

ALSTON PRIMARY AND INFANT SCHOOL

INSPECTION REPORT

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National Education Inspectorate
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Introduction

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

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

Key Questions

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

1. How effectively is the school led and managed by the Board, the Principal, senior management team, and middle leadership?
2. How effectively does the teaching support the students' learning?
3. How well do students perform in national and/or regional tests and assessments? (For infants: in relation to age-related expectations)
4. How much progress do students make in relation to their starting points?
5. How good is the students' personal and social development?
6. How effectively does the school use the human and material resources at its disposal to help the students achieve as well as they can?
7. How well do the curriculum and any enhancement programmes meet the needs of the students?
8. How well does the school ensure everyone's security, health, safety and well-being?

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Value Added Assessment of Students' Progress

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

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

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

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The Five-point Scale

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

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

Level 4 – Good: the expected level for every school. Achieving this level in all aspects of its performance and provision should be a realistic goal for every school.

Level 3 – Satisfactory: the minimum level of acceptability required. All key aspects of performance and provision in every school should reach or exceed this level.

Level 2 – Unsatisfactory: quality not yet at the level acceptable for schools. Schools are expected to take urgent measures to improve the quality of any aspect of their performance or provision that is judged at this level. Action on the inspectors' recommendations for improvement is mandatory.

Level 1 – Needs Immediate Support: quality is very low. Schools are expected to take immediate action to improve the quality of any aspect of their performance or provision that is judged at this level. Action on the inspectors' recommendations for improvement is mandatory. These schools are also at risk of direct interventions for improvement by the HME.

Consistency in terminology

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

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

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Profile

School's Demographics

School Code:	13004
School Name:	Alston Primary and Infant
Parish:	7. Clarendon
Region:	Clarendon
Locale:	Urban
Day Structure:	Whole Day
Population Composition:	Co-educational
Size:	Class I
Capacity:	190
Enrolment:	96
Number of Teachers:	5
Pupil-Teacher Ratio:	14:1
Multi-grade:	Yes
Owned By:	Anglican

Socio-economic Context

Alston Primary School is located in North West Clarendon, in the community of Top Alston. The community is sparsely populated, with most persons being farmers, a few small business operators, labourers, teachers, electricians, vendors and others who are unemployed. The community consists mostly of persons of low socio-economic backgrounds. This, along with poor road conditions, limited housing, low employment opportunities, and inadequate transportation, has negatively impacted enrollment growth. Students attending the school are from Alston, Top Alston, Moravia, Silent Hill, Morgans Forest, Walders Run and Baillieston. Currently, there are approximately 11 students enrolled on the Programme of Advancement through Health and Education (PATH).

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Executive Summary

Overall effectiveness of the school

The overall effectiveness of Alston Primary School is satisfactory

Overall, leadership and management is good

Alston Primary cultivates a collaborative culture centred on furthering student outcomes through multi-level engagement. The leadership steadfastly upholds a shared vision of excellence, driving ongoing improvement through responsiveness to data and stakeholder input. Robust parent-school communication pathways reinforce learning, while the PTA and community partners make consistent, enriched contributions.

Overall, teaching in support of learning is satisfactory

Teachers show adequate subject expertise and employ sound instructional strategies to clarify student misconceptions, though lesson differentiation and impactful technology integration lag in multi-grade classrooms. While structured assessment practices, reflective planning, and engaged student participation set the foundation, realising enhanced critical thinking and deeper learning through real-world connections remains vital for driving quality and equity.

Overall, students' performance in English and mathematics is unsatisfactory

The school's performance in national examinations was not consistently at or above the national average over the last three years.

Overall, students' progress in English and mathematics is satisfactory

Most students demonstrate adequate progress in lessons. While English attainment trends upward over time, mathematics proficiency declined in the latest cohort.

Overall, students' personal and social development is satisfactory

The general behaviours of students in lessons and around the compound are good. Students attend school regularly and are usually on time for the beginning of lessons. Most students display adequate civic, spiritual, cultural, economic and environmental knowledge.

Overall, the use of human and material resources is satisfactory

The quantity and quality of the school's human resources are adequate for the small student population, though material provisions are less than ideal, negatively impacting the learning environment. While staffing meets curriculum needs and professional development expands capacity, the campus requires infrastructure upgrades, more teaching-learning provisions, and technology access to strengthen quality instruction.

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Overall, provisions for the curriculum and enhancement programmes are satisfactory

The school's curriculum provisions are adequate but lack the differentiation to support multi-grade instruction. Established reading interventions, subject hour allocations, cross-grade content sequencing, and varied clubs foster learning.

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

The school ensures student safety and well-being through strong emergency preparedness, nutrition policies, financial assistance, and progress monitoring. However, strained guidance staffing hinders consistent health promotion and social-emotional support.

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

- Students' behaviours and attitude
- Intervention programme to support students' academic development
- Students' well-being
- Teacher-student interactions
- Documentation practices

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 good

School-based leadership and management is good

The school leadership employs a collaborative approach to nurture institutional growth and excellence, as embodied by the vision to create and sustain a culture of academic achievement woven into daily operations. This shared vision, promoted during devotions and lessons, has driven marked improvements in student deportment, behaviour, and performance. The school implements targeted initiatives focusing on core skills to make further gains and the established literacy interventions address identified learning gaps. Teachers steadfastly carry out their assigned duties and more, reinforced by supportive relationships that facilitate effective functioning as a school community. Many teachers conduct extra lessons, coordinate student clubs, and participate in activities beyond expectations. Rigorous oversight ensures instructional quality, including detailed documentation of class walkthroughs capturing teaching recommendations to guide professional development. Additionally, constant data gathering and analysis, from sources like student assessments to meeting records, enables responsive decision-making supporting students' evolving needs.

Self-evaluation and school improvement planning is good

The school employs rigorous, accurate processes for continuous self-evaluation and improvement planning. The current School Improvement Plan (SIP) spanning 2023-2026 adopts an inclusive approach involving key stakeholders. Development began at a consultation briefing to conduct a SWOT analysis informing the plan's targets, aligned with the Ministry of Education and Youth (MoEY) strategic priorities. Notable areas needing improvement include limited human resources, an inactive library program, insufficient teaching-learning materials, multi-grade classrooms, termite-damaged furniture, and lacking funds to address the campus's rugged terrain. Teachers and the School Board also identified staffing, textbooks, and broader financing needs. The SIP and accompanying evaluation matrix are comprehensive living documents outlining indicators of success, results, variances, comments, and next steps tied to each target. For example, recent literacy and numeracy resource procurement and a Parent Teacher Association (PTA)-donated smart TV to aid instruction demonstrate progress in providing adequate teaching-learning provisions.

Governance is good

The duly constituted School Board actively supports school operations through engaged governance. Regular meetings facilitate ongoing guidance, with the Principal presenting comprehensive reviews of all aspects of school functions. Financial oversight is adequately maintained via the Chairman's frequent site visits, though the Personnel and Finance Committee requires a more formalised structure beyond current informal collaborations. Notable Board goals include expanding material resources and external stakeholder support to enable school

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development priorities. Accountability systems also ensure the Principal and staff adhere to established performance standards. While additional training from the National Council on Education (NCE) would further strengthen governance capacity, current Board members capably leverage their operational knowledge to advance the school's growth.

Relationship with parents and the local community is good

The school fosters robust communication with parents through reliable channels like phone calls, WhatsApp groups, twice-term PTA meetings, and parent-teacher consultations where academic performance insights are provided. PTA meetings share event details, learning updates, and tips to assist students across subjects, further strengthening family-school bonds. The active PTA enriches the school via consistent engagement and contributions like a refrigerator, smart TV, walkway and peace garden funding, retainment wall building, harvest support, and proceeds from fundraising bake sales. These efforts underscore the mutually beneficial school-community relationship upheld through partnerships with organisations like Food For The Poor, Usain Bolt Foundation, NCB Christiana, and local businesses. Together, they have provided facility upgrades, learning materials, tablets for needy students, staff room improvements and more.

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 satisfactory

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

Teachers demonstrate a secure knowledge of their subjects during most lessons, confidently communicating factual information. Similarly, students' misunderstandings and mistakes are ably corrected. For example, in the Grades 1 and 2 mathematics lesson, the teacher reminded the students that sequencing is placing objects or events in an orderly manner. In some lessons, teachers inspire students to want to learn using appropriate resources and activities. However, in some lessons, teachers do not understand how best to teach in the multi-grade setting. Reflection on previous lessons taught is done in many instances. Teachers reflect on lessons and student responses using a standard template but often lack quantifiable data on students impacted; still, noted follow-ups like re-teaching concepts or conducting more research demonstrate responsiveness.

Teaching methods are satisfactory

Question and answer is utilised as the main teaching strategy across the school in the delivery of lessons. Time is managed well in many lessons to ensure adequate pacing and completion of assessment activities; however, owing to the pace of the less able students, some lessons are prolonged beyond the scheduled time. Lessons are supported by detailed lesson plans that adhere to the 5E's instructional model and, in some instances, a clear path to accommodate both grade levels. In some lessons, suitable strategies are used to make lessons interesting and relatable; for example, in a Grades 1 and 2 mathematics lesson, the teacher led the students in singing, while the students clapped their hands to indicate the month they were born. In almost all lessons, there are positive interactions between teachers and students, especially as teachers navigate classrooms to give individual attention to students. Although ICT is used in most lessons, few are used effectively. However, other resources utilised, such as handouts in the Grades 5 and 6 language arts lessons, served to include all the students in the lesson.

Students' assessment is satisfactory

A documented assessment policy establishes procedures and practices to guide the frequency, format, and weighting of assessment tasks. Questioning and individual seated tasks are generally utilised during lessons to ascertain students' understanding of the concepts taught. A unique approach is taken to using the mark book, where one is maintained for each class, which moves to the next grade as the students are promoted. These are well-maintained and provide a comprehensive view of the students' performance over time. Nevertheless, there is little evidence of this information being used in lessons, as differentiation in assessment is not widely practised. Teachers generally provide oral feedback in lessons and utilise comments in students' books to support their understanding of the concepts taught.

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Student learning is satisfactory

Students generally demonstrate a positive attitude in lessons and want to learn; they participate fairly well in class activities and complete seated tasks. For example, in the Grades 1 and 2 mathematics lesson, many students eagerly participated in singing and reciting the months of the year and the days of the week. Most students develop research and inquiry through completing projects and other assignments, and students in the upper grades use dictionaries to find the meanings of new words. However, only some apply what they learn in lessons to real life and new situations, and in some instances reading and comprehension are underdeveloped. Most students collaborate well to work on assigned tasks; for example, in a Grades 1 and 2 mathematics lesson, some students shared a calendar to identify the number of weeks in a month. Despite this, students' critical thinking skills are not yet developed.

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

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 has not been consistently at or above the national proficiencies over the review period. At the Grade 6 level, the PEP 6 language arts proficiency was above the national proficiency in 2019, 2020, and 2023 but below 27 percentage points in 2022. It rose from 57 per cent in 2019 to 86 per cent in 2023. An examination of the performance by gender revealed that the girls outperformed the boys in PEP 6 language arts in 2019, 2022, and 2023.

Students' performance in mathematics is unsatisfactory

The school's mathematics performance has not been consistently at or above the national proficiencies. At the Grade 6 level, the PEP 6 mathematics proficiency was above the national proficiency in 2020. It remained at the same level as the national proficiency in 2019 and 2023 but was below it in 2022. An examination of the performance by gender revealed that the girls outperformed the boys in PEP 6 mathematics in 2022 and 2023.

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

4) Students' Academic Progress

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

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

Value-added assessment of students' progress

Overall, evaluating the 2023 PEP 6 Cohort using the VAMAS model reveals that most of the students made adequate progress against expected proficiency standards in mathematics and English. The value-added comparison in the table below shows that in 2022, four of the seven traceable students performed at the Alpha level (attaining proficiency in English and mathematics) in PEP 6. Additionally, three (3) students performing at the Alpha level in PEP 6 were previously at the Beta level in PEP 5 assessment. Further, one (1) student performing at the Alpha level in PEP 6 was at the Gamma level in PEP 5. Additionally, one (1) 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	0	3	1	4
	Beta	0	1	1	2
	Gamma	0	0	1	1
	Total	0	4	3	7

Students' progress in English is satisfactory

Most students make adequate progress in English compared to their starting points at the school. For example, in 2017, 67 per cent of the students were proficient in the literacy component of the GOILP. In 2022, 43 per cent of the students sitting the PEP 5 language arts were proficient. By 2023, 86 per cent of the students sitting the PEP 6 language arts were proficient.

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

Most students demonstrate steady growth in English language arts skills across the grade levels. Most Grades 1 and 2 students capably sequenced events using pictorial and written cues. In

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Grade 3, most students completed sentences using words with the "sh" phonetic sound. Similarly, in Grade 4, most students grasped homonyms, providing accurate definitions and usage in original sentences. Comprehension skills sharply diverged by Grade 6; while most students created appropriate passage titles, only a few identified the main idea without simply rewriting the first sentence verbatim.

Students' progress in mathematics is satisfactory

Many students make adequate progress in mathematics compared to their starting points at the school. For example, in 2017, 71 per cent of the students were proficient in the numeracy component of the GOILP. In 2022, 86 per cent of the students sitting the PEP 5 mathematics were proficient, and by 2023, 57 per cent were proficient in PEP 6 mathematics.

In assessing individual student progress in mathematics, four of the seven traceable students were proficient in the 2023 PEP 6 mathematics. A comparison of their performance in the 2022 PEP 5 revealed that one of these students was previously proficient in the PEP 5 mathematics in 2022, and three students were previously not proficient.

Many students across all grades at the school demonstrate varied proficiency in mathematics. For example, the most capable Grades 1 and 2 students correctly ordered the months chronologically and located month names in puzzles. However, struggling readers at the same level had difficulty tracing the letters when spelling month names. Effective differentiation is lacking to accommodate students in multi-grade contexts. For example, in a Grades 3 and 4 lesson on telling time, Grade 4 students competently read an analogue clock face to identify the times provided. Yet it remained unclear what mathematical skills Grade 3 students practised, if any since the lesson did not scaffold questions or tasks by ability. Most Grades 5 and 6 students capably interpreted data to create pictographs.

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

Almost all students are well-behaved and display positive work attitudes during lessons and around the premises. They are respectful to staff, each other as well as to visitors. Generally, students are prepared for work with the requisite tools, follow their teachers' instructions, remain on task and participate well in class discussions.

Punctuality and attendance are satisfactory

Most students attend school regularly and arrive on time for devotional exercises and lessons. The average attendance rate at Alston Primary is 85 per cent. Across the school, students are generally well-behaved during transition periods and respond promptly to the bell and other cues. Many lessons begin and end on time with very little time lost as the students generally follow the teachers' instructions when it is time to end or begin lessons.

The civic understanding and spiritual awareness of the students is good

Overall, almost all students are appropriately aware of Jamaica's cultural practices and symbols. They speak proudly of the national heroes and how they changed the course of Jamaica's history. Most students demonstrate a sufficient understanding of civic responsibilities as they go about their daily lives. For instance, they assist the elderly in their communities complete domestic chores. Students generally participate in daily devotional exercises and express sufficient understanding of how to be respectful where there are differences in beliefs.

Students' economic awareness and understanding is satisfactory

Most students have a sufficient understanding of the Jamaican economy and are aware that the economy is struggling to compete in the global market. They are sufficiently aware of imports and exports and could explain that the economy will suffer if Jamaica imports more than what it exports. Students were unsure of the contributions they could make to the country's economic success when they left school; however, they expressed an interest in having careers in security and medicine.

Students' environmental awareness and understanding is satisfactory

Most students know and understand environmental issues such as global warming caused by pollution and garbage burning. Further, students identified 'deforestation' as another environmental issue which causes soil erosion. They noted that caring for their school environment is critical. As such, they sweep classrooms and dispose of their garbage in receptacles strategically placed in classrooms and around the compound. Further, students noted that if recycling is practised, it will assist in minimising the amount of waste in the atmosphere.

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How good is the students' personal and social development?	
Students' behaviours and attitudes	Good
Punctuality and attendance	Satisfactory
Civic understanding and spiritual awareness	Good
Economic awareness and understanding	Satisfactory
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 has the requisite number of teachers to deliver the curriculum in the multi-grade context. However, the three teachers in the primary department have qualifications to teach at the secondary level. The Acting Principal, however, has training in primary education. Support staff are adequate and include three regular and three relief watchmen, one cook, one assistant cook, two janitors and a cluster-based guidance counsellor. School leaders ensure that academic and support staff are involved in ongoing professional development sessions, which are generally timetabled on the calendar of activities to improve practice.

The use of human resources is good

The Senior Management Team (SMT) ensures that staff is deployed based on the needs of the students. Teachers and other staff members are punctual and regularly present for school as indicated in the control register. Of note, the ancillary staff arrives at work early to offer support where needed, and as a part of the school's culture, all staff make it a habit to sign in and out of the register daily. The school uses its support staff efficiently to meet the students' nutritional needs and to ensure a clean and aesthetically appealing environment.

The quality and quantity of material is unsatisfactory

The small campus is strained by infrastructure issues like leaking ceilings and an overloaded electrical circuit awaiting repair. Additionally, teaching-learning provisions like the sole TV, one projector, and library with tracking systems are inadequate and internet connectivity is limited. However, the premises and classrooms separated by partitions are clean, well-maintained and equipped with enough student desks.

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The use of material resources is satisfactory

The school makes effective use of the available space for teaching and learning. Classrooms are print-rich with adequate learning corners for students to reinforce learning, and the use of teacher-made resources, textbooks, and manipulative objects is effectively utilised in many instances in the delivery of lessons.

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	Unsatisfactory
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 curriculum implementation team adapts the national standards curriculum (NSC) to the multi-grade environment, but further differentiated instruction tailored to varying ability levels is lacking. Established mathematics and reading skill interventions employ small group formats for targeted learning, with students of similar competency levels working on fluency, phonics, comprehension and other priorities based on their needs. These programs provide focused support complementing literacy and numeracy hour allocations. Additionally, lesson topic sequencing generally facilitates continuity across grade levels. While these curriculum provisions enable progress, enhancing standardised planning and review processes promises more responsive, data-driven enhancements.

Enhancement programmes are satisfactory

There are sufficient clubs in the school that cater to the students' needs. These include 4H, environmental, spelling and Brownies. Clubs are timetabled to allow all students to participate in at least one. However, there is no evidence of meetings documented.

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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 good

Safeguarding students is a top priority for the school. Robust Disaster and Fire Emergency Plans have been instituted, vetted by the Fire Brigade, and disseminated to all teachers. The fire safety plan features a detailed map of school exits to facilitate rapid evacuation if necessary, along with contact information for first responders like the nearby Spalding Hospital should medical transport be required. The school grounds are also fully enclosed by a secured perimeter fence and gate. Fire extinguishers and marked evacuation routes prepare students and staff to efficiently respond to fire alarms or earthquakes, which are practised during regular safety drills. While these protocols reinforce student security, overloaded electrical systems cause occasional power outages - an issue the MoEY has been notified of and is working to address through infrastructure upgrades.

Provisions for students' health and well-being are satisfactory

The school promotes student health and well-being in several key areas. Nutrition education encourages healthy lifestyle choices, while the hygienic canteen provides balanced daily meals overseen by food handlers with valid permits. A guidance counsellor serves the school community, though time constraints from splitting duties across multiple schools pose challenges in fully addressing student issues. While programs like the Confidence Club for Girls aim to support student development, competing priorities sometimes hinder consistent implementation. Attendance, behaviour, and punctuality are closely tracked; most students attend school regularly. Financial assistance programs assist vulnerable youth, with 11 students benefiting from the PATH through free lunches. Additionally, need-based breakfast and lunch assistance is available so all students can access proper nutrition for learning.

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	Satisfactory

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Recommendations

Recommendations from the previous inspection report

Previous recommendations	Progress* (Limited, In Progress, Completed)
<p>1. The MoEYI, through the relevant agencies, should:</p> <ul style="list-style-type: none"> a. provide opportunities to strengthen the school’s leadership and management team through capacity building in the area of strategic leadership, especially in planning and implementation; b. fast track the appointment of a Principal; c. complete the perimeter fence to support the safety and security of staff and students; d. address the termite infestation of the entire school; e. improve the partitions to reduce the level of interference in lesson delivery; f. demolish the abandoned buildings which pose a safety risk for students; and, g. appoint a functional school Board and engage members in training opportunities focusing on strategic leadership. 	<p>Completed</p> <p>Completed</p> <p>Completed</p> <p>In progress</p> <p>Limited</p> <p>Completed</p> <p>Completed</p>
<p>2. The Principal and senior teacher should:</p> <ul style="list-style-type: none"> a. ensure the consistent evaluation of lessons indicating the remedial actions which are required; b. implement a comprehensive safety and security policy as well as health and well-being policy; and, c. implement a structured and organised literacy and numeracy programme to further enhance students’ performance on national assessments, especially in mathematics. 	<p>In progress</p> <p>Completed</p> <p>Completed</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.*

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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, through the relevant agents and departments, should give priority to strengthening the quality of the school's material resources concerning:
 - a. funding needed repairs; and,
 - b. addressing the school's electrical challenges and impacting the incorporation of needed learning tools.
2. The senior management team should:
 - a. actively monitor and evaluate the existing intervention programmes through the aid of students' assessment data to ensure students' learning gaps are targeted and are being met;
 - b. ensure that more effort is made by teachers in the delivery of content of the subjects they teach, particularly in mathematics and English Language,
 - c. continue to provide professional development support for teachers in the area of multi-grade teaching and differentiated strategies to ensure learning for all students, especially in literacy and numeracy, and;
3. Teachers should:
 - a. incorporate a range of strategies and resources in their lessons to enhance the teaching and learning process and;
 - b. ensure that activities and tasks are appropriately differentiated to help students make satisfactory progress during lessons regardless of age or abilities, especially since the school operates in a multi-grade context.

Further Action

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



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

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List of Abbreviations and Acronyms

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

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Appendices

Appendix 1 - Record of Inspection Activities

Appendix 2 – National Test Data

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Appendix 1 - Record of Inspection Activities

Evidence for this report was based on the following:

Total number of lessons or part lessons observed	8
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	English	Math	Other
Number of lessons or part lessons observed	3	3	2

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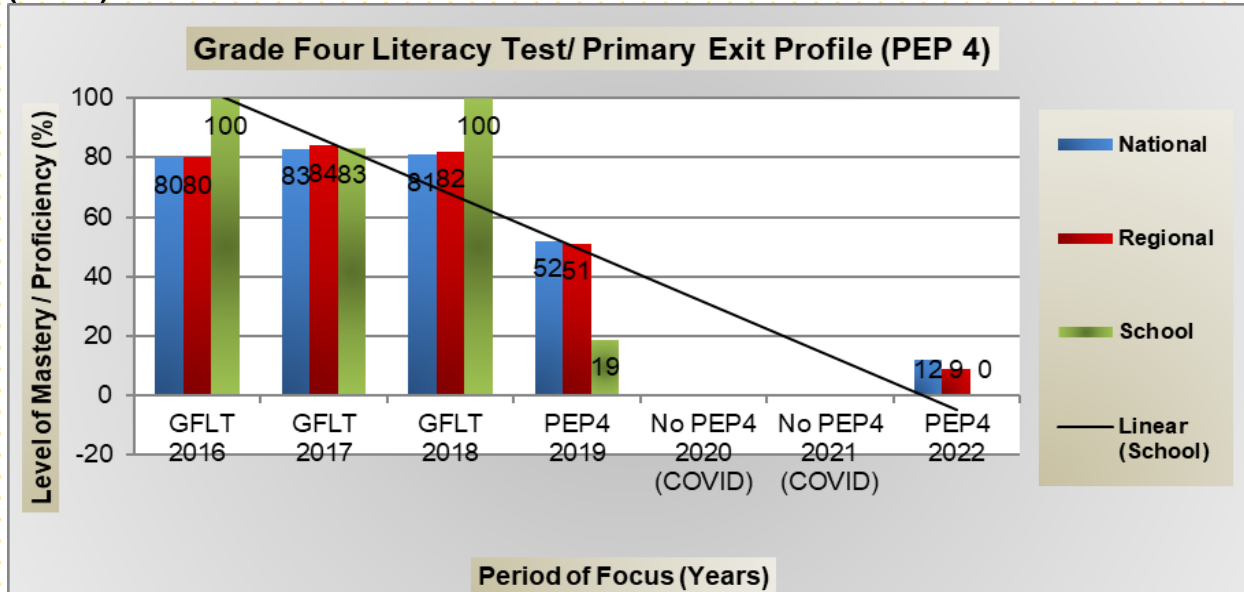
	Parents	Students	Teachers
Number of questionnaires returned and analysed	N/A	N/A	N/A

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

Alston 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	12	12	12	9	0
2019	16	16	52	51	19
2018	16	9	81	82	100
2017 (Cohort)	9	6	83	84	83
2016	7	7	80	80	100

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

The school's Grade Four Literacy mastery remained the same over the 2016 to 2018 period at 100 per cent. Seven students sat the examination in 2016, while nine students sat in 2018. The school's performance was above the national mastery in 2016 and 2018. The participation rate was lowest in 2018 (56 per cent).

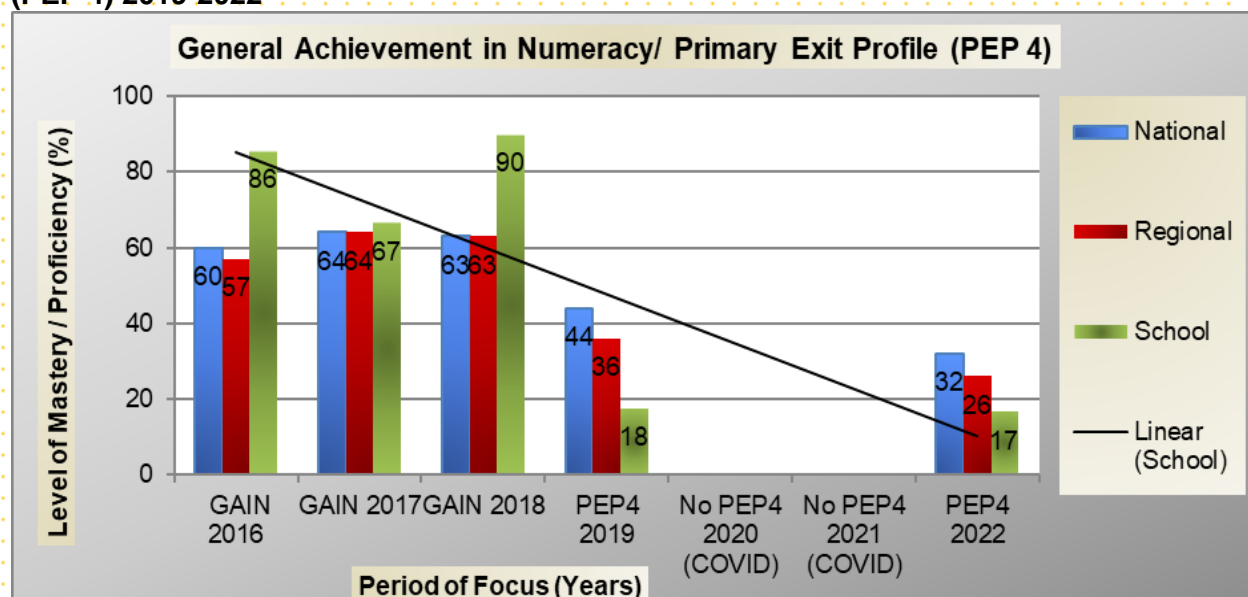
In 2019, 19 per cent (three of 16) of the students were proficient in PEP 4 language arts, while none of the 12 students sitting were proficient in 2022. The school performed below the national proficiency in 2019 and 2022. The participation rate was 100 per cent in 2019 and 2022.

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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

Alston 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	12	12	32	26	17
2019	16	17	44	36	18
2018	16	10	63	63	90
2017 (Cohort)	9	6	64	64	67
2016	7	7	60	57	86

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

The school's GAIN mastery increased overall over the 2016 to 2018 period by four percentage points. It moved from 86 per cent (six of seven students) to 90 per cent (nine of ten students). The school performed above the national mastery in all years. The participation rate was lowest at 63 per cent in 2018.

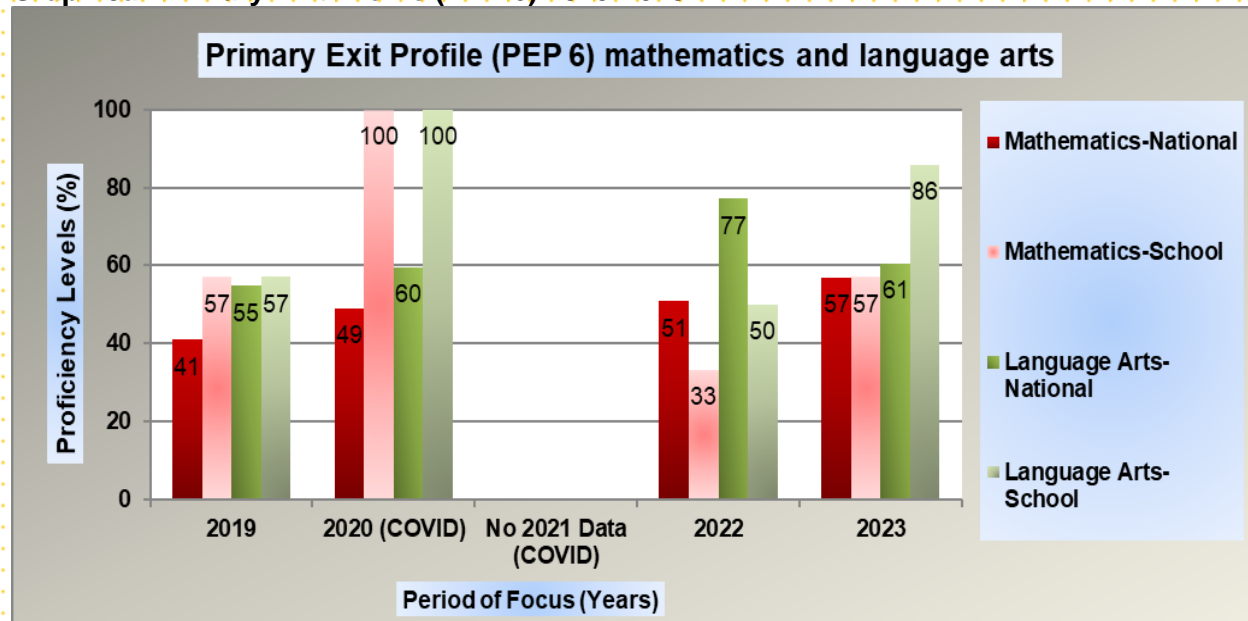
In 2019, 18 per cent (three of 17) of the students were proficient in PEP 4 mathematics while 17 per cent (two of 12 students) were proficient in 2022. The school performed below the national proficiency in 2019 and 2022. The participation rate was more than 100 per cent in 2019 compared to 100 per cent in 2022.

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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 Alston 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 above the national proficiency in the language arts and mathematics components of PEP 6 in 2019, 2020, and 2023, with the exception of mathematics in 2023. In 2022, performance was below the national.

School's performance by subjects

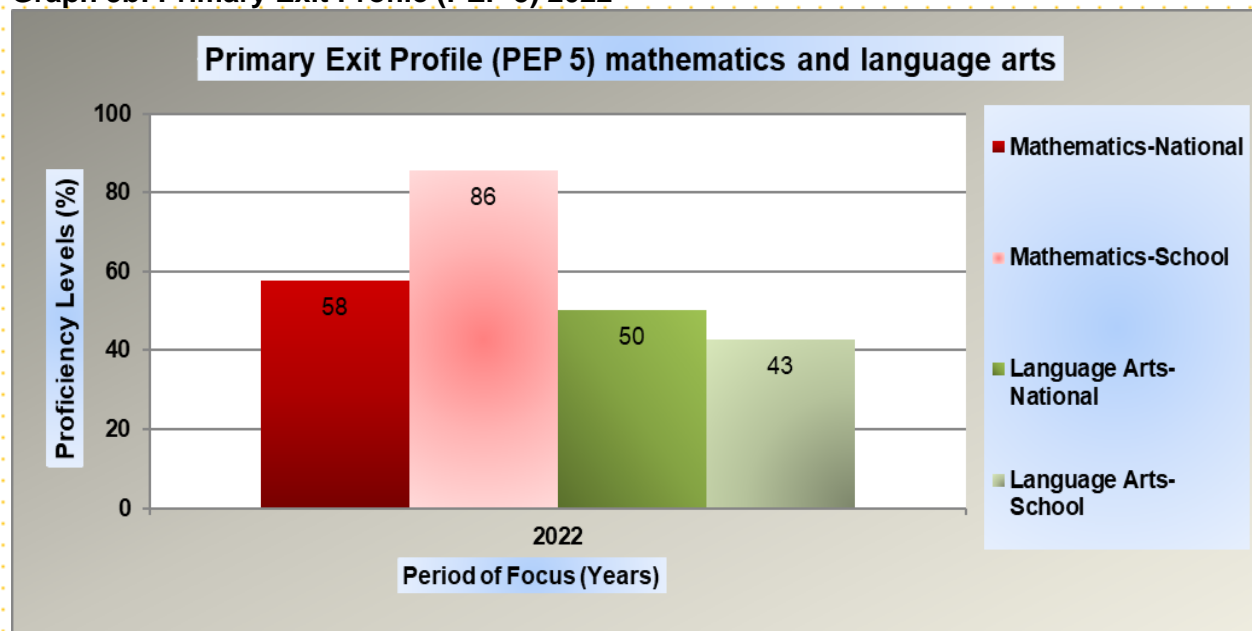
In 2019, the mathematics proficiency was at 57 per cent and was above the national proficiency by 16 percentage points. In 2023, it was 57 per cent which was on par with the national.

The language arts proficiency was at 57 per cent in 2019, and was two percentage points above the national proficiency. In 2023, the proficiency level was 86 per cent and was above the national proficiency by 25 percentage points.

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STUDENTS' ATTAINMENT

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



This graph compares the proficiency levels of the students at Alston 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, but was above in mathematics in the 2022 sitting of the PEP 5.

School's performance by subjects

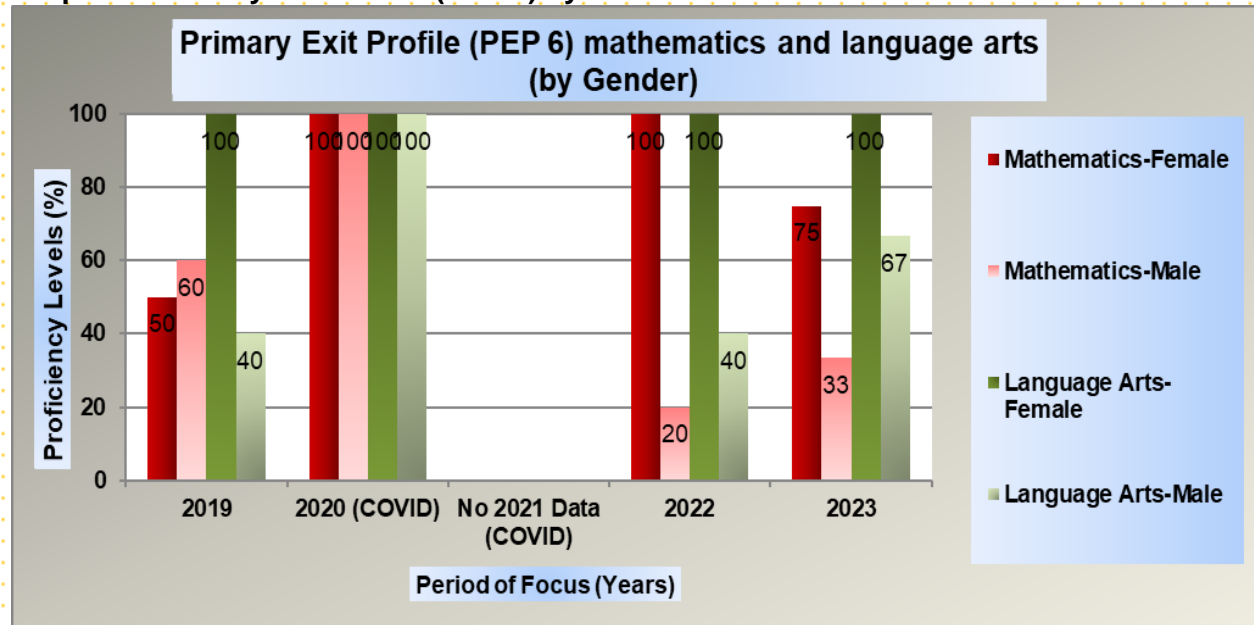
In 2022, the mathematics proficiency was at 86 per cent and was above the national proficiency by 28 percentage points.

The language arts proficiency was at 43 per cent in 2022, and was seven 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 Alston 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.

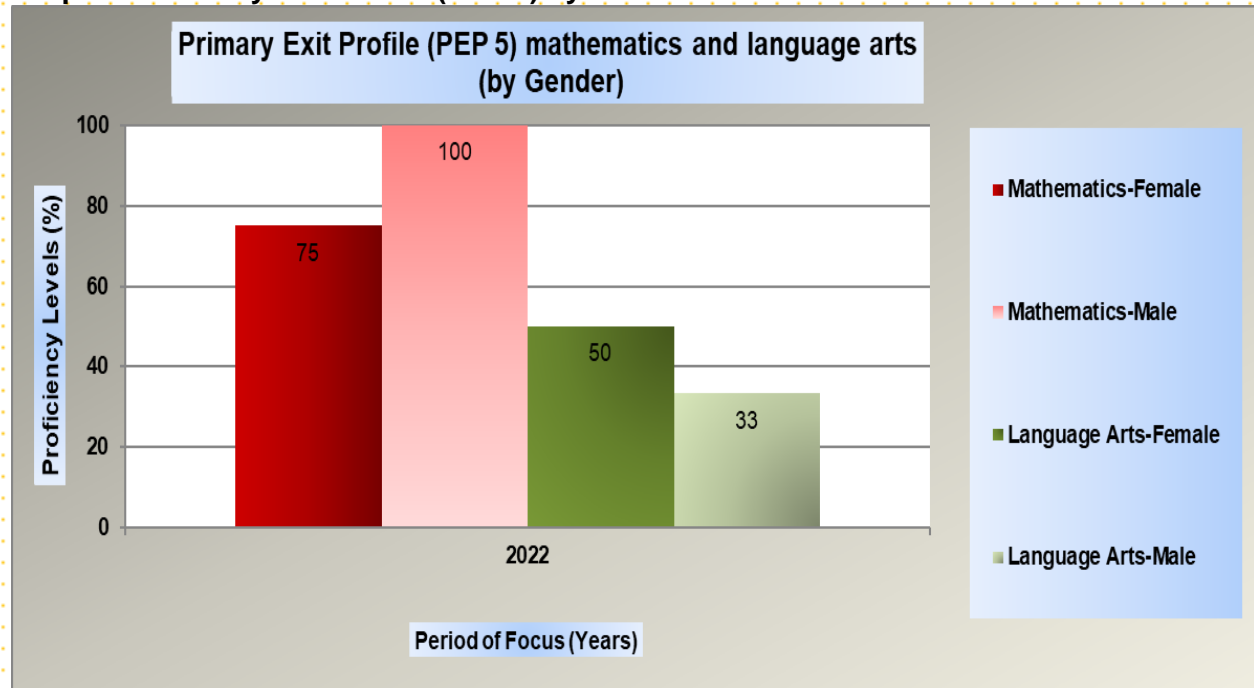
The gender gap looks at the percentage point difference in PEP 6 proficiencies for boys and girls in 2019 and 2020.

Data revealed that in 2019, the girls outperformed the boys in language arts by 60 percentage points, but were below in mathematics by ten percentage points. In 2023, the girls outperformed the boys in language arts by 33 percentage points, and in mathematics by 42 percentage points.

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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 Alston 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 girls outperformed the boys in language arts but were below in mathematics.

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STUDENTS' PROGRESS

Students' Starting Point

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

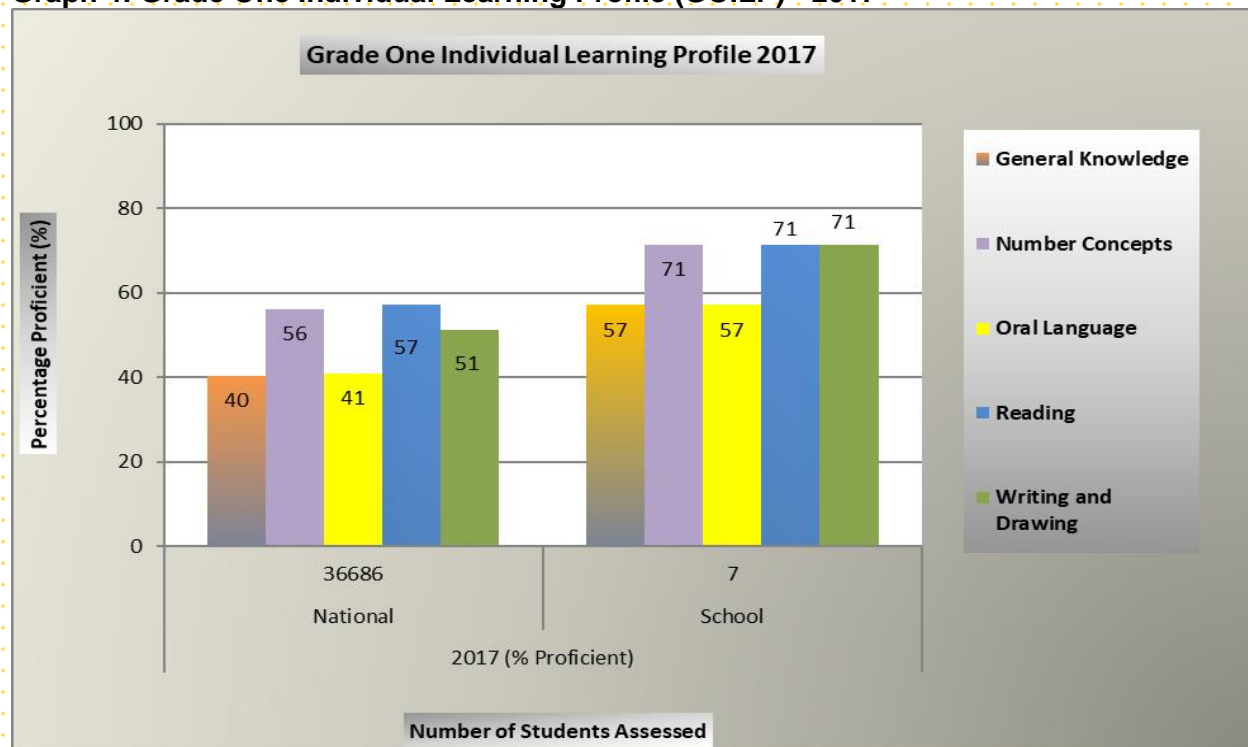


Table 4: Grade One Individual Learning Profile (GOILP) - 2017

Grade One Individual Learning Profile		Number of Students Assessed	Percentage of students proficient in each sub-test				
			General Knowledge	Number Concepts	Oral Language	Reading	Writing and Drawing
2017 (Cohort)	National	36686	40	56	41	57	51
	School	7	57	71	57	71	71

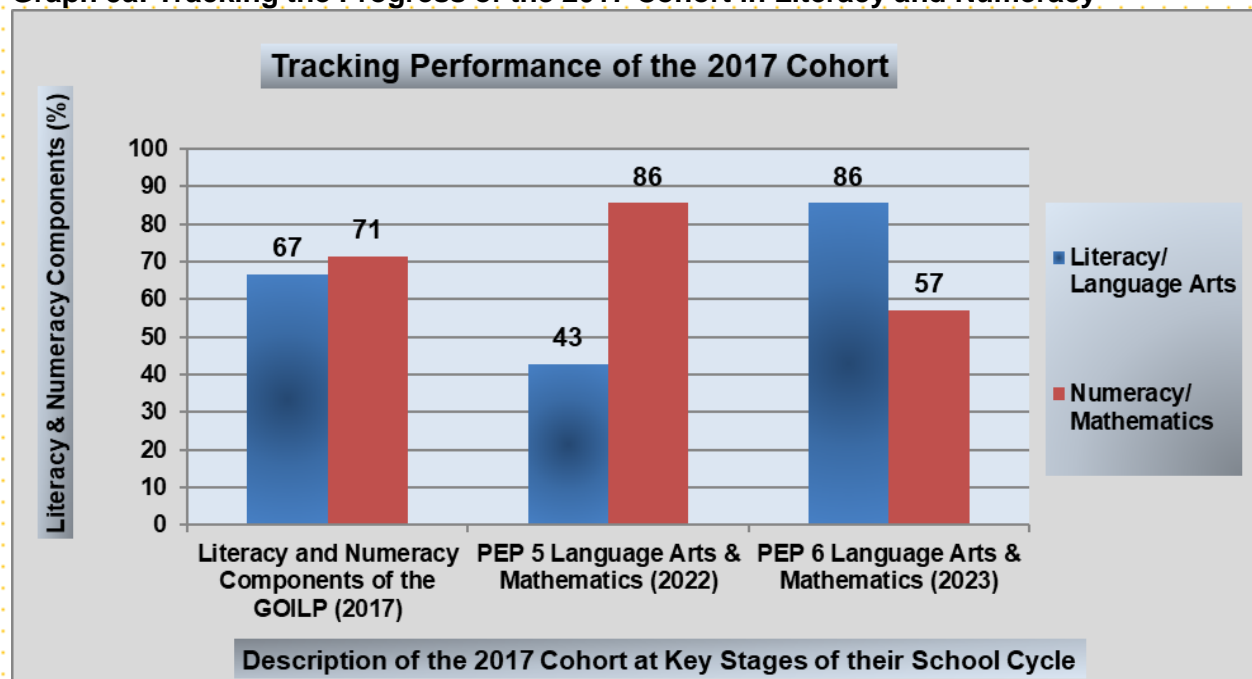
Seven students were assessed at Alston Primary and Infant in 2017. Their proficiency levels were above the national proficiency levels in all components.

Data revealed that the highest level of proficiency was in number concepts, reading, and writing and drawing (five students). The lowest proficiency level was in general knowledge and oral language (four students).

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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 Alston 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 between 2017 and 2023.

In 2017, 67 per cent of the students were proficient in the literacy components of the GOILP. In 2022, 43 per cent of the students were proficient in the PEP 5 language arts. In 2023, 86 per cent were proficient in PEP 6 language arts.

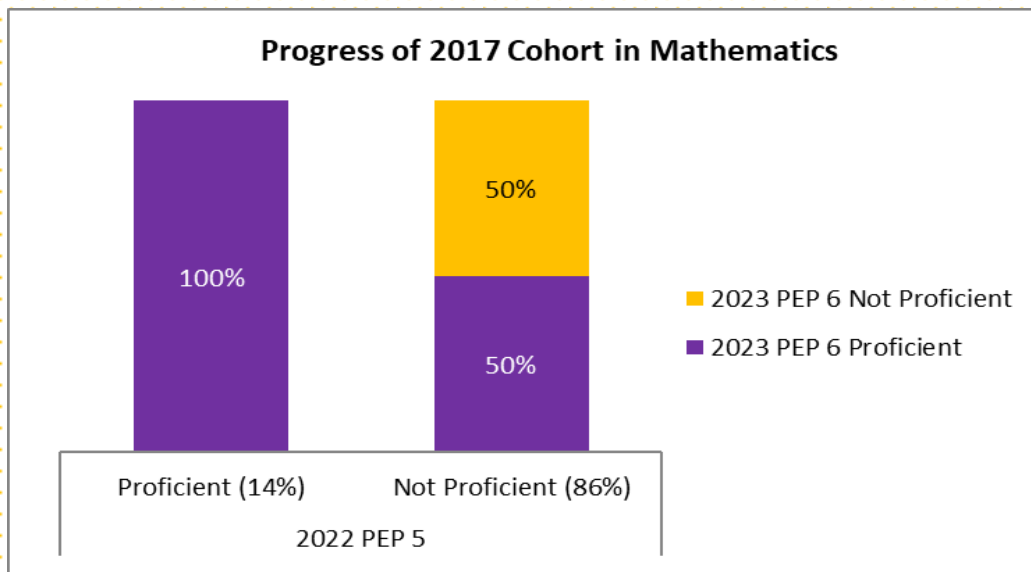
In 2017, 71 per cent of the students were proficient in the numeracy components of the GOILP. In 2022, 86 per cent of the students were proficient in the PEP 5 mathematics. In 2023, 57 per cent were proficient in PEP 6 mathematics.

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STUDENTS' PROGRESS

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

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



		2022 PEP 5			2022 PEP 5	
		Proficient (%)	Not Proficient (%)	Total	Proficient (%)	Not Proficient (%)
2023 PEP 6	Proficient	1	3	4	100%	50%
	Not Proficient	0	3	3	0%	50%
	Total	1	6	7		

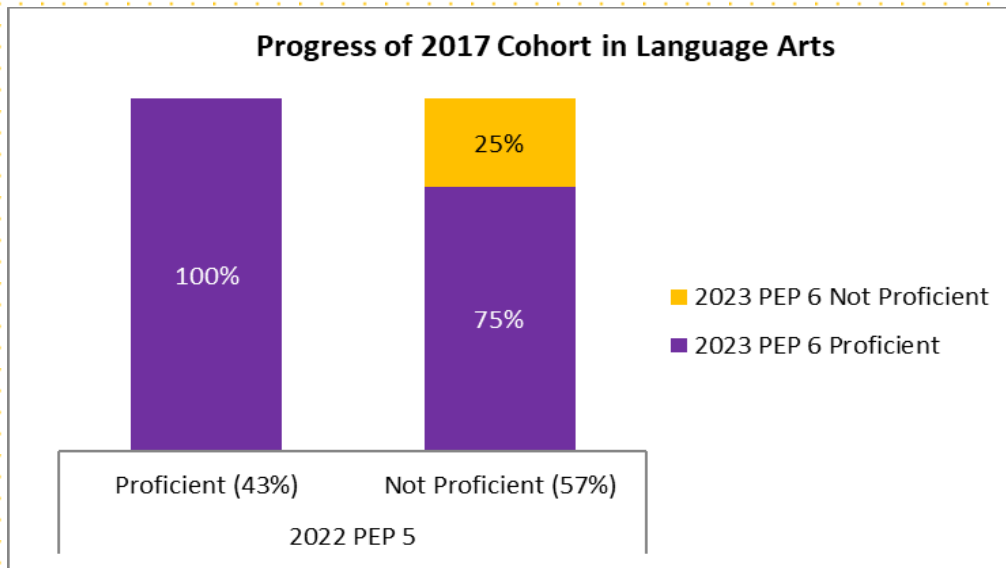
Some 57 per cent or four of the seven students were proficient in the 2023 PEP 6 mathematics. Further analysis revealed that 100 per cent or the student who was proficient in the 2022 PEP 5 was also proficient in 2023 PEP 6 mathematics. Another 50 per cent or three of the six students who were not proficient in the 2022 PEP 5 were also proficient in the 2023 PEP 6 mathematics.

Additionally, three students who were not proficient in the 2022 PEP 5 were also not proficient in the 2023 PEP 6.

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STUDENTS' PROGRESS

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



		2022 PEP 5			2022 PEP 5	
		Proficient (%)	Not Proficient (%)	Total	Proficient (%)	Not Proficient (%)
2023 PEP 6	Proficient	3	3	6	100%	75%
	Not Proficient	0	1	1	0%	25%
	Total	3	4	7		

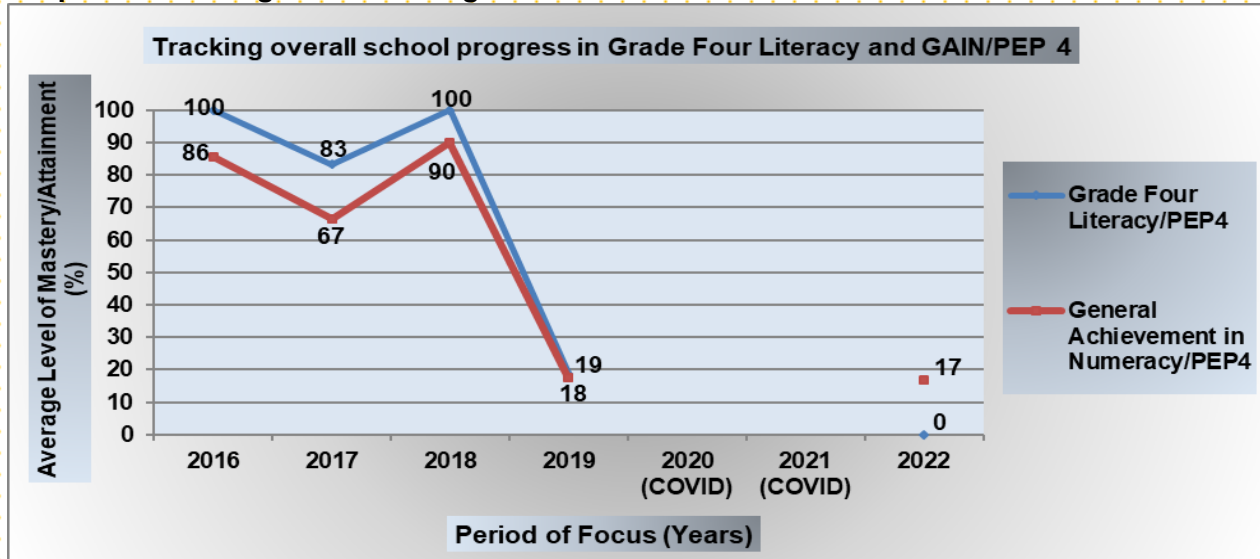
Some 86 per cent or six of the seven students were proficient in the 2023 PEP 6 language arts. A comparison of their previous performance in the 2022 PEP 5 revealed that 100 per cent or the three students who were previously proficient were also proficient in 2023 PEP 6 language arts. Another 75 per cent or three of the four 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 25 per cent or one of the four students who was not proficient in the 2022 PEP 5 was not proficient in the 2023 PEP 6.

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STUDENTS' PROGRESS

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

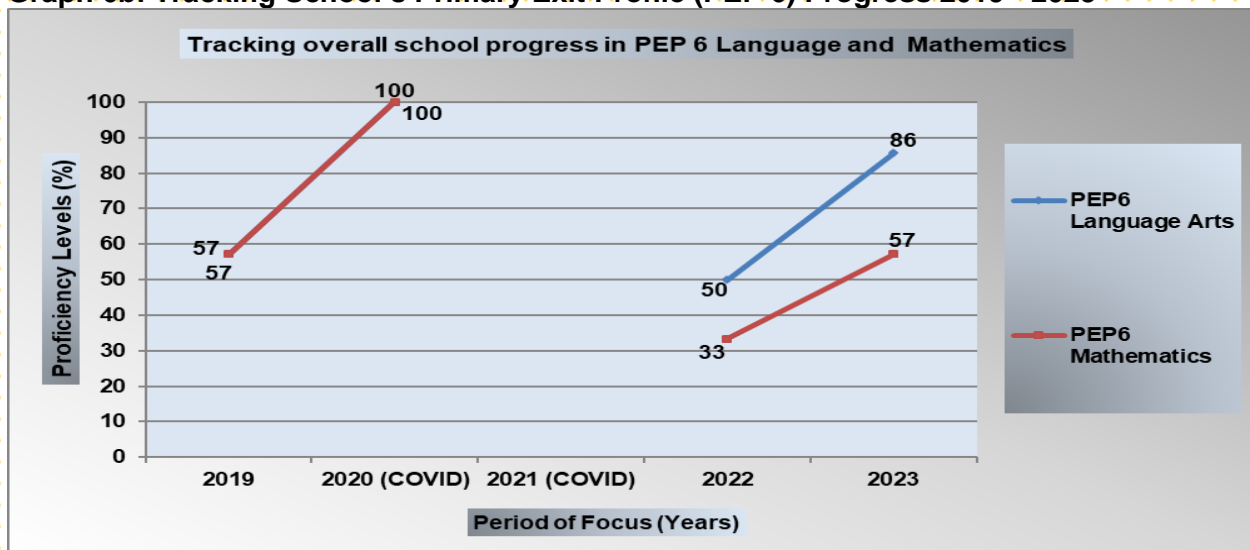


Performance in literacy remained above numeracy in all years, except 2022.

The school's GFLT mastery remained the same, while the 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 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, 57 per cent of the students were proficient in language arts, while 57 per cent were proficient in mathematics. By 2023, the performance in language arts increased to 86 per cent, while the performance in mathematics remained the same at 57 per cent.

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cent. No data were available for 2021.

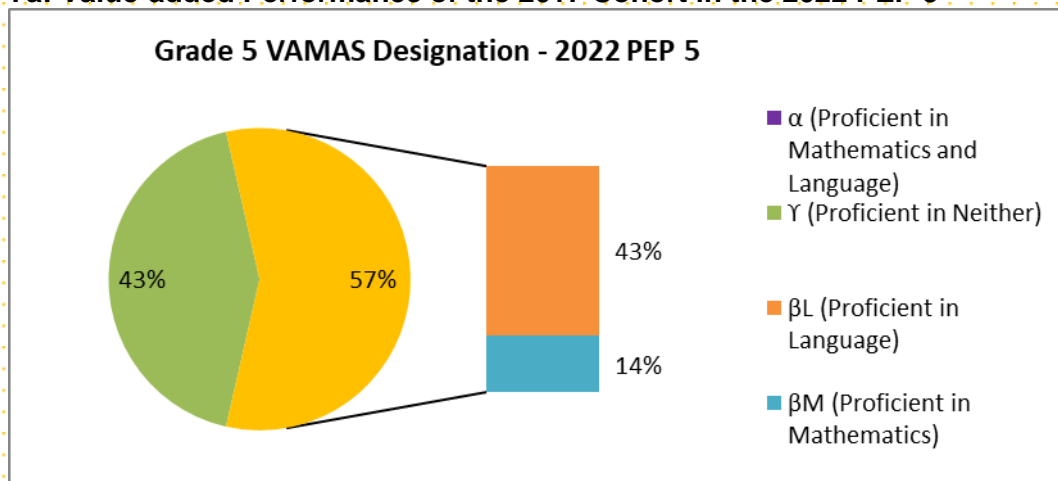
STUDENTS' PROGRESS – VALUE ADDED MODEL FOR ASSESSING SCHOOLS (VAMAS)

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 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)	0	0%
β (Proficient in Either)	4	57%
γ (Proficient in Neither)	3	43%
Total	7	100%

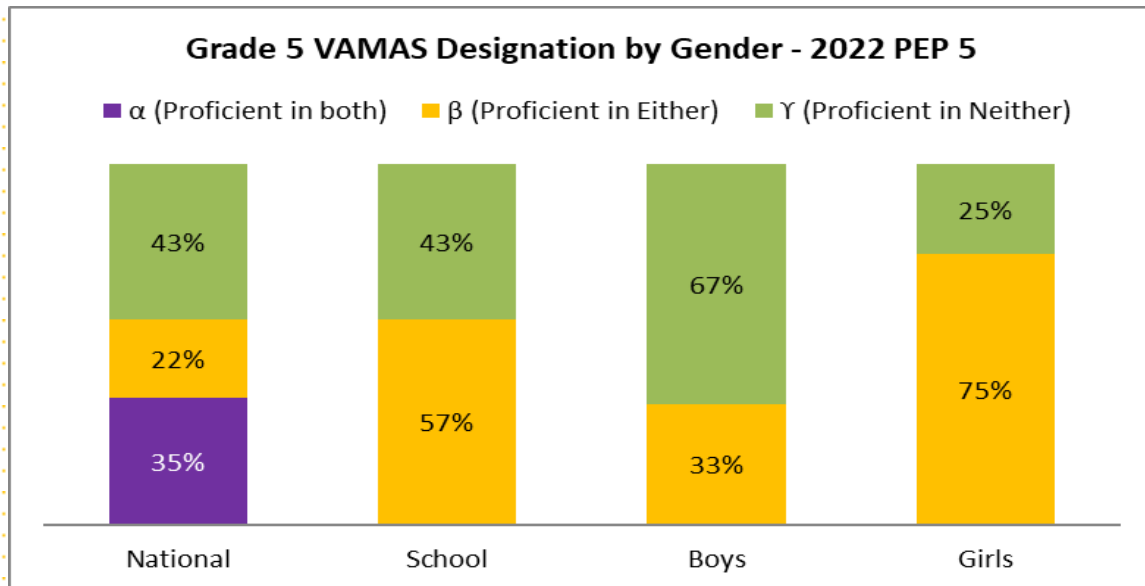
An application of the VAMAS revealed that none of the students in the 2017 cohort were at the requisite level of performance in 2022.

No student was designated an **Alpha** having been certified proficient in the 2022 PEP 5 language arts. This was 35 percentage points below the national designation of school students in 2022.

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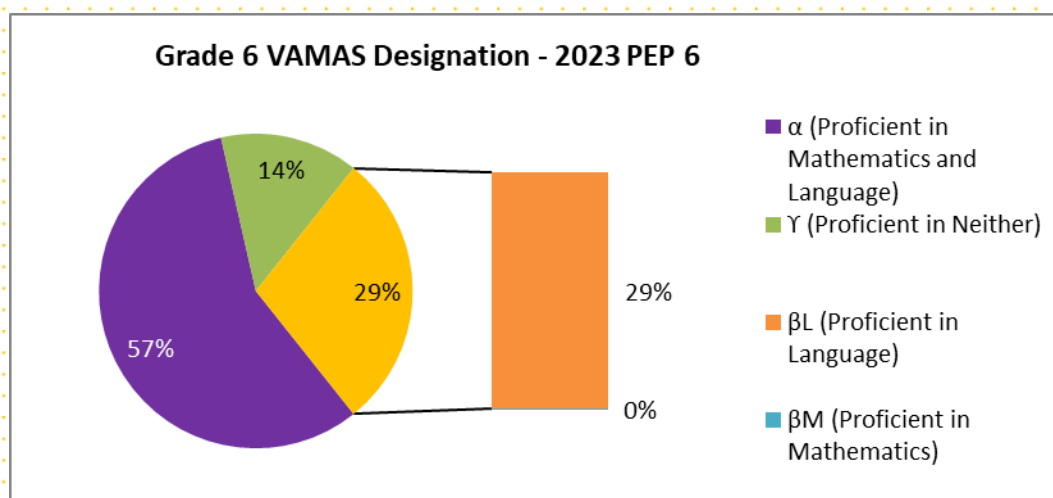
STUDENTS' PROGRESS – VALUE ADDED MODEL FOR ASSESSING SCHOOLS (VAMAS)

Another 57 per cent, or four 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 girls.



Of concern, were the 43 per cent or three **Gammas** who were not proficient in either language arts or mathematics. This was the same as the national designation of students in 2022. These **Gammas** were mainly boys as evidenced by the gender comparison.

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



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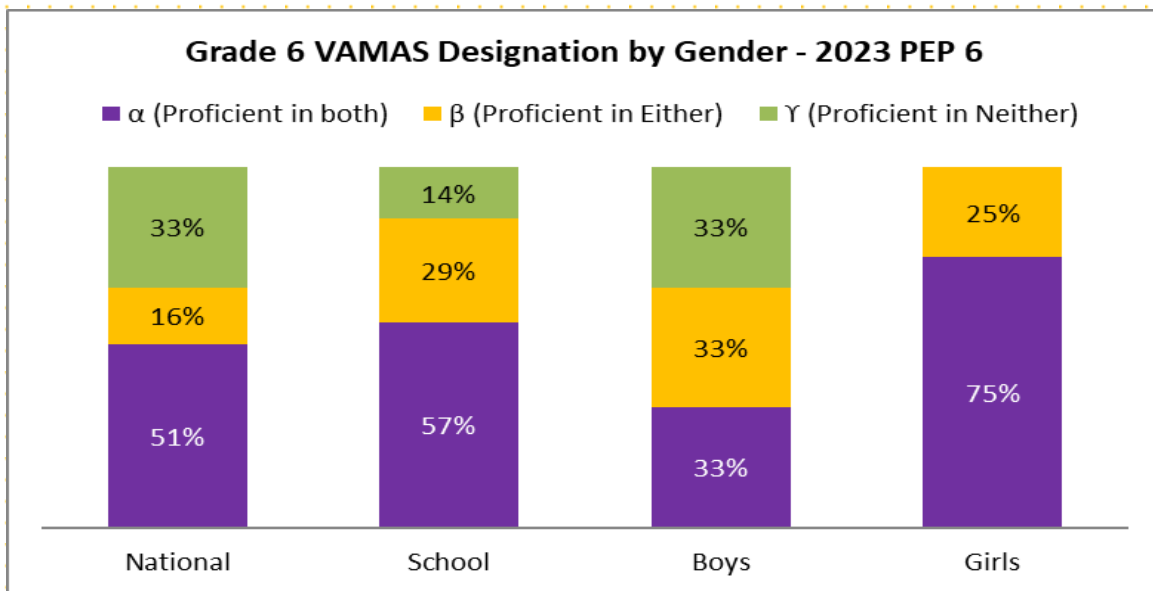
STUDENTS' PROGRESS – VALUE ADDED MODEL FOR ASSESSING SCHOOLS (VAMAS)

Grade 6 VAMAS Designation	Total	Percent
α (Proficient in Mathematics and Language)	4	57%
β (Proficient in Either)	2	29%
γ (Proficient in Neither)	1	14%
Total	7	100%

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

Some 57 per cent or four students were designated **Alphas** having been deemed proficient in both language arts and mathematics in the 2023 PEP 6. This was six percentage points above the national designation of **Alphas** in 2023. However, a gender comparison revealed that there were more female **Alphas** than males.

Another 29 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 both **Betas** were proficient in language arts.



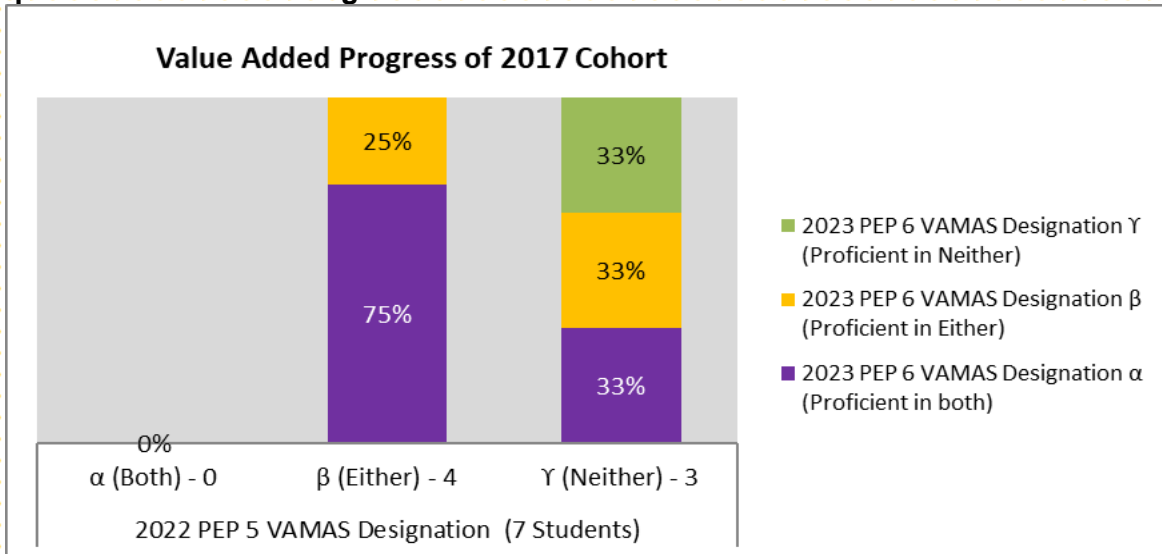
The remaining student, or 14 per cent, was a **Gamma** and was neither proficient in mathematics nor language arts. This proportion was less than the national concentration of **Gammas** and was boys only.

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

The school has added sufficient value to the 2017 cohort of students. Most 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 most of the students retained or improved their value-added designation between 2022 and 2023.

		2022 PEP 5 VAMAS Designation				2022 PEP 5 VAMAS Designation (7 Students)		
		α	β	γ	Total	α (Both) - 0	β (Either) - 4	γ (Neither) - 3
2023 PEP 6 VAMAS Designation	α (Proficient in both)	0	3	1	4	-	75%	33%
	β (Proficient in Either)	0	1	1	2	-	25%	33%
	γ (Proficient in Neither)	0	0	1	1	-	0%	33%
Total		0	4	3	7	-	100%	100%

Three of the four students who were designated as **Betas** in 2022, improved to **Alpha** in 2023 while one of them retained their **Beta** status. None of these **Betas** fell to **Gamma**.

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

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END OF REPORT.

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