

BATH PRIMARY AND JUNIOR HIGH SCHOOL

INSPECTION REPORT

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National Education Inspectorate
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Introduction

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

During school inspections, our trained inspectors observe classroom lessons and interview members of the school's staff and students individually and in small groups. Inspectors also look at samples of student work and study various school documents provided before and during the inspection. Additionally, School Inspectors hold meetings with the Principal and senior staff members to clarify their roles and responsibilities at the school.

Key Questions

The inspection indicators are structured as a set of eight key questions that inspectors ask about every school's educational provision and performance. These are:

1. How effectively is the school led and managed by the Board, the Principal, senior management team, and middle leadership?
2. How effectively does the teaching support the students' learning?
3. How well do students perform in national and/or regional tests and assessments? (For infants: in relation to age-related expectations)
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 security, health, safety and well-being?

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Value Added Assessment of Students' Progress

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

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

VAMAS designations at the primary level are determined based on students' proficiency in the Primary Exit Profile (PEP) language arts and mathematics at grades five (PEP 5) and six (PEP 6).

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The Five-point Scale

Inspectors make judgements according to a five-point scale. The five levels on the scale are defined as follows:

Level 5 – Exceptionally high: the quality of performance or provision is beyond the expected level for every school.

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: the minimum level of acceptability required. 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. Action on the inspectors' recommendations for improvement is mandatory.

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. Action on the inspectors' recommendations for improvement is mandatory. These schools are also at risk of direct interventions for improvement by the HME.

Consistency in Terminology

The following terms are used consistently throughout the indicators with the following definitions:

All	100%
Almost all	90% to 99%
Most	75% to 89%
Many	50% to 74%
Some	21% to 49%
Few	1% to 20%
None	0

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Profile

School's Demographics

School Code:	03005
School Name:	Bath Primary
Parish:	2. Port Antonio
Region:	St. Thomas
Locale:	Urban
Day Structure:	Whole Day
Population Composition:	Co-educational
Size:	Class I
Capacity:	690
Enrolment:	136
Number of Teachers:	16
Pupil-Teacher Ratio:	9:1
Multi-grade:	No
Owned By:	Government

Socio-economic Context

Bath Primary and Junior High School is located in Bath, St. Thomas, approximately 48 kilometres from the parish capital, Morant Bay. The school is near the famed Bath Fountain Mineral Springs and Bath Botanical Gardens.

Most of the students attending the school are from the Bath community as well as other nearby communities, including Airy Castle, Beacon Hill, Friendship and Ginger Hall. Most households are in the low-income bracket, with many persons being farmers and artisans, and some are unemployed with the closure of the St. Thomas Sugar Company. Most students are enrolled in the Programme of Advancement through Health and Education (PATH).

Executive Summary

Overall effectiveness of the school

The overall effectiveness of Bath Primary and Junior High is satisfactory

Overall, leadership and management is satisfactory

The leadership implements measures to support the vision and reviews some plans; however, the scope is limited. Self-evaluation, planning, governance and community relations follow requirements but lack consistency.

Overall, teaching in support of learning is satisfactory

Teaching supports learning through strong teachers' knowledge, adequate methods and routine assessment. However, students' critical thinking and teacher reflection are limited. Students participate well in lessons, but activities do not adequately cater to strengthening higher-order skills.

Overall, students' performance in English and mathematics is unsatisfactory

Students' performance in national examinations in English and mathematics does not meet expectations of being at or above the national averages for the last three years. Proficiency was below standards in a few years, particularly at the Grade 6 level, though some improvement occurred.

Overall, students' progress in English and mathematics is satisfactory

Many students make satisfactory progress in both subjects compared to their starting points. Lesson observations also show adequate gains for most students in most grades for English and mathematics.

Overall, students' personal and social development is good

Most students display positive attitudes, behaviours, and awareness of civic, economic and environmental issues. Further, students' relationships and personal development meet at least satisfactory standards.

Overall, the use of human and material resources is satisfactory

Overall, human resources are strong, including staff qualifications, experience and deployment. But, material resources have quality gaps, and the use of available computers is limited.

Overall, provisions for the curriculum and enhancement programmes are satisfactory

The curriculum and extracurricular activities are adapted to needs through initiatives such as pull-outs. However, clubs lack attendance tracking and evaluations. Nevertheless, enhancement activities generally align with students' needs.

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Overall, the provisions for student safety, security, health and well-being are satisfactory

The school has satisfactory safety structures, such as perimeter fencing, health policies, and guide practices. However, some provisions, like assembly points, are absent, and counsellor support is lacking.

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

- The school leadership implements various measures for effective management, such as mentorship and recognition programs.
- Students display good behaviours and attitudes, cooperate during lessons, and transition smoothly between classes.
- Students have good civic, spiritual, economic and environmental understanding and awareness.
- The school has adequate human resources, including qualified teachers and support staff.

How effective is the school overall?

The overall effectiveness of the school is **satisfactory**

Findings of School Inspection

1) School Leadership and Management

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

Overall, leadership and management are satisfactory

School-based leadership and management are satisfactory

The school's leadership implements various measures for effective management. Easily approachable to stakeholders, staff, and the community, the leadership supports the school's vision of enabling students to become literate, numerate, and active societal participants. The school has introduced recognition programmes, mentorship, and performance improvement interventions to enhance student performance. Teachers, committed to the school's ethos, generally submit lesson plans on time. However, the scope of interventions is limited, and leadership reviews only a few plans for quality assurance. In addition, the school-based assessment coordinator reviews assessment scores and discusses improvement strategies with teachers during meetings. The leadership also demonstrates strategic management through careful annual scheduling of activities and teacher appraisals, most of whom deliver quality instruction. Despite these efforts, the biannual frequency of lesson walkthroughs is inadequate to sustain instructional quality. Nevertheless, the leadership diligently documents supervisory practices and offers constructive feedback to teachers. Moreover, policies for instructional planning are well-documented.

Self-evaluation and school improvement planning is satisfactory

The school effectively follows many requirements for improvement planning. It monitors plan implementation and regularly updates staff. However, only a select group of key stakeholders actively contributes to developing these plans. The senior leadership team creates and circulates the plans for stakeholder review. The school self-evaluation (SSE) document is comprehensive, detailing the institution's strengths and weaknesses, student performance analysis, and the quality of school facilities and operations. Also, the school improvement plan (SIP) aligns well with the strategic goals set by the Ministry of Education and Youth (MoEY). Most academic staff have devised action plans focusing on student literacy, but these plans make inadequate provisions for numeracy improvement and recommendations from the last NEI inspection report. Additionally, there is a lack of thorough evaluation of these plans. Despite this, the school has achieved some objectives related to school facilities, and there has been a noticeable improvement in students' performance in the latest PEP 6 assessments.

Governance is satisfactory

The school's governance structure effectively provides leadership oversight. Its Board, legally constituted with six members, brings valuable expertise to the school. The board chairman, a financial controller, ensures that the bursar keeps accurate financial records. However, there is a discrepancy in the scheduling of board meetings, and there is a lack of evidence of consistent termly meetings in the past two years. Moreover, the number of bank accounts exceeds the recommended limit, and the Board Chairman is not a signatory on these accounts. Additionally,

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the Board has not set specific targets for the school. The Board has yet to participate in training offered by the National Council on Education (NCE). Nonetheless, the Board actively promotes accountability among school leaders. The Principal regularly reports on students' progress, the condition of the school plant, and staff performance during Board meetings. Board members also conduct occasional visits to monitor safety standards and have initiated audits of the accounts. Furthermore, the bursar contributes to finance committee meetings.

Relationship with parents and the local community is satisfactory

The school effectively involves parents in its activities. It organises training seminars for parents and conducts biannual consultation days to discuss students' progress. The parent teacher association (PTA) holds bimonthly meetings led by its executive body, providing a platform for parents to express their opinions. While active parental involvement is somewhat limited, engaged parents contribute significantly to school events and fundraisers and support their children's education at home. External support from the community, though limited, includes notable contributions. For example, the Judy Mowatt Outreach Ministry organised events, gifts, and motivational talks for students. Similarly, the Bottom Yard Community Club and the Ron Shirley family contributed through volunteer work, equipment donations, and financial aid.

How effectively is the school led and managed by the Board, the Principal and the senior management team?	
School-based leadership and management	Satisfactory
Self-evaluation and improvement planning	Satisfactory
Governance	Satisfactory
Relationship with parents and the local community	Satisfactory

2) Teaching Support for Learning

How effectively does the teaching support the student's learning?

Overall, teaching in support of learning is satisfactory

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

Teachers generally have adequate knowledge of the subjects they teach and how best to deliver effective learning. All teachers are conversant with the curriculum content and share accurate information with the students. For example, in a Grade 4 language arts lesson on comparing adjectives, the teacher differentiated between the comparative and the superlative, noting that comparative adjectives compare two things, using 'more' or adding "er". Likewise, almost all teachers use strategies that stimulate students' learning of concepts. For example, in a Grade 3 mathematics lesson on fractions, the teacher effectively engaged the students through relevant leading questions that enabled them to identify fractions from the folded papers. However, there is limited use of reflection and written evaluation of lessons. When done, they are often descriptive of what went on in the lesson rather than providing an evaluation of the lesson's objectives.

Teaching methods are satisfactory

Many teachers utilise sufficiently engaging strategies to deliver their lessons so students learn. All teachers have lesson plans that utilise the 5E's instructional model, and many plans incorporate activities to engage students in reading, responding to questions, and creative expressions, particularly introductions. Also, for all lessons, the teachers manage time well to complete lesson activities to ascertain students' mastery of the content. In most lessons, teachers utilise various strategies that cater to students' learning styles, such as games, repetitive questioning and collaborative activities. However, too few opportunities were provided in lessons for differentiation and student-led discussions.

In all lessons, the teachers encourage students' participation by responding to questions in a warm and friendly manner, applauding their efforts. Also, teachers use a high degree of resources, mainly in the form of manipulative objectives, to enhance content delivery. For example, in the Grade 6 mathematics lesson on telling time, the teacher facilitated students' interaction to demonstrate time, such as 9:50 on their clocks.

Students' assessment is satisfactory

All teachers routinely administer assessments to ensure students grasp the concepts taught. Assessment generally takes the form of questioning and seatwork to assess learning. This was a feature of the Grade 3 mathematics lesson during which the teacher used questioning to help students understand how to arrive at different fractions by folding and colouring pieces of paper. However, in most instances, the questioning quality is usually at the recall level and does not require students to think critically. For example, in a lower-grade language arts lesson, the teacher asked students, 'Where can you find a snail?' and 'Show how big a snail can get'.

Notwithstanding, an assessment policy guides assessment practices, which outlines the frequency and type of assessment to track student progress over time. However, the school's assessment analysis lacks a solution for improvement. Nevertheless, most teachers provide

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encouraging verbal feedback to students in lessons to motivate their continued efforts.

Student learning is satisfactory

Despite the limited opportunities provided for demonstrating twenty-first-century skills in all lessons, there is sufficient evidence that students learn. Overall, students are very cooperative in lessons and raise their hands to answer questions without much prompting. Moreover, there is strong collaboration among students, as in the Grade 6 social studies lesson on the national heroes. In this lesson, students actively collaborated to decide on support for their positions as proposers or opposers of the moot; “Jamaica has benefited from the contribution of the National Heroes”. Also, in most lessons, students apply lesson content to real-life situations. For example, in a Grade 4 language arts lesson, most students completed sentences with comparative and superlative forms of adjectives. However, there is a limited demonstration of students’ research and critical thinking skills in lessons.

How effectively does the teaching support the student’s learning?	
Teachers’ knowledge of the subjects they teach and how best to teach them	Satisfactory
Teaching methods	Satisfactory
Assessment	Satisfactory
Students learning	Satisfactory

3) Students’ Academic Performance

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

Overall, students’ performance in national tests is unsatisfactory

Students’ performance in English is unsatisfactory

The school’s English performance did not consistently meet or surpass the national proficiency over the review period.

At the Grade 4 level, students’ performance in the PEP 4 language arts assessment was above national proficiency in 2019 and 2022 but was below in 2023. The school’s functional literacy rates also declined over the period and were slightly below the national average in 2023.

At the Grade 6 level, the school’s PEP 6 language arts results were lower than the national averages except in 2022. An analysis of this data by gender indicated a higher achievement among girls in 2019 and 2022.

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Students' performance in mathematics is unsatisfactory

The school's mathematics performance has not consistently met or surpassed national proficiency at the Grade 4 or Grade 6 level.

In Grade 4, students' performance in the PEP 4 mathematics assessment was above the national proficiency in 2019 and 2022 but was below in 2023. The school's functional numeracy rates also declined over the period.

At the Grade 6 level, the school's PEP 6 mathematics proficiency was above the national proficiency except in 2019. An analysis of the performance by gender revealed that the girls mostly outperformed the boys throughout the period.

How well do the students perform in national and/or regional tests and assessments?	
How well do the students perform in National or regional tests and examinations in English?	Unsatisfactory
How well do the students perform in National or regional tests and examinations in mathematics?	Unsatisfactory

4) Students' Academic Progress

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

Overall, students' progress in relation to their starting points is satisfactory

Value-added assessment of students' progress

Overall, evaluating the 2023 PEP 6 Cohort using the VAMAS model reveals that some students made adequate progress against the expected standards of attaining proficiency in mathematics and English. The value-added comparison in the table below shows that in 2022, 15 of the 26 traceable students performed at the Alpha level (attaining proficiency in English and mathematics) in PEP 6, and nine of these students were previously designated Alphas in their PEP 5 assessments. Additionally, six (6) students performing at the Alpha level in PEP 6 were previously at the Beta level in PEP 5 assessment.

Table 1: Tracking of individual traceable students from 2023 PEP 6 Cohort using the VAMAS

		2022 PEP 5 VAMAS Designation			
		Alpha	Beta	Gamma	Total
2023 PEP 6 VAMAS Designation	Alpha	9	6	0	15
	Beta	0	2	0	2
	Gamma	0	1	8	9
	Total	9	9	8	26

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Students' progress in English is satisfactory

Many students make adequate progress in English compared to their starting points at school. For example, in 2017, 53 per cent of the students were proficient in the literacy component of the GOILP. In 2022, 58 per cent of students in the PEP 5 language arts were proficient. By 2023, 58 per cent of students in the PEP 6 language arts were proficient.

In assessing individual student progress in English, 15 of the 26 traceable students were proficient in the 2023 PEP 6 language arts. A comparison of their performance in the 2022 PEP 5 revealed that 12 of these students were previously proficient in the PEP 5 language arts in 2022, and three were previously not proficient.

Most students at almost all grade levels make adequate progress in English lessons. For example, in Grade 1, most students could distinguish among the categories of nouns, such as a lion being an animal and a market being a place. Additionally, they fluently read simple sentences to illustrate their understanding, such as 'We are at school'. Similarly, in Grade 2, many students successfully identified pairs of rhyming words, such as goat and boat, from a poem. In Grade 4, most students correctly distinguished between the comparative and the superlative forms of adjectives and accurately completed sentences depicting their usage; for instance, Fred is taller than Jack, and Joe is the tallest person in the class. However, students' progress in Grade 5 is mixed. While most students could identify the number of syllables in words, the lesson was not sufficiently challenging.

Students' progress in mathematics is satisfactory

Many students make adequate progress in mathematics compared to their starting points at school. For example, in 2017, 76 per cent of the students were proficient in the numeracy component of the GOILP. In 2022, 54 per cent of the students in PEP 5 mathematics were proficient, and by 2023, 65 per cent were proficient in PEP 6 mathematics.

In assessing individual student progress in mathematics, 17 of the 26 traceable students were proficient in the 2023 PEP 6 mathematics. A comparison of their performance in the 2022 PEP 5 revealed that 12 of these students were previously proficient in the PEP 5 mathematics in 2022, and five were previously not proficient.

In all the grades, most students make sufficient progress in mathematics lessons. For example, in Grade 1, almost all students could distinguish between an empty set and a set with members. In Grade 2, most students could write numbers to identify their place values, such as 725 as seven hundreds, two tens, and five ones. Similarly, many of the students in Grade 3 demonstrated a sound understanding of fractions and could fold papers to show quarters and eighths in terms of the denominators. Further, most of the students in one of the Grade 5 lessons could draw and name lines, line segments, and rays, showing that lines have arrows at both ends, which denote that they do not end. Additionally, most students in the other Grade 5 class could state the meaning of finite and infinite sets and stipulate that a set is a group of things that share commonalities. Similarly, many students in the Grade 6 mathematics lesson on telling time accurately displayed the time on a clock face, such as 9:50 and converted 12-hour time to 24-hour time, such as 4:25 pm on the 12-hour clock is 16:25 on the 24-hour clock.

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

5) Students' Personal and Social Development

How good is the student's personal and social development?

Overall students' personal and social development is good

The student's behaviours and attitudes are good

Almost all students display appropriate behaviours in lessons and around the school. Students move in an orderly fashion between lessons and during breaks and lunch periods. Also, most students are cooperative during lessons and are cordial with each other. Moreover, most students are well prepared for their lessons, as in the case of the Grade 6 mathematics lesson, during which all students came to the class with the clock face they completed for homework.

Punctuality and attendance are satisfactory

Students attend school regularly, except in inclement weather; the average annual attendance is 88 per cent. In addition, almost all students are generally early for the start of school and lessons. Moreover, in most instances, students transition smoothly between lessons and after break and lunch periods. Some students, particularly those in the upper school, move between classrooms for lessons, which is generally smooth.

The civic understanding and spiritual awareness of the students is good

Most students have sufficient civic and spiritual awareness and understanding. They speak confidently about Jamaica's heritage celebrations, renowned athletes, and the local cuisine. Also, the students are knowledgeable about other Caribbean traditions and music, such as calypso from Trinidad and the influences of the indigenous people. In addition, most students are sufficiently aware of their civic responsibilities. They could relate instances during which they delivered food items to senior citizens and the indigent and their participation in the democratic process of selecting student leaders. Similarly, some students participate in leadership roles, such as leading devotional activities and as leaders in the service clubs.

Students' economic awareness and understanding is good

Most students possess adequate awareness of the local economic situation. Many speak confidently about Jamaica's various sources of income, such as tourism and the export of primary produce. They know this income benefits the population by paying teachers and maintaining the local parks. Similarly, many students have plans to pursue various career paths as soldiers, lawyers, surgeons, actresses, and entrepreneurs. One student stated that she wanted to become the mayor to serve the electorate's interest.

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Students' environmental awareness and understanding is good

Most students are sufficiently knowledgeable of environmental issues. They know about deforestation, bad farming practices and natural disasters as environmental threats. Moreover, the students take pride in their limited role in maintaining a clean school environment by sweeping their classroom based on a duty roster. In addition, most students show reasonable concern and care for their local environment. They believe that health inspectors should visit the community each week to check the storage of water to control the proliferation of insect pests such as mosquitoes.

How good is the student's personal and social development?	
Student's behaviour and attitudes	Good
Punctuality and attendance	Satisfactory
Civic understanding and spiritual awareness	Good
Economic awareness and understanding	Good
Environmental awareness and understanding	Good

6) Use of Human and Material Resources

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

Overall, the use of human and material resources is satisfactory

The quality of human resources is good

The school has enough staff to deliver and support the curriculum efficiently. The school benefits from a very low teacher-student ratio of 1:11 compared to the national target of 1:25. The academic staff is sufficiently qualified for their positions as seven are primary-trained graduates and two are secondary-trained. In addition, the school has adequate support staff in the form of five watchmen, two cooks, two casual workers, a bursar, two cleaners, and two trainees from the LEGS programme. However, the school does not have a guidance counsellor to provide psychosocial support to students. Even so, the school has sufficient provisions to enhance the quality of its staff. The school exposes the teachers to centralised professional development organised by the JTC, where teachers receive exposure to developments in pedagogical skills. Also, the school sensitises teachers on how to improve their impact from lesson observation and appraisals. However, there is limited documentation to reflect participation and determination of internal professional development sessions.

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The use of human resources is good

The leadership makes efficient use of the available staff by deploying them strategically based on their competencies. In addition, subject teaching is administered at three grade levels as part of the specialist teaching programme. Most teachers are generally punctual and are in regular attendance at school. Also, the support staff effectively supports the delivery of instruction. The five watchmen provide 24-hour watch service, the two cleaners keep the environment clean, the bursar oversees the upkeep of the school accounts and supervises the support staff, and the two cooks provide hot meals daily for the students.

The quality and quantity of material is satisfactory

The school has sufficient material resources of reasonable quality to enhance curriculum delivery. The school has a well-manicured playfield, and classrooms are clean and sufficiently ventilated for the students' comfort. However, the school has notable electrical and plumbing issues. Also, while the bathroom facilities are adequate for the number of students, there are inadequate provisions for students with physical disabilities. Nevertheless, the school has enough ICT resources to enhance lessons. There is a resource room with 15 working computers, a library and a well-furnished computer room with numerous operational devices.

The use of material resources is satisfactory

The school makes adequate use of many of the available resources. The playfield accommodates students at play, physical training, and physical education classes. Also, the school operates a poultry farm that provides meat to supplement the canteen and funds for small projects. However, many computers are underutilised to support students' learning due to password issues.

How effectively does the school use the human and material resources at its disposal to help the students achieve as well as they can?	
Human resources	Good
Use of human resources	Good
Material resources – quality and quantity	Satisfactory
Use of material resources	Satisfactory

7) Curriculum and Enhancement Programmes

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

Overall, provisions for the curriculum and enhancement programmes are satisfactory

Provisions for curriculum are satisfactory

The school makes adequate provisions for delivering and adapting the National Standards Curriculum (NSC) to meet students' learning needs. The school hosts weekly planning sessions to ensure teacher readiness for instructional sessions. Also, the teachers administer pull-outs using the Jolly Phonics Kit for students with reading challenges determined by the results of diagnostic tests. Additionally, the curriculum implementation team (CIT) meets termly to determine the scope of the curriculum delivery and makes recommendations to address students' reading challenges. Almost all classes are allotted the requisite contact time for literacy and numeracy instruction, and there is adequate coverage of other core and aesthetic subjects. Only at one of the Grade 5 classes is there a 30-minute deficit in the delivery of mathematics. Notably, during lessons, the teachers made limited curricular linkages that reflect the interdisciplinary nature of the curriculum.

Enhancement programmes are satisfactory

The school has some provisions for enhancement programmes to promote learning outside the classroom. Clubs such as 4H and Spelling Bee are scheduled on the timetable to ensure student participation; however, documentation reflects students' attendance. Further, clubs have yet to restart since the reopening of school. Nevertheless, the school makes sufficient arrangements for students to participate in learning activities in the wider community, such as the Spelling Bee championships and the forestry department tree planting competition, for which the students achieved third place. The students are also exposed through field trips such as the trip to the pantomime in the last school year.

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

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

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

Overall, the provisions for student safety, security, health and well-being are satisfactory

Provisions for safety and security are satisfactory

The school has enough provisions to ensure stakeholders' safety and security. Although the school does not have a security policy, access control measures are available that log the entrance and exit of visitors and issue a gate pass to visitors. In addition, the school has a generally secure perimeter fence and a 24-hour watch service for seven days per week. Also, the school has eight fire extinguishers with current service dates strategically placed around the school for easy access during an emergency. Moreover, there is consistent monitoring of the available security provisions. The teachers monitor the students while they are on break and lunch, and there is a maintenance policy that aims to create a supportive school environment. However, no labelled assembly point or exit signs guide stakeholders in an emergency.

Provisions for students' health and well-being are good

The school makes good provisions to ensure the health and well-being of all stakeholders. A health policy guides the administration of related practices at the school. Further, the school transports students to the nearby health centre in case of an emergency and summons the parents. The school promote students living a healthy lifestyle by restricting sugary beverages, hosting Fruit Day each Tuesday, and ensuring that students receive a balanced meal daily at a reasonable cost. Also, the canteen received a satisfactory rating from the Ministry of Health (MoH) for its practices, while the kitchen staff all have current food handler's permits.

The students enjoy a mutually respectful relationship with the staff and have a general reputation of being generally respectful of adults and each other. In the absence of a guidance counsellor, the school sometimes seeks assistance from a school's guidance counsellor some distance away. Also, the school will contact the parents to assist in instances of regular unpunctuality, low attendance patterns or instances of fighting, which are rare.

How well does the school ensure everyone's safety, security, health and well-being?	
Provisions for safety and security	Satisfactory
Provision for health and well-being	Good

Recommendations

Recommendations from the previous inspection report

Previous recommendations	Progress* (Limited, In Progress, Completed)
<p>1. The Ministry of Education should:</p> <ul style="list-style-type: none"> a. resolve the matters relating to the relocation of teachers so that the school's staff complement may be settled and focused on the student's development; and a. provide support towards an improvement in the quality of mathematics teaching in the school. 	Limited
<p>2. The Principal should:</p> <ul style="list-style-type: none"> a. streamline the system of data collection and analysis to ensure that meaningful information may be had for decision-making at all levels; b. implement a more targeted intervention in tandem with the guidelines of the National Mathematics Policy to improve the students' performance in mathematics; and c. implement staff development activities to improve lesson planning and delivery across all grades and subjects. 	Limited
<p>3. Teachers should utilise varied strategies to inform improvement in teaching and learning.</p>	Limited

**Limited: Little to no action taken to implement the recommendation; In Progress: Efforts to execute the recommendation are ongoing; Completed: Recommendation has been fully implemented.*

Recommendations based on the findings of this inspection

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

1. The Board should:
 - a. review the schedule of meetings to ensure adherence to termly requirements as stipulated in the Code of Regulations;
 - b. reduce the number of bank accounts to comply with education ministry guidelines;
 - c. establish measurable targets to enhance the accountability of school leadership; and,
 - d. arrange training for key Board members through the National Council on Education to improve governance effectiveness.

2. The school leadership should:
 - a. develop a clear tracking and analyse student assessment data system to identify and address learning gaps;
 - b. increase opportunities for teacher collaboration and peer observations to share best practices;
 - c. improve the frequency of documented teacher observations to monitor instructional quality regularly;
 - d. prioritise resolving computer issues so technology can be fully utilised for instructional purposes;
 - e. improve safety signage across the school to better guide stakeholders; and,
 - f. re-establish co-curricular clubs with documented student attendance and participation.

3. The teachers should:
 - a. critically evaluate lessons to determine the effectiveness of student learning strategies and resource use;
 - b. incorporate more student-centred approaches to develop the 4Cs - communication, collaboration, creativity, critical thinking and research skills; and,
 - c. use more varied, higher-order questioning techniques to increase student engagement and expression.

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Further Action

The school has been asked to prepare an action plan indicating how it will address the recommendations of this report. The action plan will be sent to the National Education Inspectorate (NEI) and the regional offices within two months of the school's receipt of the written report. The next inspection will report on the progress made by the school.



Maureen Dwyer, Ed.D., BH(M), J.P.
Chief Executive Officer/Chief Inspector
National Education Inspectorate

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List of Abbreviations and Acronyms

ASTEP	Alternative Secondary Transition Education Programme
APSE	Alternative Pathways to Secondary Education
CAP	Career Advancement Programme
CAPE	Caribbean Advanced Proficiency Examination
CCSLC	Caribbean Certificate of Secondary Level Competence
CIT	Curriculum Implementation Team
CSEC	Caribbean Secondary Education Certificate
GAIN	General Achievement in Numeracy
GFLT	Grade Four Literacy Test
GNAT	Grade Nine Achievement Test
GOILP	Grade One Individual Learning Profile
GSAT	Grade Six Achievement Test
HEART	Human Employment and Resource Training
ICT	Information and Communication Technology
IT	Information Technology
ISSA	Inter-Secondary Schools' Association
JSAS	Jamaica Schools Administration System
JTA	Jamaica Teachers' Association
JTC	Jamaica Teaching Council
MoEYI	Ministry of Education, Youth and Information
NCEL	National College for Educational Leadership
NEI	National Education Inspectorate
NSC	National Standards Curriculum
PATH	Programme of Advancement Through Health and Education
PEP	Primary Exit Profile
PTA	Parent Teacher Association
SIP	School Improvement Plan
SJE	Standard Jamaican English
SMT	School Management Team
SSE	School Self-Evaluation

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Appendices

Appendix 1 - Record of Inspection Activities

Appendix 2 – National Test Data

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Appendix 1 - Record of Inspection Activities

Evidence for this report was based on the following:

Total number of lessons or part lessons observed	13
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	English	Math	Other
Number of lessons or part lessons observed	5	6	2

Number of scheduled interviews completed with members of staff, governing body and parents	6
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Number of scheduled interviews completed with students	1
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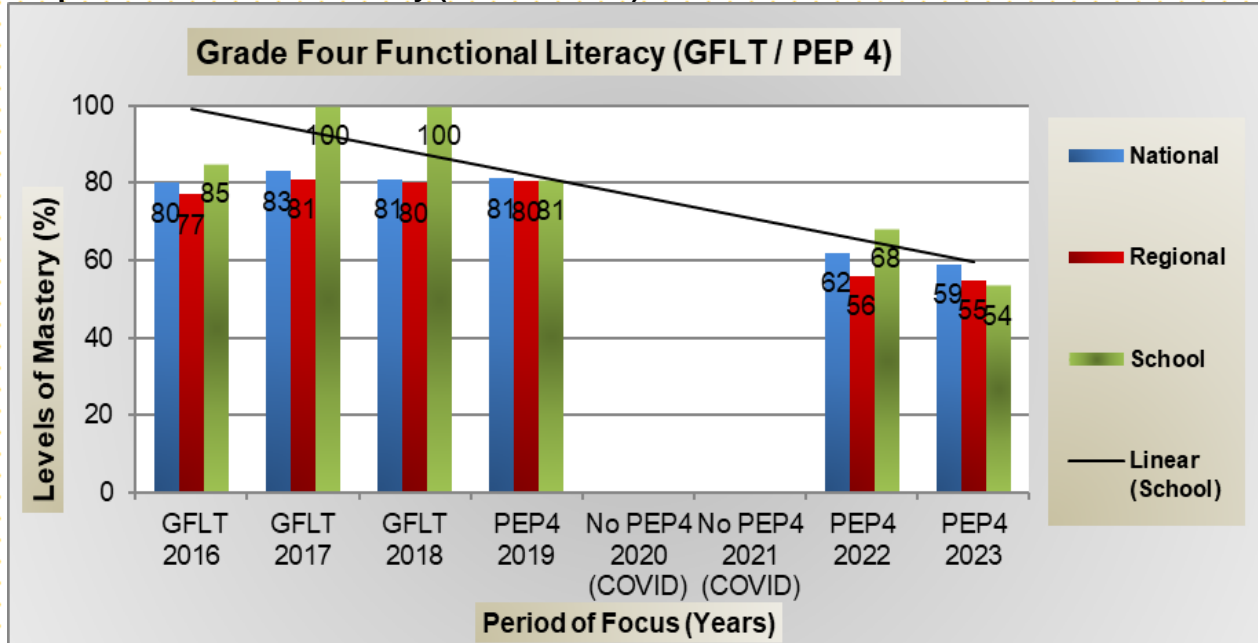
	Parents	Students	Teachers
Number of questionnaires returned and analysed	N/A	N/A	N/A

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Appendix 2 - National Test Data

STUDENTS' ATTAINMENT

Graph 1a: Functional Literacy (GFLT / PEP 4) 2016-2023



*PEP 4 was not administered in 2020 or 2021

Table 1a: Functional Literacy (GFLT / PEP 4) 2016-2023

Bath Primary & Junior High					
Grade Four Functional Literacy (GFLT / PEP 4)					
Assessment Year	Candidates		Percentage Mastery/Proficiency*		
	Grade Four Cohort	Sitting	National	Regional	School
2023	28	28	59	55	54
2022	23	22	62	56	68
2019	31	26	81	80	81
2018	31	24	81	80	100
2017 (Cohort)	29	27	83	81	100
2016	29	27	80	77	85

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

Rates of functional literacy increased over the 2016 to 2018 period by 15 percentage points. It grew from 85 per cent (23 of 27 students) in 2016 to 100 per cent (24 students) in 2018. The school's performance was above the national mastery in all years. The participation rate was lowest in 2018 by 77 per cent.

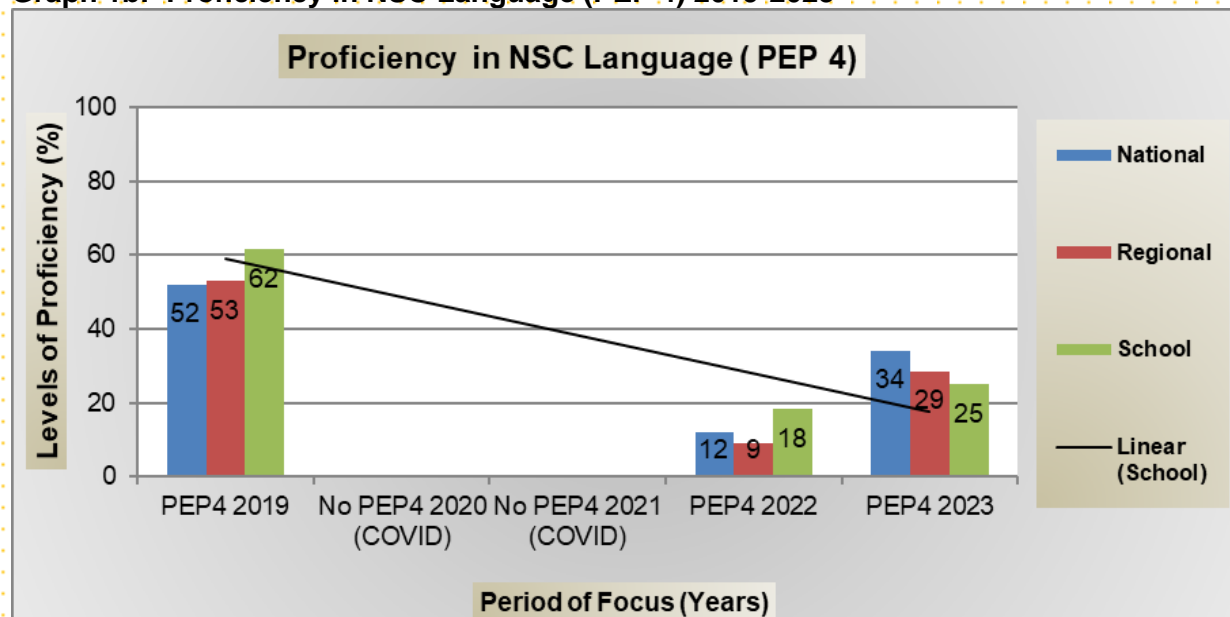
In 2019, the literacy rate was 81 per cent (21 of 26 students) but it fell to 54 per cent (15 of 28 students) by 2023. The school performed above the national proficiency by six percentage points (2022) and below by five percentage points in 2023. However it was on par in 2019. The participation rate was lowest at 84 per cent in 2019.

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

STUDENTS' ATTAINMENT

Graph 1b: Proficiency in NSC Language (PEP 4) 2019-2023



*PEP 4 was not administered in 2020 or 2021.

Table 1b: Proficiency in NSC Language (PEP 4) 2019-2023

Bath Primary & Junior High					
Proficiency in NSC Language (PEP 4)					
Assessment Year	Candidates		Percentage Mastery/Proficiency*		
	Grade Four Cohort	Sitting	National	Regional	School
2023	28	28	34	29	25
2022	23	22	12	9	18
2019	31	26	52	53	62

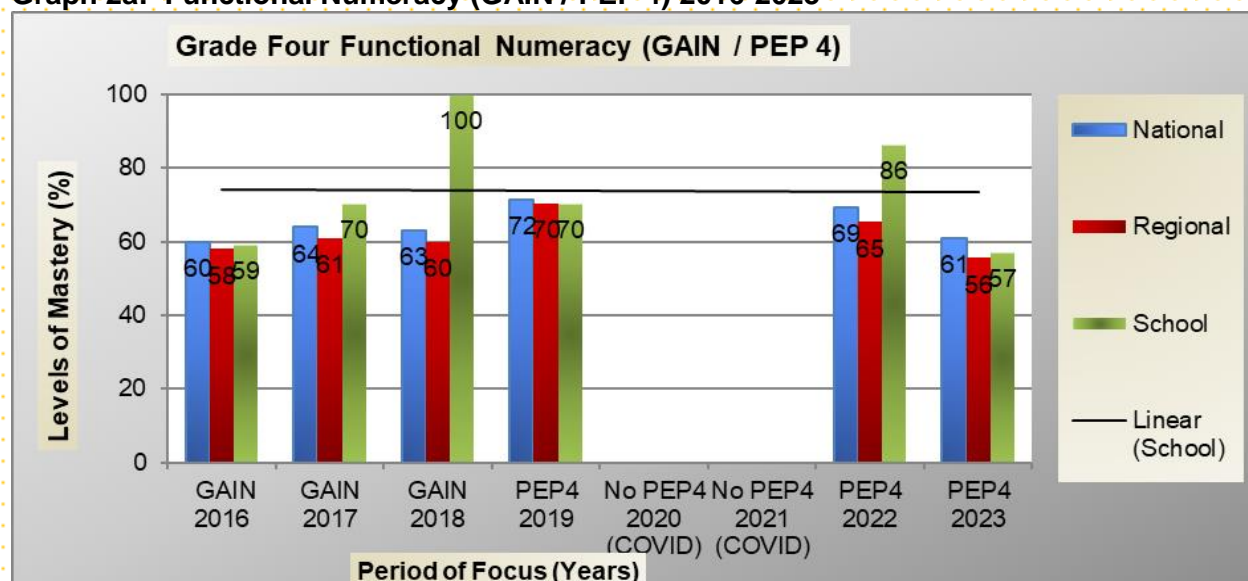
*As at Census Day (2nd Monday in October).

Proficiency levels in NSC language arts decreased and remained low over the 2019 to 2023 period. It fell from 62 per cent (16 of 26 students) in 2019 to 25 per cent (seven of 28 students) in 2023. The school's performance was above the national proficiency by ten percentage points in 2019 and six percentage points in 2022 but was below by nine percentage points in 2023.

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STUDENTS' ATTAINMENT

Graph 2a: Functional Numeracy (GAIN / PEP 4) 2016-2023



*PEP 4 was not administered in 2020 or 2021

Table 2a: Functional Numeracy (GAIN / PEP 4) 2016-2023

Bath Primary & Junior High					
Grade Four Functional Numeracy (GAIN / PEP 4)					
Assessment Year	Candidates		Percentage Mastery		
	Grade Four Cohort*	Sitting	National	Regional	School
2023	28	28	61	56	57
2022	23	22	69	65	86
2019	31	27	72	70	70
2018	31	23	63	60	100
2017 (Cohort)	29	27	64	61	70
2016	29	27	60	58	59

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

Rates of functional numeracy improved overall over the 2016 to 2018 period by 41 percentage points, climbing from 59 per cent (16 of 27 students) in 2016 to 100 per cent (all 23 students) in 2018. The school performed above the national mastery by six (2017) and 27 (2018) percentage points. The participation rate was lowest at 74 per cent in 2018.

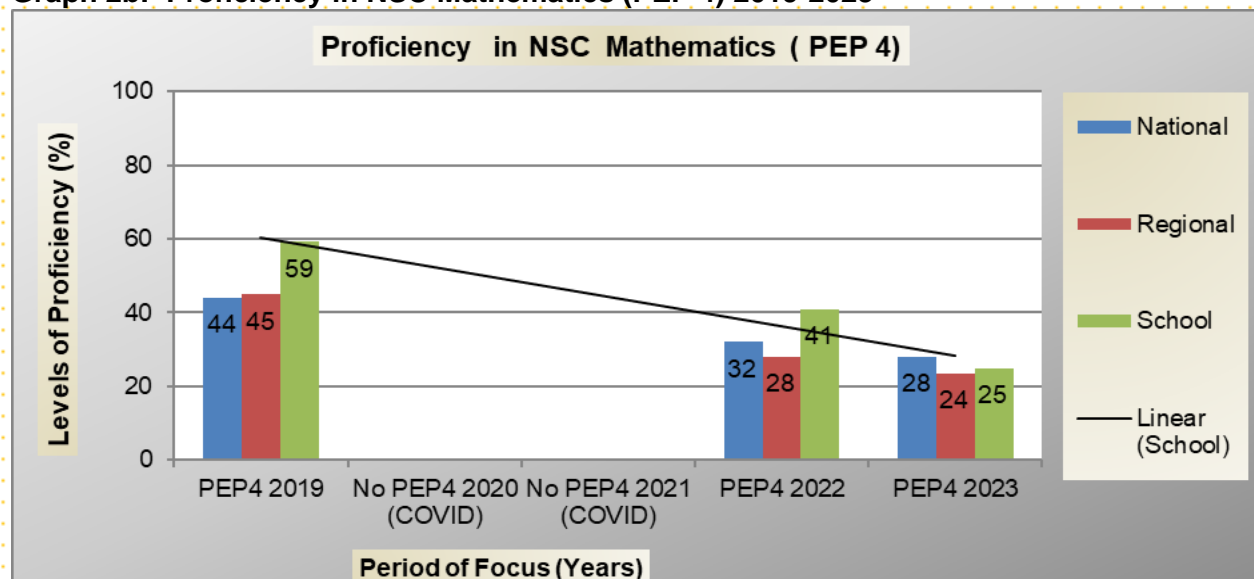
In 2019, the numeracy rate was 70 per cent (19 of 27 students) but fell to 57 per cent (16 of 28 students) in 2023. The school performed below the national proficiency by two (2019) and four (2023) percentage points but was above by 17 in 2022. The participation rate was lowest in 2019 (87 per cent).

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

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STUDENTS' ATTAINMENT

Graph 2b: Proficiency in NSC Mathematics (PEP 4) 2019-2023



*PEP 4 was not administered in 2020 or 2021

Table 2b: Proficiency in NSC Mathematics (PEP 4) 2019-2023

Bath Primary & Junior High					
Proficiency in NSC Mathematics (PEP 4)					
Assessment Year	Candidates		Percentage Mastery		
	Grade Four Cohort*	Sitting	National	Regional	School
2023	28	28	28	24	25
2022	23	22	32	28	41
2019	31	27	44	45	59

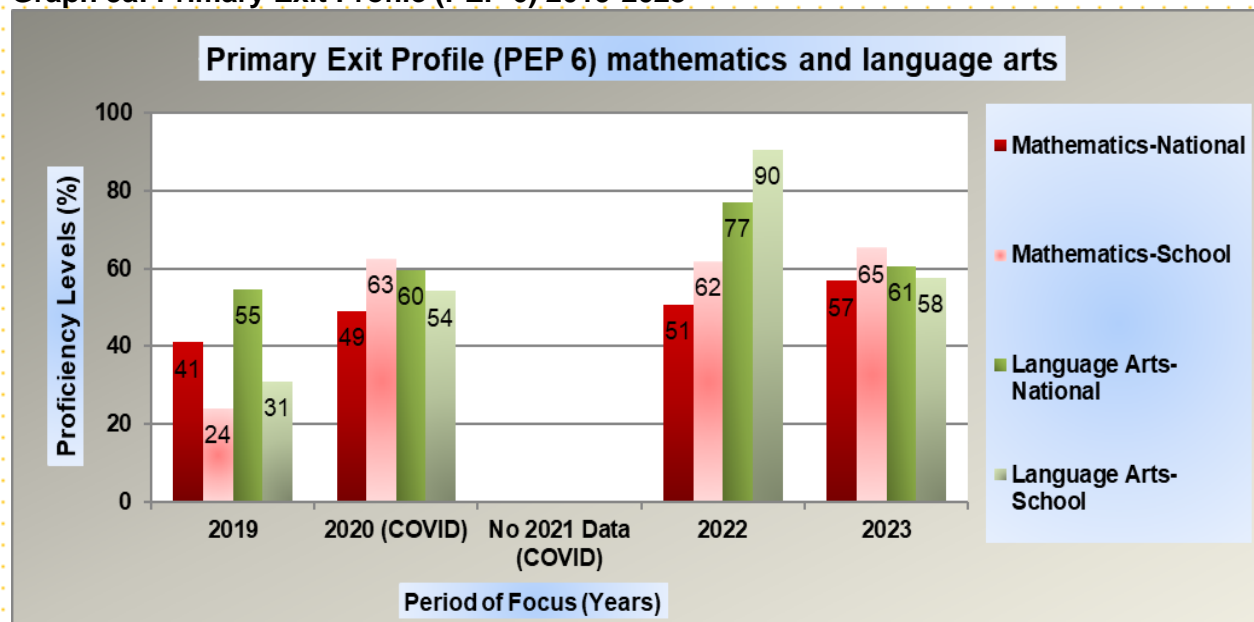
*As at Census Day (2nd Monday in October).

The school's proficiency levels in NSC mathematics decreased over the 2019 to 2023 period. It was 59 per cent in 2019, and was above the national proficiency by 15 percentage points. The rate decreased to 41 per cent in 2022, but was nine percentage points above national proficiency. In 2023, the rate decreased further to 25 per cent and was below national proficiency by three percentage points.

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STUDENTS' ATTAINMENT

Graph 3a: Primary Exit Profile (PEP 6) 2019-2023



This graph compares the proficiency levels of the students at Bath Primary with national proficiencies in the mathematics and language arts components of the PEP 6 (2019 – 2023). There was no assessment of mathematics or language arts components in the 2021 PEP 6.

School's performance against the national average

The school's performance in both mathematics and language arts was below the national averages in 2019. A similar pattern was seen for 2023. However, the school's performance in both subjects was above the national averages in 2022.

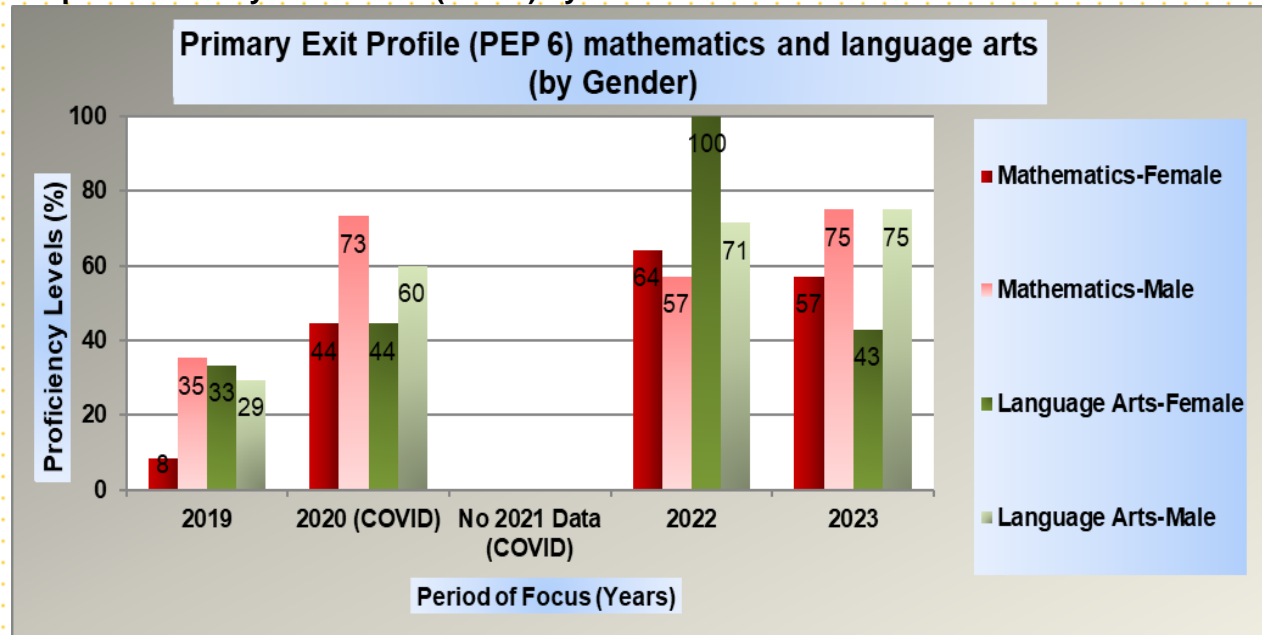
School's performance by subjects

The school's performance in language was above their mathematics performance in 2019 and 2022, while performance in mathematics was above in 2020 and 2023.

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STUDENTS' ATTAINMENT

Graph 3c: Primary Exit Profile (PEP 6) by Gender 2019 - 2023



This graph presents a gender comparison of the proficiency levels of the students at Bath Primary in the mathematics and language arts components of the PEP 6 (2019 – 2023). There was no assessment of mathematics or language arts components in the 2021 PEP 6.

The graph shows a gender-based analysis of proficiency levels attained by students at Bath Primary in the mathematics and language arts components of the Primary Exit Profile (PEP 6) from 2019 to 2023. Notably, the 2021 assessment did not include evaluations in mathematics or language arts.

Data indicates that the boys mostly exhibited superior performance in both mathematics and language arts when compared with the girls. The widest gap was for both mathematics in 2020 at 29 percentage points and language arts in 2022 at 29 percentage points.

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STUDENTS' PROGRESS

Students' Starting Point

Graph 4: Grade One Individual Learning Profile (GOILP) - 2017

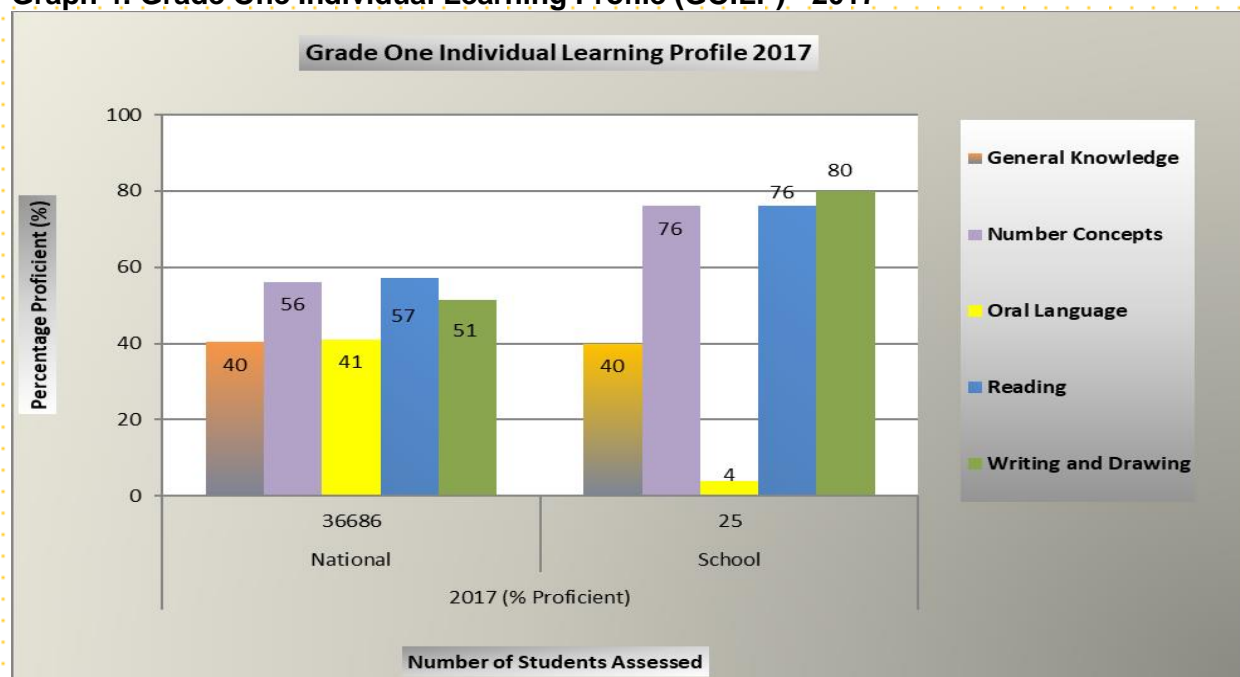


Table 4: Grade One Individual Learning Profile (GOILP) - 2017

Grade One Individual Learning Profile	Number of Students Assessed	Percentage of students proficient in each sub-test					
		General Knowledge	Number Concepts	Oral Language	Reading	Writing and Drawing	
2017 (Cohort)	National	36686	40	56	41	57	51
	School	25	40	76	4	76	80

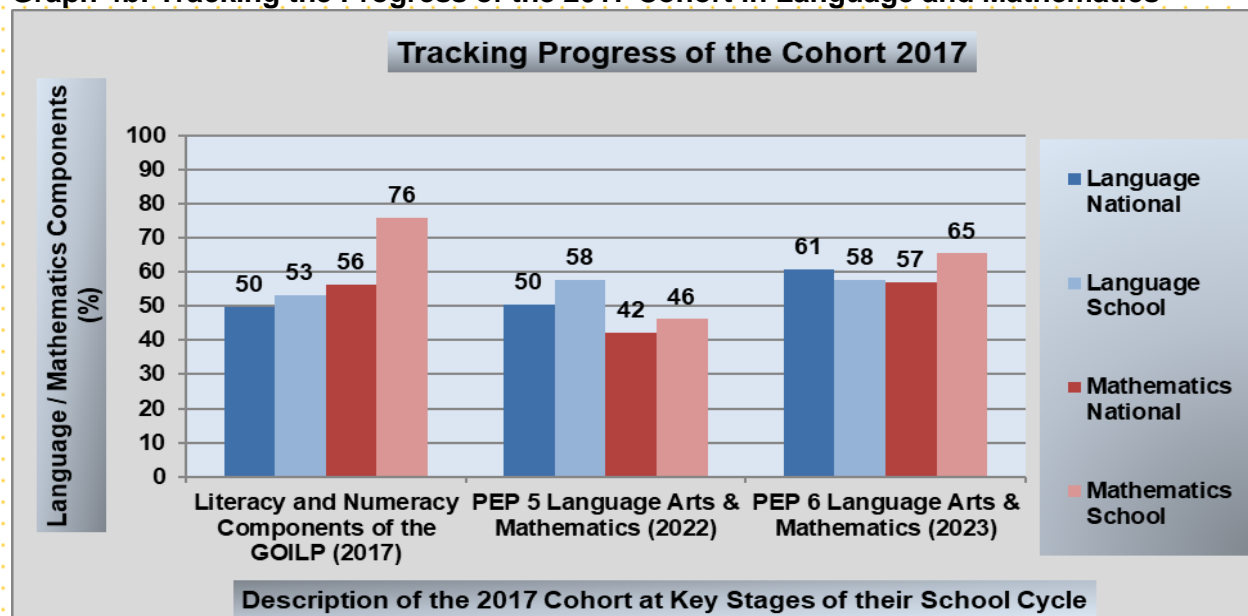
Twenty-five students were assessed at Bath Primary in 2017. Their proficiency levels were above the national proficiency levels in all components except oral language and general knowledge.

Data revealed that the highest level of proficiency was in writing and drawing (20 students). The lowest proficiency level was in oral language (one student).

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STUDENTS' PROGRESS

Graph 4b: Tracking the Progress of the 2017 Cohort in Language and Mathematics



This graph tracks the performance of the **2017 Cohort** of students in Bath Primary. It shows their **proficiencies** in the literacy and numeracy components of the 2017 GOILP, their respective PEP 5 language arts and mathematics **proficiencies** for 2022, and their respective PEP 6 language arts and mathematics **proficiencies** for 2023. While the national averages are also used as a reference point for the amount of progress made, the progress of some students in this Cohort may have been retarded by the COVID-19 pandemic during 2020 and 2021.

Some students in the 2017 cohort showed signs of progress in language and mathematics between 2017 and 2023.

In 2017, 53 per cent of the students were proficient in the literacy components of the GOILP. In 2022, 58 per cent of the students were proficient in the PEP 5 language arts. In 2023, 58 per cent were proficient in PEP 6 language arts.

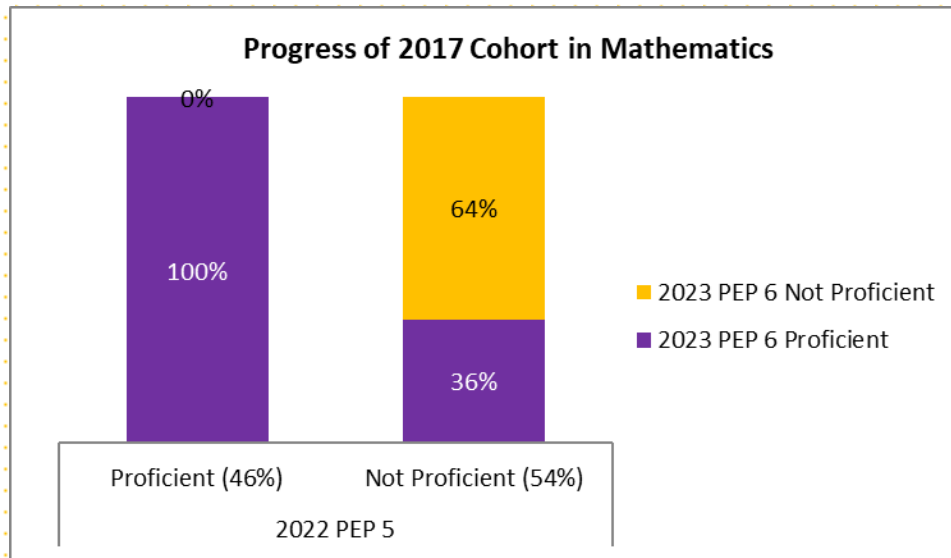
In 2017, 76 per cent of the students were proficient in the numeracy components of the GOILP. In 2022, 46 per cent of the students were proficient in the PEP 5 mathematics. In 2023, 65 per cent were proficient in PEP 6 mathematics.

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STUDENTS' PROGRESS

Students in the 2017 Cohort sat the PEP 5 in 2022 and the PEP 6 in 2023. The performance of individual students in the 2023 PEP 6 was compared with their previous performance in the 2022 PEP 5. Analysis of the data for which both examinations results were available revealed that more students progressed in mathematics than in language arts.

Graph 5b: Progress of Individual Students (2017 Cohort) in Mathematics

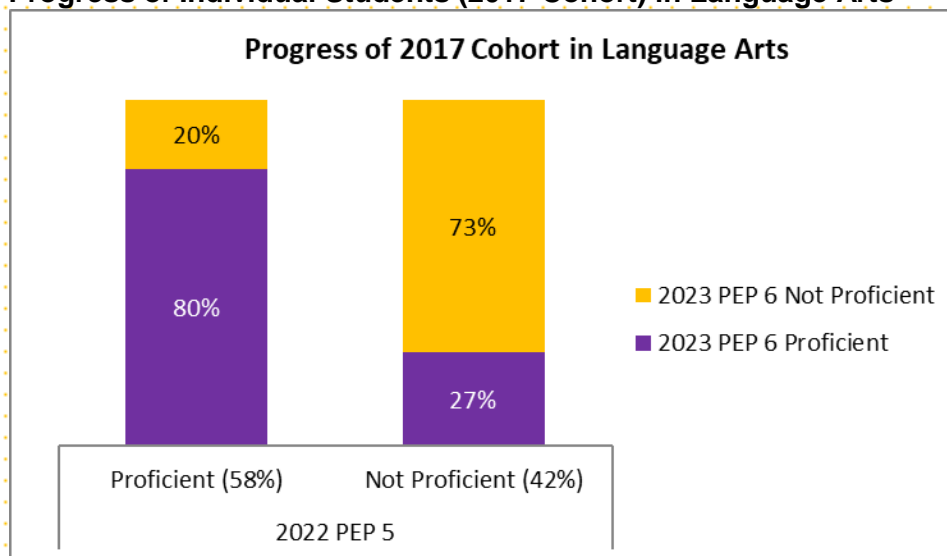


		2022 PEP 5		Total	2023 PEP 6	
		Proficient (%)	Not Proficient (%)		Proficient (%)	Not Proficient (%)
2023 PEP 6	Proficient	12	5	17	100%	36%
	Not Proficient	0	9	9	0%	64%
	Total	12	14	26		

Some 65 per cent or 17 of the 26 students were proficient in the 2023 PEP 6 mathematics. Further analysis revealed that all of the 12 students who were proficient in the 2022 PEP 5 were also proficient in 2023 PEP 6 mathematics. Another 36 per cent or five of the 14 students who were not proficient in the 2022 PEP 5 were also proficient in the 2023 PEP 6 mathematics. Additionally, nine students who were not proficient in the 2022 PEP 5 were also not proficient in the 2023 PEP 6.

STUDENTS' PROGRESS

Graph 5c: Progress of Individual Students (2017 Cohort) in Language Arts



		2022 PEP 5		Total	2023 PEP 6	
		Proficient (%)	Not Proficient (%)		Proficient (%)	Not Proficient (%)
2023 PEP 6	Proficient	12	3	15	80%	27%
	Not Proficient	3	8	11	20%	73%
	Total	15	11	26		

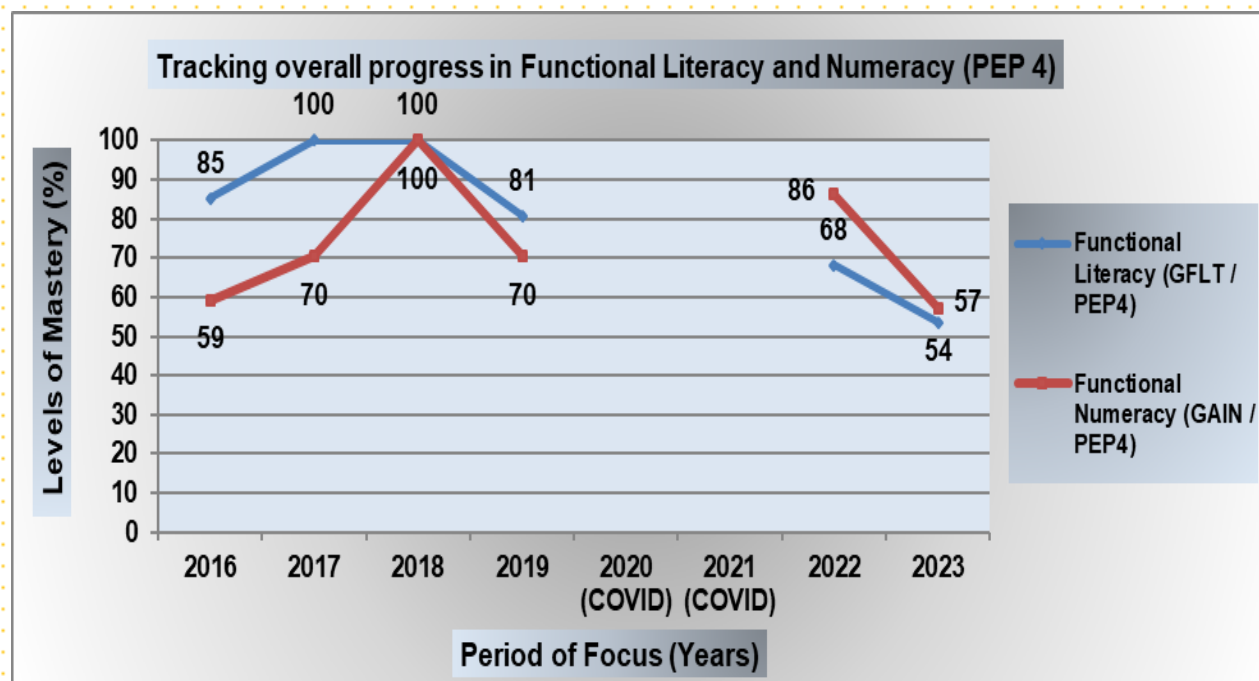
Some 58 per cent or 15 of the 26 students were proficient in the 2023 PEP 6 language arts. A comparison of their previous performance in the 2022 PEP 5 revealed that 80 per cent or 12 of the 15 students who were previously proficient were also proficient in 2023 PEP 6 language arts. Another 27 per cent or three of the 11 students who were not proficient in the 2022 PEP 5 were also proficient in the 2023 PEP 6 language arts.

The data also revealed that 20 per cent or three of the 15 students who were previously proficient in the 2022 PEP 5 were not proficient in the 2023 PEP 6, and 73 per cent or eight of the 11 students who were not proficient in the 2022 PEP 5 were also not proficient in the 2023 PEP 6.

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STUDENTS' PROGRESS

Graph 5a: Tracking School's Progress in Functional Literacy and Numeracy in the Primary Exit Profile (PEP 4) 2016 - 2023



*Students' progress may have been affected/retarded by the COVID-19 pandemic during 2020 and 2021.

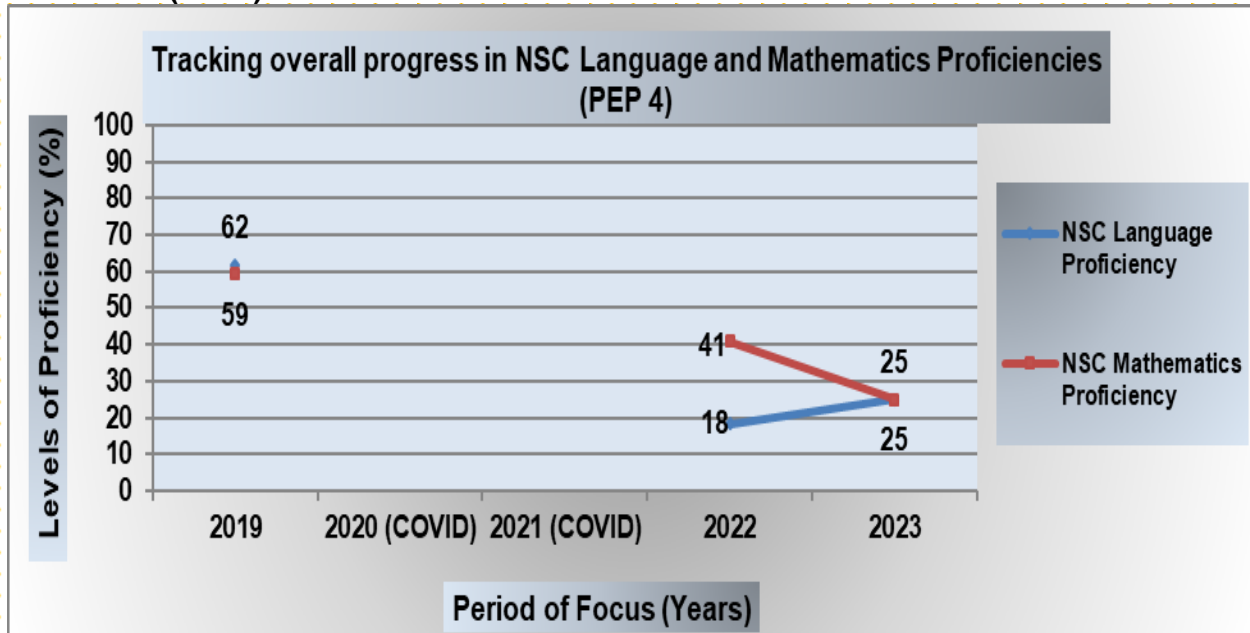
Functional literacy and numeracy decreased overall for the 2016 to 2023 review period.

Literacy improved from 85 per cent to 100 per cent from 2016 to 2018, during the administration of the GFLT. It was 81 per cent in 2019 when the PEP was first administered and decreased to 54 per cent by 2023.

Numeracy improved from 59 per cent to 100 per cent from 2016 to 2018, during the administration of the GAIN. It fell to 70 per cent in 2019 when the PEP was first administered and continued to decline, reaching 57 per cent by 2023.

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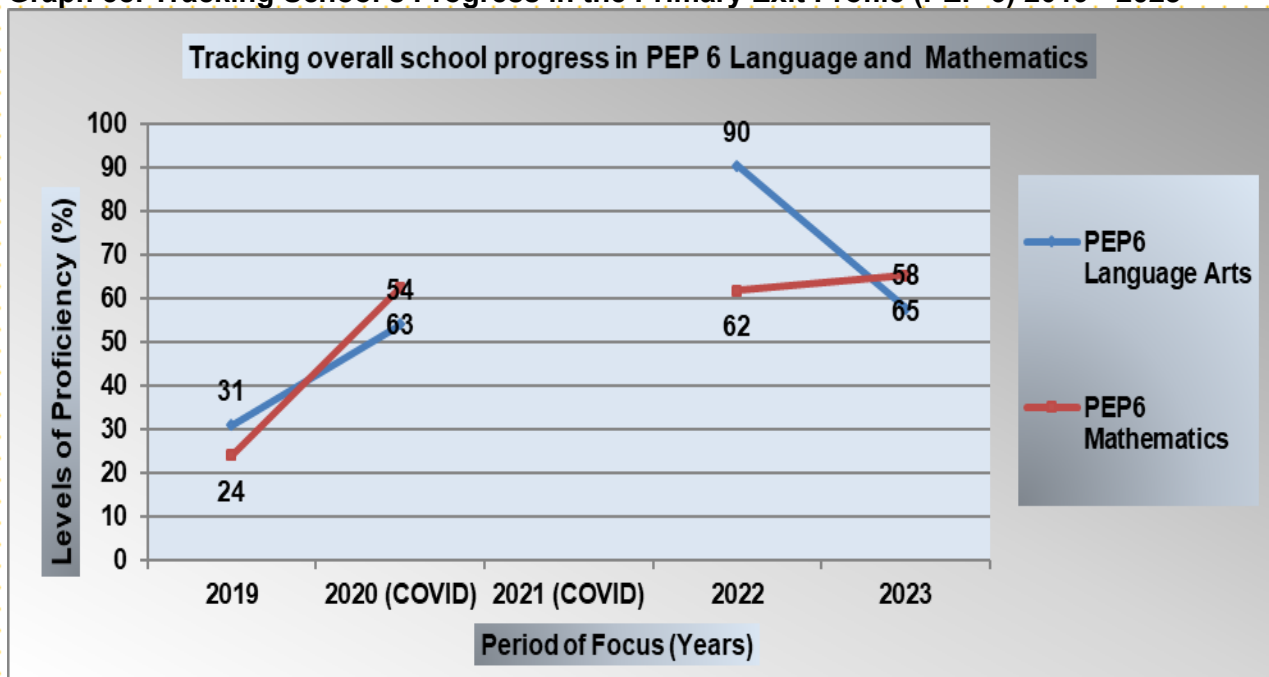
Graph 5b: Tracking School's Progress in NSC Language and Mathematics in the Primary Exit Profile (PEP4) 2019-2023



Proficiency in the NSC language arts and mathematics was 62 and 59 per cent respectively. By 2023, the language arts and mathematics proficiency both stood at 25 per cent.

STUDENTS' PROGRESS

Graph 5c: Tracking School's Progress in the Primary Exit Profile (PEP 6) 2019 - 2023



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In the first sitting of PEP 6 in 2019, 31 per cent of the students were proficient in language arts, while 24 per cent were proficient in mathematics. By 2023, the performance in language arts was 65 per cent while mathematics proficiency was 58 per cent.

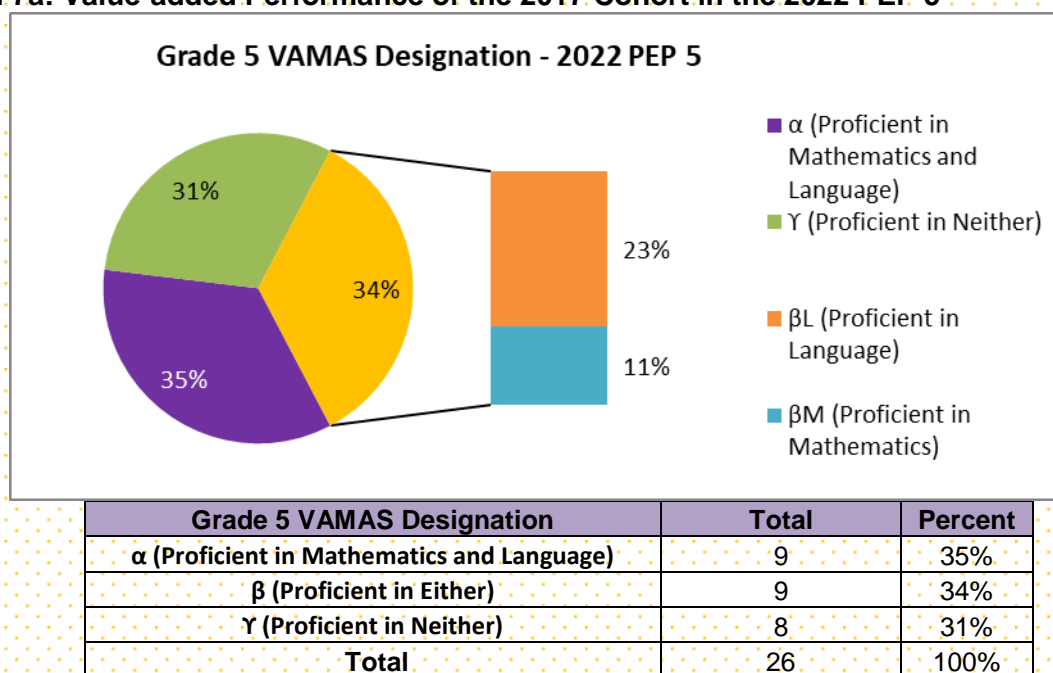
STUDENTS' PROGRESS – VALUE ADDED MODEL FOR ASSESSING SCHOOLS (VAMAS)

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

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

At the primary level, VAMAS designation is determined by comparing students' proficiency levels in the Primary Exit Profile (PEP 5 and PEP 6).

Graph 7a: Value-added Performance of the 2017 Cohort in the 2022 PEP 5

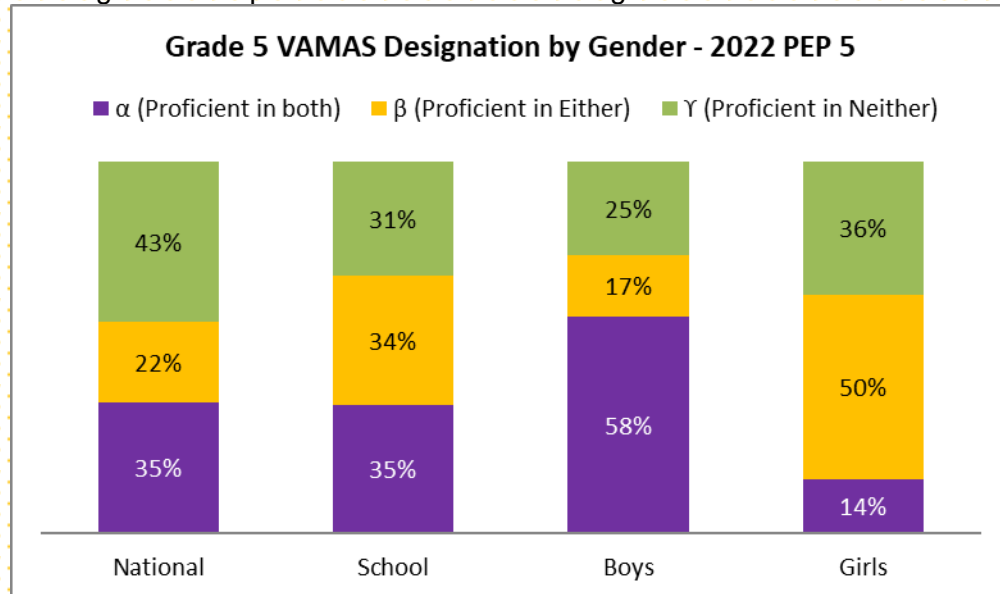


An application of the VAMAS revealed that more than one third of the students in the 2017 cohort were at the requisite level of performance in 2022.

Some 35 per cent or nine students were designated as **Alphas** having been certified proficient in the 2022 PEP 5 language arts. This was the same as the national designation of school students in 2022. There were more male **Alphas** in this cohort than females.

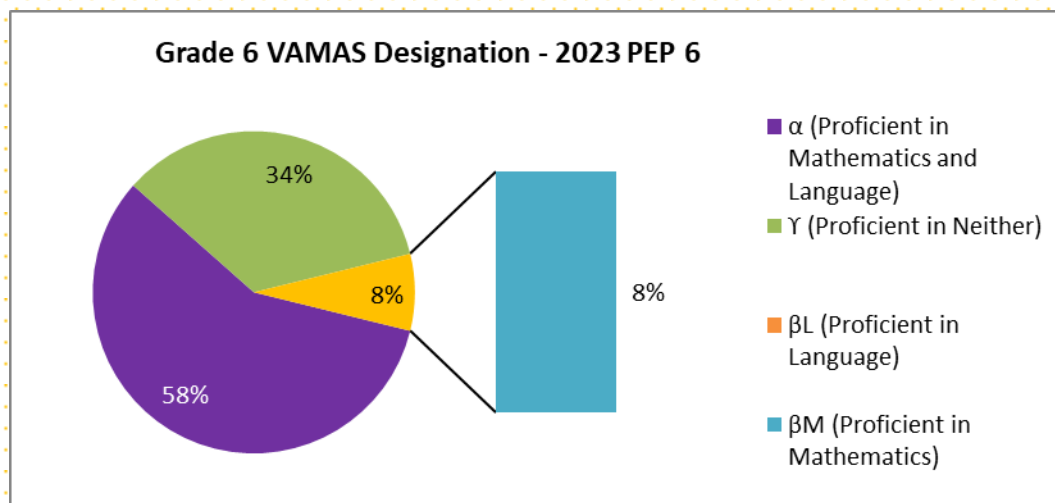
STUDENTS' PROGRESS – VALUE ADDED MODEL FOR ASSESSING SCHOOLS (VAMAS)

Another 34 per cent, or nine students, were designated as **Betas** having been proficient in language arts or mathematics, but not both. Further analysis of these **Betas** revealed that more of them were proficient in language arts. This implies a general weakness of the cohort in mathematics. A gender comparison further revealed a higher concentration of **Betas** among girls.



Of concern, were the 31 per cent or eight **Gammas** who were not proficient in either language arts or mathematics. This was 12 percentage points less than the national designation of students in 2022. These **Gammas** were mainly girls as evidenced by the gender comparison.

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



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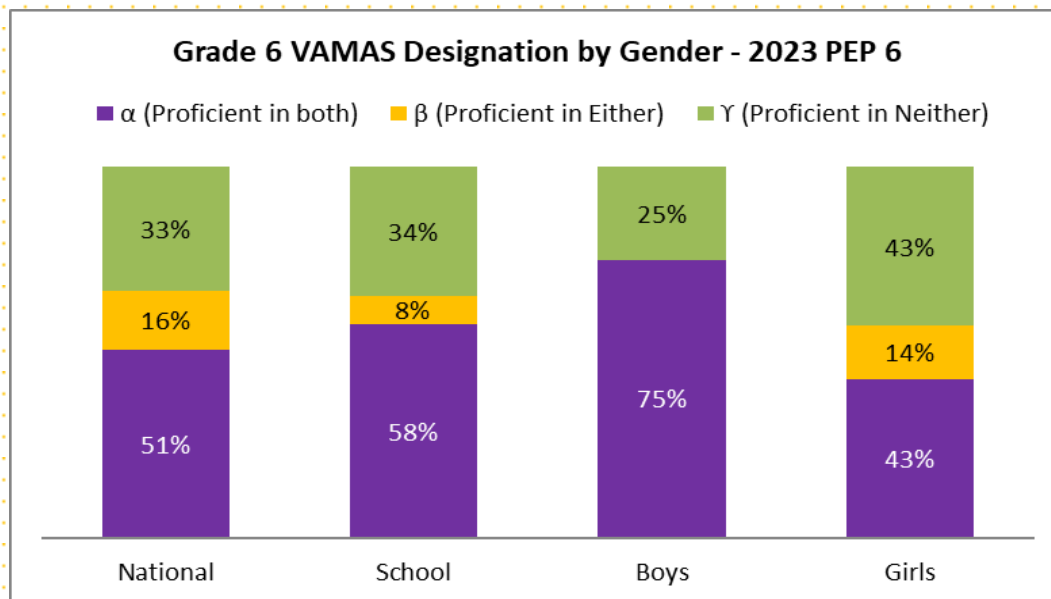
STUDENTS' PROGRESS – VALUE ADDED MODEL FOR ASSESSING SCHOOLS (VAMAS)

Grade 6 VAMAS Designation	Total	Percent
α (Proficient in Mathematics and Language)	15	58%
β (Proficient in Either)	2	8%
γ (Proficient in Neither)	9	34%
Total	26	100%

An application of the VAMAS revealed that more than a half of the students in the 2017 cohort were at the requisite level of performance in 2023.

Some 58 per cent or 15 students were designated **Alphas** having been deemed proficient in both language arts and mathematics in the 2023 PEP 6. This was seven percentage points above the national designation of **Alphas** in 2023. However, a gender comparison revealed that there were more male **Alphas** than females.

Another eight per cent or two of the students were proficient in either language arts or mathematics and were designated as **Betas**. Within this category, it was found that these **Betas** were females and were proficient in mathematics only.



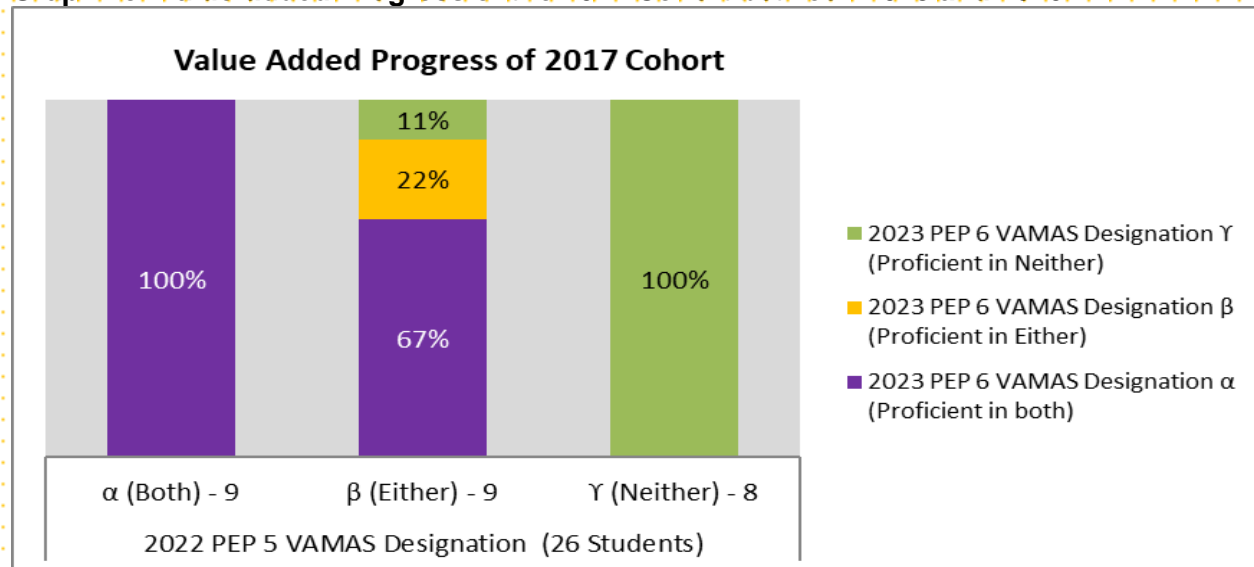
The remaining nine students, or 34 per cent, were **Gammas** and were neither proficient in mathematics nor language arts. This proportion was marginally higher than the national concentration of **Gammas** and was mainly girls.

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

The school has added sufficient value to the 2017 cohort of students. Some of the students met the requisite levels of progress by 2023.

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



A value-added analysis of the performance of the 2017 cohort revealed that some of the students retained or improved their value-added designation between 2022 and 2023. More specifically, all nine students designated as **Alphas** in 2022 retained their **Alpha** status in 2023.

		2022 PEP 5 VAMAS Designation				2022 PEP 5 VAMAS Designation (26 Students)		
		α	β	γ	Total	α (Both) - 9	β (Either) - 9	γ (Neither) - 8
2023 PEP 6 VAMAS Designation	α (Proficient in both)	9	6	0	15	100%	67%	0%
	β (Proficient in Either)	0	2	0	2	0%	22%	0%
	γ (Proficient in Neither)	0	1	8	9	0%	11%	100%
Total		9	9	8	26	100%	100%	100%

Six of the nine students who were designated as **Betas** in 2022, improved to **Alpha** in 2023 while two of them retained their **Beta** status. The remaining **Beta** fell to **Gamma**.

Eight students from the 2017 cohort were designated **Gammas** based on their 2022 PEP performance. None of these **Gammas** improved to Alpha or to **Beta**. All eight students retained their **Gamma** status.

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END OF REPORT.

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