planning.

3. Boards of Management were to be empowered to focus at the strategic level and in so doing: :
    - Set targets for improved students' performance;
    - hold the principal and staff accountable for good students' outcomes;

4. The MoE was asked to:
    - Consider revising the funding formulae for smaller and disadvantaged public schools given the number of schools that were found to be under-resourced (materially) thus enabling them to enhance the curricular offerings to their students. .
    - Institute measures to increase the accountability of schools for improved students' outcomes given that too few schools were rated as offering good quality education.

Overall, the education system has shown distinct strengths and weaknesses and these have been highlighted in the report. This, it is suggested, should form the basis for sustained school-improvement planning efforts by the MoE, as well as all other stake-holding groups. Additionally, this data provides the basis for on-going system research which could also contribute to the discourse on transformation and school effectiveness.

Appendix 1: Correlations

Major Findings from Correlation on Indicators

1. The strongest, positive correlation is between **Teaching in Support of Students' Learning** and **Students' Progress in English and Mathematics** which was statistically significant ($r = 0.719$, $n = 939$, $p < 0.0005$).

2. There is a strong, positive correlation between **Leadership and Management** and **Teaching in Support of Students' Learning** which was statistically significant ($r = 0.695$, $n = 939$, $p < 0.0005$).

3. There is a strong, positive correlation between **School-based Leadership and Management** and **Teaching in Support of Students' Learning** which was statistically significant ($r = 0.655$, $n = 939$, $p < 0.0005$).

4. There is a strong, positive correlation between **Self-evaluation and School Improvement Planning** and **Teaching in Support of Students' Learning** which was statistically significant ($r = 0.619$, $n = 939$, $p < 0.0005$).

5. There is a slightly stronger correlation between **School-based Leadership and Management** and **Teaching in Support of Students' Learning** ($r = 0.655$) than there is between **Self-evaluation and School Improvement Planning** and **Teaching in Support of Students' Learning** ($r = 0.619$).

6. **Leadership and Management** statistically significantly predicts **Teaching in Support of Students' Learning**. {Teaching = 1.0612 + 0.5711 (Leadership)}

7. There is a strong, positive correlation between **Leadership and Management** and **Curriculum Modifications and Enhancement Programmes** which was statistically significant ($r = 0.704$, $n = 939$, $p < 0.0005$).

8. **Leadership and Management** statistically significantly predicts **Curriculum Modifications and Enhancement Programmes**. {Curriculum Modifications = 0.8942 + 0.7108 (Leadership)}

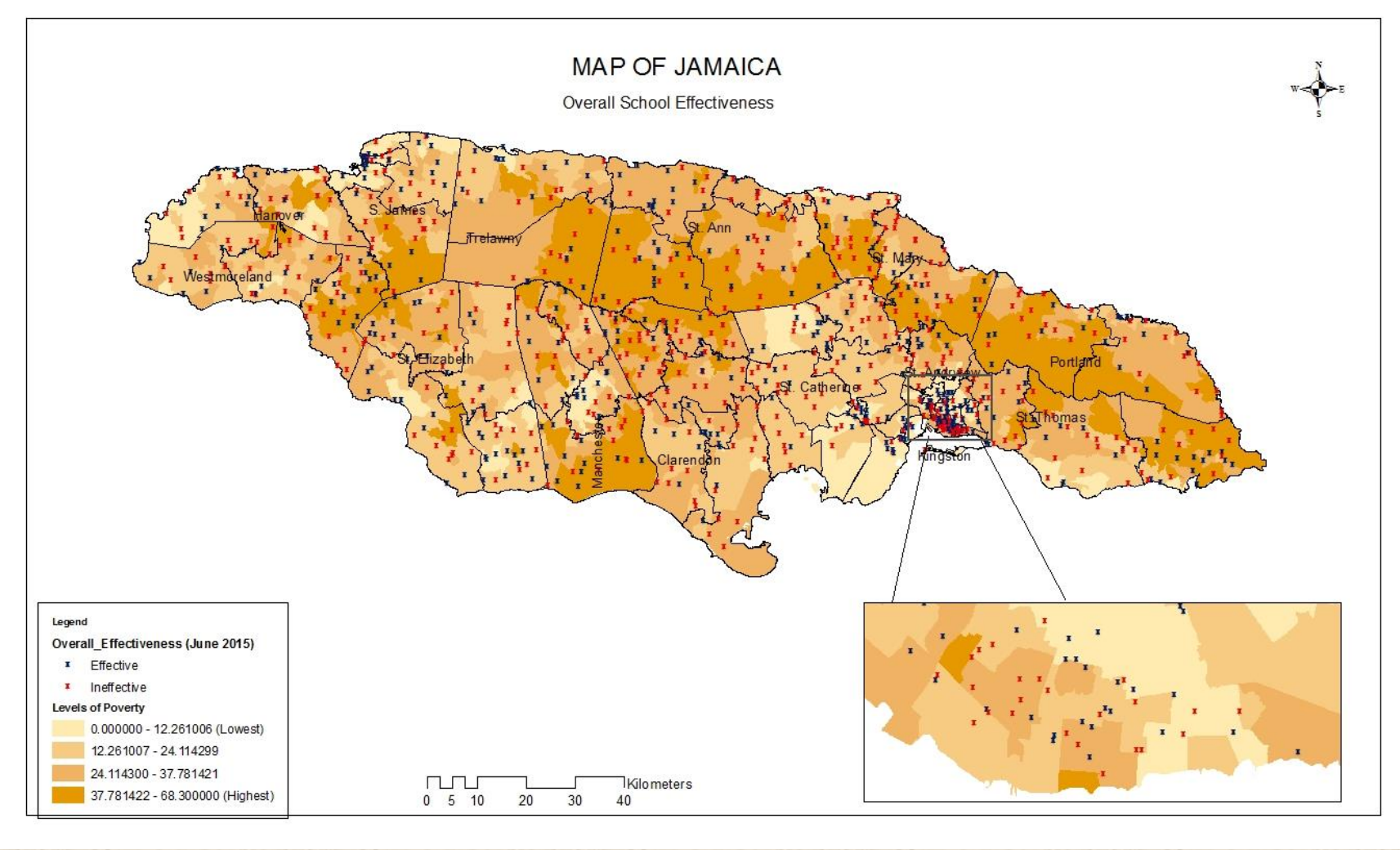
9. There is a strong, positive correlation between **Leadership and Management** and **Provisions for Curriculum** which was statistically significant ($r = 0.695$, $n = 939$, $p < 0.0005$).

10. **Leadership and Management** more strongly predicts **Curriculum Modifications and Enhancement Programmes** than **Teaching in Support of Students' Learning.**

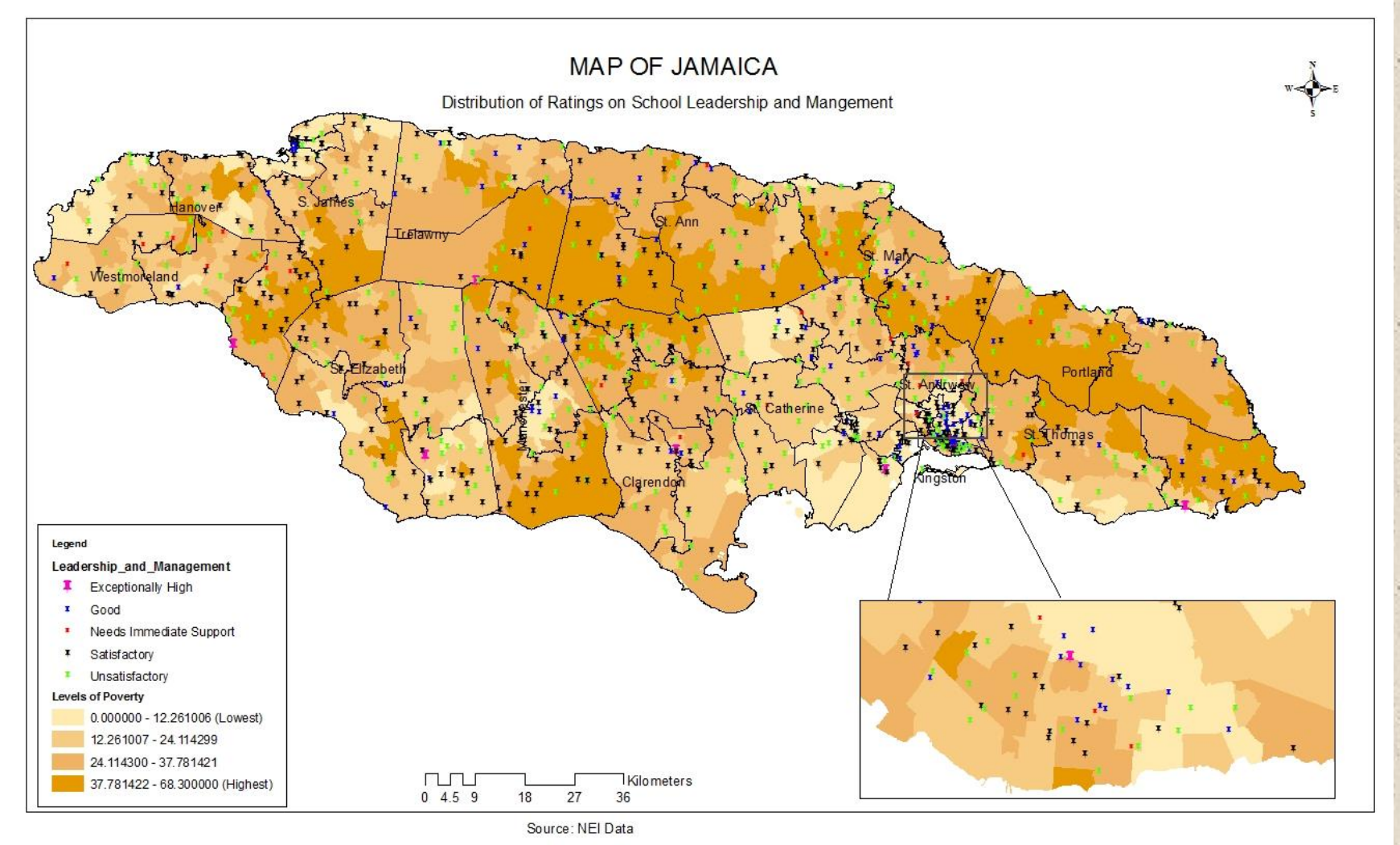
11. There is a moderately, positive correlation between **Leadership and Management** and **Students' Progress in English and Mathematics** which was statistically significant ($r = 0.580$, $n = 939$, $p < 0.0005$).

Appendix 2: Distribution Maps on Inspection Indicators

2a. Overall Effectiveness

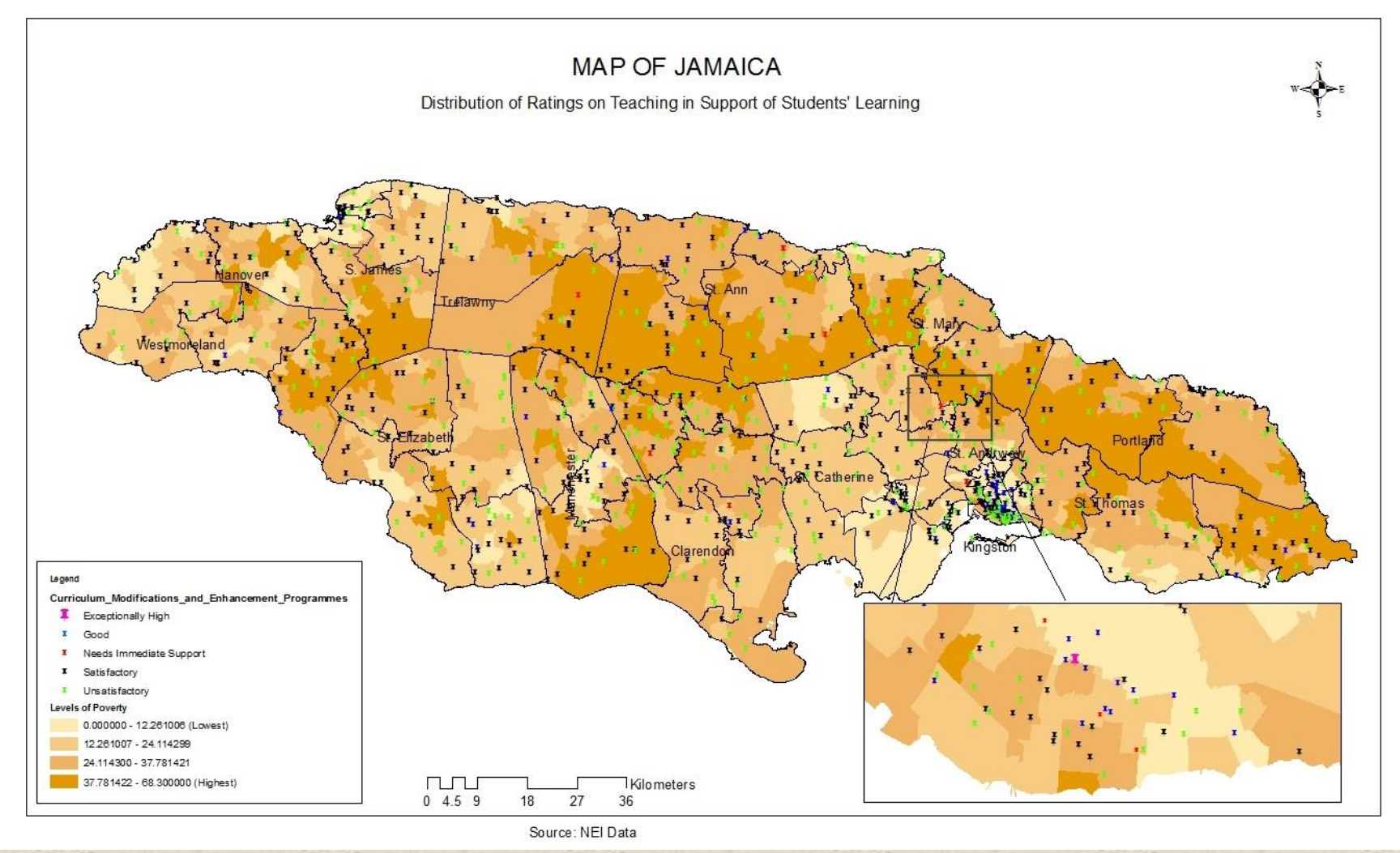


2b. Leadership and Management

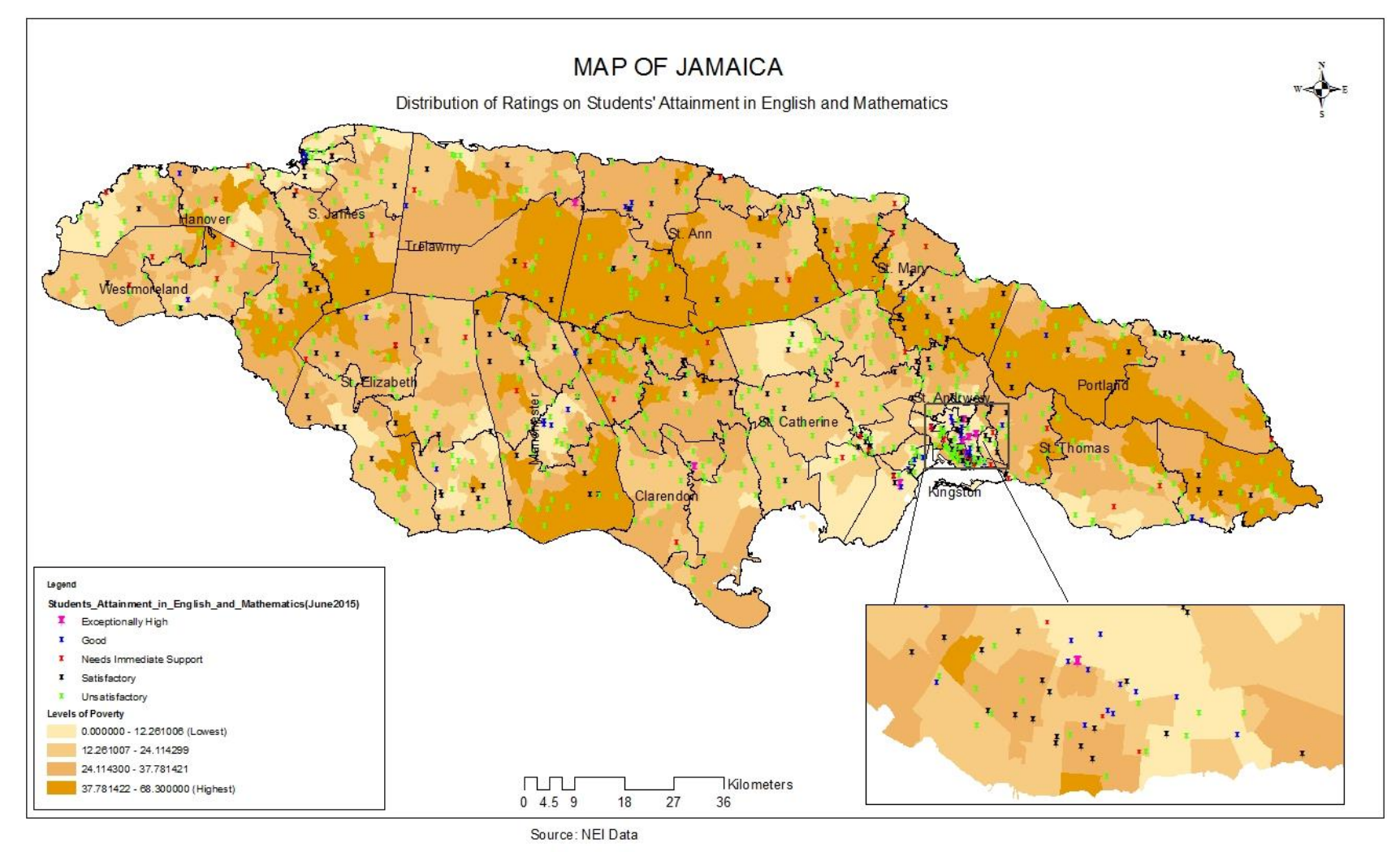


Source: NEI Data

2c. Teaching Support of Students' Learning

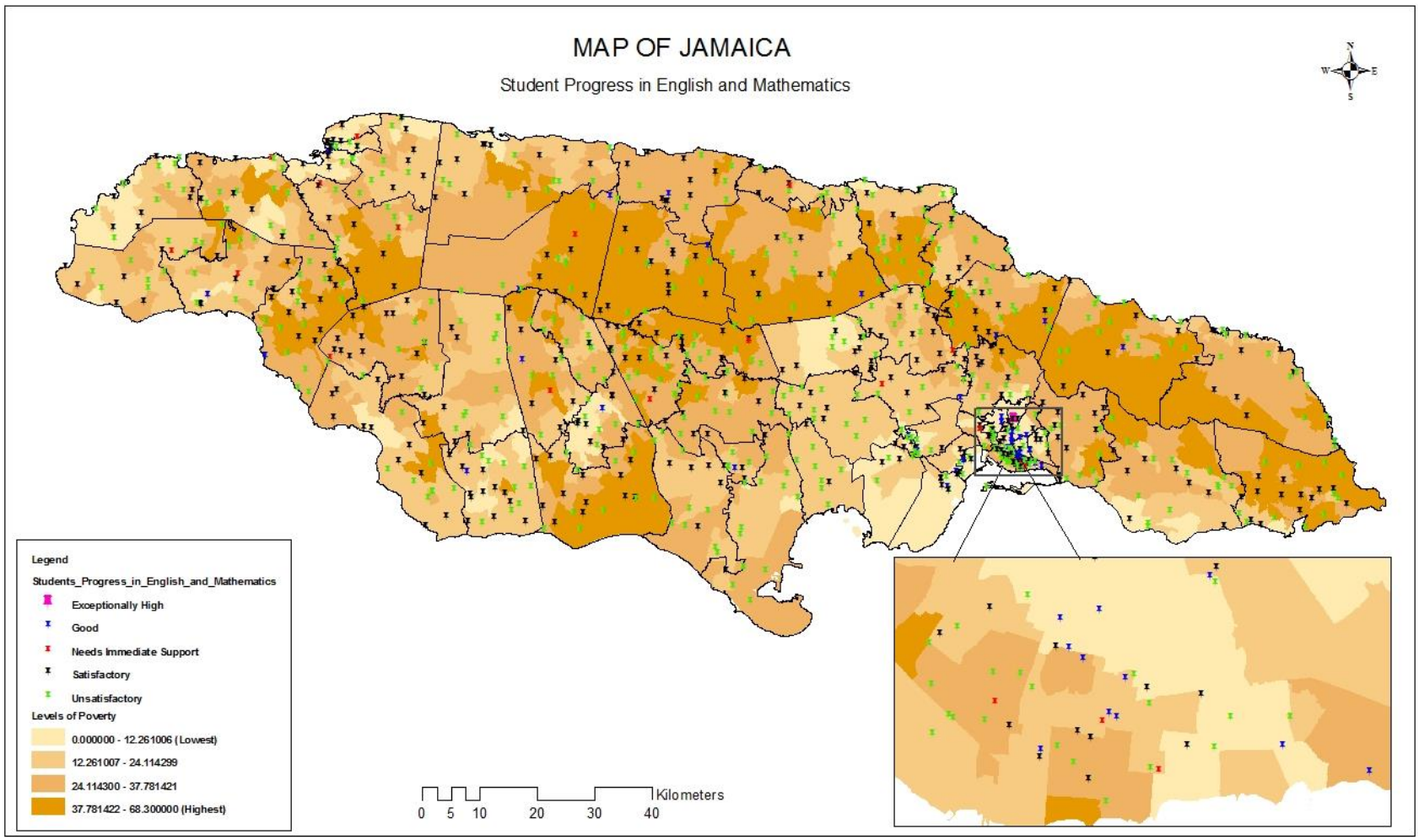


2d. Students' Attainment in English and mathematics

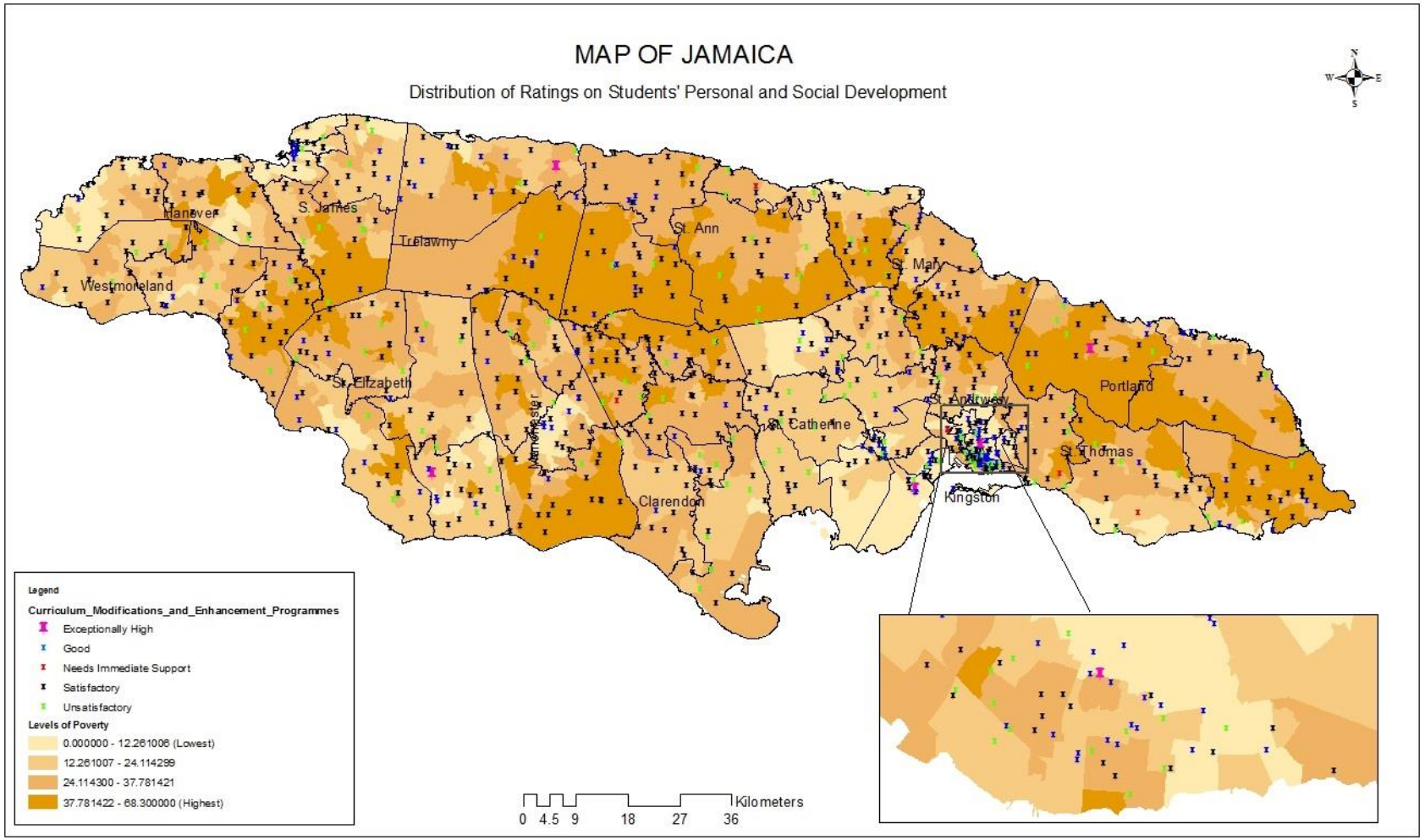


Source: NEI Data

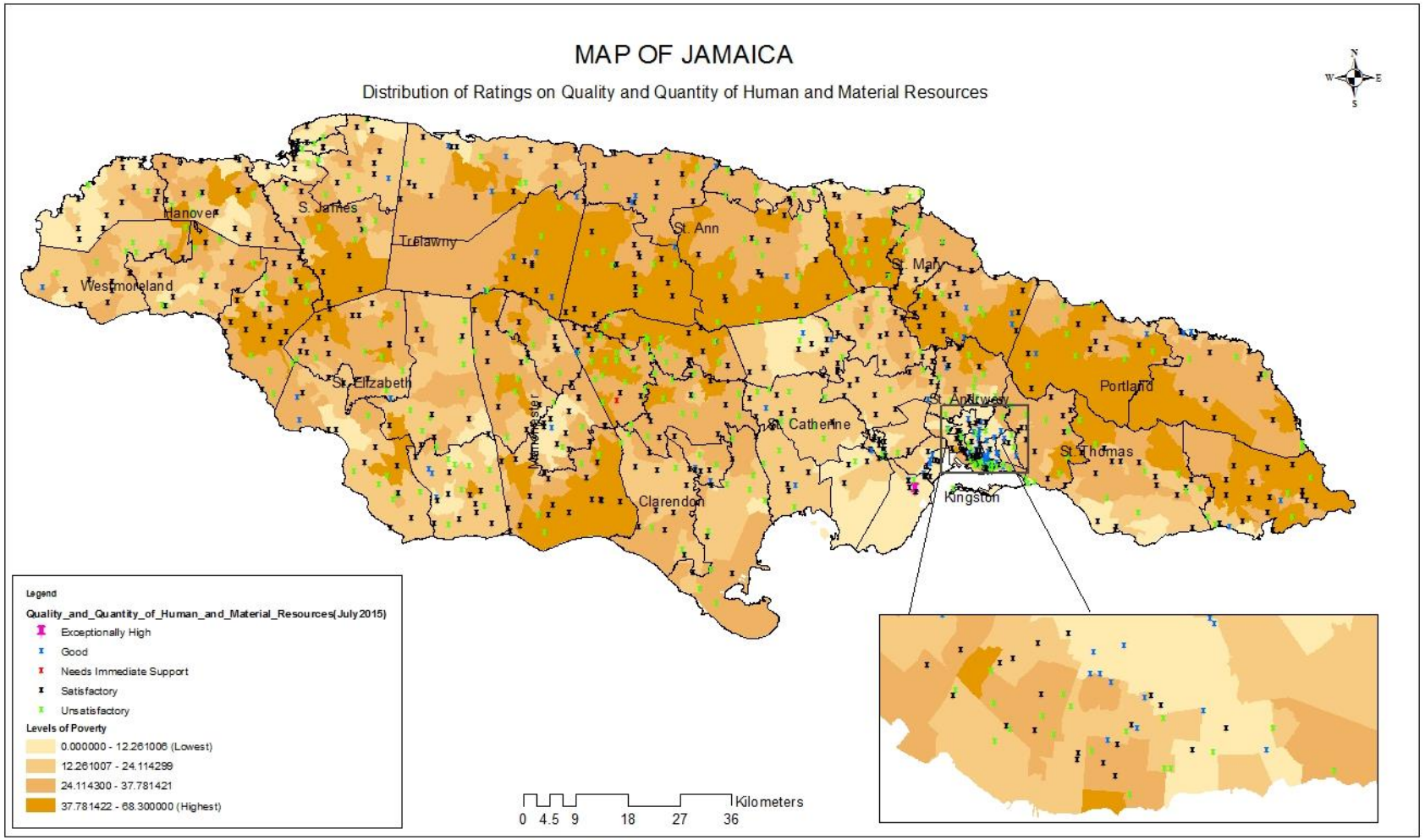
2e. Students' Progress in English and mathematics



2f. Students' Personal and Social Development

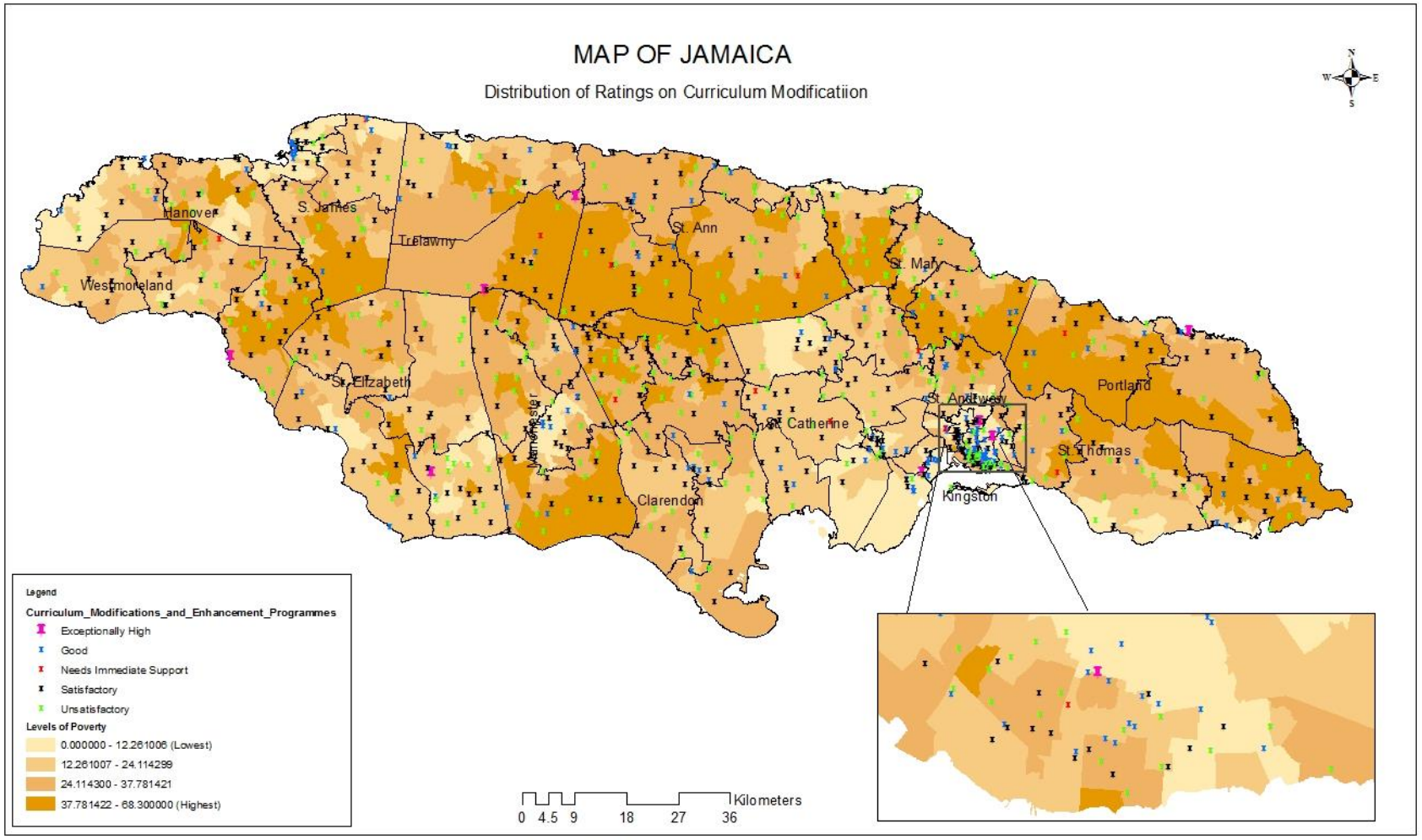


2g. Human and Material Resources

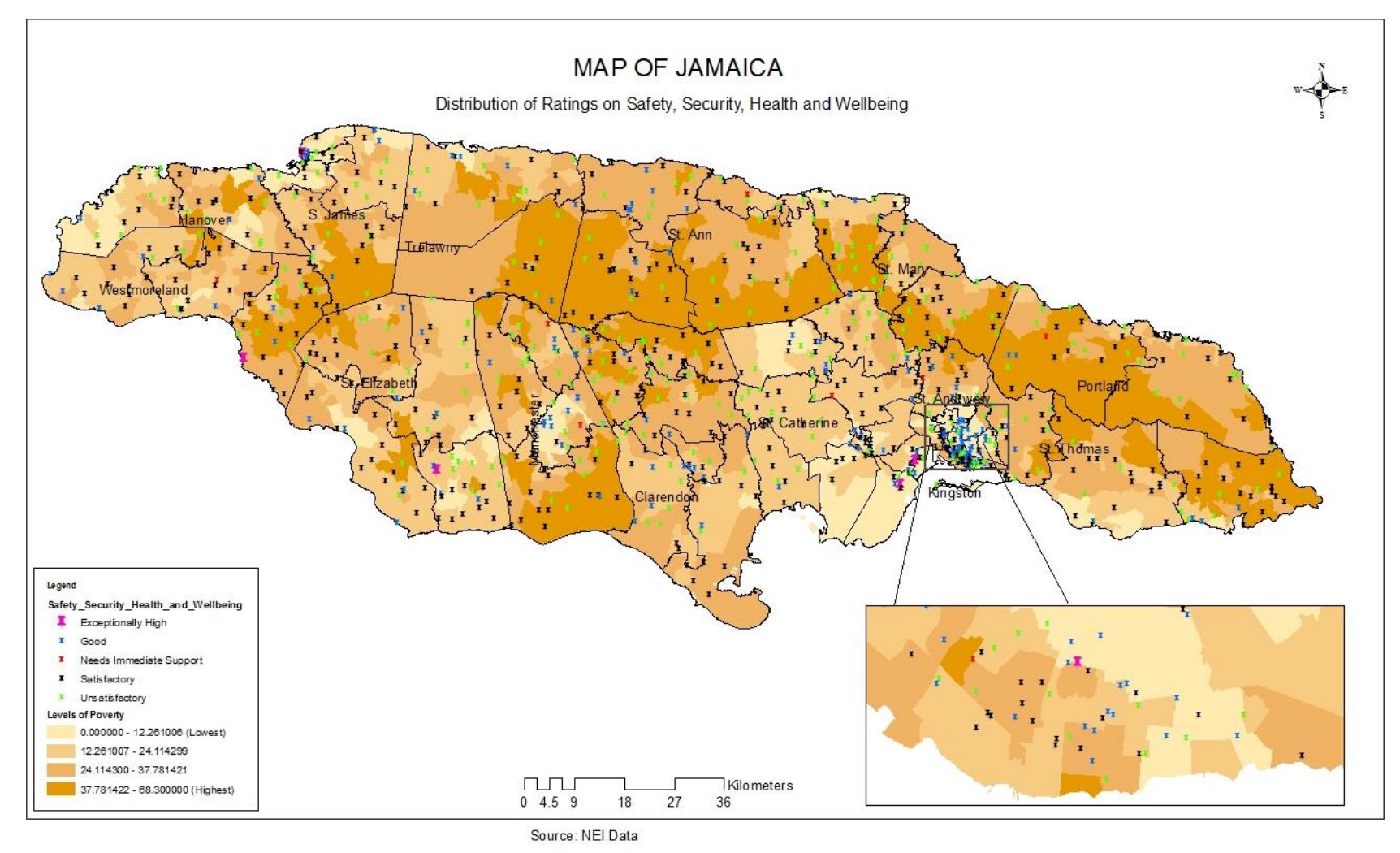


Source: NEI Data

2h. Curriculum and Enhancement Programmes



2i. Safety, Security, health and well-being



END OF REPORT