

INSPECTION REPORT

OFFICE OF EDUCATION STANDARDS
CAYMAN ISLANDS GOVERNMENT

MAY 2021



PROSPECT PRIMARY SCHOOL

TABLE OF CONTENTS

Introduction	3
School Information	5
Summary	7
Performance Standard 1. Helping our students to achieve in key areas of their learning	7
Performance Standard 2. Promoting our students' personal and social development	8
Performance Standard 3. Ensuring effective teaching to support our students' learning	8
Performance Standard 4. Offering a curriculum that meets the educational needs of all of our students	9
Performance Standard 5. Keeping our students safe and always supported	9
Performance Standard 6. Leading and managing our school and developing our links with the community we serve	10
Overall Evaluation	11
Achievement	13
Students' attainment in relation to international standards	13
Students' progress in key subjects	15
Students' Personal and Social Development	17
Teaching, Learning and Assessment	19
Curriculum	21
Safety and Support	22
Leadership and Management	24
Survey Results	27
Next Steps	30
About the Office of Education Standards	31



INTRODUCTION

INSPECTIONS OF SCHOOLS IN THE CAYMAN ISLANDS

As determined by Education Act (2016), all educational institutions are inspected regularly by the Office of Education Standards. The purpose of inspection is primarily to support ongoing improvement in each school and also to provide rigorous, impartial and comprehensive information to parents, government officers and Ministers regarding the quality of education both in government and private educational establishments.

Inspections are undertaken at least once every four years and will usually involve a team of inspectors visiting each school for between two and five days. Inspectors use an agreed framework to reach their judgements. In the Cayman Islands, the publication '**Successful Schools and Achieving Students 2**' (Cayman Islands Government, October 2020) is the tool which is used by schools to review their own work and by inspectors when they form judgements.

Inspection frameworks are a central feature of different school evaluation systems worldwide. They provide a structure within which inspectors make judgements on the basis of evidence of observed practice. They serve a number of purposes:





- Indicators create a **consistent vocabulary and reference point** for a conversation with schools regarding the major determinants of educational success.
- The highest-level exemplar provides schools with a description of **educational excellence** to which schools can aspire.
- The lower-level exemplar provides schools with a clear understanding of levels of provision that are considered **unsatisfactory** and must be improved.
- The indicators can be used by schools for **self-evaluation purposes** and can be linked to school improvement through effective development planning.
- The use of a common set of indicators encourages **consistency in judgements** across different inspection teams. Inspectors must base their judgements on the evidence of the practice they actually observe, rather than with reference to set norms or by employing relative ratings or referring to personal or individual preferences.
- The publication of inspection quality indicators enables schools to see inspection as a **transparent** process.



INTRODUCTION

The inspection framework is organised around judgements using a four-point scale.

The four levels are defined as follows:

Excellent - exceptionally high quality of performance or practice	 Excellent
Good - the expected level for every school in the Cayman Islands, both public and private.	 Good
Satisfactory - the minimum level of quality required for the Cayman Islands. All key aspects of performance and practice in every school should meet or exceed this level.	 Satisfactory
Weak - quality not yet at the level acceptable for schools in the Cayman Islands. Schools will be expected to take urgent measures to improve the quality of any aspect of their performance or practice that is judged at this level.	 Weak

Consistency in quantitative terminology








Inspectors use quantitative terms in reports, as follows:

All	The whole – as used when referring to quantity, extent, or duration	100%
Almost all	90% and more	90% to 99%
Most	Three quarters or more but less than 90%	75% to 89%
Majority	Half or more but less than three quarters	50% to 74%
Significant minority	A quarter or more but less than a half	25% to 49%
Minority	15% or more but less than half	15% to 24%
Few	Up to 15%	0% to 14%









SCHOOL INFORMATION

General information

	School name	Prospect Primary School
	Address	169 Poindexter Road, Prospect
	Telephone number	345-947-8889
	Website	https://schools.edu.ky/pps/Pages/Home.aspx
	Name of the principal	Mr. Matthew Read
	Date of this inspection	May 10-13, 2021
	Date of the last inspection	February 12-15, 2019





Students

	Number of students on roll	343
	Age range of the students	5 to 11
	Grades or year groups	Reception to Year 6
	Number of Caymanian students	332
	Number of students with special educational needs	95
	Largest nationality group of students	Caymanian






SCHOOL INFORMATION



Staff

	Number of teachers	19
	Number of teaching assistants	13
	Teacher-student ratio	20:1
	Teacher turnover	20%

Curriculum






	Main curriculum	Cayman Islands National Curriculum
	External tests and assessments	Phonics Screener, Standard Assessment Tests.
	Accreditation	None

School inspection overall performance history

Cycle 1 Inspection	February 2019	 Satisfactory
Cycle 2 Inspection	May 2021	 Satisfactory



SUMMARY

Performance Standard 1. Helping our students to achieve in **key areas of their learning**




Quality Indicator	Current Inspection Judgement	Change in judgement since last inspection
1.1 Students' attainment in English	 Satisfactory	▶
1.1 Students' progress in English	 Satisfactory	▶
1.1 Students' attainment in mathematics	 Satisfactory	▶
1.2 Students' progress in mathematics	 Satisfactory	▶
1.2 Students' attainment in science	 Satisfactory	▶
1.2 Students' progress in science	 Satisfactory	▶

SUMMARY

Performance Standard 2. Promoting our students' **personal and social development**

Quality Indicator	Current Inspection Judgement	Change in judgement since last inspection
2.1 Positive behaviour for good learning	 Good	▶
2.2 Students' civic and environmental understanding	 Good	▶

Performance Standard 3. Ensuring effective **teaching** to support our students' learning



Quality Indicator	Current Inspection Judgement	Change in judgement since last inspection
3.1 Teaching	 Satisfactory	▶
3.2 Learning	 Satisfactory	▶
3.3 Assessment	 Satisfactory	▶

SUMMARY

Performance Standard 4. Offering a **curriculum** that meets the educational needs of all of our students


Quality Indicator	Current Inspection Judgement	Change in judgement since last inspection
4 Curriculum	 Good	▶

Performance Standard 5. Keeping our students **safe** and always **supported**

Quality Indicator	Current Inspection Judgement	Change in judgement since last inspection
5.1 Health and safety	 Good	▶
5.2 Support and guidance	 Satisfactory	▶

SUMMARY

Performance Standard 6. Leading and managing our school and developing our links with the **community** we serve

Quality Indicator	Current Inspection Judgement	Change in judgement since last inspection
6.1 Leadership	 Satisfactory	▼
6.2 Self-evaluation and improvement planning	 Satisfactory	▼
6.3 Links with parents and the community	 Satisfactory	▼
6.4 Staffing and the learning environment	 Satisfactory	►



OVERALL PERFORMANCE

What the school does well

- Leaders were committed to developing students as lifelong learners, interested in global affairs and developments.
- Students had positive attitudes towards learning and good behaviours for learning.
- Students had a good understanding of Caymanian culture and traditions and were proud of their country.
- Students' care and welfare had a high priority, and the school was a safe and secure environment.
- The curriculum was broad and balanced. It was coherent, challenging and promoted an enjoyment of learning.

Recommendations

- Raise levels of achievement in English, mathematics, and science across all key stages by;
 - Improving the quality of teaching and ensuring it is consistently good.
 - Providing more challenge for able students so that they make more progress in lessons.
 - Ensuring tracking systems are robust and inform teachers' plans.
- Improve the quality of teaching by;
 - Developing teachers questioning skills that allow students to deepen their knowledge and understanding.
 - Reducing the amount of time in lessons given over to teacher led activities so that students can develop individual and group learning.
 - Providing more challenging activities for more able students.
- Improve assessment by ensuring all staff consistently follow the school's marking policy so that all students receive information on how well they are progressing and what they need to do to improve.
- Further distribute leadership across the school by developing the role of middle leaders to support improvements in teaching and learning.
- Review the arrangements for the performance management of teachers so that it succeeds in supporting all teachers to be judged as good.



OVERALL PERFORMANCE

- Improve self-evaluation and improvement planning by making sure all identified priorities are met when reviewing and updating plans.
- Improve communication with parents so that all parents receive information regularly and quickly by making sure all new parents fully understand the ways the school contacts parents.

What has improved since the last inspection?

- There has been improvement in the quality of teaching of mathematics.
- More information and communication technology resources are available to students.



OVERALL PERFORMANCE

Satisfactory

The overall performance of Prospect Primary School was judged to be satisfactory. Most performance standards were judged to be satisfactory. These included the attainment and progress of students in English, mathematics, and science; the quality of teaching, learning and assessment and the support and guidance given to students.

All aspects of the school's leadership and management were judged as satisfactory. This encompassed the performance of school leaders; the processes for self-evaluation and improvement planning; links with parents and the community and the school's staffing and learning environment. Whilst senior leaders had addressed some of the issues identified in the last inspection, progress in addressing these has been slow and the quality of teaching and levels of attainment remained satisfactory.




Some aspects of the school's performance were judged to be good. These were the behaviour and attitudes of students and their civic and environmental understanding including their understanding of Caymanian life and traditions. The school's curriculum was judged to be good as were the arrangements put in place for the health and safety of the students.

Students reached standards in English, mathematics and science that were in line with curriculum expectations, and they made expected progress in the three core subjects. Most teaching was effectively planned, and the students were keen to learn. The achievement of students was regularly monitored. The curriculum offered by the school was broad, balanced, and challenging. A safe and clean environment had been created and was well maintained. Teachers knew their students and responded to their personal and academic needs appropriately. School leaders were committed to providing the best possible learning experiences for the students. They regularly monitored the work of the school and put in place plans for improvement. Links with parents were established and various methods of communication were used to contact parents. Parents received regular reports on how well their children were doing. The staff were qualified and experienced. The buildings and outside spaces were appropriate teaching and learning spaces. A range of specialist resources including ICT were available to support teaching and learning.



ACHIEVEMENT

Students' attainment in relation to international standards

Quality Indicator	Current Inspection Judgement
1.1 Attainment in English	 Satisfactory
1.1 Attainment in mathematics	 Satisfactory
1.1 Attainment in science	 Satisfactory



English

Attainment in English was satisfactory in Reception and in both key stages. The introduction of an external international test for phonics for Years 1 and 2 and SATs (Standard Attainment Tests) for Year 6 was delayed until 2021 due to the Covid-19 pandemic. However, internal data and classroom assessments confirmed satisfactory attainment. Lesson observations and work samples supported this judgement. Writing was a strength throughout all year groups, especially, creative and extended writing. In Year 1 students wrote a reply to a party invitation by Mr Wolf. Almost all were able to write the school address, and most could write the date and the first sentence without any help. Orally, students were able to express their reasons for either accepting or declining the party invitation fluently. They applied their phonics knowledge to decode words and speedily read most of the 40+ letters and phonemes and most could blend sounds. In Year Two the 'Read Write Inc.' programme was well established and had a good impact on reading and writing. By Year 6 students could use modal verbs to indicate degrees of possibility and discussed a poet's choice of words. However, reading for pleasure, especially for boys was not fully promoted and students were not encouraged to make use of dictionaries and thesauruses to independently research spelling and meanings for themselves. The library was an excellent resource for students and staff but was not fully utilised.



ACHIEVEMENT

Students' attainment in relation to international standards



Mathematics

Attainment in mathematics was satisfactory. School data, observations of lessons and an examination of students' work showed that the students were attaining at levels consistent with expected curriculum standards. Attainment in the Reception phase was satisfactory. Most children demonstrated levels of knowledge, skills and understanding that were expected of them, given their individual starting points. In Key Stage 1, most students attained levels that were in line with curriculum standards. By the end of Year 2 students could recall and use addition and subtraction facts to 20 fluently. They could compare and order numbers up to 100 and solve simple problems in a practical context using coins of different currencies. In a Year 2 lesson, students could accurately identify different shapes and work out how to split them into equal parts. In Key Stage 2 most students' attainment met curriculum expectations. In a Year 4 class, students could accurately define and use numerators and denominators when working out fractions. Year 6 students could successfully identify the differences between millimetres, centimetres and meters and understood the relation between the different measurements and how to convert them.






Science

Attainment in science was satisfactory across the school. In lessons and recent work, most students demonstrated levels of knowledge and skill that were in line with curriculum standards. Students in Year 1 understood the effect weather has on humans and the environment. They worked outside collaboratively and explored the effect of weather on their bodies. Students in Year 4 explored different vertebrate groups and their living habitats. Students worked actively in pairs to identify and classify different types and groups of sea life. Year 6 students had a good understanding of the human circulatory system. However, in many science lessons students were instructed in whole class groups and spent considerable time writing down information given by the teacher. As a result, there were few opportunities to observe, investigate and understand scientific information at greater depth. The most able students were not stretched and did not attain levels above curriculum standards because they lacked the rich learning experiences and opportunities to develop deeper learning.



ACHIEVEMENT

Students' progress in key subjects

Quality Indicator	Current Inspection Judgement
1.2 Progress in English	 Satisfactory
1.2 Progress in mathematics	 Satisfactory
1.2 Progress in science	 Satisfactory



English

Progress in English was satisfactory. Lesson observation, work samples and class records indicated most students made expected progress. Students with special education needs, and the more able did not make sufficient progress in a minority of classes. In a class on persuasive writing the more able students grasped the key ideas quickly but were not able to develop them further as the lesson progressed because the activities were not challenging enough. Students with special education needs sometimes required more guidance to fully access the learning materials and to link the tasks with the lesson's objectives. Almost all students enjoyed learning but were not always given the opportunity to assume responsibility for their own learning as they moved up the school. Often students had to wait for the teacher to give instructions before moving onto the next task. Teacher questions did not always lead to students reflecting upon what they had learnt by reconsidering their initial ideas. Students' writing skills and application and knowledge of grammatical rules progressed as they moved through year groups. Their spelling, punctuation and vocabulary improved and were appropriate to their age. Students' speaking and listening skills, were well developed, initially in Reception and by Year 3, they confidently and articulately led a whole school assembly. By Year 6 most students could both speak and write persuasively to a variety of audiences. Most students made satisfactory progress in reading.



ACHIEVEMENT

Students' progress in key subjects

Mathematics



The progress of students in mathematics was satisfactory. Students made satisfactory progress in relation to their starting points and most students made expected gains in knowledge, understanding and skills as they progressed through the year groups. In Reception, students improved their understanding of number and size. In Key Stage 1 students displayed age-appropriate skills in a number of mathematical areas including using number, working with shapes and problem solving. In Key Stage 2 students made expected progress and were confident learners who enjoyed their lessons. By Year 6 students displayed levels of expected understanding in number and place value, fractions, and measurement. Whilst overall progress was satisfactory, it was often uneven. Progress for the most able students was limited as they were not given sufficient challenging activities. Girls made more progress than boys particularly when working in groups. The overall progress of special needs students was satisfactory.



Science



Progress in science was satisfactory across the school. Most students, including those with special educational needs, made satisfactory gains in scientific knowledge and understanding and were able to progress to expected levels of attainment. For example, in a Year 5 lesson, students named, described, and sequenced the stages of a flowering plant's life cycle. At times, students worked in pairs and in groups. There were some opportunities to work on projects which offered students the chance to develop a deeper scientific investigation and understanding. However, this way of working was not a regular feature of science across the school. Often teachers directed the scientific activities of the students through whole class teaching which did not deepen their learning. An examination of the students' work in books showed work focused on the recall of facts and labelling diagrams. There were limited opportunities for research, investigation, experimentation, or critical thinking. The lack of opportunities which provided greater challenge prevented progress for students being good.



STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT

Quality Indicator	Current Inspection Judgement
2.1 Positive behaviour for good learning	 Good
2.2 Students' civic and environmental understanding	 Good



Behaviour

Positive behaviour for learning was good. Students of all ages enjoyed learning and in lessons were attentive, polite and respectful both to staff and each other. At break and lunchtimes and on arrival and departure from school most students were considerate to others. Students displayed a high level of courtesy towards staff and visitors. They interacted well and showed tolerance to each other. Their social skills were well developed. Bullying was rare and students in interviews said they felt safe, and that staff dealt effectively with any concerns. Most students adhered to the school uniform policy and almost all students wore their uniform with pride. Students' positive attitudes towards school and learning were reflected in their high attendance and their punctuality to school. In classrooms, there were insufficient opportunities for them to become more independent, self-reliant and self-disciplined.

STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT






Civic and environmental understanding

Civic and environmental understanding was good. Students were proud to be Caymanian and talked knowledgeably about their culture, traditions, and events such as Heritage Week, Heroes' Day, and Flag Day. Younger students enthusiastically spoke about the animals, the food and the meaning of the Cayman flag, which was displayed in all classrooms and public areas. In the morning assembly, all knew and sang the National Song. Key Stage 1 students were less familiar with Caymanian history and achievements, but older students spoke knowledgeably about national heroes and the history of the islands. All knew the names of the three islands and the names of neighbouring countries. They recognised that Christianity was the main religion in Cayman and had an appreciation of other religions. Students demonstrated a good understanding of environmental issues and were involved in activities such as beach clean-ups, planting and maintaining vegetable/flower gardens and recycling projects. Reception children had a visit, during the inspection, from the local garbage collection truck in which they excitedly deposited the litter they had collected around the school. Students in Years 5 and 6 demonstrated their leadership qualities as prefects and monitors. They had requested more recycling bins around the school.



TEACHING, LEARNING AND ASSESSMENT

Quality Indicator	Current Inspection Judgement
3.1 Teaching	 Satisfactory
3.2 Learning	 Satisfactory
3.3 Assessment	 Satisfactory



Teaching

Teaching was satisfactory across the school. There was some good and excellent teaching, but overall, it was not consistent. Most teachers had sound subject knowledge. Lessons were carefully planned and in almost all lessons teachers shared the key learning objectives with students which gave a clear focus and helped students know what was expected of them. In a Year 4 social studies lesson, careful planning combined with strong subject knowledge allowed students to develop a very good understanding of how to speak out in difficult situations. Teachers' questioning skills were under-developed. Questions were often closed and did not deepen learning through targeted, focused and probing questions that were individualised. In some lessons questioning confirmed what the students knew rather than allowing them to explore new ideas. A minority of lessons were too teacher directed and concentrated on what students had to do rather than allowing them to choose and make their own decisions. As a result, students did not always take responsibility for their own learning. Effective classroom management techniques ensured a calm, orderly learning environment. Classrooms provided a bright and stimulating learning environment. They were spacious, well-resourced, and included vibrant displays that celebrated students' work. There was insufficient challenge in some classes for more able students. In a Year 6 lesson, on longitude and latitude the higher ability students had limited opportunities to apply what they had learnt. In a minority of lessons, students with special educational needs were not given appropriate and effective support.



TEACHING, LEARNING AND ASSESSMENT



Learning

Learning was satisfactory. Almost all students had positive attitudes and enjoyed learning. Most were engaged and could confidently explain what they had learnt. In Year 2 students explained the differences and similarities between Christians and Muslims. In a minority of lessons however, students were passive and compliant learners and were not given sufficient opportunity to take responsibility for their own learning, research, or investigation. The use of information and communication technology to support students' learning was limited. Group work and collaborative learning was a common feature. In Reception and lower years, they learnt to work alongside each other, took turns, discussed, and shared their work and equipment. They learnt to respect each other. In Key Stage 2, students collaborated in groups and produced presentations. Learning was frequently related to real-life examples and was cross-referenced to other subjects as appropriate. For example, Students in a Year 3 mathematics group drew a bar chart of different types of flowers, which they recognised and named. Problem-solving, critical thinking and higher-order skills featured in only a few lessons.



Assessment

Assessment was satisfactory. The school followed the assessment procedures and expectations during the school year as allocated by the Department of Education Services. All teachers had access to data and regularly analysed data alongside senior leaders to identify patterns of attainment. The school had also participated in moderation exercises through the Department of Education Services. Staff did not always use the analysis of the data to effectively adjust their teaching to help all students improve. Students were sometimes given oral feedback on their work. Whilst the school had a marking policy, this was not adhered to consistently and accurately enough to make a positive impact on the students' progress. Too often, there was no evidence of follow-up by the students to the teachers' feedback. Not all teachers assessed whether students had achieved the objectives as lessons progressed, nor was there a plenary to check and consolidate learning. There were opportunities for students to self-assess their projects, using rubrics to evaluate their understanding. However, this was not a regular feature of the school and was therefore not effective in helping students understand where they were and what their next steps should be.

CURRICULUM

Quality Indicator	Current Inspection Judgement
4 Curriculum	 Good





Curriculum

The curriculum was good. It fully met the requirements of the Cayman Islands Early Years Curriculum, Cayman Islands National Primary Curriculum and the International Baccalaureate Primary Years Programme. The curriculum had a clear rationale to produce proficient lifelong learners who embraced all cultures and contributed to the global community. It was planned carefully for all year groups of students to ensure that content built on previous learning. Curriculum content was more challenging as students progressed through the school. Students were prepared for their move into their next school year. Staff were involved in planning the curriculum and it was reviewed on a termly and annual basis. The curriculum was organised into themes and topics such as 'Who we are' and 'Living in the environment'. Consequently, it was broad and balanced. The curriculum was enhanced by a number of extra-curricular activities. These included basketball, swimming, Cayman traditional arts, 'Batabano', robotics and the steel pan band. Visits were organised to local venues including the Turtle Farm and the Botanical Gardens. Students in Year 6 enjoyed an annual visit to the USA. Students improved their understanding of their local environment through visits to the mangrove, turtle release events and shark conservation talks. Cross-curricular links were well developed through the topic work. For example, map work in geography was linked to using co-ordinates in mathematics.



SAFETY AND SUPPORT

Quality Indicator	Current Inspection Judgement
5.1 Health and safety	 Good
5.2 Support and guidance	 Satisfactory



Health and safety

Health and safety were good. There were secure and well thought out arrangements in place to ensure pupils' health, safety and security in all parts of the school and on the school buses. The premises and facilities were suitable for all students, including those with special educational needs. Buildings were safe and well maintained, and all safety inspections in place and were updated regularly. Students were exposed to components of healthy living and this included the provision of movement opportunities in physical education lessons, during break and lunch time and through the provision of a nutritionist who had worked with parents on healthy eating. Care and welfare of students was a priority with appropriate child protection arrangements in place that were in line with the Ministry of Education requirements. Initiatives such as a meal programme for students 'in need' was supported by the Parent Teacher Association. Older students studied topics such as building self-confidence, personal care and managing emotions and relationships. The school-based support team liaised with external agencies to provide specialist mental health counselling and other services to students.



SAFETY AND SUPPORT







Support and guidance

Support and guidance were satisfactory. Teachers knew their students and were aware of their needs. Almost all teachers and students showed respect and care for others. The school had an effective approach to managing behaviour, and this was evident in the prevailing good behaviour of students across the school. Attendance was recorded and followed up. Arrangements for transition to secondary school for the oldest students in the school were carefully managed by staff. Transition meetings were in place for those students with special educational needs. Students also attended “taster days” at their new schools. Assistant Teachers were assigned to students with special needs and/or disabilities. However, they were not always effective in providing targeted support to ensure students made sustained progress. Learning support plans had been developed for each child with special educational needs and these were monitored and reviewed. However, the actions identified in the learning and support plans did not lead to good academic progress being made by these students.



LEADERSHIP AND MANAGEMENT

Quality Indicator	Current Inspection Judgement
6.1 Leadership	 Satisfactory
6.2 Self-evaluation and improvement planning	 Satisfactory
6.3 Links with parents and the community	 Satisfactory
6.4 Staffing and the learning environment	 Satisfactory



Leadership

Leadership and management were satisfactory. The Principal displayed a commitment to achieving improved outcomes for the students. The leadership team consisted of five non-teaching senior members of staff. Their roles and responsibilities were not always clearly defined nor given sufficient strategic focus particularly regarding priorities for school improvement. There was a coach for mathematics but no one with specific responsibility for literacy or English across the school. Middle leadership was underdeveloped. A vision for the school was in place and supported by a set of values and priorities. This vision was to produce lifelong learners who were tolerant of cultures around the world. Staff were aware of and committed to the vision of the school. Some staff took account of the vision and values when developing new initiatives. Performance management arrangements were in place for all teaching staff. These arrangements included individual targets for improvement which had been set by the Ministry of Education and the school. However, these targets had not succeeded in improving the quality of teaching across the school. Consequently, the impact of senior leaders in raising standards and the quality of teaching and learning was limited.



LEADERSHIP AND MANAGEMENT



Self-evaluation and improvement planning

Self-evaluation and improvement planning were satisfactory. Senior leaders knew some of the school's strengths and areas of development. The school's self-evaluation document was based upon the collection of evidence over time and included observation of teaching, analysis of student performance data and an examination of parent and student surveys. Staff played a limited role in the self-evaluation process and parents were not consulted. Findings from the self-evaluation process were used as a basis for future action and development plans had been put in place. Professional development opportunities for staff were established and were a regular feature of the school's approach to securing improvement. These opportunities had a limited impact on meeting whole school priorities. Recently, all staff had received training in teaching 'Mastery Mathematics' from a specialist mathematics coach. This training had led to some improvement in the quality of teaching for individual teachers but had yet to impact upon raising the quality of teaching as a whole. Overall, there had been limited progress in addressing the recommendations in the last report.



Links with parents and the community

Links with parents and the community were satisfactory. Parents were, in general, supportive of the work of the school and agreed that the school provided a safe learning environment. A positive relationship between parents and the school had been established. The Parent Teacher Association played a role in promoting links between parents and staff. Parents were able to communicate with staff in a variety of ways including emails and 'WhatsApp' groups. However, communication with new parents had not been firmly established and not all teachers shared their concerns with parents. In written responses to the parents' survey a majority raised concerns about issues such as provision for special educational needs and poor communication. Similar comments were reiterated by parents during interviews. Reports were issued on a termly basis. These included information on attainment and progress. These were supported by 'Parent Conferences' where teachers and parents discussed students' performance. They found these helpful and were welcomed into the school. Productive links existed with the local community. Students were involved in local sporting events and associations, visits to the National Gallery of Cayman, careers fairs supported by local businesses and the 'Health Care Explorers Programme – Healthy City'. Funds had been raised to support displaced people in St Vincent as a result of ongoing volcanic eruptions.



LEADERSHIP AND MANAGEMENT



Staffing and the learning environment

Staffing and the learning environment were satisfactory. Staff were experienced and suitably qualified. Not all support staff were deployed effectively across the school nor effectively used to support learning within classrooms. A staffing structure was in place and retention levels were high. The school was accessible to all students and the premises were modern, well maintained, and clean. Identified outdoor spaces were available and used by students at break and lunch times. These spaces had covered areas for the students. Outdoor spaces were in an acceptable condition, a brand new playing field had been built and was regularly used. There was a large hall, and classrooms were big enough to accommodate whole class teaching, paired and group work. Classrooms were bright and colourful with a large number of displays that celebrated and supported learning. Interactive white boards were used in classrooms and made some teaching interesting. Sometimes the students used the interactive white boards to support their learning. A spacious library and ICT suite were available, but they were not fully used. The lack of a librarian restricted opportunities for students' reading and borrowing of books. A music room increased the amount of specialist resources available to teachers and students. A sound system, projector and large screen in the hall allowed students to use technology to work in large groups.



SURVEY RESULTS

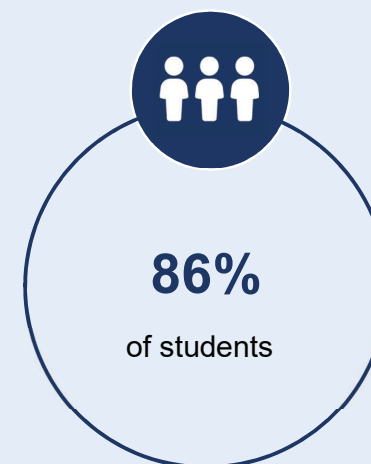
Before the inspection, the views of parents, staff and students were surveyed. The numbers of participants that completed the survey were:

Students	103	Parents	77	Staff	5
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Survey: “I am satisfied with the quality of education provided at this school.”

Students believed they made progress in a range of subjects. Most students felt that they made good progress in their learning, including in English, mathematics and science. Just over half of students believed that most students developed a good environmental understanding and a majority of students felt that most students at the school understood their responsibilities as members of a wider community. Almost all students felt that most of their lessons were effective and that their teachers helped them understand how well they were doing in their schoolwork. Most students enjoyed most lessons. Students were satisfied with the curriculum on offer. Most felt that the school provided a good range of extra-curricular activities, delivered the subjects they wished to study and the right amount of homework to help with their learning was assigned. Most students felt they were given opportunities to learn in the wider community.

Students experienced a safe and secure learning environment and one that supported their welfare. Most students reported that they felt safe and cared for at school and that the school helped them to choose healthy lifestyles. A majority of students expressed that they felt safe on school buses, that they were treated fairly at school and that any incidents of bullying were dealt with. Students knew their learning strengths and areas for development. Almost all students agreed that they received regular reports on their progress, which included the next steps they needed to take. Almost all agreed that teachers explained to them how they could do better. Most students believed that staff at the school was appropriately qualified and had suitable skills for teaching and learning. They agreed that they had access to good quality resources for their learning and that they were satisfied, overall, with the quality of education provided at the school.



Strongly Agree and Agree

6%

Decrease since the last inspection

SURVEY RESULTS

Parents

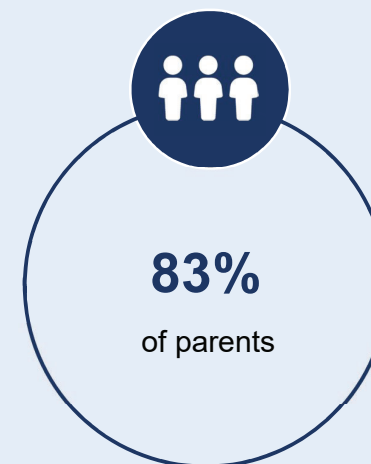
Survey: "I am satisfied with the quality of education provided at this school."

Seventy-seven parents completed the survey which was an increase of ten parents from the last survey. Most parents agreed that their children made good progress in English, mathematics, science and other subjects which was a reduction compared to the previous inspection. Almost all believed their children enjoyed lessons, felt safe at school and had developed a sense of responsibility and community and an environmental understanding. Most agreed that children were inspired to learn due to good teaching, well-qualified teachers, and good resources. They felt that the school provided sufficient subject choice, a good range of extra-curricular activities, encouraged students to lead healthy lifestyles and were happy with the amount of homework set. Most thought that behaviour was good and the school treated students fairly. A lower number, a majority, agreed that the school dealt well with bullying, career choices and that communication, regular reports and responding to their concerns were good.

A concern from a significant minority was how the school supported students with special educational needs. Overall, most parents thought the school was well led and that the school provided a good quality of education.

Thirty- seven parents responded with written comments. A third of the parents were positive, praised and thanked the school. A majority raised concerns about issues such as provision for special educational needs, poor communication, the amount of homework and the quality of the food.

There were no significant changes since the last inspection.



Strongly Agree and Agree

2%

Decrease since the last inspection

SURVEY RESULTS

Staff

Survey: “This school provides a good quality of education.”

Just five staff out of more than thirty staff completed the survey. This was less than the nine staff at the last inspection. These findings should therefore be read with caution as the number of responses is not representative of staff as a whole.

Compared to the previous survey, staff were more positive with regards to the overall performance of the school. More staff felt the school provided a good quality of education than before. Staff felt that the behaviour of the students was good and that students were treated fairly.

Staff considered that the students understood their role in their community and feedback to students regularly encompassed the next steps in their learning. They believed the school was well led and agreed that they enjoyed productive continuous professional development opportunities. Most staff concluded that students showed a good understanding of the environment, were helped to live a healthy life and that the school offered a good range of extra-curricular opportunities. A majority of staff agreed that assessment procedures were effective, good support was provided to students with special educational needs and parents were involved in the work of the school.

A significant minority of staff believed that parents' evenings were well attended or that students were helped with guidance concerning their future choices. Most staff considered that the teaching environment was of a good quality encompassing well qualified staff and good quality teaching resources. Most felt that links with the wider community were in place.



Strongly Agree and Agree

5%

Increase since the last inspection

WHAT HAPPENS NEXT?

The school has been asked to prepare an action plan within four weeks of the publication of this inspection report.

This should address:

- The recommendations identified within this report;
- Areas identified by the school as requiring improvement;
- Other external reports or sources of information that comment on the work of the school.

WHEN WILL THIS SCHOOL BE INSPECTED AGAIN?

As Prospect Primary School was judged to be providing a **satisfactory** quality of education, there will be no further full inspections until the next cycle which commences in 2023.



WHO ARE WE AND WHAT DO WE DO?

The Office of Education Standards is part of the Portfolio of Civil Service within the Cayman Islands Government. Our function is to inspect early childhood care and education centres, public and private schools and report upon standards in all educational institutions in the Cayman Islands.

How to contact us

You can contact us using the following e-mail address.

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Where to read our reports

Our reports are published regularly and are currently available on the Cayman Islands Government website. Please use the following link to read our latest publications.

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