

ALBERT TOWN PRIMARY AND INFANT SCHOOL

INSPECTION REPORT

Principal: Mr Godrey Blake
Board Vice Chair: Mr Devon Davis



National Education Inspectorate
Inspection Date: November 2, 2023

Report Issued: December 20, 2023

FINAL

TABLE OF CONTENTS

	Page
Introduction	1
Key Questions	1
The Five-point Scale	3
Consistency in terminology	3
Profile	4
School's Demographics	4
Socio-economic Context	4
Executive Summary	5
Overall effectiveness of the school	5
Findings of School Inspection	7
1) School Leadership and Management	7
2) Teaching Support for Learning	8
3) Students' Academic Performance	10
4) Students' Academic Progress	11
5) Students' Personal and Social Development	12
6) Use of Human and Material Resources	14
7) Curriculum and Enhancement Programmes	15
8) Student Safety, Security, Health and Wellbeing	16
Recommendations	17
Further Action	19
List of Abbreviations and Acronyms	20
Appendices	21
Appendix 1 - Record of Inspection Activities	22
Appendix 2 - National Test Data	23

FINAL

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?

FINAL

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).

FINAL

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

FINAL

Profile

School's Demographics

School Code:	07001
School Name:	Albert Town Primary and Infant
Parish:	3. Brown's Town
Region:	Trelawny
Locale:	Urban
Day Structure:	Whole Day
Population Composition:	Co-educational
Size:	Class I
Capacity:	275
Enrolment:	222
Number of Teachers:	24
Pupil-Teacher Ratio:	9:1
Multi-grade:	No
Owned By:	Anglican

Socio-economic Context

The school is situated in the cool hills of Albert Town in the southern region of Trelawny in the cockpit country. It is approximately 31 miles south of Falmouth and approximately 15 miles north of Christianna. Students who attend the school reside in Albert Town and neighbouring communities such as Stettin, Queens Land, Dutch Hill, and Cotton Tree. Albert Town and neighbouring communities are farming communities; consequently, most parents are farmers. Some parents are employed by the government in careers such as teaching and nursing, some are also police officers. Small businesses such as corner shops are mainly operated by the women.

FINAL

Executive Summary

Overall effectiveness of the school

The overall effectiveness of Albert Town Primary School is satisfactory

Overall, leadership and management is satisfactory

The school's leadership, headed by the Principal, demonstrates effective collaboration in achieving educational goals, focusing on teacher development and student learning. The dedication of staff to support weaker students is evident, but areas like differentiated instruction and technology use need enhancement. Lesson planning and curriculum delivery are well-managed, though some inconsistencies exist in committee meetings and policy development. The School Improvement Plan (SIP) is partially implemented but lacks emphasis on infrastructure and realistic budgeting. Governance faces challenges with an inexperienced vice chairman acting as chairman. Parental engagement and community relations are positive, yet parental involvement varies, particularly among certain grade levels.

Overall, teaching in support of learning is satisfactory

While teachers demonstrate adequate knowledge, reflection depth and time management inconsistencies exist. Lesson planning follows curriculum models, and assessments are routine, but policy alignment is unclear. Student participation varies, and engagement strategies have room to grow towards good overall. Inquiry and critical thinking opportunities are scarce, with students relying heavily on teacher guidance.

Overall, students' performance in English and mathematics is satisfactory

English and mathematics results have been above national averages at the Grade 4 level yet below at Grade 6. Girls outpaced or equalled boys in most subjects and grades. These downward proficiency trends underscore teaching and learning challenges in bridging performance gaps.

Overall, students' progress in English and mathematics is satisfactory

Many students make adequate progress in mathematics and English lessons. Only some students make adequate progress against their starting points at the school.

Overall, students' personal and social development is satisfactory

Most students show appropriate behaviour in lessons and around the school. Students' average attendance for the last academic year is 75 per cent; in most instances, lateness is not recorded. Almost all students are developing national pride. Most have very little knowledge of the features of the Jamaican economy, while some are aware of the natural disasters that affect Jamaica.

Overall, the use of human and material resources is satisfactory

The school has suitably qualified academic and support staff to deliver the curriculum and services. There is adequate use of the human resources; all teachers are appropriately deployed

FINAL

at the various grade levels. The school's premises are adequate, well-maintained, and most spaces are efficiently used.

Overall, provisions for the curriculum and enhancement programmes are satisfactory

The curriculum adheres to national standards through regular collaborative planning, but inconsistent aesthetic subject delivery and documentation gaps exist. Literacy interventions and mandatory club participation provide enrichment, complemented by gender-based initiatives, vocationally-linked field trips and other activities fostering practical learning and holistic development.

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

The school has adequate provisions to ensure stakeholders' safety, security, health, and well-being. The school lacks a watch service, but a volunteer monitors the gate during school hours, and teachers monitor students during breaks and lunch. The school works with parents to manage punctuality and attendance.

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

- Positive parent-school partnership evident through active parent support.
- Safety, security, and critical incident policies established.
- Comprehensive guidance counsellor plan supporting students' developmental needs.
- Comprehensive guidance counsellor plan supporting students' developmental needs.

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 is satisfactory

School-based leadership and management is satisfactory

The school's leadership, including the Principal, vice principal, and senior teachers, collaborates effectively to achieve educational goals. The Principal, praised for his democratic leadership style, promotes teacher development and is committed to maximising student learning opportunities. The school implements NEI-recommended intervention programs to address literacy and numeracy challenges, but the effectiveness of these programs is unclear due to inconsistent documentation.

Staff dedication is apparent in the additional support provided to weaker learners. However, areas like differentiated instruction and technology integration require improvement, as fluctuating PEP proficiency rates indicate.

In terms of school management and documentation, the leadership team efficiently oversees lesson planning and curriculum delivery. Regular vetting of lesson plans and classroom observations ensures alignment with curriculum objectives and addresses teaching quality. The school maintains meticulous attendance records and activity logs. Still, some inconsistencies are noted in the regularity of committee meetings and policy development, signalling a need for more consistent management in these areas.

Self-evaluation and school improvement planning is satisfactory

The school conducts comprehensive Self-Self Evaluation (SSE) in line with the Ministry of Education's (MOE) guidelines. Its School Improvement Plan (SIP) aligns with the MOE's strategic objectives and involves all stakeholder groups in its development. The SIP addresses most weaknesses identified in the SSE, covering operational and financial aspects with designated responsible parties. Improvement priorities are relevant, though there's a limited emphasis on infrastructural repairs. Some program costings appear unrealistic. There's evidence of partial implementation and monitoring of the SIP.

Governance is unsatisfactory

The Board is currently without a duly constituted chairman, with the vice chairman acting in this role since September 2023 and learning the associated duties. Despite this transition, the board continues to support the school well, with frequent visits from some members. However, the acting vice chairman has limited knowledge of school operations and student performance and struggles to articulate plans for school development. Discussions in board meetings about student performance and curriculum delivery are minimal.

FINAL

Relationship with parents and the local community is satisfactory

The school maintains a positive relationship with parents and the local community. Communication with parents is facilitated through class WhatsApp groups, a Facebook page, and occasional printed messages. Parent teacher association (PTA) meetings occur twice per term, and reports are issued bi-annually, although attendance is notably low, especially among parents of Grade 3 students exhibiting challenging behaviours. Parents actively support cultural activities, and community businesses contribute cash and in-kind donations, including PEP 6 scholarships, underscoring a strong community-school partnership.

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	Unsatisfactory
Relationship with parents and the local community	Satisfactory

2) Teaching Support for Learning

How effectively does the teaching support the students' learning?

Overall, teaching in support of learning is satisfactory

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

All teachers at the school possess adequate subject knowledge and effectively communicate curriculum content. For instance, in a Grade 5 civics lesson, accurate information about Marcus Garvey as the first National Hero was shared. Most teachers are proficient in teaching methodologies that facilitate student understanding. This was observed in a Grade 6 mathematics lesson on data representation, where a video and a practical demonstration on calculating mean, mode, and median using the stem and leaf method were effectively utilised. However, there are instances where teaching approaches could be improved. An example is an upper-grade science lesson where the teacher relied heavily on lecturing and note-taking with struggling students. Teacher reflections on lesson delivery and student learning are generally surface-level; they lack in-depth analysis of how effectively students are learning and how instructional weaknesses will be addressed.

Teaching methods are satisfactory

All teachers at the school adhere to the 5E approach in lesson planning, incorporating various activities to meet objectives. Time management is generally efficient, with most lessons being fully delivered within the allotted time. For example, in a Grade 5 mathematics lesson, the teacher

FINAL

effectively guided students through angle revision, introduced a new concept via video presentation, and facilitated seatwork before the session's end. However, some teachers struggle with time management, leading to incomplete seat activities. Despite this, meaningful teacher-student interactions are commonplace, supporting learning. This was evident in a Grade 1 language arts lesson where students identified and spelt words. In a Grade 5 class, students collaborated to identify the hook in an introductory paragraph. Teachers consistently utilise available resources to enrich their lessons, demonstrating a commitment to dynamic and effective teaching methods.

Students' assessment is satisfactory

Teachers routinely assess student learning and instructional effectiveness in most lessons, primarily using worksheets and in-class questioning. A notable example is a Grade 4 mathematics lesson with differentiated assessment strategies, providing students with unique worksheets tailored to their ability levels. The school has an overarching assessment policy but lacks clarity regarding specific assessment methods and strategies for addressing underperformance. While some teachers effectively use differentiated activities to meet the diverse needs of their students, this practice is not uniformly applied across all lessons. However, many teachers employ motivational techniques such as verbal affirmations and scaffolding to enhance student learning.

Student learning is satisfactory

In the observed lessons, students generally show interest and participate, but engagement levels vary, with some lessons lacking active involvement. For instance, Grade 5 students, while not highly engaged in a civics lesson, listened attentively, and in a mathematics lesson, they actively measured angles. Inquiry and research skills are limited, as teachers provide most information directly, with few opportunities for student-driven research. A rare demonstration of the skill was in a Grade 6 social studies lesson; students used textbooks to research information on Alexander Bustamante, demonstrating independent information-seeking. Application of learning to real-life situations is inconsistently encouraged, which is only evident in some lessons. For example, in a Grade 4 language lesson, students used dictionaries to understand different aspects of words, applying their learning to practical use. Collaboration among students is observed in certain activities. For example, in a Grade 4 mathematics lesson, students worked in groups to measure angles, showing collaborative efforts. Similarly, in a Grade 5 language arts lesson, students engaged in group assessments, and in Grade 1, they collaborated on solving subtraction problems. Higher-order and critical thinking activities are notably absent, with minimal opportunities for students to engage in or demonstrate these skills.

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

FINAL

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 satisfactory

Students' performance in English is satisfactory

The school's English performance at the Grade 4 level has been consistently higher than the national average, but performance at the Grade 6 level has been low when compared to the national proficiencies over the review period.

In 2019, 64 per cent (27 of 42) of the students were proficient in PEP 4 language arts, while five per cent (two of 40 students) were proficient in 2022. The school performed above the national proficiency in 2019. The participation rate was 93 per cent in 2019 compared to 91 per cent in 2022. At the Grade 5 level, the school's PEP 5 language arts proficiency was below the national proficiency level in 2022, at 37 per cent.

At the Grade 6 level, the PEP 6 language arts proficiency was below the national proficiency from 2019 to 2023. It moved from 38 per cent in 2019 to 41 per cent in 2023. An examination of the performance by gender revealed that the girls outperformed the boys in PEP 6 language arts from 2019 to 2022 but were below in PEP 5 in 2022.

Students' performance in mathematics is satisfactory

The school's mathematics performance has been significantly higher than the national average, while performance at the Grade 6 level has been lower than the national proficiencies, except for PEP 6 in 2020.

In 2019, 66 per cent (29 of 44) of the students were proficient in PEP 4 mathematics, while 18 per cent (seven of 39 students) were proficient in 2022. The school performed above the national proficiency level in 2019 and below it in 2022. The participation rate was 98 per cent in 2019 compared to 89 per cent in 2022. At the Grade 5 level, the school's PEP 5 mathematics proficiency was below the national proficiency in 2022, at 22 per cent.

At the Grade 6 level, the PEP 6 mathematics proficiency was below the national proficiency in 2019, 2022, and 2023. It rose from 31 per cent in 2019 to 33 per cent in 2023. An examination of the performance by gender revealed that the girls outperformed the boys in PEP 6 mathematics from 2019 to 2022. They were, however, below in PEP 5 in 2022.

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?	Satisfactory
How well do the students perform in National or regional tests and examinations in mathematics?	Satisfactory

FINAL

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 of the students made adequate progress against the expected standards of proficiency in mathematics and English. The value-added comparison in the table below shows that in 2022, nine of the 26 traceable students performed at the Alpha level (attaining proficiency in English and mathematics) in PEP 6, and five of these students were previously designated Alphas in their PEP 5 assessments. Additionally, two students performing at the Alpha level in PEP 6 were previously at the Beta level in PEP 5 assessment. Further, two students performing at the Alpha level in PEP 6 was at the Gamma level in PEP 5. Additionally, one student who was previously a Gamma in the PEP 5 improved to the Beta in PEP 6.

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	5	2	2	9
	Beta	0	1	1	2
	Gamma	0	2	13	15
	Total	5	5	16	26

Students' progress in English is satisfactory

Only some students make adequate progress in English compared to their starting points at the school. For example, in 2017, no student was proficient in the literacy component of the GOILP. In 2022, 37 per cent of students in the PEP 5 language arts were proficient. By 2023, 41 per cent of students in the PEP 6 language arts were proficient.

In assessing individual student progress in English, 11 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 eight of these students were previously proficient in the PEP 5 language arts in 2022, and three were previously not.

Many students make incremental progress in English lessons. In Grade 1, Most students identified the words placed on the board and accurately used them in sentences while some challenged students made letter sounds and put them together to say words. In Grade 4, many students identified the features of words and wrote them in alphabetical order. In Grade 6, Some students expressed that conjunctions are words that can join two independent sentences while few know that a semicolon can be used to replace a conjunction in a sentence.

Students' progress in mathematics is satisfactory

Only some students make adequate progress in mathematics compared to their starting points at the school. For example, in 2017, no student was proficient in the numeracy component of the

FINAL

GOILP. In 2022, 78 per cent of the students sitting the PEP 5 mathematics were proficient, and by 2023, 33 per cent were proficient in PEP 6 mathematics.

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

Many students make incremental progress during mathematics lessons. In Grade 1, most students explained the subtraction process and used counters to assist them in finding the difference between two numbers. However, in Grade 2, a few students worked independently to complete subtraction problems. In Grade 4, many students correctly wrote the measure of given angles in degrees as a fraction of a full turn, while few identified the types of angles formed between the hands of each clock. In Grade 6, many students distinguished between a data set's mean mode and median.

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 students' personal and social development?

Overall, students' personal and social development is satisfactory

The students' behaviours and attitudes are good

Most students show appropriate behaviour in lessons and around the school. Almost all students are attentive in class and participate in given activities. Most respond promptly to the bell, which signals the resumption of classes; they line up and wait their turn to wash their hands before returning to classes. Most students are respectful to teachers and politely greet visitors. In all lessons observed, students are equipped with the necessary learning tools.

Punctuality and attendance are satisfactory

Most students arrive early for school and sit in class before lessons start. Almost all students remain in class for the duration of lessons. The last academic year records an average attendance of 79 per cent. In most instances, however, lateness is not recorded.

The civic understanding and spiritual awareness of the students is satisfactory

Almost all students exhibit a developing sense of national pride, demonstrated by their respect during the national anthem, but their understanding of what constitutes Jamaican citizenship is

FINAL

limited. While they recognise a few national holidays like Christmas and Heroes Day, their knowledge of the Caribbean region and Jamaica's neighbours is minimal. However, the school encourages leadership development, and many students actively take on various leadership roles, demonstrating care and cooperation with their peers.

Students’ economic awareness and understanding is unsatisfactory

Most students' grasp of the Jamaican economy is elementary. They are unable to identify major trading partners or articulate the main industries in Jamaica, including key imports and exports. While a few students understand the significance of employment for financial independence, many aspire to professional careers, focusing on future job opportunities.

Students’ environmental awareness and understanding is satisfactory

Many students know about natural disasters like hurricanes, floods, and earthquakes that affect Jamaica and environmental issues such as air and water pollution. However, their understanding of climate change is rudimentary, lacking depth in communicating the issue. Despite this, some students recognise the importance of environmental cleanliness and propose practical measures like not littering, recycling plastics, and separating garbage, showing a basic awareness of environmental conservation practices.

How good is the students’ personal and social development?	
Students’ behaviours and attitudes	Good
Punctuality and attendance	Satisfactory
Civic understanding and spiritual awareness	Satisfactory
Economic awareness and understanding	Unsatisfactory
Environmental awareness and understanding	Satisfactory

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 satisfactory

The school's human resource quality is adequate, with well-qualified academic and support staff to effectively deliver the curriculum and services. Most teachers hold first degrees in primary education, though there is a current need for a teacher at the Grade 4 level. The support staff contribute significantly to the school's operations, including a clerical assistant, canteen workers, a tuck shop attendant, a cook, and two janitors. However, there is no evidence of regular professional development sessions for staff, suggesting a potential area for improvement in staff training and skill enhancement.

The use of human resources is good

There is adequate use of the human resources in the school. All teachers are appropriately deployed at the various grade levels and generally maintain good attendance and punctuality. The support staff effectively fulfil their roles, ensuring the school's maintenance, timely provision of meals, and overall safety of students on the premises.

The quality and quantity of material is satisfactory

The school's premises are adequate to meet the needs of the school's curriculum. Classrooms are spacious, though partitioned by chalkboards, and there is ample play area for students. Bathroom facilities are sufficient but require some repairs. The school has the necessary resources, including textbooks, to support curriculum delivery. While only one projector and two speakers are available for ICT integration, many teachers supplement these with personal multimedia projectors and laptops.

The use of material resources is satisfactory

The school's facilities are well-maintained, and spaces are efficiently utilised for curriculum delivery. Murals decorating the walls enhance the learning environment in various subject areas. Despite not using the literacy room as intended, available learning resources effectively support teaching and learning. Teachers utilise ICT resources and other relevant materials in all lessons, indicating a proactive approach to incorporating technology into education.

FINAL

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	Satisfactory
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 National Standards Curriculum (NSC) guides lesson delivery at this school. The curriculum is structured, with weekly teacher meetings focusing on reviewing and planning lessons. These sessions are critical for reflecting on past strategies and shaping future instruction, particularly in enhancing literacy and numeracy. This commitment is further evidenced in the teachers' action plans, which detail various approaches to improve student performance in these key areas. However, the execution of the curriculum appears imbalanced. Despite adequate scheduling for core and aesthetic subjects, including civics and health and family life education, with sufficient daily contact time, there's a notable inconsistency in teaching certain aesthetic subjects like resource and technology, physical education, visual arts, and civics. This discrepancy is highlighted in lesson plans, which often lack evaluation to confirm the delivery of these subjects. Moreover, the documentation or minutes for common planning and CIT meetings are missing, raising concerns about the systematic review and adaptation of the curriculum. Lastly, observed lessons exhibit limited cross-curricular linkages, suggesting a potential area for curriculum enhancement to foster more integrated learning experiences.

Enhancement programmes are satisfactory

The school implements enrichment activities for students' development, focusing on literacy and extracurricular engagement. Early morning sessions are dedicated to supporting students struggling with reading. While the literacy room's pull-out program has been paused, students actively participate in clubs like Red Cross, 4H, and Culture, with club membership mandatory. Enrichment is further provided through special events such as Girls and Boys Days, Career Days, and educational field trips aligned with lesson content to places like Seville Heritage Park and Wigton Wind Farms.

FINAL

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

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 effective safety and security measures in place. Safety, security, and critical incident response policies are established, along with a maintenance policy for periodic checks. While lacking a professional watch service, a volunteer gate monitor and teacher supervision during breaks enhances on-site security. The presence of five strategically located fire extinguishers and clearly labelled exit signs aid in emergency responses. Firefighters conduct regular fire drills; parental consent is required for student trips. However, the absence of visible assembly points and out-of-bounds signs is a noted deficiency.

Provisions for students' health and well-being are satisfactory

The school ensures student well-being through various initiatives. Daily Jamaica Moves sessions promote physical activity, and emergency protocols are in place for critical incidents. Welfare needs are addressed, including support for 120 students on the PATH with subsidised lunches. Sugary drinks are banned to encourage healthy eating habits. While canteen staff hold food handlers permits, the lack of a current health inspection certificate for the canteen is a concern. The guidance counsellor has a comprehensive plan to support students' developmental needs, and student behaviour is generally positive. Attendance and punctuality are effectively managed through consistent communication with parents.

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	Satisfactory

FINAL

Recommendations

Recommendations from the previous inspection report

Previous recommendations	Progress* (Limited, In Progress, Completed)
1. The Principal and SMT should seek to improve instructional leadership by ensuring that all teachers: <ul style="list-style-type: none"> a. evaluate lessons to reflect teachers’ performance and students’ achievement b. include more written comments in students’ books to help them make the necessary corrections and guide their learning, and c. employ more differentiated strategies in their lesson delivery to stimulate students and ensure better learning outcomes 	In progress
2. Principal, teachers and all concerned should monitor interventions geared at improving students’ performance in literacy and numeracy to ensure that intended targets are achieved.	In progress
3. As a matter of urgency, the Principal in collaboration with the Ministry of Education and the Board of Management should: <ul style="list-style-type: none"> a. erect a retaining structure in front of the school and adjacent to the infant department to prevent accidents, and b. identify and clearly label exits and evacuation routes for the safety of all stakeholders. 	In progress

**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.*

FINAL

Recommendations based on the findings of this inspection

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

1. The Territorial Education Officer should:
 - a. Guide the Principal to ensure proper procedures are observed to recommend an appropriate candidate to the National Council on Education (NCE) for the post of chairman.
 - b. With support from the NCE, ensure that the board is more aware of its roles and responsibilities to strengthen the institution's governance.
2. The Board should hold the Principal and staff accountable for the effective implementation of plans and programmes.
3. The Principal should:
 - a. Lobby the Ministry of Education and Youth (MoEY) and other stakeholders to complete the necessary infrastructural repairs at the school.
 - b. Work with the senior management team to improve the school's document system.
 - c. Collaborate with the staff to develop a more structured intervention programme with specific objectives and a good monitoring system to improve student literacy and numeracy.
 - d. Do a more comprehensive review of the SIP annually to identify weaknesses and strengths and implement plans to address weaknesses.
4. The teachers should:
 - a. Pitch lessons and assessment activities at the students' cognitive level to ensure effective learning
 - b. Facilitate more student-centred lessons to better cater to students' higher-order skills development.
 - c. Make more use of cross-curricular links to help students anchor their learning experience.

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

FINAL

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

FINAL

Appendices

Appendix 1 - Record of Inspection Activities

Appendix 2 – National Test Data

FINAL

Appendix 1 - Record of Inspection Activities

Evidence for this report was based on the following:

Total number of lessons or part lessons observed	17
--	-----------

	English	Math	Other
Number of lessons or part lessons observed	6	8	3

Number of scheduled interviews completed with members of staff, governing body and parents	8
--	----------

Number of scheduled interviews completed with students	1
--	----------

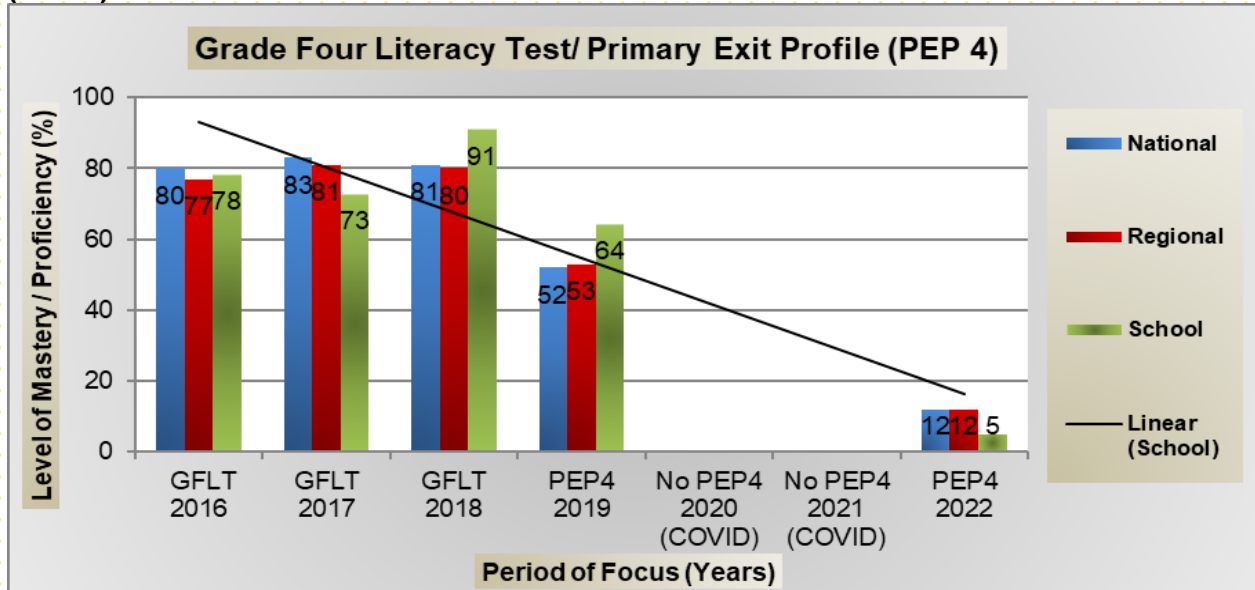
	Parents	Students	Teachers
Number of questionnaires returned and analysed	N/A	N/A	N/A

FINAL

Appendix 2 - National Test Data

STUDENTS' ATTAINMENT

Graph 1: Student Attainment in Grade Four Literacy Test 2016-2018 / Primary Exit Profile (PEP 4) 2019-2022



*PEP 4 was not administered in 2020 or 2021

Table 1: Student Attainment in Grade Four Literacy Test/Primary Exit Profile (PEP 4) 2016-2022

Albert Town Primary and Infant					
Grade Four Literacy Test/ Primary Exit Profile (PEP 4)					
Assessment Year	Candidates		Percentage Mastery/Proficiency*		
	Grade Four Cohort	Sitting	National	Regional	School
2022	44	40	12	12	5
2019	45	42	52	53	64
2018	45	45	81	80	91
2017 (Cohort)	61	59	83	81	73
2016	70	65	80	77	78

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

The school's Grade Four Literacy mastery increased over the 2016 to 2018 period by 13 percentage points. It moved from 78 per cent (51 of 65 students) in 2016 to 91 per cent (41 of 45 students) in 2018. The school's performance was below the national mastery in 2016 and 2017. The participation rate was lowest in 2016 (93 per cent).

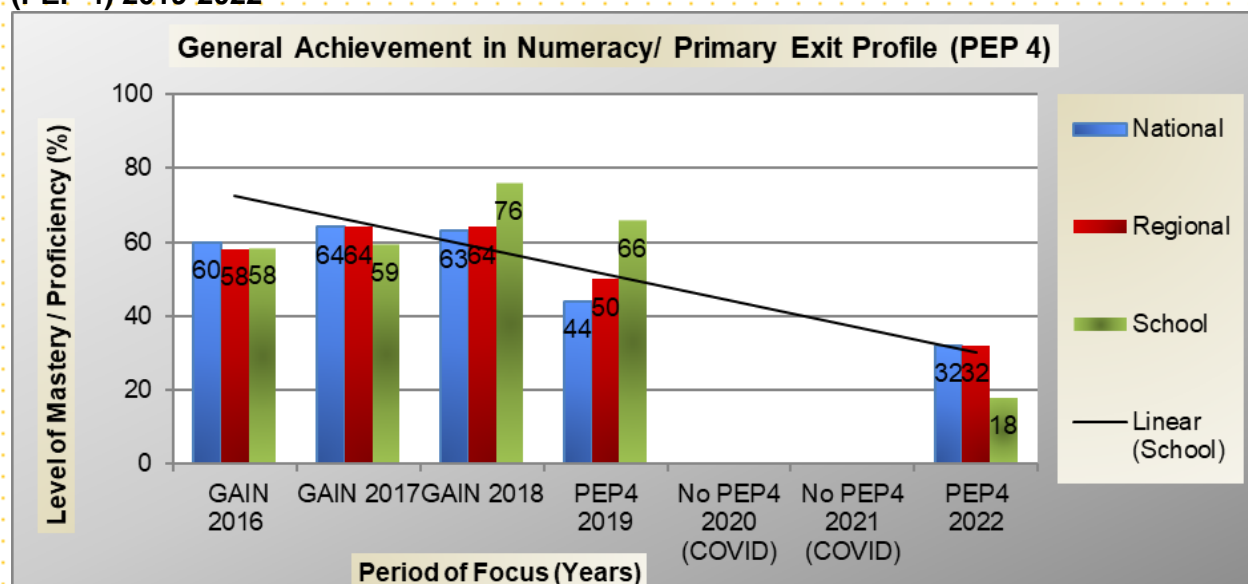
In 2019, 64 per cent (27 of 42) of the students were proficient in PEP 4 language arts, while five per cent (two of 40 students) were proficient in 2022. The school performed above the national proficiency in 2019. The participation rate was 93 per cent in 2019 compared to 91 per cent in 2022.

FINAL

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

STUDENTS' ATTAINMENT

Graph 2: Students' General Achievement in Numeracy 2016-2018 / Primary Exit Profile (PEP 4) 2019-2022



*PEP 4 was not administered in 2020 or 2021

Table 2: Students' General Achievement in Numeracy/Primary Exit Profile (PEP 4) 2016-2022

Albert Town Primary and Infant					
General Achievement in Numeracy/ Primary Exit Profile (PEP 4)					
Assessment Year	Candidates		Percentage Mastery		
	Grade Four Cohort*	Sitting	National	Regional	School
2022	44	39	32	32	18
2019	45	44	44	50	66
2018	45	46	63	64	76
2017 (Cohort)	61	59	64	64	59
2016	70	65	60	58	58

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

The school's GAIN mastery increased overall over the 2016 to 2018 period by 18 percentage points. It moved from 58 per cent (38 of 65 students) to 76 per cent (35 of 46 students). The school performed below the national mastery in 2016 and 2017. The participation rate was lowest at 93 per cent in 2016.

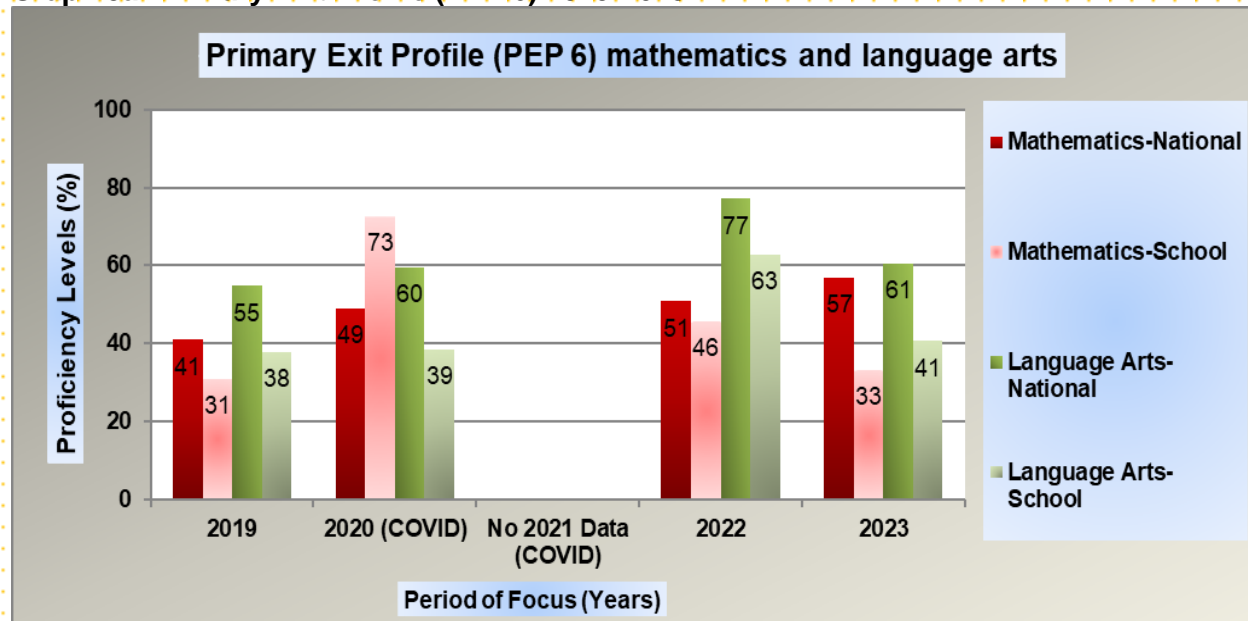
In 2019, 66 per cent (29 of 44) of the students were proficient in PEP 4 mathematics while 18 per cent (seven of 39 students) were proficient in 2022. The school performed above the national proficiency in 2019 and below in 2022. The participation rate was 98 per cent in 2019 compared to 89 per cent in 2022.

FINAL

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

STUDENTS' ATTAINMENT

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



This graph compares the proficiency levels of the students at Albert Town Primary and Infant 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 proficiency level was below the national proficiency in the language arts and mathematics components of PEP 6 between 2019 and 2023, with the exception of mathematics in 2020.

School's performance by subjects

In 2019, the mathematics proficiency was at 31 per cent and was below the national proficiency by ten percentage points. In 2023, it was 33 per cent which was 24 percentage points below the national.

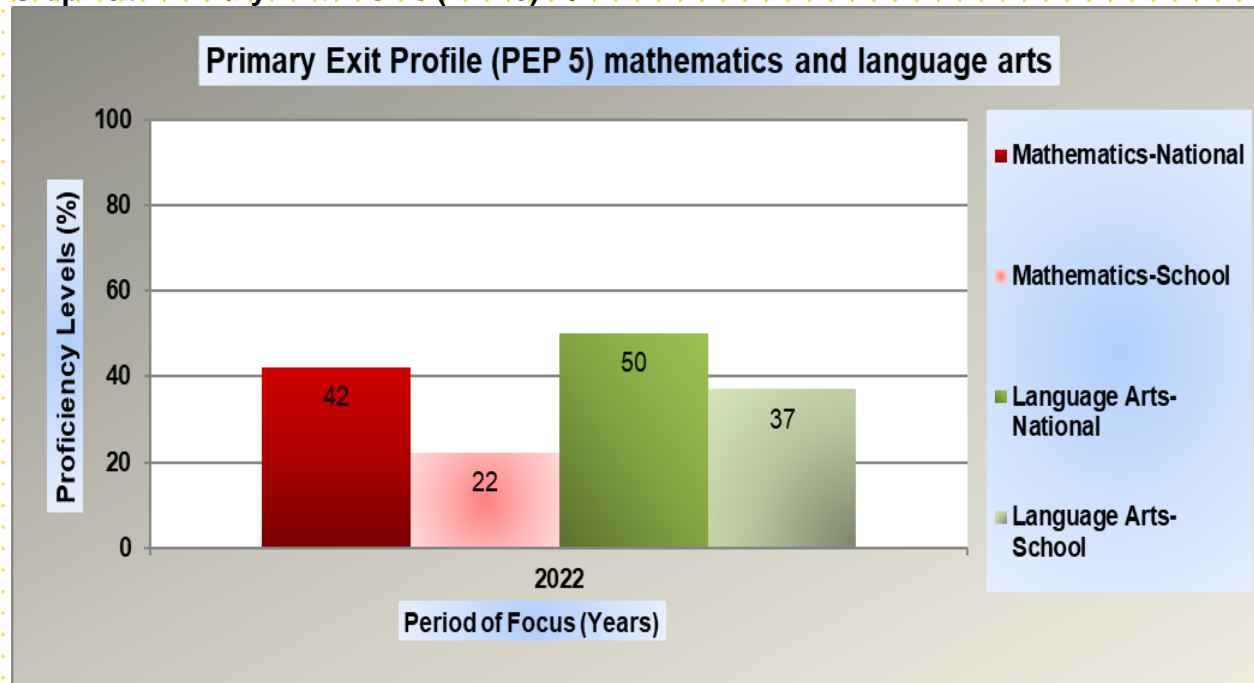
The language arts proficiency was at 38 per cent in 2019, and was 17 percentage points below the national proficiency. In 2023, the proficiency level was 41 per cent and was below the national proficiency by 20 percentage points.

FINAL

STUDENTS' ATTAINMENT

Graph 3b: Primary Exit Profile (PEP 5) 2022
STUDENTS' ATTAINMENT

Graph 3b: Primary Exit Profile (PEP 5) 2022



This graph compares the proficiency levels of the students at Albert Town Primary and Infant with national proficiencies in the mathematics and language arts components of the PEP 5 (2022).

School's performance against the national average

The school's proficiency level was below the national proficiency in language arts and mathematics in the 2022 sitting of the PEP 5.

School's performance by subjects

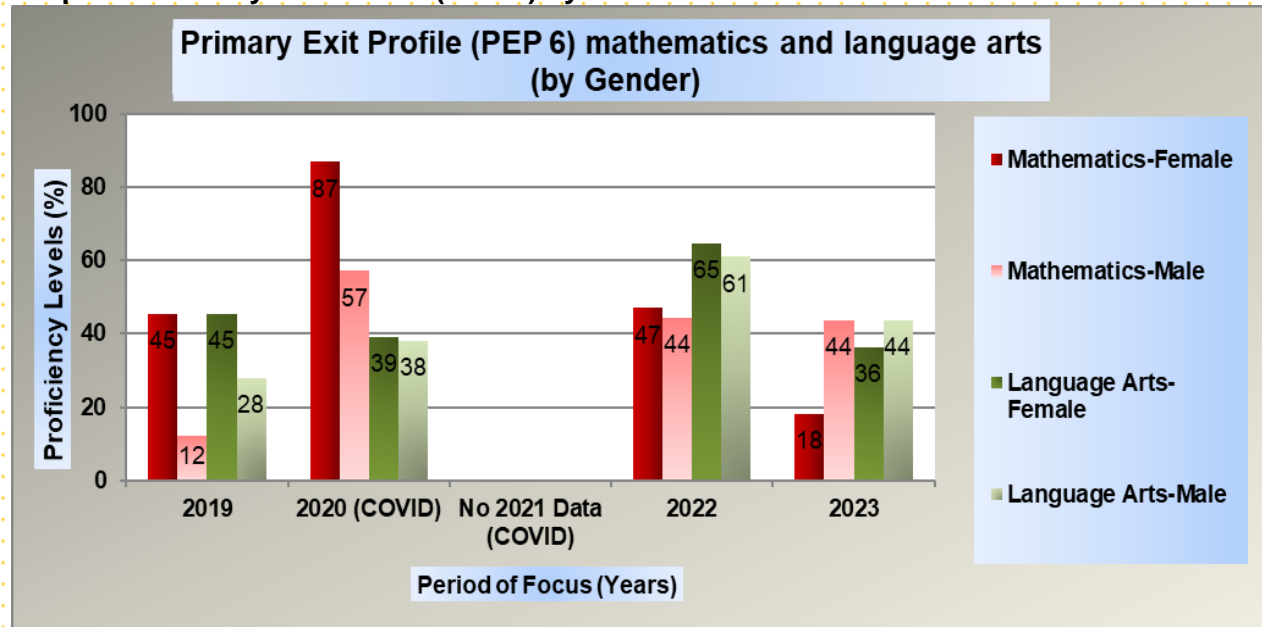
In 2022, the mathematics proficiency was at 22 per cent and was below the national proficiency by 20 percentage points.

The language arts proficiency was at 37 per cent in 2022, and was 13 percentage points below the national proficiency.

FINAL

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 Albert Town Primary and Infant 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.

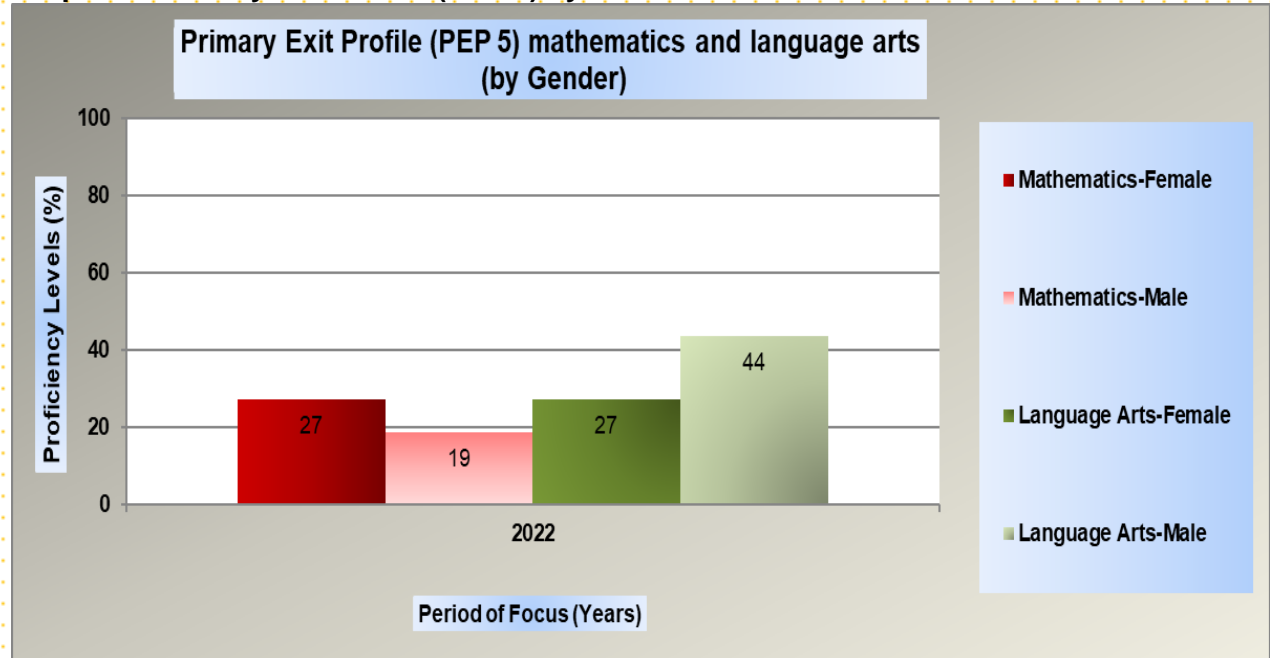
The gender gap looks at the percentage point difference in PEP 6 proficiencies for boys and girls in 2019 and 2020.

Data revealed that in 2019, the girls outperformed the boys in language arts by 17 percentage points, and in mathematics by 33 percentage points. In 2023, the boys outperformed the girls in language arts by eight percentage points, and in mathematics by 26 percentage points.

FINAL

STUDENTS' ATTAINMENT

Graph 3d: Primary Exit Profile (PEP 5) by Gender 2022



This graph presents a gender comparison of the proficiency levels of the students at Albert Town Primary and Infant in the mathematics and language arts components of the PEP 5 (2022).

The gender gap looks at the percentage point difference in PEP 5 proficiencies for boys and girls in 2022.

Data revealed that in 2022, the boys outperformed the girls in language arts, but were below in mathematics.

FINAL

STUDENTS' PROGRESS

Students' Starting Point

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

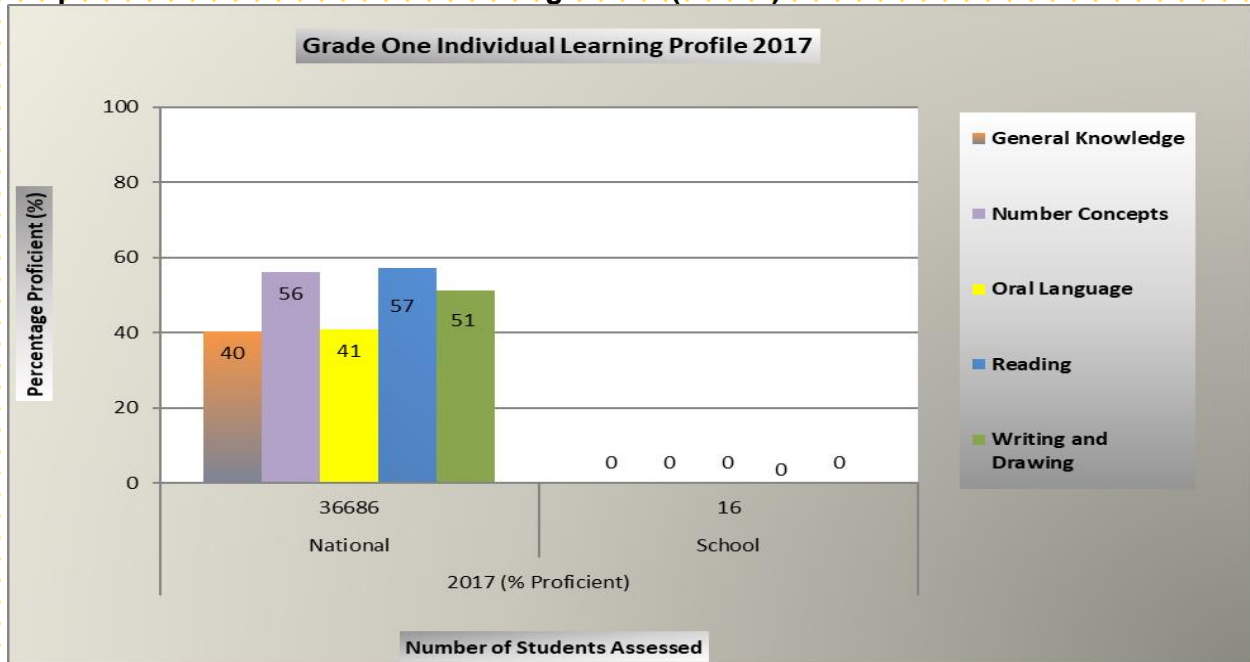


Table 4: Grade One Individual Learning Profile (GOILP) - 2017

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	16	0	0	0	0	0

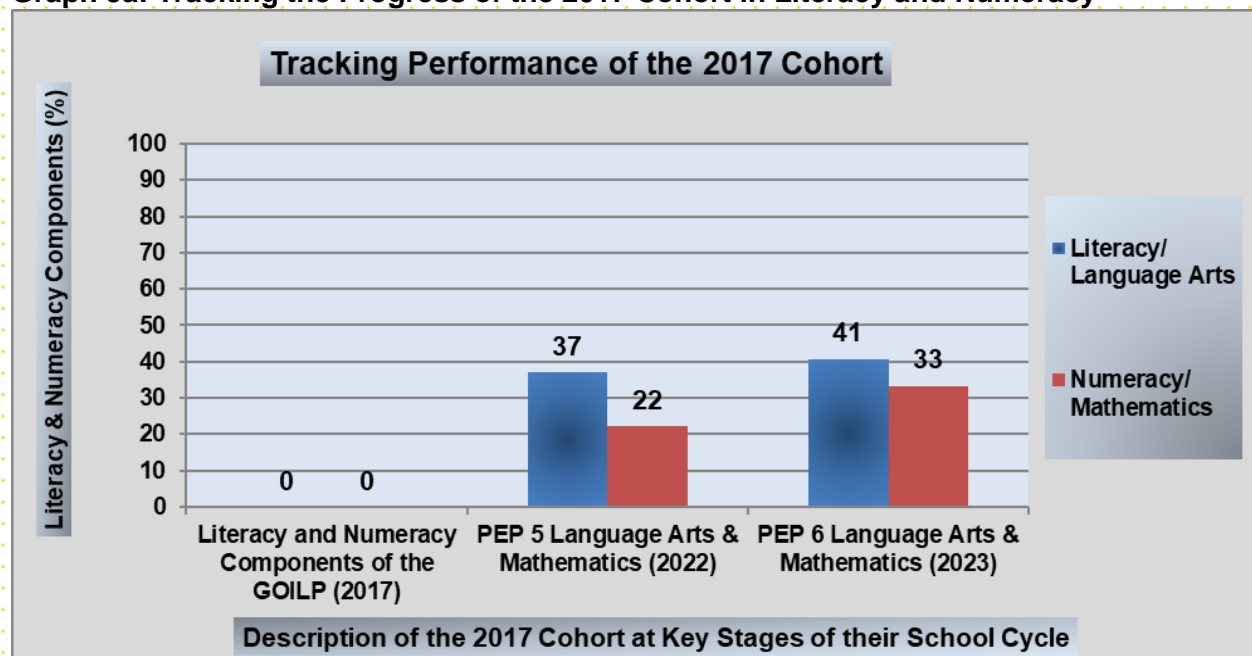
Sixteen students were assessed at Albert Town Primary and Infant in 2017. Their proficiency levels were below the national proficiency levels in all components.

Data revealed that no student was proficient in the components.

FINAL

STUDENTS' PROGRESS

Graph 5a: Tracking the Progress of the 2017 Cohort in Literacy and Numeracy



This graph tracks the performance of the **2017 Cohort** of students in Albert Town Primary and Infant. 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.

The 2017 cohort showed signs of progress in language and mathematics between 2017 and 2023.

In 2017, no student was proficient in the literacy components of the GOILP. In 2022, 37 per cent of the students were proficient in the PEP 5 language arts. In 2023, 41 per cent were proficient in PEP 6 language arts.

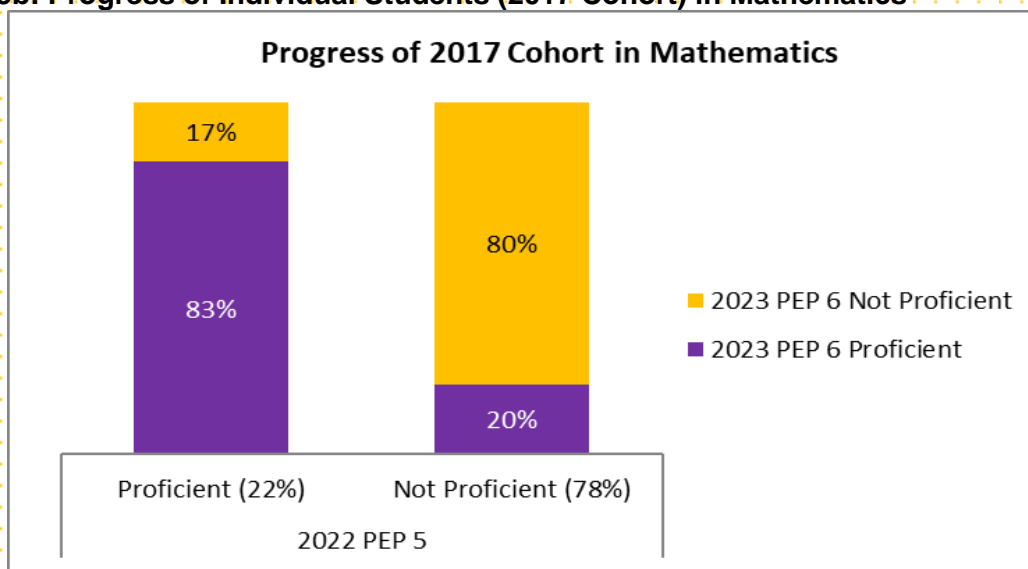
In 2017, no student was proficient in the numeracy components of the GOILP. In 2022, 22 per cent of the students were proficient in the PEP 5 mathematics. In 2023, 33 per cent were proficient in PEP 6 mathematics.

FINAL

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 language arts than in mathematics.

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	5	4	9	83%	20%
	Not Proficient	1	16	17	17%	80%
	Total	6	20	26		

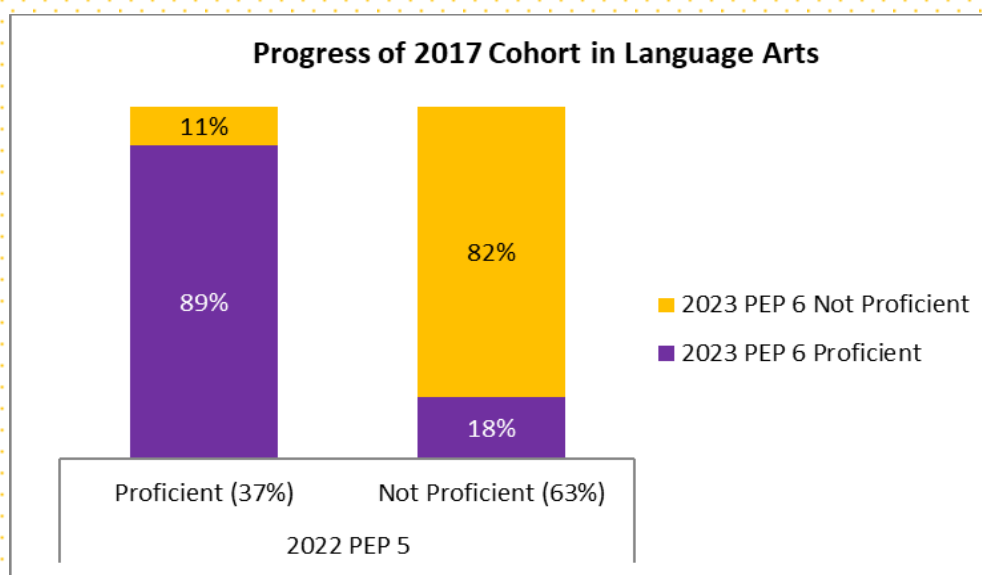
Some 35 per cent or nine of the 26 students were proficient in the 2023 PEP 6 mathematics. Further analysis revealed that 83 per cent or five of the six students who were proficient in the 2022 PEP 5 were also proficient in 2023 PEP 6 mathematics. Another 20 per cent or four of the 20 students who were not proficient in the 2022 PEP 5 were also proficient in the 2023 PEP 6 mathematics.

Seventeen per cent or one student who was proficient in the 2022 PEP 5 mathematics was not proficient in the 2023 PEP 6. Additionally, 16 students who were not proficient in the 2022 PEP 5 were also not proficient in the 2023 PEP 6.

FINAL

STUDENTS' PROGRESS

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



		2022 PEP 5		Total	2022 PEP 5	
		Proficient (%)	Not Proficient (%)		Proficient (%)	Not Proficient (%)
2023 PEP 6	Proficient	8	3	11	89%	18%
	Not Proficient	1	14	15	11%	82%
	Total	9	17	26		

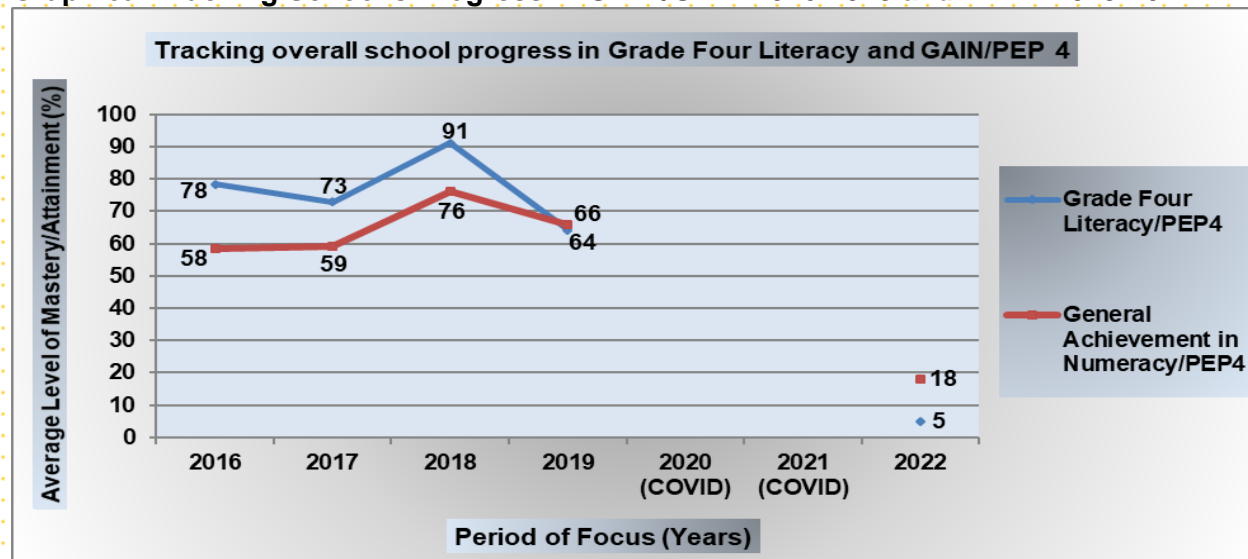
Some 42 per cent or 11 of the 26 students were proficient in the 2023 PEP 6 language arts. A comparison of their previous performance in the 2022 PEP 5 revealed that 89 per cent or eight of the nine students who were previously proficient were also proficient in 2023 PEP 6 language arts. Another 18 per cent or three of the 17 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 11 per cent or one student who was previously proficient in the 2022 PEP 5 was not proficient in the 2023 PEP 6, and 82 per cent or 14 of the 17 students who were not proficient in the 2022 PEP 5 were not proficient in the 2023 PEP 6.

FINAL

STUDENTS' PROGRESS

Graph 6a: Tracking School's Progress in GFLT/GAIN 2016-2018 and PEP 4 2019-2022

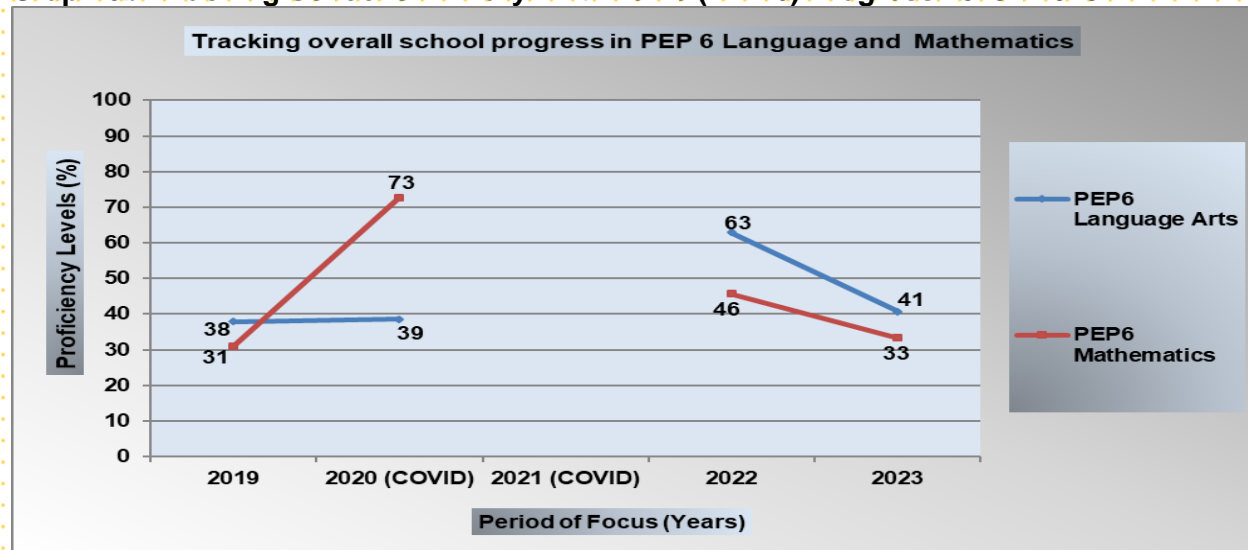


Performance in literacy remained above numeracy in all years, except 2019 and 2022.

The school's GFLT and GAIN mastery increased overall for the 2016 to 2018 period of review. The GAIN mastery was consistently below the GFLT mastery throughout the period. The PEP 4 mathematics proficiency was above the language arts proficiency in 2019 and 2022. No data were available for 2020 and 2021.

STUDENTS' PROGRESS

Graph 6b: Tracking School's Primary Exit Profile (PEP 6) Progress 2019 - 2023



In the first sitting of PEP 6 in 2019, 38 per cent of the students were proficient in language arts, while 31 per cent were proficient in mathematics. By 2023, the performance in language arts increased to 41 per cent while the performance in mathematics increased to 33 per cent. No data

FINAL

were available for 2021.

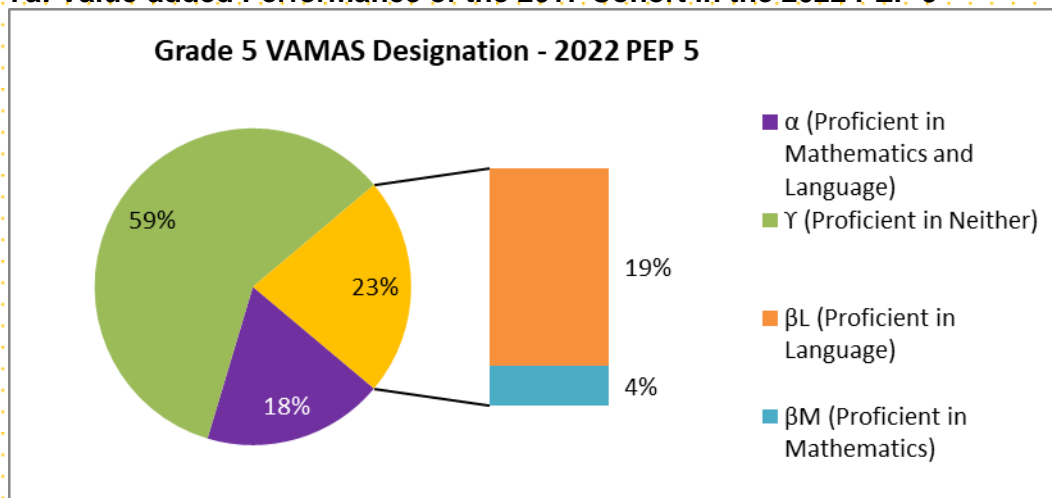
STUDENTS' PROGRESS – VALUE ADDED MODEL FOR ASSESSING SCHOOLS (VAMAS)

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 **β L** while satisfactory performance in mathematics only is designated **β M**

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



Grade 5 VAMAS Designation	Total	Percent
α (Proficient in Mathematics and Language)	5	18%
β (Proficient in Either)	6	23%
γ (Proficient in Neither)	16	59%
Total	27	100%

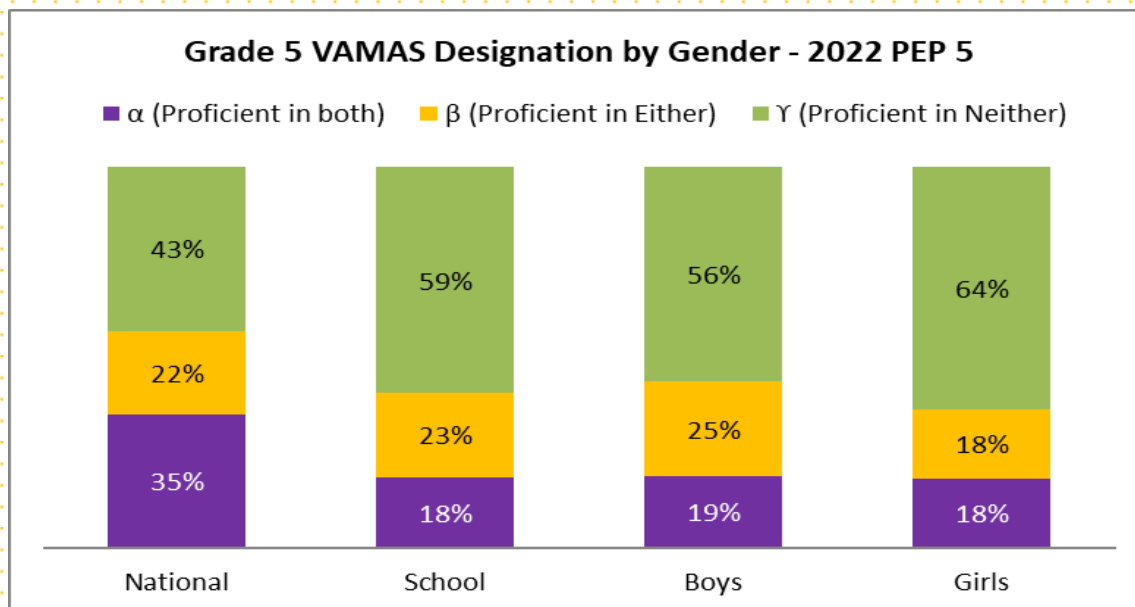
An application of the VAMAS revealed that less than one quarter of the students in the 2017 cohort were at the requisite level of performance in 2022.

Some 18 per cent or five students were designated as **Alphas** having been certified proficient in the 2022 PEP 5 language arts. This was 17 percentage points below the national designation of school students in 2022. There were more male **Alphas** in this cohort than females.

FINAL

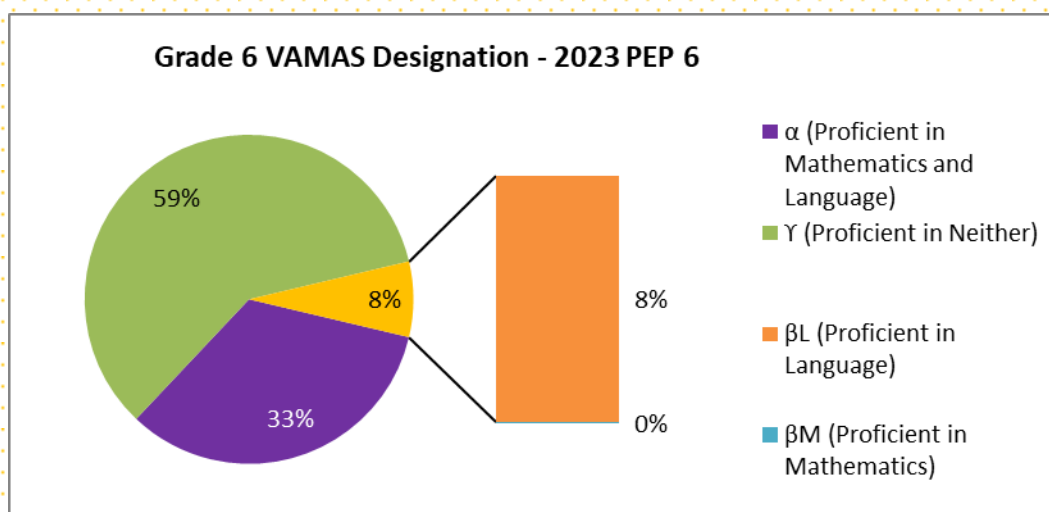
STUDENTS' PROGRESS – VALUE ADDED MODEL FOR ASSESSING SCHOOLS (VAMAS)

Another 23 per cent, or six students, were designated as **Betas** having been proficient in language arts or mathematics, but not both. Further analysis of these **Betas** revealed that most 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 boys.



Of concern, were the 59 per cent or 16 **Gammas** who were not proficient in either language arts or mathematics. This was 16 percentage points more 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



FINAL

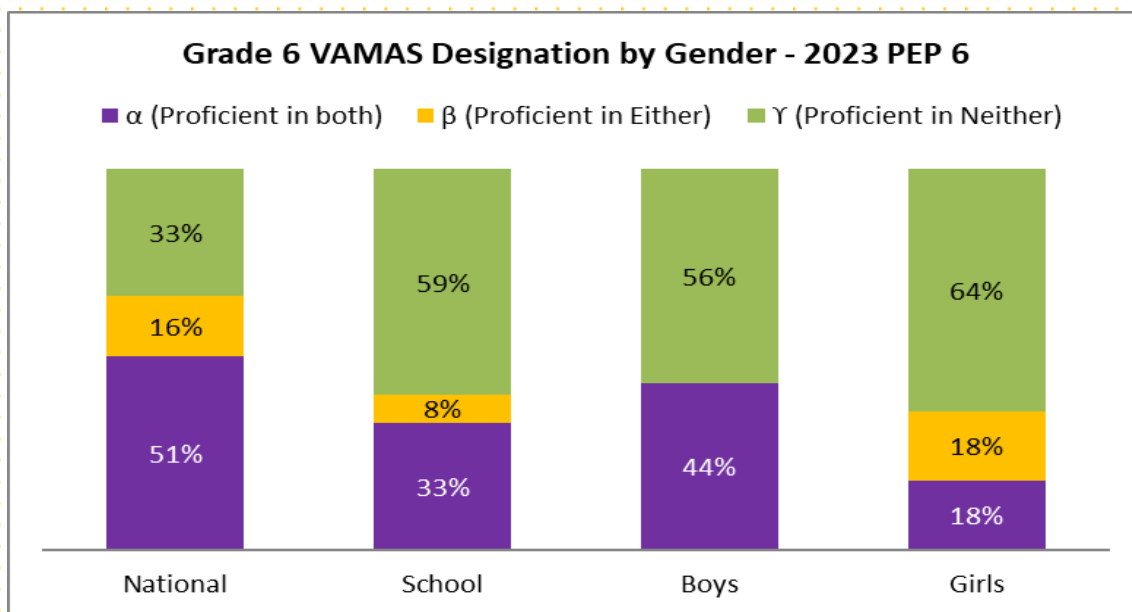
STUDENTS' PROGRESS – VALUE ADDED MODEL FOR ASSESSING SCHOOLS (VAMAS)

Grade 6 VAMAS Designation	Total	Percent
α (Proficient in Mathematics and Language)	9	33%
β (Proficient in Either)	2	8%
γ (Proficient in Neither)	16	59%
Total	27	100%

An application of the VAMAS revealed that approximately one third of the students in the 2017 cohort were at the requisite level of performance in 2023.

Some 33 per cent or nine students were designated **Alphas** having been deemed proficient in both language arts and mathematics in the 2023 PEP 6. This was 18 percentage points below 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 all of these **Betas** were proficient in language arts.



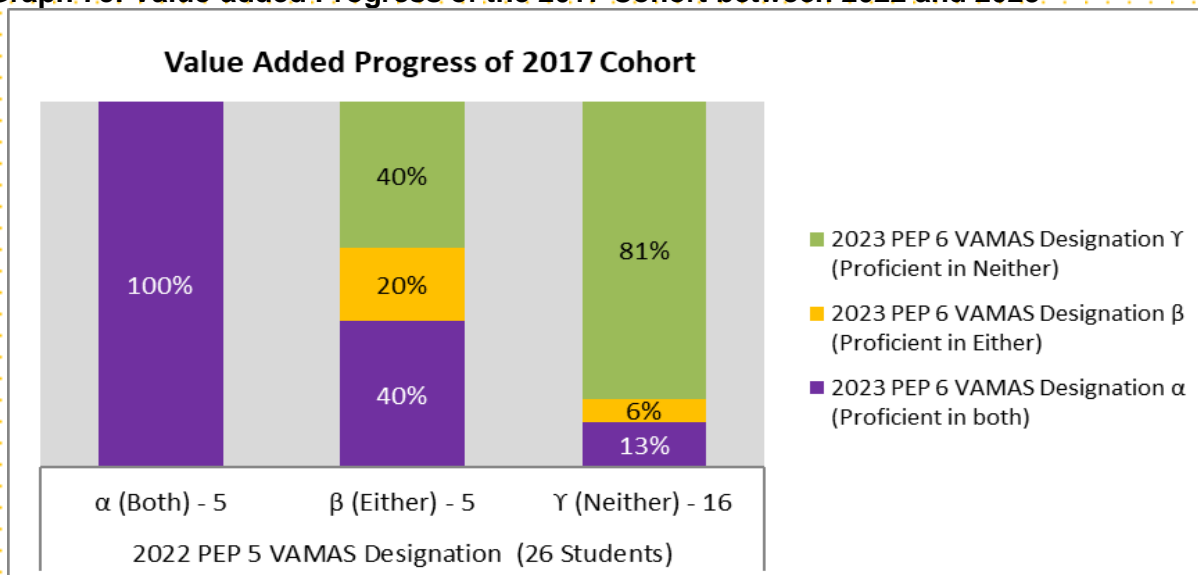
The remaining 16 students, or 59 per cent, were **Gammas** and were neither proficient in mathematics nor language arts. This proportion was more than the national concentration of **Gammas** and was mainly girls.

FINAL

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

The school has not 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 2017 Cohort between 2022 and 2023



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, 100 per cent or all five 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) - 5	β (Either) - 5	γ (Neither) - 16
2023 PEP 6 VAMAS Designation	α (Proficient in both)	5	2	2	9	100%	40%	13%
	β (Proficient in Either)	0	1	1	2	0%	20%	6%
	γ (Proficient in Neither)	0	2	13	15	0%	40%	81%
Total		5	5	16	26	100%	100%	100%

Two of the five students who were designated as **Betas** in 2022, improved to **Alpha** in 2023 while one of them retained their **Beta** status. Two of these **Betas** fell to **Gamma**.

Sixteen students from the 2017 cohort were designated **Gammas** based on their 2022 PEP performance. Two of these **Gammas** improved to Alpha while one improved to **Beta**. The remaining 13 students retained their **Gamma** status.

FINAL

END OF REPORT.

FINAL