



QUALITY IMPROVEMENTS IN THE JAMAICAN EDUCATION SYSTEM

CHIEF INSPECTOR'S FINDINGS

Presented November 6, 2019



CHIEF INSPECTOR'S COMMENTS

The Inspection Report covers 653 schools; comprising 554 primary and 199 secondary schools inspected between September 2015 and June 2019. The results indicate improvements in all the performance indicators. This is a welcomed change, even though the progress is slow and most schools are only satisfactory. Students overall performance in the Caribbean Examinations Council (CXC) examinations continue to be low, especially in mathematics, which is vital in developing problem-solving and critical thinking skills. To offset this, many high schools offer opportunities for certification in English and mathematics from other external examining bodies, such as City and Guilds. A similar pattern exists at the primary level. For example, of the cohort that sat the Primary Exit Profile (PEP), only 40 per cent were proficient and above in mathematics, with the remaining 60 per cent categorised, as developing or below. This trend was relatively consistent across the four subject areas.

Equally, there are improvements in the technical and vocational offerings, which point to increased opportunities for students' participation in these areas. However, the subjects offered are narrowly clustered around Business Studies and Information Technology, as some schools lack the requisite resources to offer a wider range of subject areas.

Although there is little denying that the overall results are trending in the right direction there is need for increased support for teachers at both levels of the system to facilitate the implementation of the National Standards Curriculum (NSC). Not least, because the requisite improvement in the public education system is reliant on improved teacher quality. There is also the need for continued progress in the quality of school-based leadership, particularly, in schools' self-evaluation and improvement planning. Regarding our students' personal and social development, the matter of punctuality and attendance is a concern. Additionally, more than 50 per cent of the student population that was surveyed expressed unease with the quality of interpersonal relationships among each other, more so at the primary level. (See Appendix 1)

When taken together, the results show a clear pathway towards achieving excellence in the public education system. This requires, among other things, replicating those areas of success that have been identified.

Maureen Dwyer, JP
CEO/Chief Inspector
National Education Inspectorate

DATA FRAME

Distribution of 653 schools re-inspected between 2015 and 2019 by Educational Region and School Level

Region	Primary Level	Percentage of Level (%)	Secondary Level	Percentage of Level (%)	Total	Percentage of Total (%)
1. Kingston	79	14	28	28	107	16
2. Port Antonio	98	18	12	12	110	17
3. Brown's Town	69	12	12	12	81	12
4. Montego Bay	95	17	11	11	106	16
5. Mandeville	83	15	16	16	99	15
6. Old Harbour	130	23	20	20	150	23
Total	554	100	99	100	653	100

This data set represents 70 per cent of the nation's primary and secondary schools and the findings present an emerging picture of the overall system performance.

HIGHLIGHTS

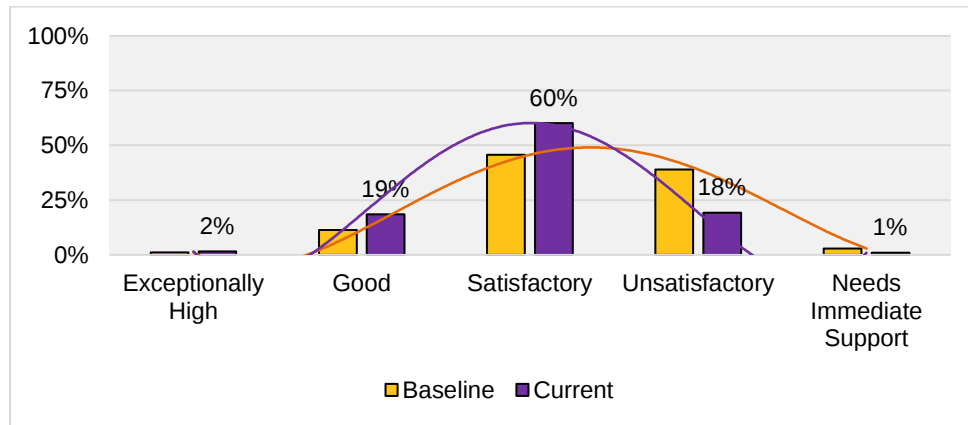
Improvements were noted in the following indicators of school effectiveness:

- Progress **23%**
- Leadership **22%**
- Use of Resources **18%**
- Teaching **17%**
- Curriculum **12%**
- Safety Security, Health and Wellbeing **11%**
- Personal and Social Development **8%**

FINDINGS AND BRIEF ANALYSIS

LEADERSHIP AND MANAGEMENT

Overall Performance



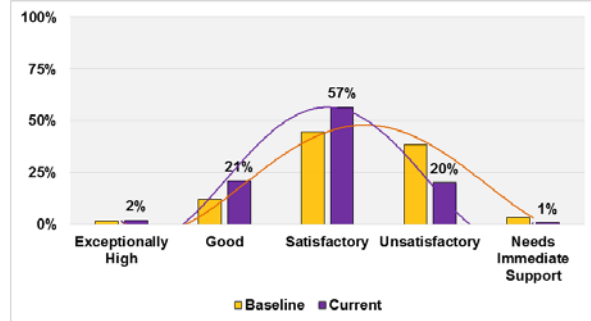
There was a **22 percentage point** improvement in satisfactory ratings for **Leadership and Management**.

Performance on Strands of Leadership and Management

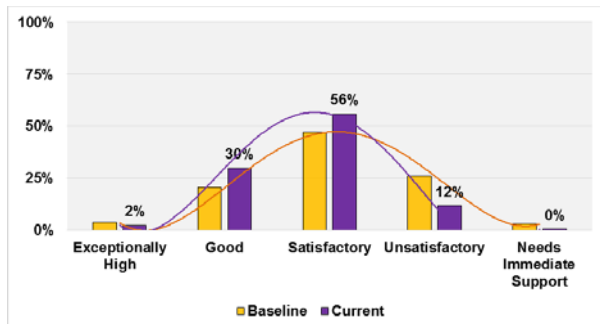
School-Based Leadership and Management



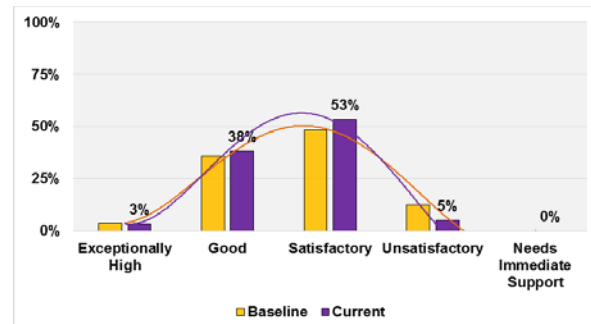
School Self-Evaluation and Improvement Planning



Governance

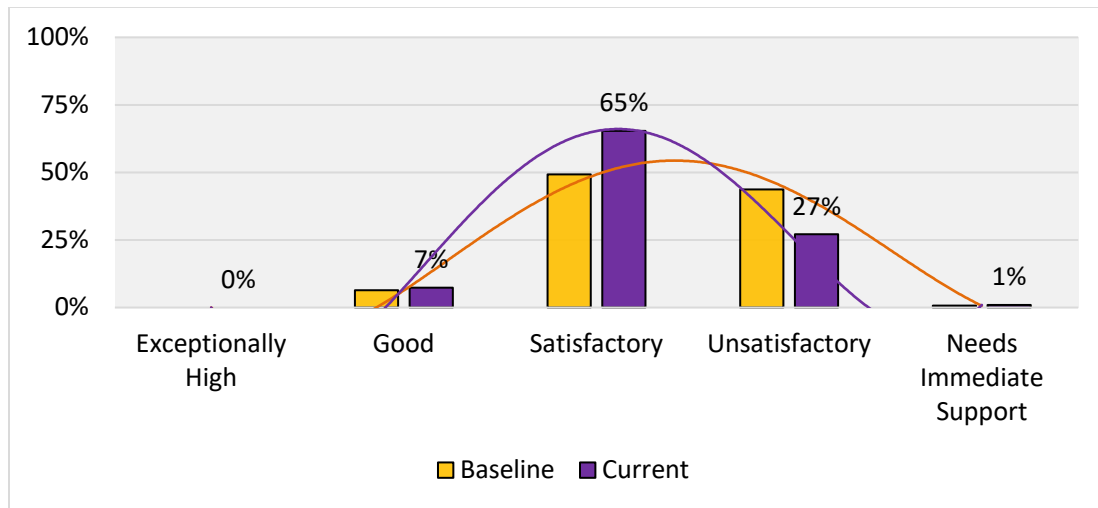


Relations with Parents and Community



TEACHING SUPPORT FOR STUDENTS' LEARNING

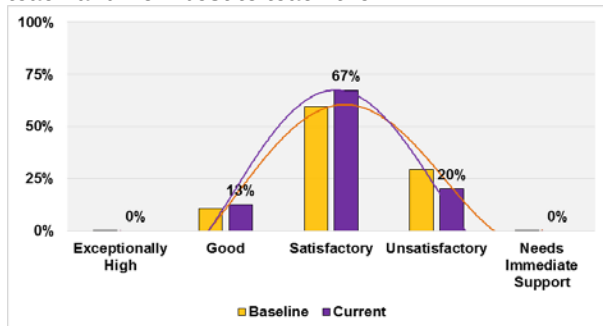
Overall Performance



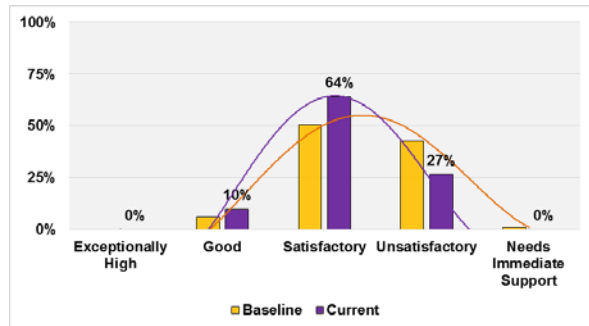
There was a **17 percentage point** improvement in satisfactory ratings for **Teaching in Support of Students' Learning**.

Performance on Strands of Teaching in Support of Students' Learning

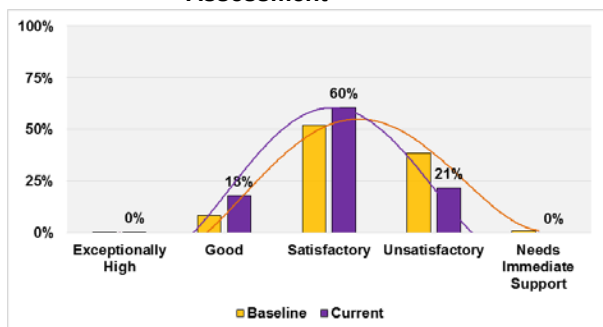
Teachers' knowledge of the subjects they teach and how best to teach them



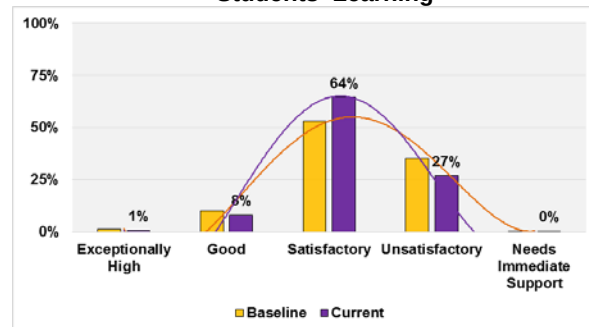
Teaching Methods



Assessment



Students' Learning



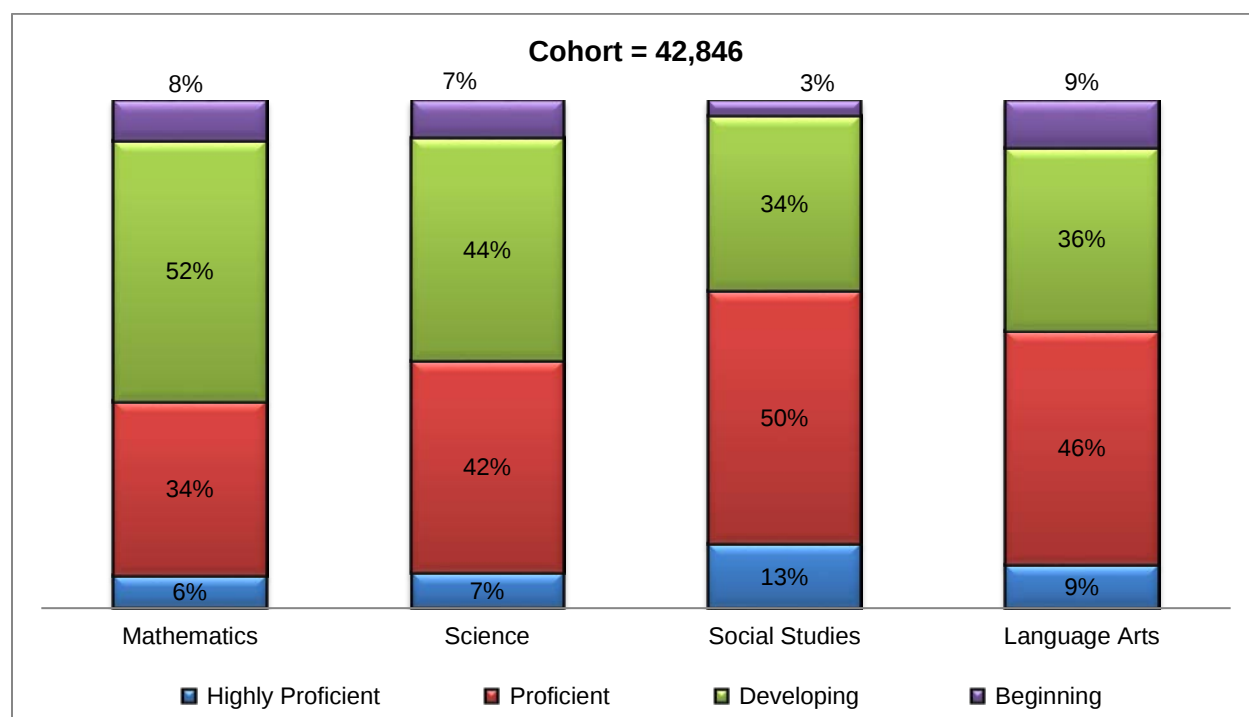
STUDENTS' PERFORMANCE IN ENGLISH AND MATHEMATICS (2018 AND 2019)

PRIMARY LEVEL

Primary Exit Profile (PEP) 2019 Public and Private Primary Schools

	Mathematics	Science	Social Studies	Language Arts
Students registered	42,846	42,846	42,846	42,846
Students sitting	No data available			
Highly Proficient	2,623 (6%)	2,803 (7%)	5,075 (13%)	3,465 (9%)
Proficient	13,921 (34%)	16,780 (42%)	20,054 (50%)	18,632 (46%)
Developing	20,801 (52%)	17,614 (44%)	13,822 (34%)	14,506 (36%)
Beginning	3,011 (7%)	2,950 (7%)	1,216 (3%)	3,757 (9%)

Primary Exit Profile (PEP) 2019 Public and Private Primary Schools



SECONDARY LEVEL

CSEC (Mathematics and English), Number of Students Sitting, Percentage Passing (2018)

	English A	Mathematics
Grade 11 Cohort	36,268	36,268
Number Sitting	24,078*	22,214*
Number Passing	18,151	12,845
Per cent Passing	75%	58%

*Results are calculated based on the total number of students sitting and not the grade 11 cohort

City and Guilds (Mathematics and English), Number of Students Sitting, Percentage Passing (2018)

	Mathematics	Reading and Writing	Speaking and Listening
Grade 11 Cohort	36,268	36,268	36,268
Number Sitting	11,318*	10,137*	9,270*
Number Passing	7,756	6,048	8,607
Per cent Passing	69%	60%	93%

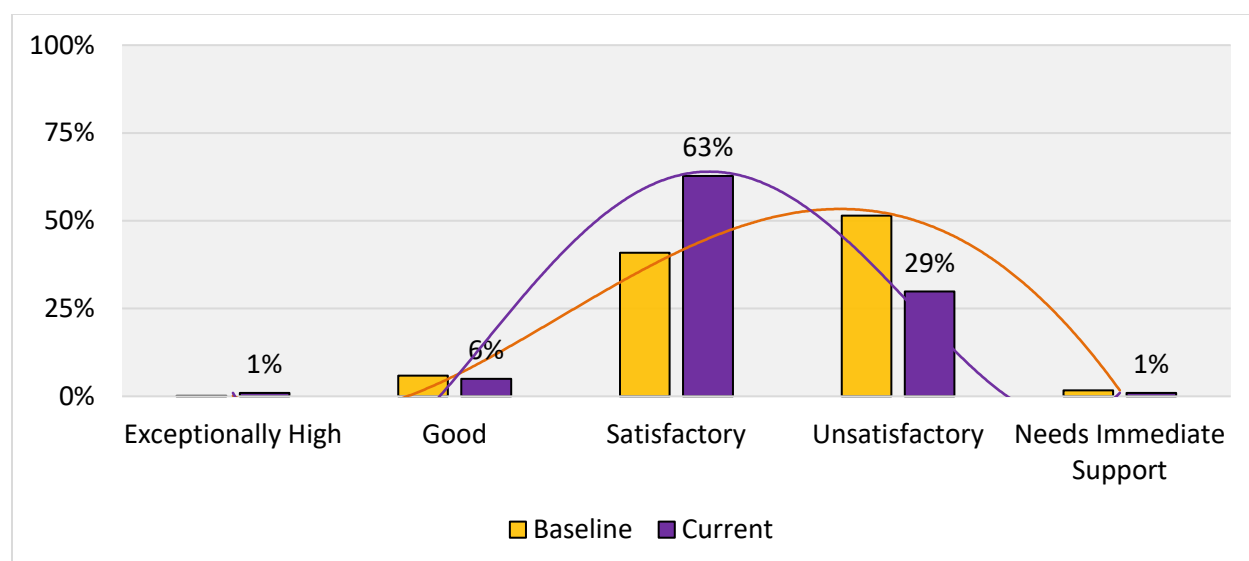
*Results are calculated based on the total number of students sitting and not the grade 11 cohort

CSEC Subjects Offered (TVET), Number of Students Sitting, Percentage Passing (2018)

Technical/Vocational Subjects (CSEC)	Number of Students Sitting	Percentage of Students Passing
Agricultural Science Double Award *	279	95
Agricultural Science Single Award	3135	84
Economics	1330	74
Electronic Document Preparation and Management	5691	95
Food	5238	90
Family And Resource Management	3310	85
Information Technology	11690	89
Industrial Technology (Building)	1891	77
Industrial Technology (Electrical)	2045	73
Industrial Technology (Mechanical)	1214	74
Music	178	66
Office Administration	4120	85
Principles of Accounts	5872	74
Principles of Business	9402	90
Physical Education And Sport	4606	96
Technical Drawing	3749	78
Textiles	1469	77
Theatre Arts	916	84
Visual Arts	1867	62

STUDENTS' PROGRESS IN ENGLISH AND MATHEMATICS

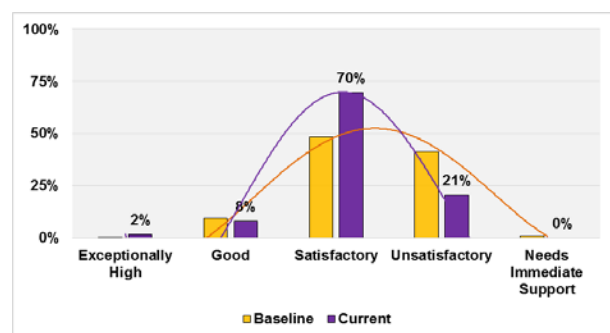
Overall Performance



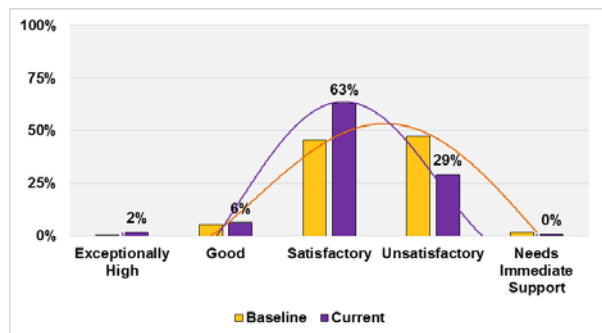
There was a **23 percentage point** improvement in satisfactory ratings for **Students' Progress**

Performance on Strands of Students' Progress

Students' Progress in English

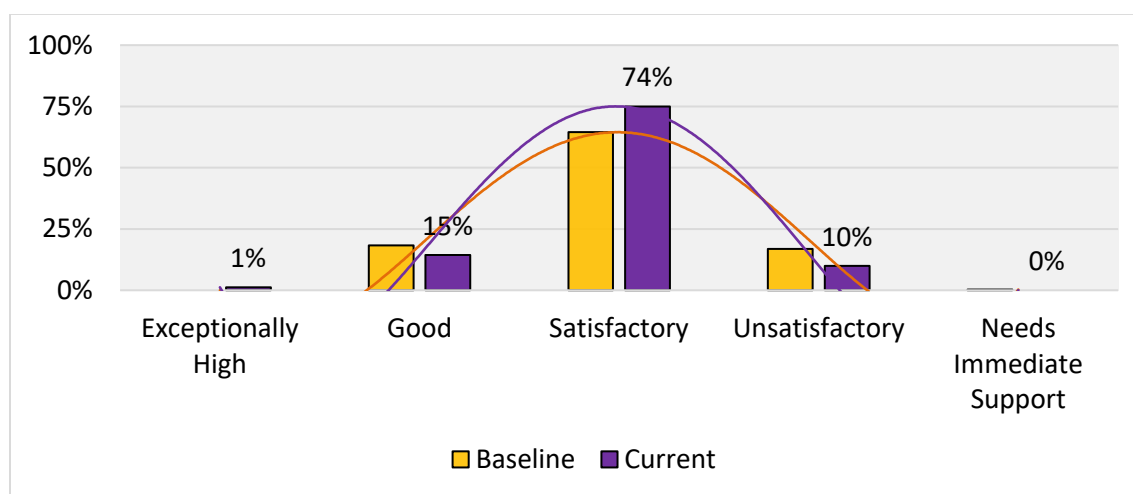


Students' Progress in Mathematics



STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT

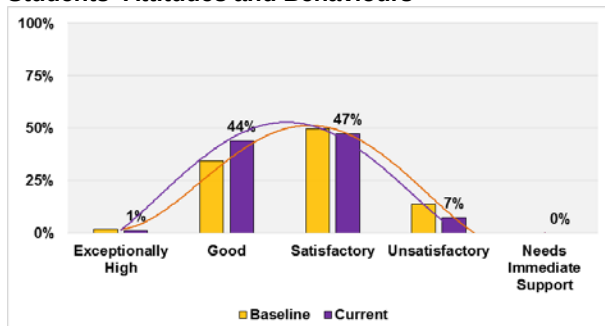
Overall Performance



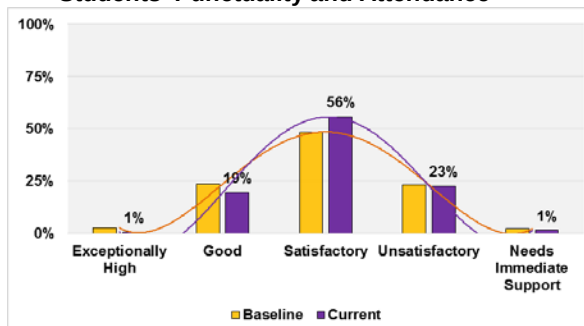
There was an **eight percentage point** improvement in satisfactory ratings for **Students' Personal and Social Development**

Performance on Strands of Students' Personal and Social Development

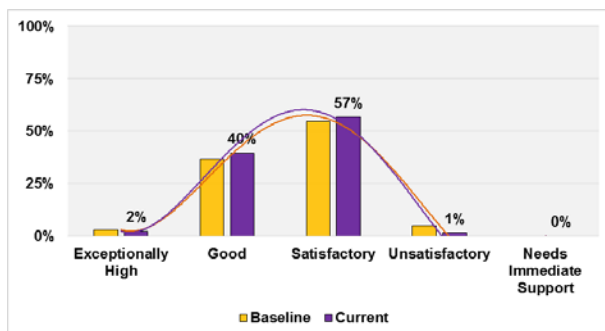
Students' Attitudes and Behaviours



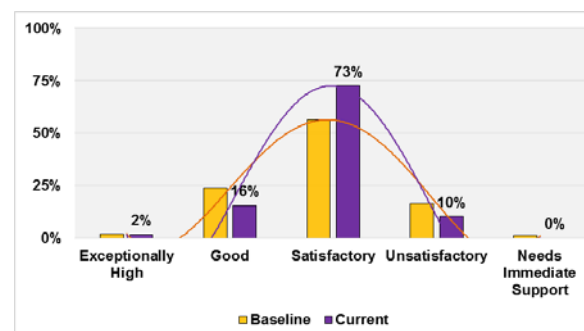
Students' Punctuality and Attendance



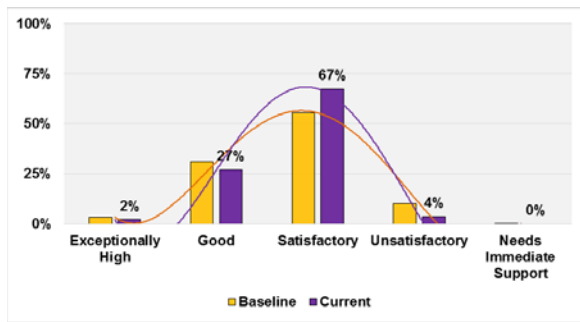
Students' Understanding of Civic Responsibility and Spiritual Awareness



Students' Economic Awareness and Understanding

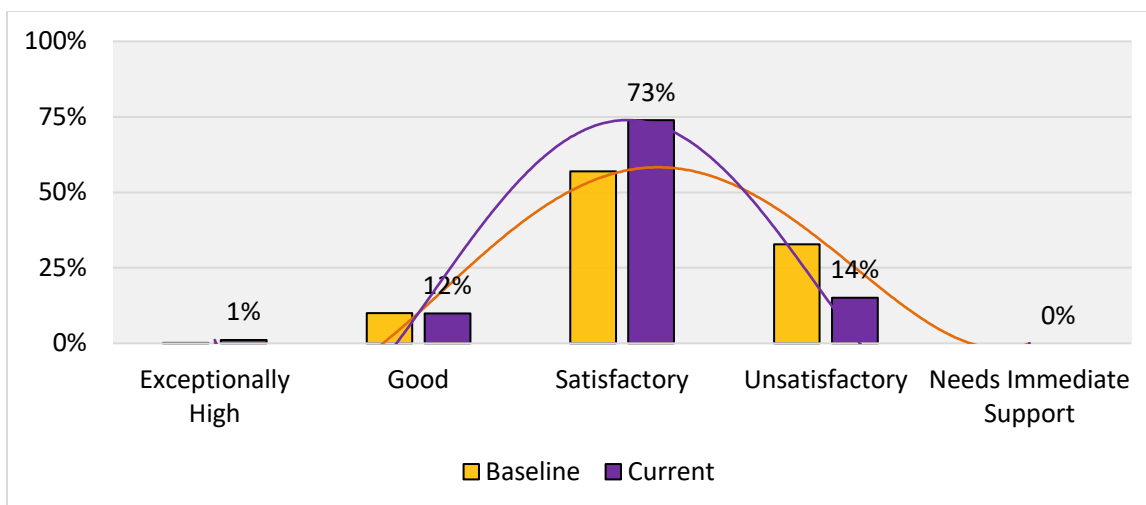


Students' Environmental Awareness and Understanding



USE OF HUMAN AND MATERIAL RESOURCES

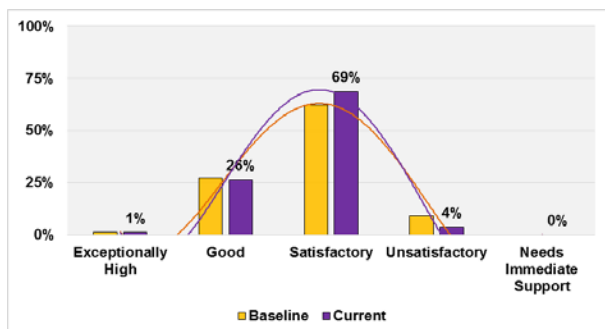
Overall Performance



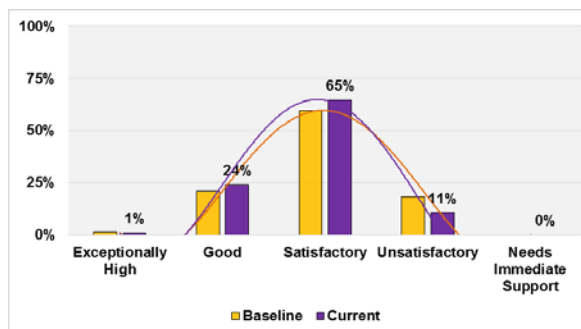
There was an **18 percentage point** improvement in satisfactory ratings for **Human and Material Resources**

Performance on Strands of Human and Material Resources

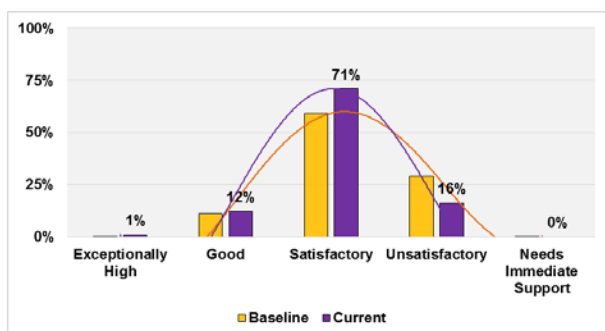
The Quality of Human Resources



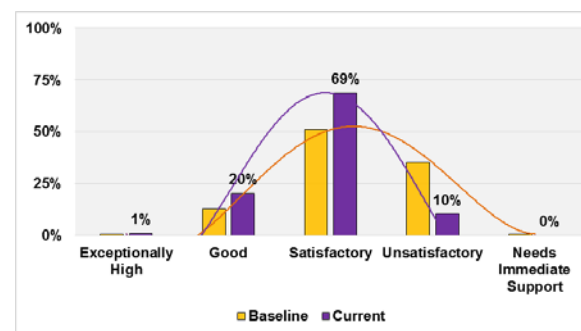
The Use of Human Resources



The Quality and Quantity of Material Resources

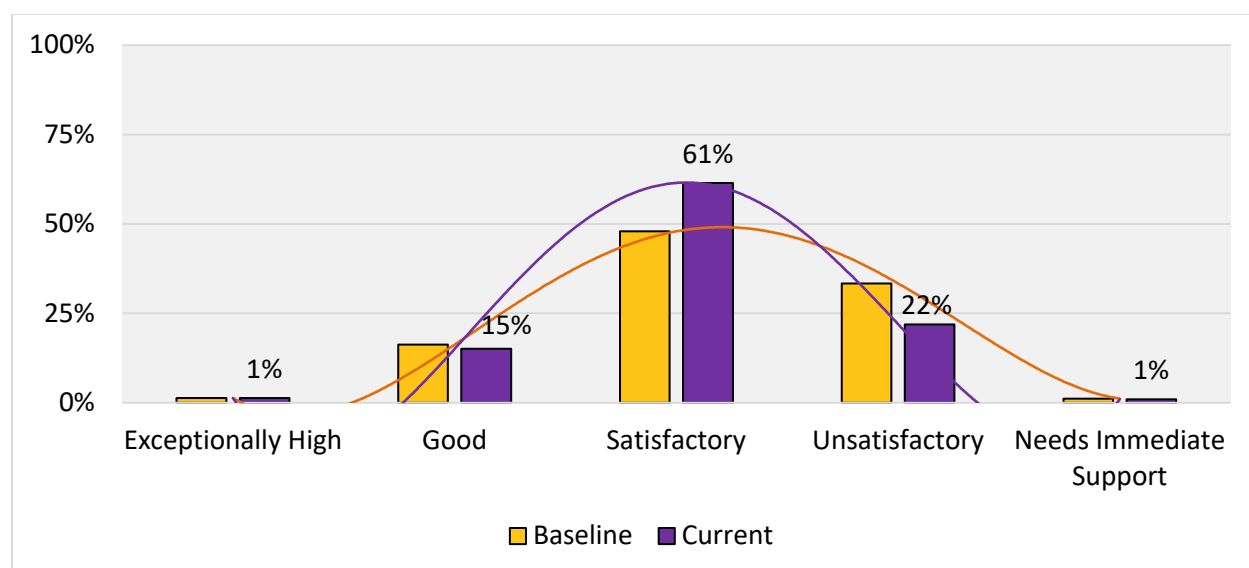


The Use of Material Resources



CURRICULUM AND ENHANCEMENT PROGRAMMES

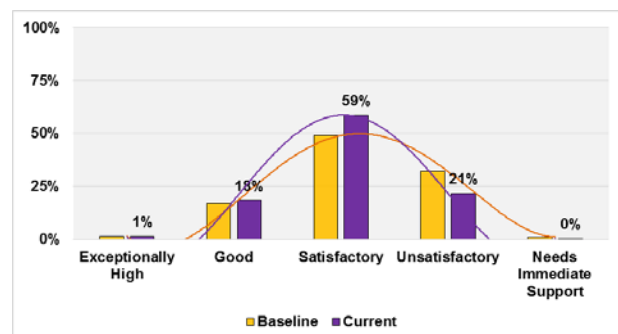
Overall Performance



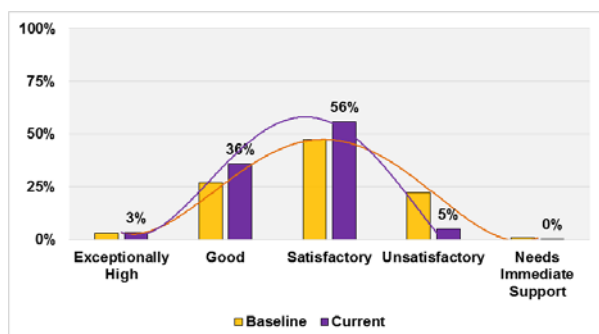
There was a **12 percentage point** improvement in satisfactory ratings for **Curriculum and Enhancement Programmes**

Performance on Strands of Curriculum and Enhancement Programmes

Provisions for Curriculum

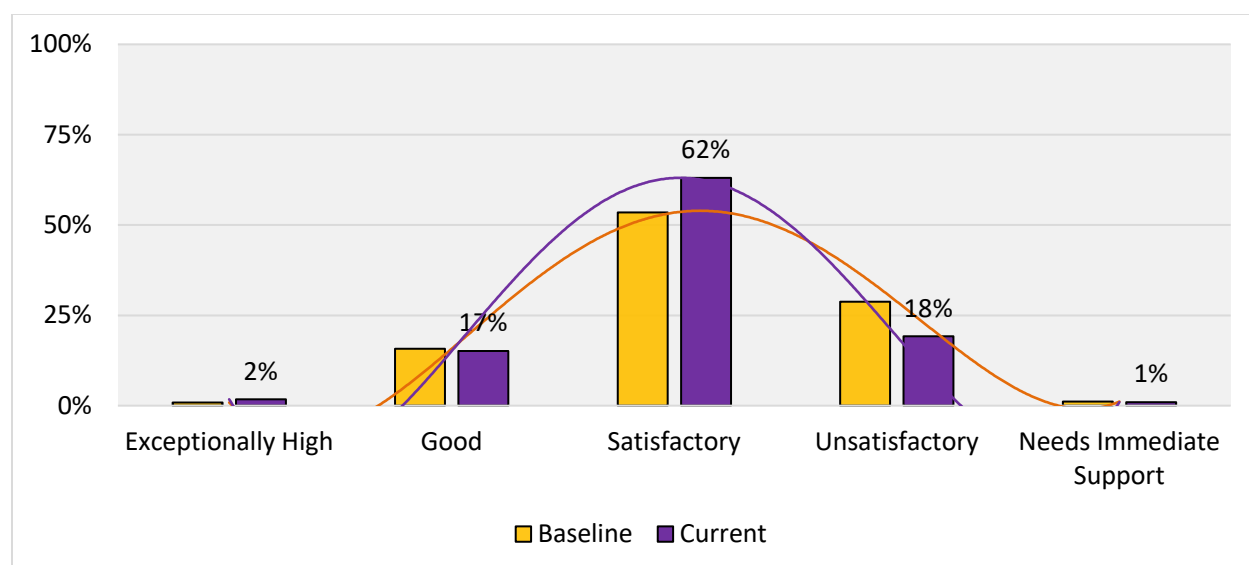


Enhancement Programmes



SAFETY, SECURITY, HEALTH AND WELL-BEING

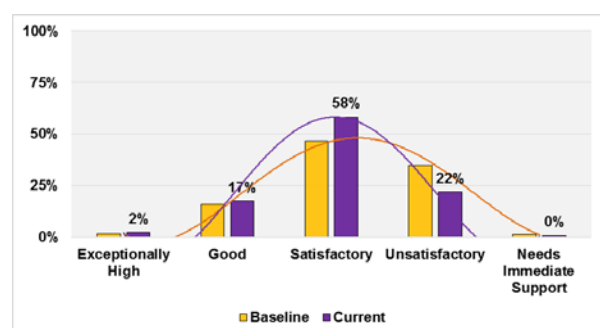
Overall Performance



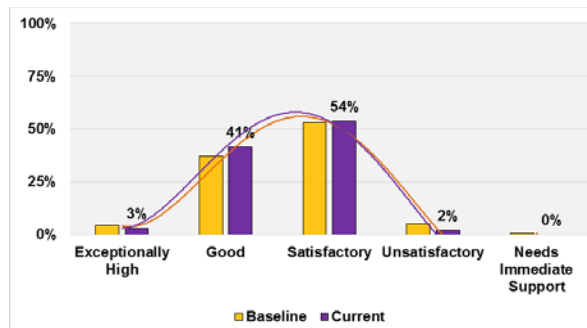
There was an **11 percentage point** improvement in satisfactory ratings for **Safety, Security, Health and Well-being**

Performance on Strands of Safety, Security, Health and Well-being

Safety and Security

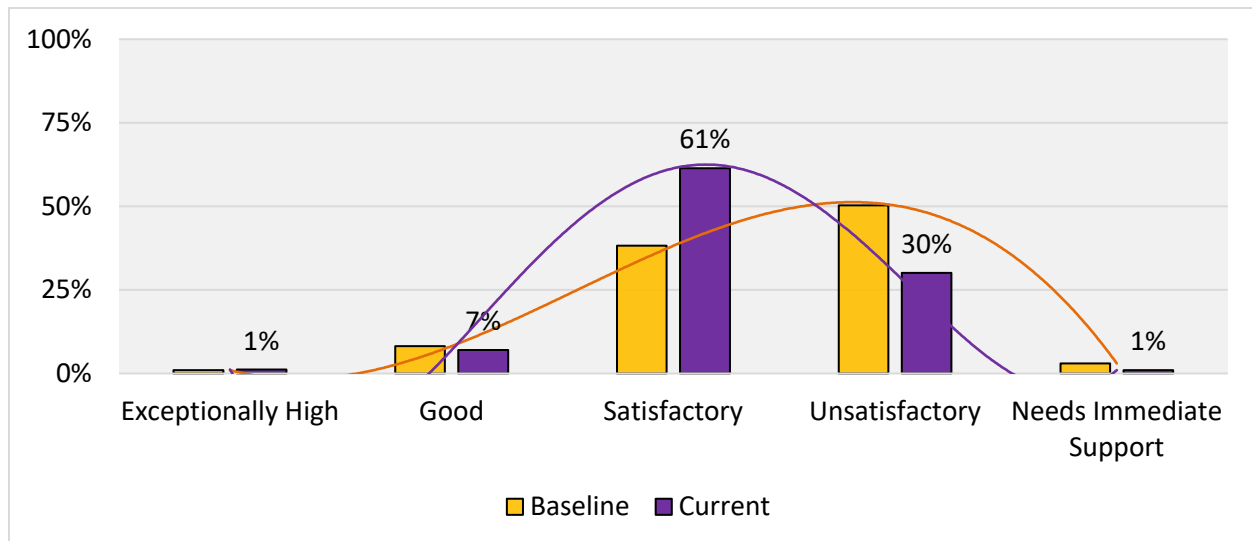


Health and Well-Being



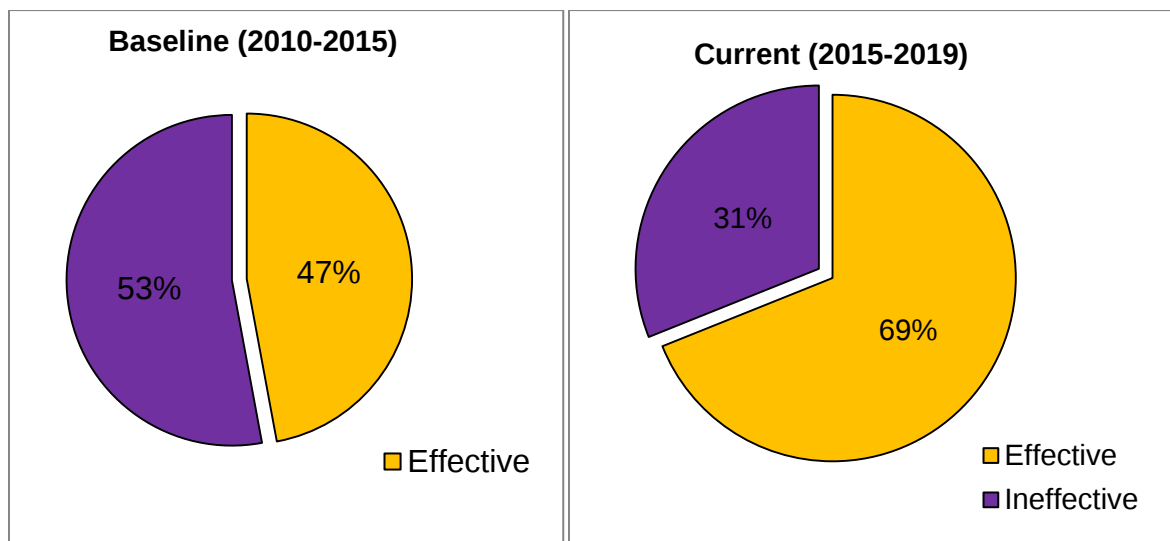
OVERALL EFFECTIVENESS

Overall Performance



There was a **22 percentage point** improvement in satisfactory ratings for **Overall Effectiveness**

IMPROVING OVERALL EFFECTIVENESS



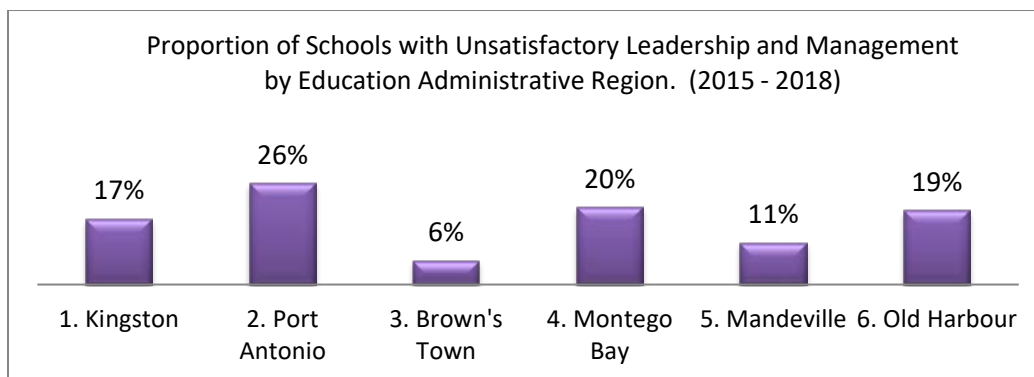
Overall, approximately **sixty-nine per cent (69%)** or **453** of the re-inspected schools were rated as **effective**. **Thirty-one per cent (31%)** or **200** schools were rated as **ineffective**. This represents a **21 percentage point** increase in the number of schools rated as **satisfactory and above**.

OTHER POINTS TO NOTE

Inspectors noted that students in the general population are being provided with more opportunities to access certification from varying examining bodies such as, Caribbean Examination Council (CXC), City and Guilds, and National Vocational Qualification of Jamaica. However, it was noted that there needs to be increased learning opportunities for students with special needs.

In light of the implementation of the National Standards Curriculum and its emphasis on student-centred learning opportunities, the NEI focussed strongly on pedagogical practices during inspections and some of the general findings were:

- a) many of our teachers continue to demonstrate weaknesses in the enactment of student-centred pedagogies;
- b) generally classrooms are not conducive to student-centred learning activities;
- c) there is inadequate integration across subjects areas in lessons;
- d) teachers' lesson evaluation and reflections are generally missing or inadequate;
- e) Curriculum Implementation Teams are not fully operationalized in many schools;
- f) there are significant variations in how the education administrative regions are improving on key indicators - for example, in school leadership and management, it is noted that the disparity in unsatisfactory leadership and management is as much as 20 percentage points. This is worrying.



RECOMMENDATIONS

The following are the recommendations of the Chief Inspector:

- a) Regional offices need to work on strengthening the responses to school improvement in particular the implementation of the National Standards Curriculum.
- b) Good examples of efforts being made in school improvements were noted in Regions Two and Three as exemplified in the successful implementation of the School District Governance Structure and Quality Education Circles respectively. These mechanisms should be replicated across the other regions.
- c) Efforts at building leadership capacity in schools should be accelerated with more attention being given to on-going leadership coaching and mentorship. Stronger emphasis should also be placed on the role of Principals as active partners in Jamaica's national development.
- d) Efforts at analyzing and building the institutional capacity of schools to respond to the current needs of the system must be accelerated. This will help schools to take on more of the widening number of roles that they are called upon to perform.
- e) A re-examination of the schools' funding formulae, is crucial as a support mechanism for increased access to quality education.
- f) Recognize and support the role of teachers in the provision of quality education. As such, continue to build teacher capacity; both at the beginning and in-service teacher levels to better deliver culturally relevant pedagogies in mathematics and language.
- g) Broaden the policy approach to students' attendance and punctuality which will increase students' access to public schooling.

In addition to these policy recommendations, all of the schools inspected have been issued with reports and are expected to work along with their Boards and regional teams to effect the improvements recommended.

APPENDIX 1

STAKEHOLDERS' PERCEPTIONS

Primary Level Students

Survey instruments were administered to 24,988 students in 543 primary level schools. Their perceptions are presented below.

	Survey Item	Yes	Sometimes	No
1	I feel safe at school	66%	31%	3%
2	My belongings are safe and secure at my school	43%	41%	15%
3	My classroom is comfortable	69%	23%	7%
4	It is easy for physically disabled children/people to move around on the school premises	38%	25%	36%
5	I get opportunities to use a computer at my school	25%	26%	48%
6	The canteen/tuck shop at my school provides nutritious meals	65%	27%	7%
7	I am able to find a club/sport that I am interested in and can join	85%	7%	6%
8	There are many books in the school library	88%	4%	7%
9	My principal and teachers treat me with respect	83%	14%	2%
10	Other students treat me with respect	17%	65%	16%
11	When I make mistakes my teacher helps me to correct them	84%	14%	2%
12	I can ask questions in class if I don't understand something	87%	10%	2%
13	My teacher always marks my homework	59%	38%	2%
14	I learn in all my lessons	89%	10%	1%

Secondary Level Students

Survey instruments were administered to 13,654 students in 112 secondary level schools. Their perceptions are presented below

	I feel ...	Strongly Agree	Agree	Disagree	Strongly Disagree
1	I am safe at school	25%	50%	16%	8%
2	My belongings are safe and secure at my school	8%	29%	40%	22%
3	My classrooms are comfortable	14%	42%	30%	12%
4	It is easy for physically disabled children/people to move around on the school premises	15%	38%	31%	13%
5	I am satisfied with my opportunities to use IT (e-mail and software) at my school	26%	42%	20%	10%
6	My school's computers and network function well	18%	39%	28%	13%
7	The canteen/catering services at my school are good	13%	32%	28%	25%
8	The meals in my school canteen are nutritious	17%	39%	26%	16%
9	I know how to use the school library	40%	44%	10%	4%
10	I can get help in using the library services when I need it	31%	42%	17%	8%
11	There are sufficient books in the school library	27%	46%	17%	7%
12	I am treated respectfully by the principal and teachers	32%	42%	14%	10%
13	I am treated respectfully by the non-teaching staff	24%	44%	19%	11%
14	I am treated respectfully by other students	10%	36%	30%	22%
15	Most students are respectful to teachers	19%	46%	20%	13%
16	Most students behave well	18%	46%	21%	13%
17	I have achieved the objectives that I set for my learning	34%	48%	12%	3%
18	I have received sufficient feedback on my studies	26%	53%	14%	4%
19	I have the opportunity to give teachers feedback on my studies	28%	51%	14%	5%
20	I get assessment results/marks within a reasonable period of time	26%	51%	15%	5%
21	My assessment of my own achievement matches that of my teacher	24%	52%	16%	5%

END OF REPORT