

ALBION PRIMARY SCHOOL

INSPECTION REPORT

Principal: Mrs. Paulette Chedda
Board Chair: Dr. Pauline Samuda



National Education Inspectorate
Inspection Date: February 28, 2024

Report Issued: June 19, 2024

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	9
3) Students' Academic Performance	11
4) Students' Academic Progress	12
5) Students' Personal and Social Development	14
6) Use of Human and Material Resources	16
7) Curriculum and Enhancement Programmes	17
8) Student Safety, Security, Health and Wellbeing	18
Recommendations	20
Further Action	21
List of Abbreviations and Acronyms	22
Appendices	23
Appendix 1 - Record of Inspection Activities	24
Appendix 2 - National Test Data	25

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?

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).

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:	12001
School Name:	Albion Primary
Region:	5. Mandeville
Parish:	Manchester
Locale:	Urban
Day Structure:	Whole Day
Population Composition:	Co-educational
Size:	Class I
Capacity:	130
Enrolment:	177
Number of Teachers:	10
Pupil-Teacher Ratio:	17:1
Multi-grade:	No
Owned By:	United Church of Jamaica & Grand Cayman

Socio-economic Context

Albion Primary School is in a small farming community in Jamaica. The immediate community is predominantly poor, with most adults engaging in seasonal labour. Students mainly come from neighbouring districts; however, there has been an increase in students from districts as far as St. Elizabeth wishing to access special education intervention. The Programme of Advancement Through Health and Education (PATH) provides free lunches to some students.

Executive Summary

Overall effectiveness of the school

The overall effectiveness of Albion Primary School is good

Overall, leadership and management is good

The school's leadership and management are effective, emphasising accountability and support from staff and stakeholders. The school promotes a shared vision and has developed inclusive policies to cater to all students. The leadership maintains a robust accountability system, conducting regular appraisals and supervisory walk-throughs.

Overall, teaching in support of learning is good

Teaching effectively supports students' learning through engaging methodologies and thorough subject knowledge. Teachers use well-developed lesson plans and diverse strategies to ensure active student participation. Assessment practices are strong, with teachers providing continuous feedback and support to students.

Overall, students' performance in English and mathematics is unsatisfactory

Students' performance in national tests is unsatisfactory, with results in English and mathematics consistently below national proficiency levels, especially at the Grade 6 level. Performance in English shows fluctuations, with improvements noted in recent years, while mathematics performance remains consistently below expectations.

Overall, students' progress in English and mathematics is good

Students demonstrate good progress in English and mathematics from their starting points, with notable improvements in literacy and numeracy levels. The school's intervention programs and targeted support contribute to this progress, although challenges remain in achieving national proficiency standards.

Overall, students' personal and social development are satisfactory

Students' personal and social development is satisfactory, with good behaviour and strong enthusiasm for learning. However, punctuality and attendance are unsatisfactory. Students exhibit a good understanding of environmental issues and civic responsibilities, although there is room for improvement in economic awareness.

Overall, the use of human and material resources is good

The use of human and material resources is good, with well-qualified staff and effective deployment of resources. The school faces some challenges with the quantity of teaching resources, particularly on Campus 1. Nonetheless, available resources are used effectively to support curriculum delivery.

FINAL

Overall, provisions for the curriculum and enhancement programmes are good

Provisions for the curriculum are sufficient, with adequate adaptations to meet students' needs. Enhancement programmes are good, offering diverse co-curricular activities and community-based learning opportunities. The school ensures that students are engaged in enriching experiences beyond the classroom.

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

Provisions for student safety, security, health, and well-being are good, with comprehensive policies and practices in place. The school conducts regular safety drills and maintains a safe environment. Health and well-being initiatives, including nutritious meals and counselling support, are effectively implemented to promote a healthy lifestyle for students.

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

- High level of interaction and participation of the students in lessons
- Committed and supportive Board
- The use of ICT in lessons, especially in the Special Education Department
- Relationship among staff

How effective is the school overall?

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

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 good

School-based leadership and management is good

The school's leadership effectively manages the institution with the support of all staff members and the confidence of other stakeholders, who perceive the leadership as competent, accommodating, conciliatory, and open to suggestions. The leadership promotes a shared vision for the institution to become a "school of choice" that caters to the needs of all students. Consequently, the school has developed a detailed policy document that promotes inclusion and the willing acceptance of all students, regardless of their educational, physical, economic, or social status. Moreover, the school fosters a culture that rewards the efforts of both staff and students by recognising and providing treats to encourage even better performance. Similarly, the school strongly emphasises student performance to encourage improved results on national assessments. The school has strategically established a literacy intervention program to help students overcome challenges with literacy and conducts assessments on students with suspected special education needs to develop individual intervention plans (IIPs) that target their specific challenges. Furthermore, the school makes accommodations for students in the special education department to ensure they receive the necessary assistance to sit the PEP examinations. Additionally, the teachers demonstrate a high level of commitment to the school. They comply with deliverables such as submitting weekly lesson plans and preparing IIPs to address student performance weaknesses. Moreover, the leadership maintains a robust system of accountability in the school. The leadership conducts appraisals of all teachers, and planned supervisory walk-throughs take place monthly, with teachers being offered support in weak areas. The leadership also embraces practices that promote school effectiveness, such as maintaining current policies to standardise practices, keeping a log of the Principal's daily activities, and ensuring that files, documents, and minutes of meetings are readily available for perusal.

Self-evaluation and school improvement planning is good

The school has an efficient system of self-evaluation and improvement planning. The leadership collaborates effectively with different stakeholders to develop a comprehensive school self-evaluation (SSE) document that forms the basis of the school improvement plan (SIP) for 2023-2024, aligning with the ministry's strategic objectives. The SSE outlines the school's strengths and weaknesses, and the SIP targets are relevant and achievable. Some targets identified for improvement include upgrading the playfield, enhancing school security, improving students' reading levels, and improving academic outcomes for students. Furthermore, the Principal and teachers have current action plans that mirror the targets in the SIP. The SIP committee monitors the implementation of the targets, and the Principal reports on its progress to the Board. The concerns from the last NEI inspection report are also included in the SIP implementation. Moreover, the school conducts a full evaluation of its programs, reflecting that they are achieving many of their planned objectives, including a 50 per cent performance on the 2023 PEP 6 assessment and an 80 per cent parent participation rate.

FINAL

Governance is good

The Board makes substantial contributions to the leadership and management of the school. The constitution of the Board conforms to legal requirements, and meetings occur once per term. The Board holds the Principal to a high standard to ensure the school meets academic standards and provides the staff with quality instructional leadership. The Principal is required to submit a report covering financial and staffing issues at each meeting. The Board utilises its members' expertise for the school's growth and development. For example, the vice chair is a trained counsellor, and the chaplain counsels students and oversees the personnel committee. Additionally, Board members are actively involved in the school. They are constantly in touch with the school leadership to sign documents, attend functions such as prize-giving, and ensure that the Principal sends the relevant documents to the ministry on time.

Relationship with parents and the local community is good

The school fosters effective communication with parents using various media, including social media platforms like WhatsApp group chats, telephone calls, face-to-face interactions, and PTA meetings. The school encourages parents to express their concerns and affirm their expectations at PTA meetings, which occur once per term. The school also facilitates parenting conferences and, in collaboration with the PTA, hosts empowerment sessions for parents on topics such as Positive Discipline and Conflict Management. Parents contribute significantly to the school by conducting devotions, assisting teachers on field trips, and donating farm produce. A parent also facilitates Spanish lessons in the Spanish club meetings. The school maintains links with different organisations that make significant contributions to the school's development. For example, Fontana Pharmacy contributes tokens for prize-giving, and BARITA provides funds to purchase materials to mend the fence.

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

2) Teaching Support for Learning

How effectively does the teaching support the students' learning?

Overall, teaching in support of learning is good

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

All teachers possess a solid understanding of the subjects they teach and deliver the content clearly and effectively for students to comprehend. This was evident in a Grade 3 Integrated lesson on Jamaica's Friends, where the teacher explained that countries can be friends because they share a relationship and have things in common. Similarly, most teachers deliver their subjects efficiently using engaging methodologies that capture the interest and participation of students. For instance, in a Grade 5 mathematics lesson on area, the teacher engaged the students using geoboards and grid paper to create quadrangles, drew similar shapes on the board, and calculated their areas correctly. Although teachers often reflect on previous content during lesson delivery, they rarely complete written lesson evaluations to inform future improvements in instructional delivery.

Teaching methods are good

Almost all teachers employ engaging methodologies during lesson delivery to ensure students' active participation in lesson activities. The teachers have well-developed lesson plans incorporating the required 5E instructional model consistent with the NSC. Additionally, most plans contain clear objectives, student-centred activities such as group work, and using resources such as textbooks, pictures, printed material, and manipulative objects to secure students' participation in lessons. In almost all lessons, teachers remain faithful to their planning, incorporating various methods in their lesson delivery, including grouping, question and answer sessions, research and presentation of findings, and peer review. For example, in the Grade 2 math lesson on addition, the teacher brainstormed synonyms for addition and guided questions to help students identify the operations needed to solve worded problems. Though assertive, all teachers are kind and loving, and communication between both groups is uninhibited. Furthermore, students demonstrated how to solve problems and used peer review to evaluate their learning. Moreover, in most lessons, students displayed enthusiasm and interest, such as in the Grade 2 integrated studies lesson, where they eagerly raised their hands and followed the teacher's instructions to answer questions about their families and complete tasks in their workbooks. Similarly, in all lessons, teachers use various resources to enhance their lesson delivery, as seen in the Grade 5 social studies lesson, where students used their texts to find additional information on controlling erosion and deposition. Likewise, in special education lessons, teachers utilised appropriate multisensory approaches, including videos and manipulatives, along with individualised scaffolding to help students learn, complemented by the assistance of available caregivers.

Students' assessment is good

All teachers use effective assessment strategies aimed at solidifying learning throughout the lessons. The teachers employ special hands-on strategies for special education students to help them learn. Moreover, the practice of assessment and record-keeping in the school is guided by an assessment policy that outlines the types and frequency of assessments. The teachers'

FINAL

markbooks are up-to-date with students' grades, including those for the pull-out intervention and the diagnostic component. For special education, there are IIPs for some students with planned interventions in reading, mathematics, and behaviour, where the students practice the skills with 80 to 90 per cent accuracy. Additionally, the school uses assessment results to place students in the Special Education unit. Similarly, many teachers are responsive to their students' needs, providing close supervision and support to help them master the academic skills taught. Moreover, teachers provide useful and continuous feedback to students and take corrective actions to improve their grasp of the concepts. Teachers often compliment students whenever they provide correct answers and encourage them to think when the answers given are incorrect.

Student learning is good

Most students have a positive attitude towards learning. They eagerly respond to questions in the lesson by raising their hands, asking questions, and participating in activities, including completing assigned tasks. For example, in the Grade 6 social studies lesson, students eagerly took out their books upon the teacher's arrival and were keen to answer questions. However, students in some lessons utilise inquiry and research skills, and some could apply their learning to new situations and real-life contexts. Here, students link concepts to their families, draw conclusions using cause and effect, or apply synonyms for addition to solve worded problems. Nevertheless, students collaborate excellently when they complete their work or sit in ability groups where they confer to solve problems and make decisions. Working in pairs under the supervision of their teachers is also a happy and successful moment for students as they, for example, collaborate to find words relating to a given picture and then together write a story about the picture. Teachers' activities aimed at stimulating students' curiosity, problem-solving ability, and decision-making skills are sometimes used, and most students' responses suggest that they benefit from such activities as they answer why, what, and how questions.

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

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 on par with the national proficiency in 2019 and 2023 but was below in 2022. Functional literacy rates were above the national average in 2022 and on par in 2023.

At the Grade 6 level, the PEP 6 language arts results were higher than the national average in 2019 but below from 2020 to 2023. Gender-specific analysis of this data indicated a narrowing gap of higher achievement among girls than boys in the PEP 6 language arts from 2019 through 2022, with parity in 2023.

Students' performance in mathematics is unsatisfactory

The mathematics performance of the school has not consistently met or surpassed national proficiency at Grade 4 and Grade 6 levels. In Grade 4, students' performance in the PEP 4 mathematics assessment was below the national proficiency. A similar trend was observed in the school's functional numeracy rates, below the national in 2022 and 2023.

At the Grade 6 level, the PEP 6 mathematics proficiency was below the national proficiency from 2019 to 2023. An examination of the performance by gender revealed that the girls outperformed the boys in PEP 6 mathematics in 2020 and 2022 and were on par in 2023.

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 good

Value-added assessment of students' progress

Overall, evaluating the 2023 PEP 6 Cohort using the VAMAS revealed 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 2023, 13 of the 39 traceable students performed at the Alpha level (attaining proficiency in English and mathematics) in PEP 6. Specifically, four of these 13 Alphas were previously designated Alphas in their PEP 5 assessments, while six of them improved from their Beta level in the PEP 5 assessment, and three improved from their Gamma level in PEP 5. Additionally, three (3) students previously Gammas 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	4	6	3	13
	Beta	1	3	3	7
	Gamma	0	0	19	19
	Total	5	9	25	39

Students' progress in English is good

In English lessons, many students show progress in language arts. For example, most students are able to construct their sentences from picture prompts. Many students in the Grade 4 lesson can also use correct subject-verb agreement and identify intervening sentences. In the special education unit, most students are also making progress. For example, most of the class of 24 students can identify sight words and draw diagrams to present the sight words such as food, car, house and dish. Many students could also make sentences orally and guess the meaning of words in context.

Some students made adequate progress in English compared to their starting points at the school. For example, in 2017, only eight per cent of the students were proficient in the literacy component of the Grade One Individual Learning Profile (GOILP). In 2022, 31 per cent of students in the PEP 5 language arts were proficient. By 2023, 48 per cent of the students sitting the PEP 6 language arts were proficient.

In assessing individual student progress in English, 19 of the 39 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, and seven were not.

At the Grade 4 level, functional literacy decreased overall from 2019 to 2023. It decreased from 78 per cent in 2019 to 77 per cent in 2022, which was the first sitting since the pandemic, and decreased even further to 59 per cent in 2023. The school's PEP 4 language arts proficiency declined overall between 2019 and 2023. It fell from 52 per cent in 2019 to eight per cent in 2022

FINAL

and rose to 34 per cent in 2023.

At the Grade 6 level, the PEP 6 language arts proficiency declined overall from 2019 to 2023. It fell from 56 per cent in 2019 to 48 per cent in 2023.

Students' progress in mathematics is good

Most students make adequate progress in mathematics during lessons. For example, in the Grades 4 to 6 special education department, many students could count, estimate quantities, and round off numbers. All four students in the class could accurately write the numerals 20 and 4 as Roman numerals. In the regular classes, most Grade 2 students could complete worded problems involving addition with renaming. Also, at the grade 5 level, most students could find the area of triangles and squares. Further, in the Grade 6 lesson on Ratio, most students presented information in ratio form. For example, students are given the following scenario in Ratio. There are 30 students, 10 boys and 20 girls in a class. Present the Ratio of girls to boys boys to girls. girls to the total number of students, and boys to the total number of students.

Some students made adequate progress in mathematics compared to their starting points at the school. For example, in 2017, only eight per cent of the students were proficient in the numeracy component of the GOILP. In 2022, 18 per cent of the students sitting the PEP 5 mathematics were proficient, and by 2023, 35 per cent were proficient in PEP 6 mathematics.

In assessing individual student progress in mathematics, 14 of the 38 traceable students were proficient in the 2023 PEP 6 mathematics. A comparison of their performance in the 2022 PEP 5 revealed that six of these students were previously proficient, and eight were not.

At the Grade 4 level, the rates of functional numeracy declined overall from 2019 to 2023. It decreased from 77 per cent in 2019 to 58 per cent in 2022, which was the first sitting since the pandemic, and further to 40 per cent in 2023. The school's PEP 4 mathematics proficiency declined between 2019 and 2023. It fell from 23 per cent in 2019 to 15 per cent in 2022 and further to ten per cent in 2023.

At the Grade 6 level, the PEP 6 mathematics proficiency declined from 2019 to 2023. It fell from 38 per cent in 2019 to 35 per cent in 2023.

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

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

The students display a strong enthusiasm and excitement for learning. They come to class well-prepared with the necessary materials, including textbooks and workbooks and remain focused on their tasks throughout the lessons. For instance, most students had the relevant texts in Grade 5 social studies and Grade 6 mathematics classes. They collaborated diligently, eagerly completed assignments, and shared their work. Students actively participate in discussions, asking and answering questions and defending their viewpoints until the concepts are clarified. They demonstrate kindness towards one another, assisting with classwork, and many engage in the mentorship program, where older students are paired with younger ones.

Punctuality and attendance are unsatisfactory

Student attendance has fluctuated over the past three years, remaining below the Ministry of Education and Youth's recommended 85 per cent. In the 2022-2023 school year, the attendance rate was 76 per cent, and for the first term of the current school year, it stands at 82 per cent. While many students arrive at school on time, there is no symbol in class registers to indicate tardiness for those who are late. Similarly, some students are slow to respond to the bell and are not punctual when returning to lessons after break periods.

The civic understanding and spiritual awareness of the students is satisfactory

Many students possess a sufficient level of civic awareness and spiritual understanding of their Jamaican identity. They attribute their Jamaican citizenship to their place of birth, culture, and heritage, expressed through language, music, dress, and cuisine. They celebrate these aspects of their Jamaican identity during various times of the year, such as Heroes Day, Jamaica Day, Emancipation, and Independence Day. However, only one student mentioned appropriate civic responsibility, stating that they should not waste resources like water. Nevertheless, many students hold leadership roles as secretaries of different clubs, monitors, prefects, and peer counselors, and they perform their duties well. For example, during a Grade 2 class devotion, the class monitor took charge in the teacher's absence, requesting songs and Bible verses, allowing students to pray, maintaining order, and sending them off to class in an orderly fashion. While some students are aware of various religious groups, such as Christianity, Islam, and Judaism, they do not fully grasp the importance of religion in an individual's life.

Students' economic awareness and understanding is satisfactory

Most students have a sufficient awareness of Jamaica's economic progress and well-being. They understand that their parents work in occupations such as farming, teaching, mechanics, and cashiers to earn money and provide for their needs. However, most students have limited knowledge of the country's economic status. For example, they believe the economy is experiencing rapid growth, which could be even better if not for criminal activities and the high cost of living. Many students also recognise that they can positively impact their country by staying

in school, obtaining a good education, pursuing higher education, and securing a good job. For instance, many students see themselves becoming teachers, police officers, and soldiers.

Students' environmental awareness and understanding is good

Many students are sufficiently knowledgeable about local and global environmental issues. They can identify several issues that affect the environment nationally and globally, as well as outline mitigation measures to curtail their impact. In Jamaica, they cite the improper disposal of garbage, which results in various phenomena such as soil and water pollution. They reason that waste finds its way into waterways, destroying aquatic life and often blocking waterways, causing flooding. Additionally, some people burn rubbish, resulting in air pollution. According to the students, deforestation also intensifies greenhouse gases, leading to global warming and changes in climatic conditions, which in turn cause coastline recession and rising sea levels. They also link soil erosion and degradation to overgrazing and improper waste disposal. Many students believe that globally, changes in climatic conditions result from different types of pollution and the melting of glaciers in some regions. They emphasise the importance of keeping their environment clean, as a dirty environment becomes a breeding ground for mosquitoes and rodents, which can cause various illnesses. The schoolyard is noticeably clean, as students dispose of litter properly. Many students state that reducing environmental pollution would contribute to a healthier, cleaner environment.

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

The quality of human resources is good

The school has sufficient, well-qualified, knowledgeable staff to deliver the curriculum effectively. The staff includes three special educators, an assistant teacher, an EduSport teacher, and all the necessary support staff. The school strongly emphasises professional development, with regular workshops and staff meetings that all teachers must attend, both internally and externally. The school also conducts annual appraisals, walk-throughs, and ongoing supervision to ensure the quality of teaching. Support for teaching staff is provided through disseminating new information, common planning time, and a mentorship program. Similarly, the support staff receives necessary training at regular meetings. Although a few teachers face challenges in consistently delivering differentiated instruction and being flexible, the school addresses these issues by modelling best practices, conducting workshops, organising meetings, and providing individual support. As a result, teachers adapt their lesson delivery to incorporate new information.

The use of human resources is good

The school effectively utilises its human resources, as demonstrated by the leadership's efficient deployment of teaching staff to maximise student outcomes. Most teachers arrive at school on time and sign an attendance register, and they are also punctual at the start of their lessons. The school employs an EduSport teacher who conducts physical education lessons for the students, three janitors who maintain the classrooms and grounds, and two clerical assistants who keep records of equipment usage through a sign-in-sign-out log. In addition to her regular duties, the safety and security officer assists in supervising students and providing first aid when necessary. The school also has three teacher assistants deployed in the special education department.

The quality and quantity of material is satisfactory

While the school has adequate physical resources of suitable quality and quantity to support curriculum delivery, there is a shortage of teaching resources. The school operates on two campuses. The older building on Campus 1 appears solid from the outside, with relatively clean walls, although there are some leaks in certain sections. A few step-ups inside the building could pose a hazard for students, and there is insufficient furniture for the students on campus 1. However, the school has a few plants dispersed around the yard, adding to the space's aesthetic appeal. The canteen, tuck shop, and toilets are accessible, the school harvests water for use, the schoolyard has asphaltic concrete and a playfield across the road from the school. In contrast, the new Campus Two has secure perimeter fencing, a gate, and a paved yard, with a large enough space to serve as a games court and parking area. The buildings are new and freshly painted, and the layout of the premises is aesthetically pleasing. While campus 2 has sufficient resources to meet the needs of the students, campus 1 lacks adequate resources. Available resources include a smart television, a smart board, two projectors, two laptops for special education, three iPads, and several tablets. The school also has internet that is accessible across the premises. Unfortunately, the school suffered the loss of some tablets through theft, and there

FINAL

is a shortage of textbooks, particularly in mathematics and science.

The use of material resources is good

The school makes effective use of the available resources to enhance curriculum delivery. The paved schoolyards on both campuses allow students to move freely, and the courtyard facilitates games such as netball and physical education lessons. The classrooms are print-rich and are used to support the curriculum. Teachers leverage the availability of Wi-Fi to enrich their lesson delivery and effectively use the available electronic devices for planning and delivering lessons. To maximise the effective organisation and use of available resources for teaching and learning, the school loans devices to students to access online lessons, and teachers use them regularly in the classrooms. Additionally, the clerical assistant distributes small stationery items when requested by teachers and manages the sign-out process for projectors and laptops.

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	Good

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 good

Provisions for curriculum are good

The school has made adequate provisions to adapt the curriculum and improve student accessibility. To address students' varying performance levels, the school conducts assessments. It allocates students for intervention throughout the school using a pull-out facility during the school day and integrating other students into regular lessons. Students who are academically weak and suspected of having a learning disability are referred for assessment and assigned to the school's special education facility, which currently accommodates 11 students with special education needs. In this facility, teachers tailor instruction to address the specific needs of these students. Additionally, teachers hold weekly documented planning sessions to discuss the week's topics and identify solutions to their challenges. However, the school falls short of expectations regarding the stipulated time for curriculum implementation, coverage, and the core and diversity of content. Despite this, the school provides enrichment subjects such as civics at all grade levels,

FINAL

with schedules for drama, Spanish, and HFLE in the upper grades. Teachers maintain an effective pace in delivering the curriculum during lessons to ensure students are prepared for national assessments. While students maintain literacy and numeracy levels above national averages and show reasonable improvements compared to their entry levels, the impact of interventions remains negligible, as reflected in the results of national assessments for Grades 5 and 6 between 2022 and 2023.

Enhancement programmes are good

The school offers diverse co-curricular activities to facilitate students' learning beyond the classroom setting. These provisions include assigning students to clubs such as 4H, Brownies, public speaking, and debate. The school incorporates these clubs into the timetable, ensuring they occur during the school day on Fridays, and encouraging all students to attend. Teachers diligently maintain club registers to track student participation and coordinate and plan activities to engage the students. Furthermore, the school makes reasonable provisions to involve students in learning activities within the community. This includes organising field trips, such as science trips to Green Grotto Caves, historical trips to Seville Great House, and sporting competitions. These enhancement programmes complement the core curriculum and provide students with valuable learning experiences outside the traditional classroom environment.

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?	Good
How well do the enhancement programmes meet the needs of the students?	Good

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 good

Provisions for safety and security are good

The school has implemented several policies to guide student behaviour and ensure safety and security. A safety and security policy addresses access to school grounds, evacuation procedures, and restricted areas. The critical incident team monitors this plan, which the school designed to prevent and minimise injury to stakeholders. Additionally, an Emergency Preparedness and Response Plan provides a systematic approach to mitigate the loss of life and protect the school's infrastructure in an emergency. The student handbook outlines expected student behaviour and the consequences of infractions. Both campuses are enclosed by linked perimeter fences, and gates and strategically placed signage, such as "out of bounds," enhance safety. The gas cylinder is securely stored within a locked cage, and the school conducts scheduled drills on a termly basis. The most recent safety drill occurred in February 2024, while

FINAL

the previous one was in October 2023. Furthermore, the school board endorses the school safety policies, which bear the signature of the Chairman, demonstrating their commitment to maintaining a safe environment for students and staff.

Provisions for students’ health and well-being are good

The school has implemented sufficient provisions to promote and develop students' health and well-being. Over the past five years, the school has consistently complied with the requirements set by the local Public Health Department, ensuring that the institution is fit for operation and the cook possesses a current food handler's permit. The school exposes students to a healthy lifestyle by providing nutritious lunches at the canteen, implementing weekly fruit and water days, and restricting the sale of sugary drinks at the tuck shop. Additionally, a Guidance Counselor can address students' well-being by developing programs tailored to their identified needs. For example, a mentorship program has been established where older students adopt and mentor younger students. The school maintains a respectful relationship among stakeholders and most students. The guidance counsellor also assists students in overcoming developmental challenges through individual counselling sessions and home visits. The school employs Restorative Justice skills in managing student behaviour with the assistance of a board member who is a trained Chaplain. There are two sick bays, and the school follows established protocols for transporting students to a health facility by the Guidance Counselor in cases of illness. Thirty of the 174 students are in the PATH, and donors contribute to the welfare program, ensuring that students receive the necessary support for their health and well-being.

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

Recommendations

Recommendations from the previous inspection report

Previous recommendations	Progress* (Limited, In Progress, Completed)
1. The Ministry of Education Youth and Information (MoEYI), prompted by the Board, should augment the staff to reflect the following: <ul style="list-style-type: none"> a. at least one full-time janitor; and, b. at least three watchmen to enhance security. 	<p style="text-align: center;">Completed</p> <p style="text-align: center;">In progress</p>
2. The Board, supported by the Principal and the MoEYI, should collaborate to ensure the timely execution of infrastructural improvements including:	<p style="text-align: center;">Limited</p>
3. The Senior Management Team (SMT) should build capacity among teachers to reflect consistently on practice in a way that would improve the quality of their lesson evaluations.	<p style="text-align: center;">In progress</p>
4. The Principal supported by the PTA should implement strategies to increase the enrolment of students.	<p style="text-align: center;">In progress</p>

**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 Ministry of Education and Youth (MoEY) should make the necessary allocation to finish the construction of Campus 2 to enable the school to operate from a single campus.
2. The Principal should
 - a. Lobby with the MoEY to engage literacy and numeracy Specialists to support the school in the delivery of mathematics and language arts.
 - b. The teachers should ensure that the schedule for the delivery of mathematics and language arts meets the required five-hour minimum for all grade levels in the school.
3. The senior teacher should consistently review lesson plans and ensure that teachers evaluate them to provide insights for future planning.
4. The teachers should design lesson plans to develop students' inquiry, research, and critical thinking skills.

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 Inspector/CEO
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

Appendices

Appendix 1 - Record of Inspection Activities

Appendix 2 – National Test Data

Appendix 1 - Record of Inspection Activities

Evidence for this report was based on the following:

Total number of lessons or part lessons observed	14
--	----

	English	Math	Other
Number of lessons or part lessons observed	5	4	5

Number of scheduled interviews completed with members of staff, governing body and parents	6
--	---

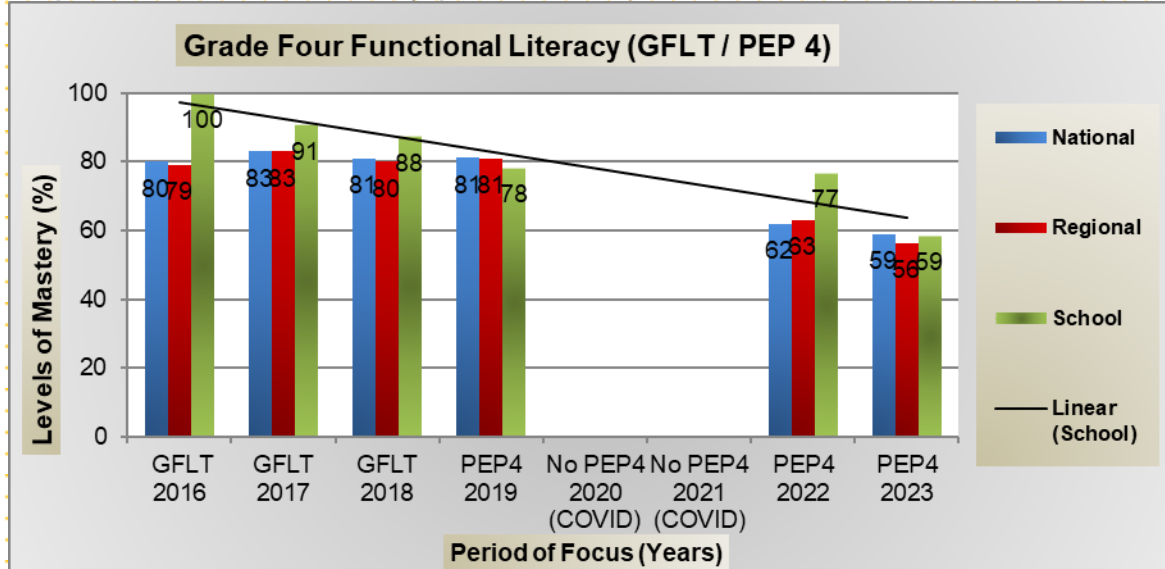
Number of scheduled interviews completed with students	1
--	---

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

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

Albion Primary					
Grade Four Functional Literacy (GFLT / PEP 4)					
Assessment Year	Candidates		Percentage Mastery/Proficiency*		
	Grade Four Cohort	Sitting	National	Regional	School
2023	29	29	59	56	59
2022	33	26	62	63	77
2019	21	23	81	81	78
2018	21	24	81	80	88
2017 (Cohort)	31	22	83	83	91
2016	34	25	80	79	100

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

Rates of functional literacy decreased over the 2016 to 2018 period by 12 percentage points. It moved from 100 per cent (25 students) in 2016 to 88 per cent (21 of 24 students) in 2018. The school's performance was above the national mastery in all years. The participation rate was lowest in 2017 (71 per cent).

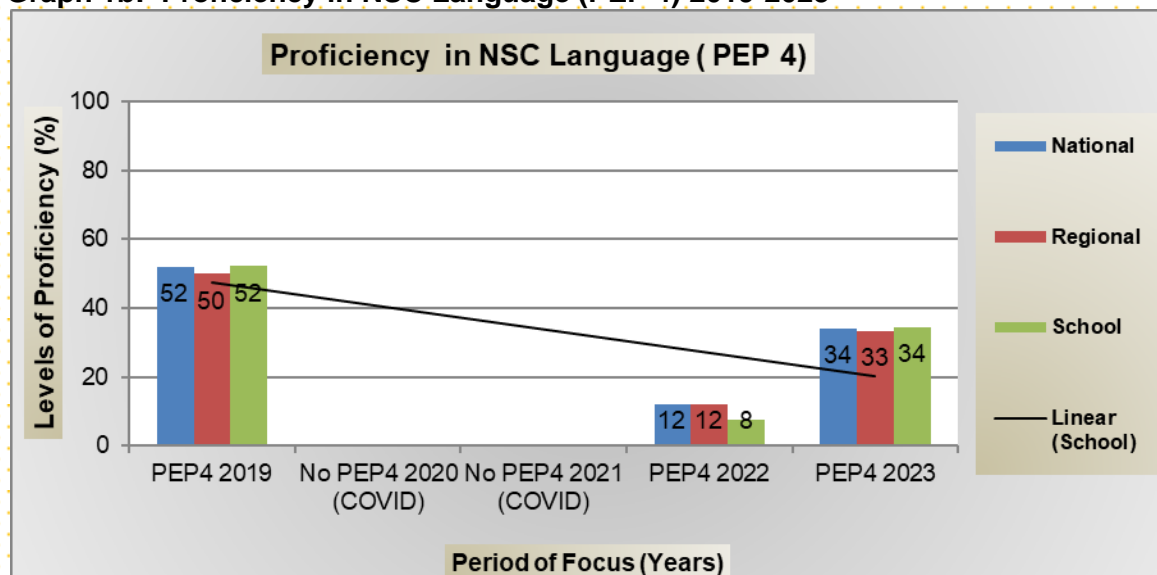
In 2019, the literacy rate was 78 per cent (18 of 23 students) and fell to 59 per cent (17 of 29 students) in 2023. The school performed above the national proficiency in 2022 and was on par in 2023. The participation rate was lowest at 79 per cent in 2022.

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).

FINAL

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

Albion Primary					
Proficiency in NSC Language (PEP 4)					
Assessment Year	Candidates		Percentage Mastery/Proficiency*		
	Grade Four Cohort	Sitting	National	Regional	School
2023	29	29	34	33	34
2022	33	26	12	12	8
2019	21	23	52	50	52

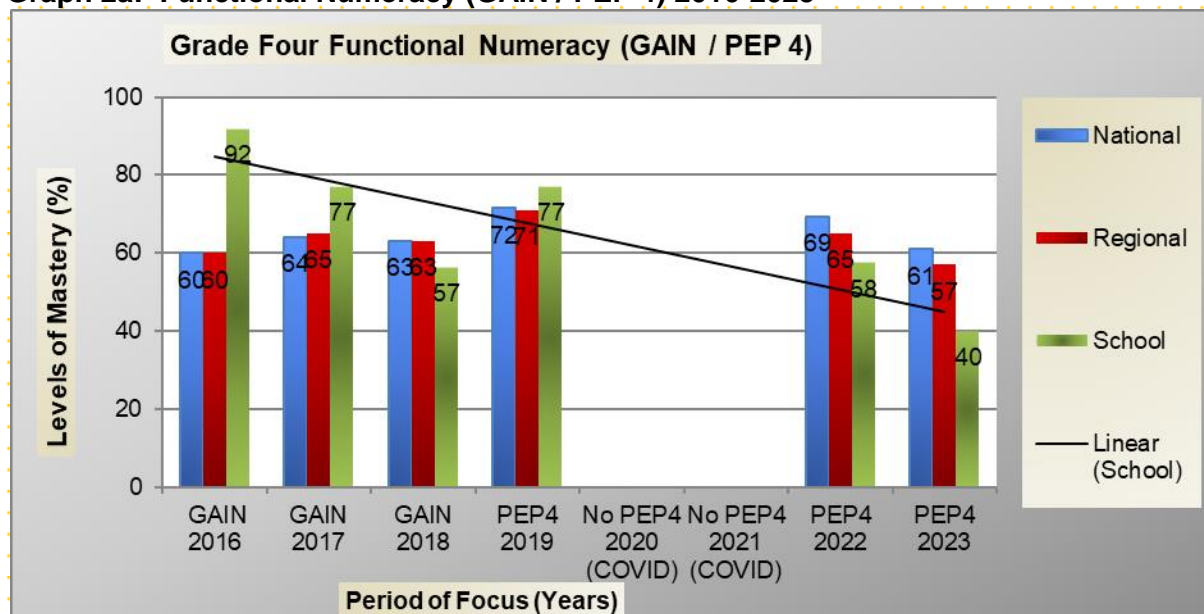
*As at Census Day (2nd Monday in October).

Proficiency levels in NSC language decreased over the 2019 to 2023 period by 18 percentage points. It moved from 52 per cent (12 of 23 students) in 2019 to 34 per cent (ten of 29 students) in 2023. The school's performance was on par with the national proficiency in 2019 and 2023 and below in 2022.

FINAL

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

Albion Primary					
Grade Four Functional Numeracy (GAIN / PEP 4)					
Assessment Year	Candidates		Percentage Mastery		
	Grade Four Cohort*	Sitting	National	Regional	School
2023	30	30	61	57	40
2022	33	26	69	65	58
2019	21	22	72	71	77
2018	21	23	63	63	57
2017 (Cohort)	31	22	64	65	77
2016	34	25	60	60	92

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

Rates of functional numeracy levels decreased overall over the 2016 to 2018 period by 35 percentage points. It moved from 92 per cent (23 of 25 students) to 57 per cent (13 of 23 students). The school performed above the national mastery in 2016 and 2017. The participation rate was lowest at 71 per cent in 2017.

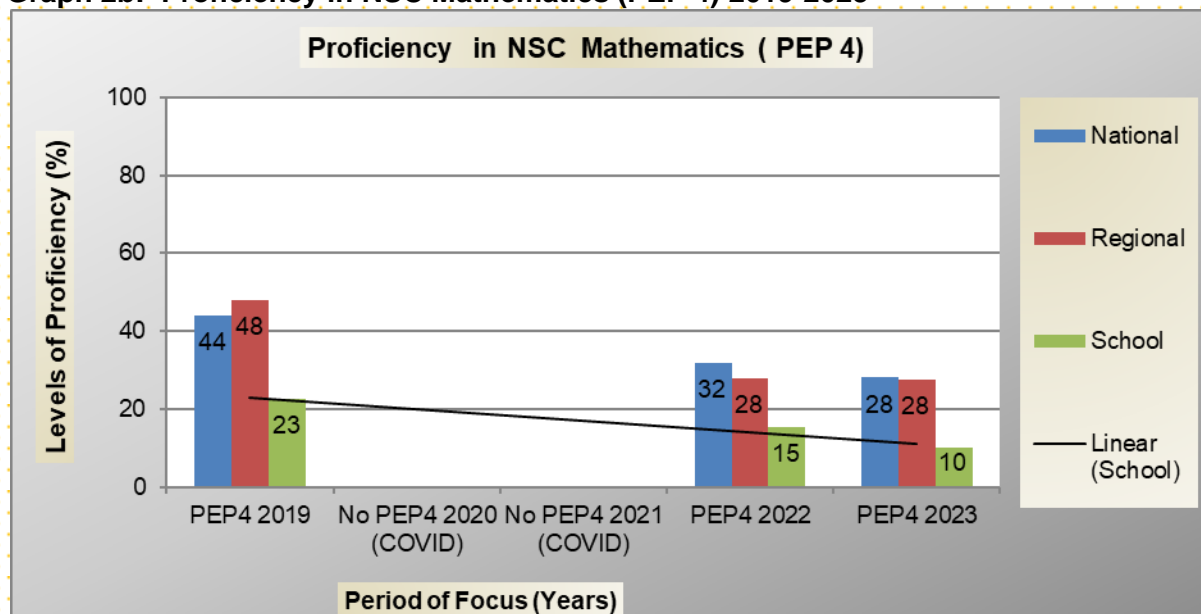
In 2019, the numeracy rate was 77 per cent (17 of 22 students) and fell to 40 per cent (12 of 30 students) in 2023. The school performed above the national proficiency in 2019. The participation rate was lowest at 79 per cent in 2022.

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

FINAL

STUDENTS' ATTAINMENT

Graph 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

Albion Primary					
Proficiency in NSC Mathematics (PEP 4)					
Assessment Year	Candidates		Percentage Mastery		
	Grade Four Cohort*	Sitting	National	Regional	School
2023	30	30	28	28	10
2022	33	26	32	28	15
2019	21	22	44	48	23

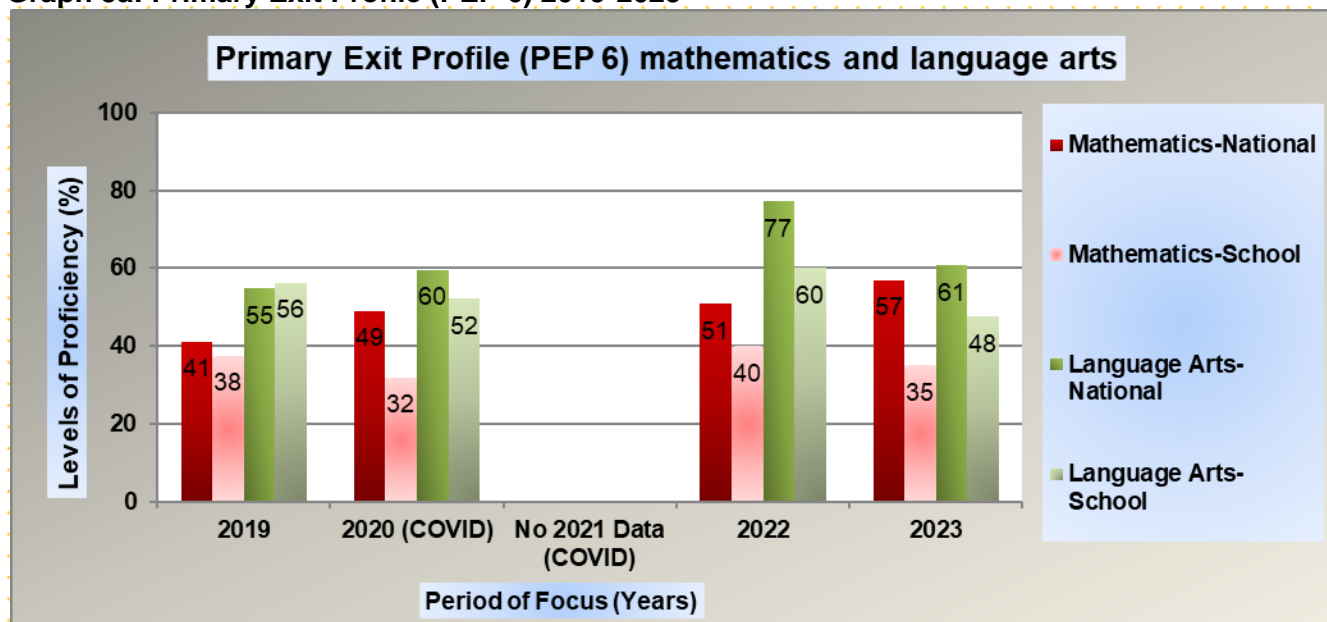
*As at Census Day (2nd Monday in October).

Proficiency levels in NSC mathematics decreased over the 2019 to 2023 period by 13 percentage points. It moved from 23 per cent (five of 22 students) in 2019 to ten per cent (three of 30 students) in 2023. The school's performance was below the national proficiency in all years.

FINAL

STUDENTS' ATTAINMENT

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



This graph compares the proficiency levels of the students at Albion 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 proficiency level was below the national proficiency in the language arts and mathematics components of PEP 6 in all years except in language arts in 2019.

School's performance by subjects

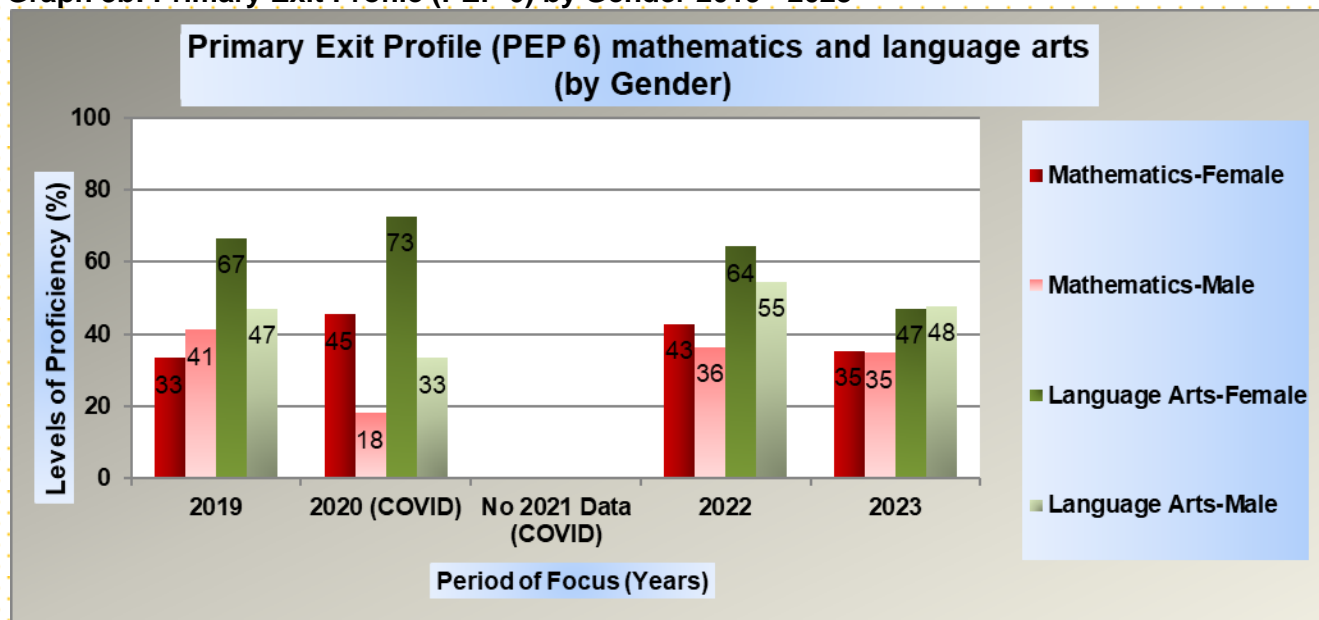
In 2019, the mathematics proficiency was at 38 per cent and was below the national proficiency by three percentage points. In 2023, it was 35 per cent which was 22 percentage point below the national.

The language arts proficiency was at 56 per cent in 2019, and was a percentage point above the national proficiency. In 2023, the proficiency level was 48 per cent and was below the national proficiency by 13 percentage points.

FINAL

STUDENTS' ATTAINMENT

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



This graph presents a gender comparison of the proficiency levels of the students at Albion 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 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 20 percentage points, but were below in mathematics by eight percentage points. In 2023, the girls were on par with the boys in language arts at 47 per cent, and in mathematics at 35 per cent.

STUDENTS' PROGRESS

Students' Starting Point

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

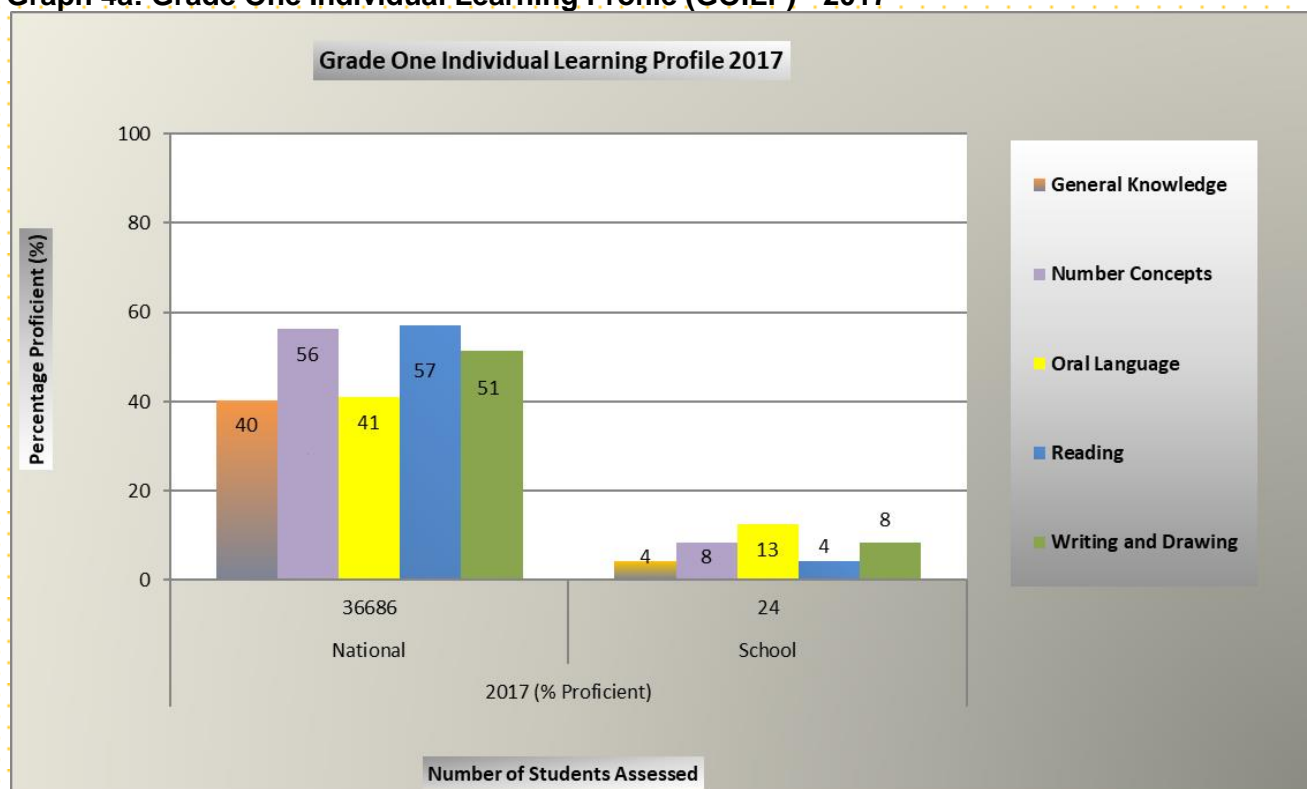


Table 4a: Grade One Individual Learning Profile (GOILP) - 2017

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	24	4	8	13	4	8

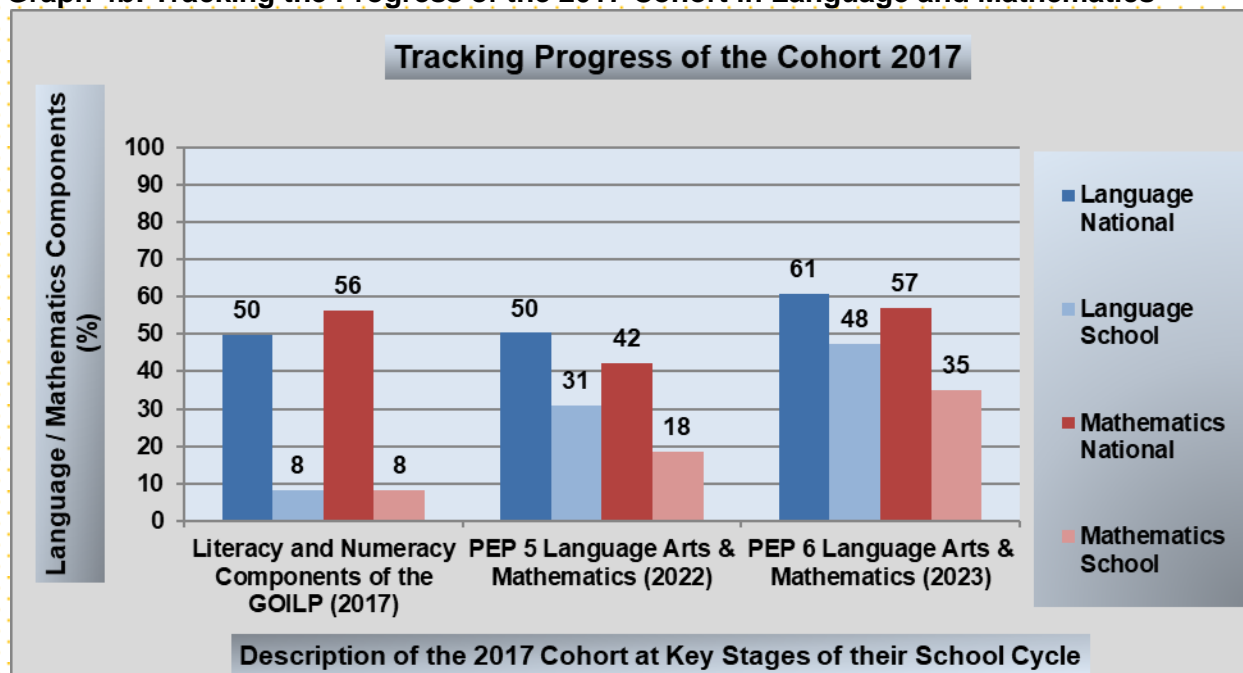
Twenty-four students were assessed at Albion Primary in 2017. Their proficiency levels were below the national proficiency levels in all components.

Data revealed that the highest level of proficiency was in oral language (three students). The lowest proficiency level was in reading and general knowledge (one student).

FINAL

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 Albion 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.

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

In 2017, eight per cent of the students were proficient in the literacy components of the GOILP. In 2022, 31 per cent of the students were proficient in the PEP 5 language arts. In 2023, 48 per cent were proficient in PEP 6 language arts. At each stage, the school's proficiencies were all below the national proficiency levels.

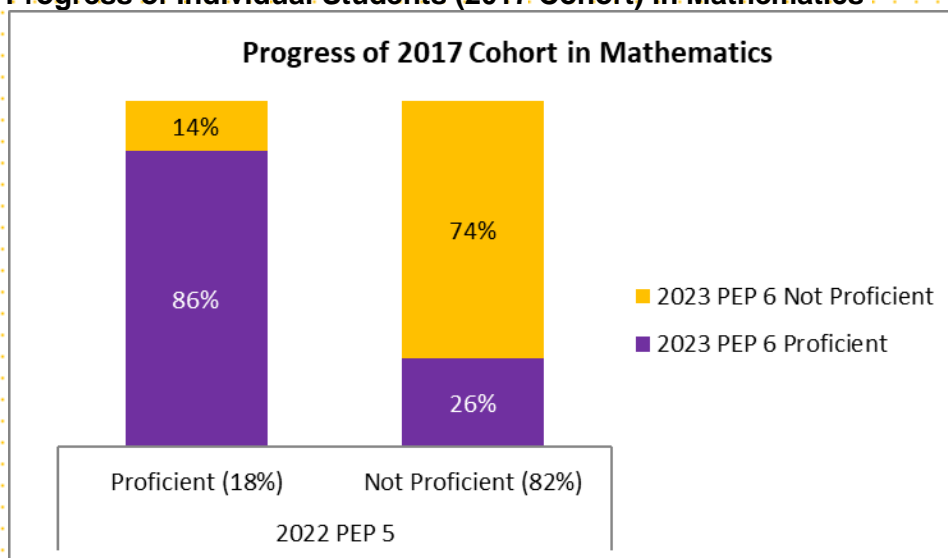
In 2017, eight per cent of the students were proficient in the numeracy components of the GOILP. In 2022, 18 per cent of the students were proficient in the PEP 5 mathematics. In 2023, 35 per cent were proficient in PEP 6 mathematics. At each stage, the school's proficiencies were all below the national proficiency levels.

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 4c: 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	6	8	14	86%	26%
	Not Proficient	1	23	24	14%	74%
	Total	7	31	38		

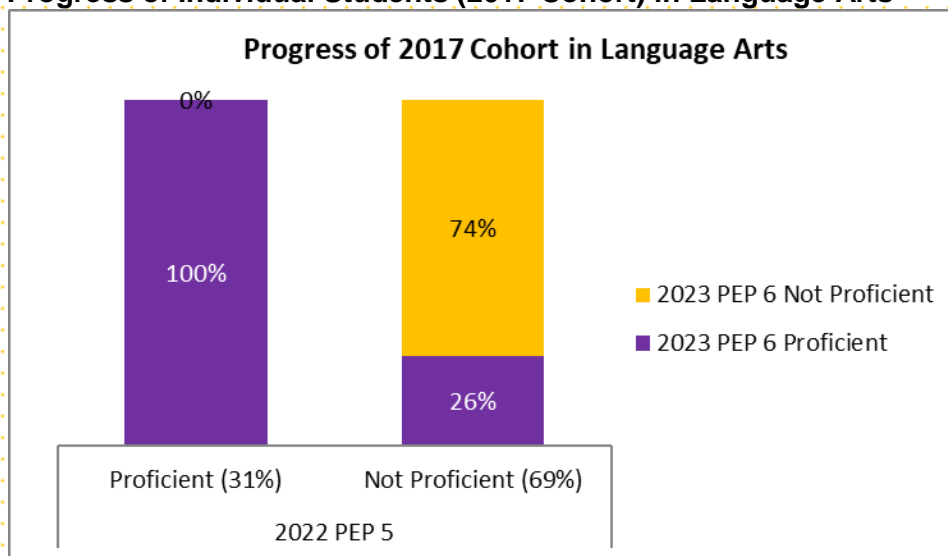
Some 37 per cent or 14 of the 38 students were proficient in the 2023 PEP 6 mathematics. Further analysis revealed that 86 per cent or six of the seven students who were proficient in the 2022 PEP 5 were also proficient in 2023 PEP 6 mathematics. Another 26 per cent or eight of the 31 students who were not proficient in the 2022 PEP 5 were also proficient in the 2023 PEP 6 mathematics.

One student who was proficient in the 2022 PEP 5 mathematics was not proficient in the 2023 PEP 6. Additionally, 23 students who were not proficient in the 2022 PEP 5 were also not proficient in the 2023 PEP 6.

FINAL

STUDENTS' PROGRESS

Graph 4d: Progress of Individual Students (2017 Cohort) in Language Arts



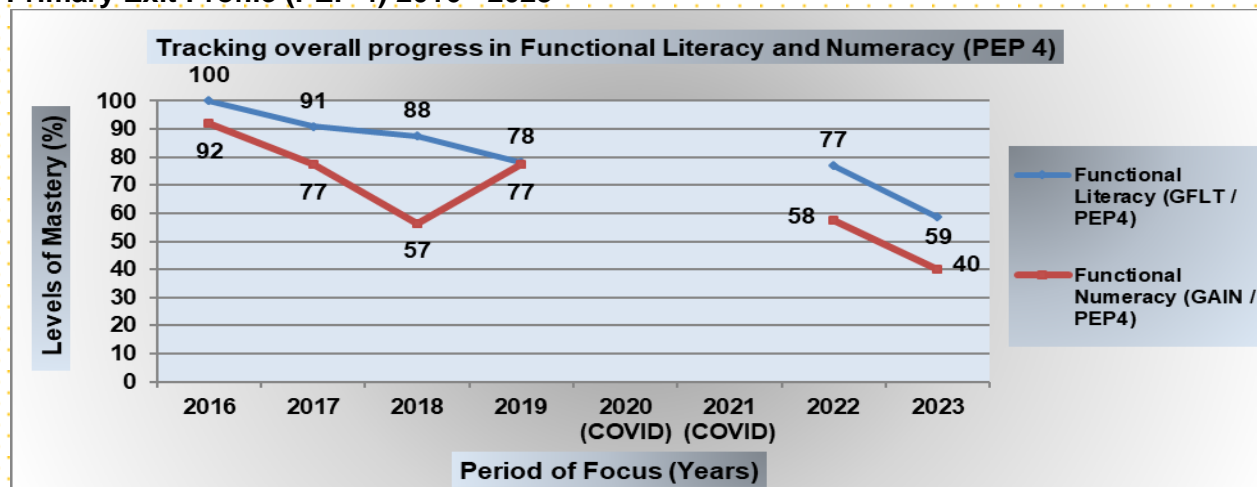
		2022 PEP 5		Total	2023 PEP 6	
		Proficient (%)	Not Proficient (%)		Proficient (%)	Not Proficient (%)
2023 PEP 6	Proficient	12	7	19	100%	26%
	Not Proficient	0	20	20	0%	74%
	Total	12	27	39		

Some 49 per cent or 19 of the 39 students were proficient in the 2023 PEP 6 language arts. A comparison of their previous performance in the 2022 PEP 5 revealed that all 12 students who were previously proficient were also proficient in 2023 PEP 6 language arts. Another 26 per cent or seven of the 27 students who were not proficient in the 2022 PEP 5 were also proficient in the 2023 PEP 6 language arts.

The data also revealed all 20 students who were not proficient in the 2022 PEP 5 were not proficient in the 2023 PEP 6.

STUDENTS' PROGRESS

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



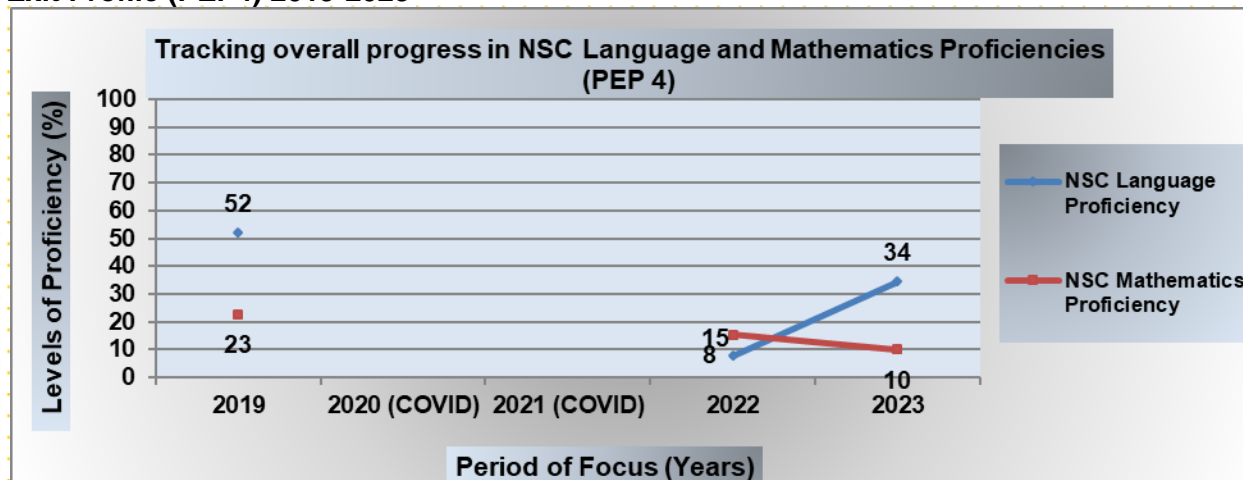
*Students' progress may have been affected/retarded by the COVID-19 pandemic during 2020 and 2021.

The rates of functional literacy remained above functional numeracy except in 2019.

Functional literacy decreased overall from 2016 to 2023. It fell from 100 per cent in 2016 to 88 per cent in 2018 during the administration of the GFLT, fell to 78 per cent in 2019 when the PEP was first administered and decreased even further to 59 per cent in 2023.

Functional numeracy decreased overall from 2016 to 2023. It fell from 92 per cent in 2016 to 57 per cent in 2018 during the administration of the GAIN, but rose to 77 per cent in 2019 when the PEP was first administered and then decreased to 40 per cent in 2023. No data were available for 2020 and 2021.

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



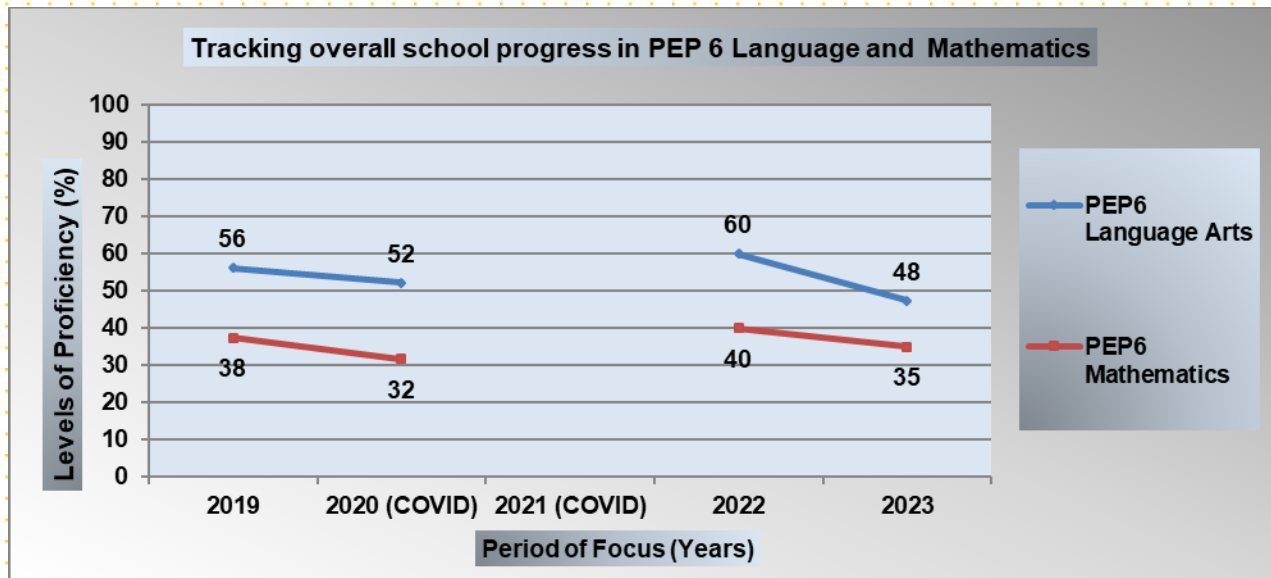
Proficiency in the NSC language was above mathematics in 2019 and 2023 and below in 2022.

The school's proficiency levels in NSC language and mathematics decreased overall from 2019 to 2023.

FINAL

STUDENTS' PROGRESS

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



In the first sitting of PEP 6 in 2019, 56 per cent of the students were proficient in language arts, while 38 per cent were proficient in mathematics. By 2023, the performance in language arts decreased to 48 per cent while the performance in mathematics decreased to 35 per cent. No data were available for 2021.

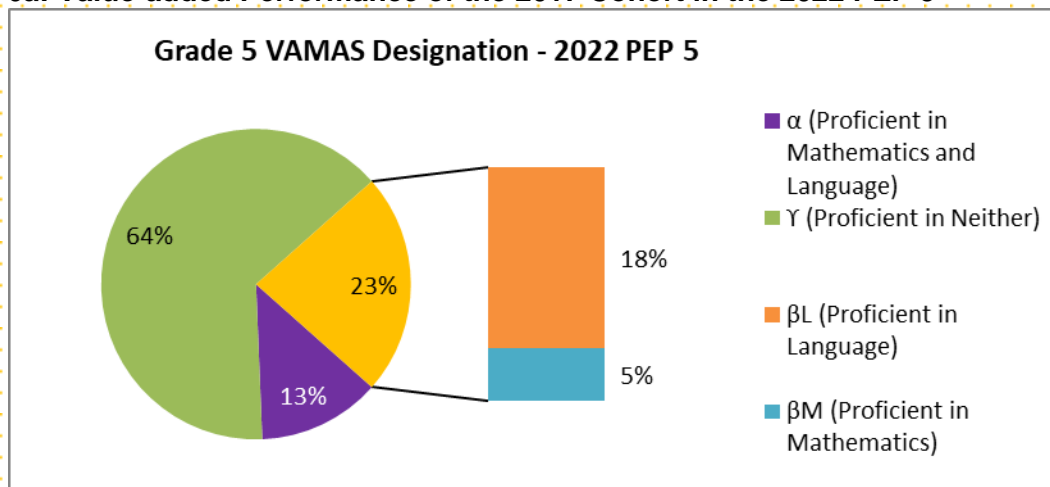
STUDENTS' PROGRESS – VALUE ADDED MODEL FOR ASSESSING SCHOOLS (VAMAS)

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 6a: 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	13%
β (Proficient in Either)	9	23%
γ (Proficient in Neither)	25	64%
Total	39	100%

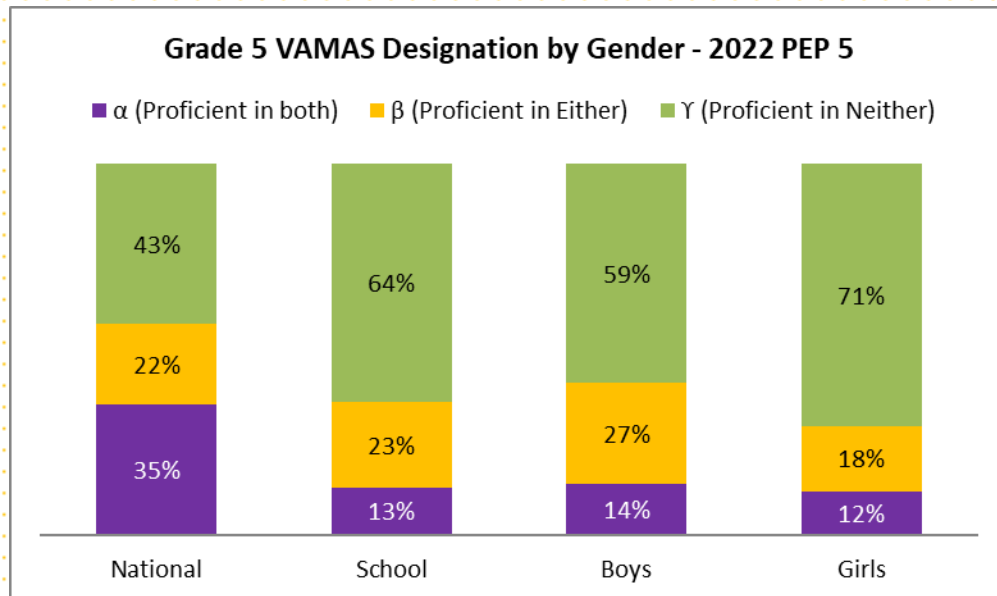
An application of the VAMAS revealed that less than approximately one eighth of the students in the 2017 cohort were at the requisite level of performance in 2022.

Some 13 per cent or five students were designated as **Alphas** having been certified proficient in the 2022 PEP 5 language arts. This was 22 percentage points below the national designation of school students in 2022. There were similar proportions of female and males **Alphas**.

FINAL

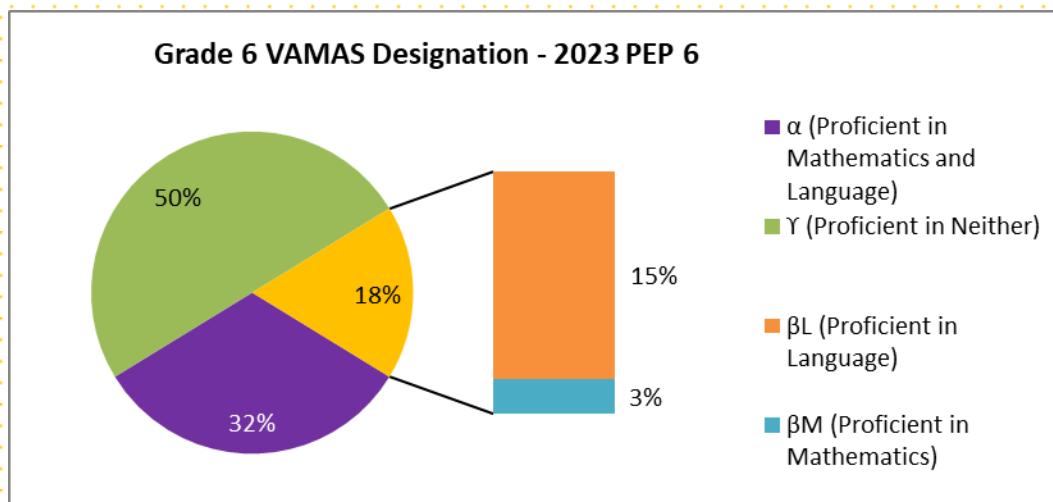
STUDENTS' PROGRESS – VALUE ADDED MODEL FOR ASSESSING SCHOOLS (VAMAS)

Another 23 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 most of them were proficient in language arts. A gender comparison further revealed a higher concentration of **Betas** among boys.



Of concern, were the 64 per cent or 25 **Gammas** who were not proficient in either language arts or mathematics. This was 21 percentage points higher than the national designation of students in 2022. These **Gammas** were mainly girls as evidenced by the gender comparison.

Graph 6b: Value-added Performance of the 2014 Cohort in Language Arts and Mathematics in 2020



FINAL

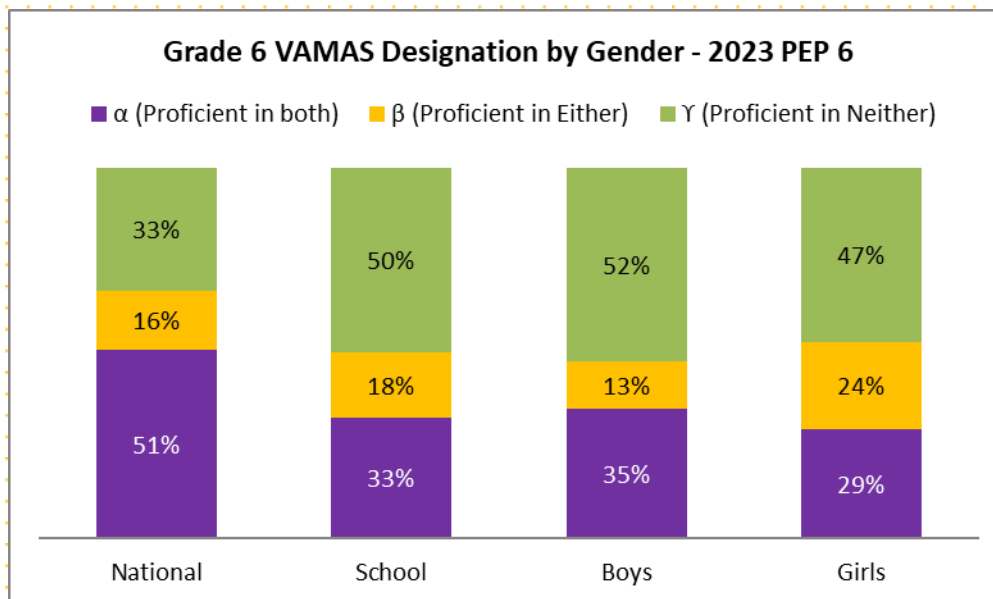
STUDENTS' PROGRESS – VALUE ADDED MODEL FOR ASSESSING SCHOOLS (VAMAS)

Grade 6 VAMAS Designation	Total	Percent
α (Proficient in Mathematics and Language)	13	33%
β (Proficient in Either)	7	18%
γ (Proficient in Neither)	20	50%
Total	40	100%

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

Some 33 per cent or 13 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 18 per cent or seven of the students were proficient in either language arts or mathematics and were designated as **Betas**. Within this category, it was found that most of these **Betas** were proficient in language arts.

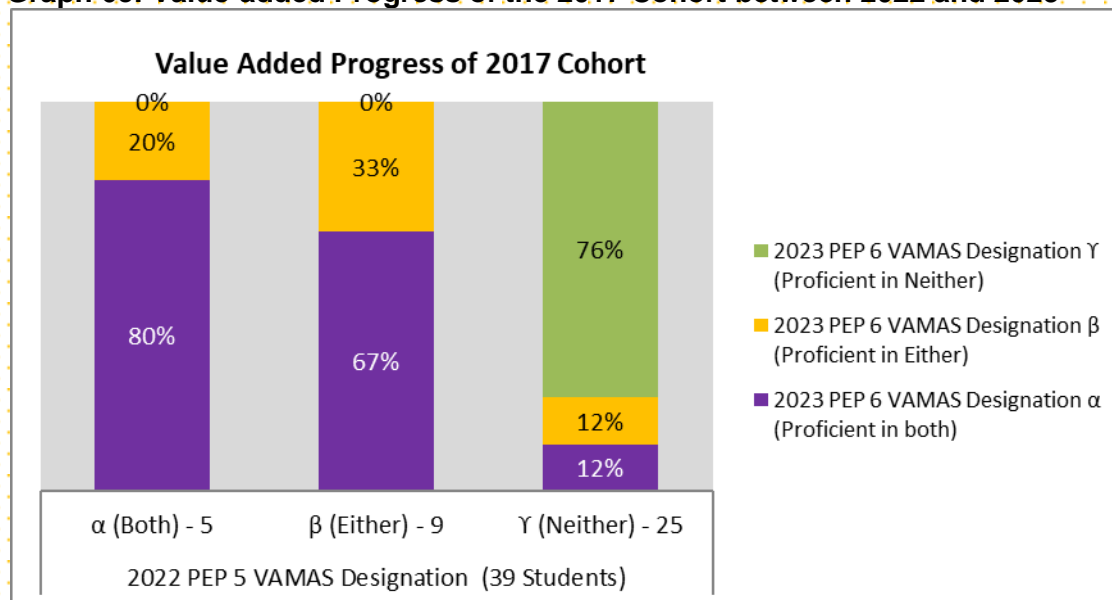


The remaining 20 students, or 50 per cent, were **Gammas** and were neither proficient in mathematics nor language arts. This proportion was higher than the national concentration of **Gammas** and was mainly boys.

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 6c: 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, 80 per cent or four of the five students designated as **Alphas** in 2022 retained their **Alpha** status in 2023 while one fell to **beta**.

		2022 PEP 5 VAMAS Designation				2022 PEP 5 VAMAS Designation (39 Students)		
		α	β	γ	Total	α (Both) - 5	β (Either) - 9	γ (Neither) - 25
2023 PEP 6 VAMAS Designation	α (Proficient in both)	4	6	3	13	80%	67%	12%
	β (Proficient in Either)	1	3	3	7	20%	33%	12%
	γ (Proficient in Neither)	0	0	19	19	0%	0%	76%
Total		5	9	25	39	100%	100%	100%

Six of the nine students who were designated as **Betas** in 2022, improved to **Alpha** in 2023 while the other three retained their **Beta** status.

Twenty-five students from the 2017 cohort were designated **Gammas** based on their 2022 PEP performance. Three of these **Gammas** improved to **Alpha** while three improved to **Beta**. The remaining 19 students retained their **Gamma** status.

FINAL