

INSPECTION REPORT

OFFICE OF EDUCATION STANDARDS
CAYMAN ISLANDS GOVERNMENT

SEPTEMBER 2022

A white rectangular sign with a black border, mounted on a light blue wall. The sign features the Cayman Islands Government logo at the top, followed by the text "EAST END" in large, bold, black letters. Below "EAST END" is the text "PRIMARY SCHOOL" in smaller, black letters. The sign is set against a background of palm trees and a blue sky with white clouds.

EAST END
PRIMARY SCHOOL

EAST END PRIMARY SCHOOL

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INTRODUCTION

INSPECTIONS OF SCHOOLS AND COLLEGES 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	East End Primary School
	Address	17, Eastland Drive, East End, Grand Cayman
	Telephone number	1 (345) 947-7428
	Website	https://schools.edu.ky/EEP
	Name of the principal	Dr. O'Neil Duncan
	Date of this inspection	September 20 - 22, 2022
	Date of the last inspection	January 2020





Students

	Number of students on roll	79
	Age range of the students	4-11
	Grades or year groups	Reception to Year 6
	Number of Caymanian students	77
	Number of students with special educational needs	ALN/SEN - 12 Overall Teacher Action:2 School Action:5 SA Plus:5
	Largest nationality group of students	Caymanian






SCHOOL INFORMATION



Staff

	Number of teachers	9
	Number of teaching assistants	5
	Teacher-student ratio	11:1
	Teacher turnover	0

Curriculum

	Main curriculum	The Cayman Islands Primary National Curriculum
	External tests and assessments	Key Stage 1 and Key Stage 2 SATs PIRA, PUMA, GAPS, PTS,
	Accreditation	N/A

School inspection overall performance history

Cycle 1 Inspection	January 2020	 Satisfactory
Cycle 2 Inspection	September 2022	 Satisfactory

SCHOOL INFORMATION

East End Primary School is located in the East End District of Grand Cayman. It was opened in 1968 and caters mostly to children aged 4-11 years from the local community. There is one class from Reception to Year 5 and two in Year 6. There has been a slight decline in numbers since the last inspection, but an increase in numbers from the previous academic year. It is one of the smallest public schools in Grand Cayman.

The current Principal was newly appointed in August 2022. The acting Deputy Principal is also new to his role but is not new to the school. The school also has a newly appointed SENCO.

Currently, the school has twenty-nine percent of students with special educational needs and twenty-eight percent on the At-Risk Register.

The school's vision is for East End Primary School to be a caring community where all stakeholders are (R. E. A. C. H.E.D.)

Respected and Respectful,

Enthusiastic about effective teaching and learning,

Appreciated,

Committed to Excellence,

Honest in an Environment which is

Diverse













all to benefit the holistic development of every child.

East End Primary School was previously inspected in January 2020 and graded satisfactory.



SUMMARY





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

Quality Indicator	Early Years Inspection Judgement	Change in judgement since last inspection	Primary Inspection Judgement	Change in judgement since last inspection
1.1 Students' attainment in English	 Satisfactory	▶	 Weak	▶
1.1 Students' progress in English	 Good	▲	 Satisfactory	▶
1.1 Students' attainment in mathematics	 Satisfactory	▶	 Weak	▶
1.2 Students' progress in mathematics	 Good	▶	 Satisfactory	▶
1.2 Students' attainment in science	 Satisfactory	▶	 Satisfactory	▲
1.2 Students' progress in science	 Good	▶	 Satisfactory	▲



SUMMARY

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

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



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

Quality Indicator	Early Years Inspection Judgement	Change in judgement since last inspection	Primary Inspection Judgement	Change in judgement since last inspection
3.1 Teaching	 Good	▶	 Satisfactory	▶
3.2 Learning	 Good	▶	 Satisfactory	▶
3.3 Assessment	 Good	▲	 Satisfactory	▶







SUMMARY

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





Quality Indicator	Early Years Inspection Judgement	Change in judgement since last inspection	Primary Inspection Judgement	Change in judgement since last inspection
4 Curriculum	 Good	▶	 Satisfactory	▶

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

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



SUMMARY

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



OVERALL PERFORMANCE

What the school does well

- Promotes an inclusive ethos and culture for all students, including a significant minority of students with SEN.
- Leaders, including the new Principal, know the school well.
- Behaviour and attendance have improved and relationships between staff and students are positive.
- Students take on leadership roles and are keen and enthusiastic supporters of the school.
- Elements of good practice were seen in teaching across the school.
- Parents work in close partnership with the school, which contributes to students' well-being and learning.

Recommendations

Raise attainment and accelerate progress by:

- Effectively tracking and analysing achievement data for individual students, particularly for those with SEN and the more able.
- Developing skills that enable students to transfer what they learn from their reading, into their writing.
- Equipping students with the skills to read and interpret questions and develop speed and accuracy in mental arithmetic.
- Increasing opportunities for scientific enquiry and investigation skills.
- Providing a clear progression of skills, in line with the curriculum, in all subjects including art, music and design and technology.

Improve the quality of teaching and learning across the school by:

- Continuing to monitor, support, and share good practice with teachers who need to improve.
- Developing teachers' skills in higher order questioning and in developing students' critical thinking, to deepen learning.
- Increasing the use of technology and other resources to foster independent research and enquiry.
- Building resilience in students by teaching them how to solve problems and attempt tasks independently, more often.
- Ensuring resources and staffing are adequate and appropriate to improve provision of the full curriculum as well as to support the unique needs of the school, including additional support for the minority of students with SEN.



OVERALL PERFORMANCE

What has improved since the last inspection?

- Curriculum implementation and coverage of the core subjects.
- Attainment and progress in science are now satisfactory.
- Students' behaviour and attendance have improved.
- Students are involved in the community and have a good understanding of environmental issues.
- Safeguarding, health and safety arrangements have improved.
- The new Reception outdoor learning environment is enriching children's learning.
- Leadership has improved with the addition of a highly effective, new Principal.
- Parental involvement has a direct impact on students' well-being and learning.



OVERALL PERFORMANCE

► Satisfactory

East End Primary School was a satisfactory school with an increasing number of good features. The school fostered an inclusive ethos to meet the needs of a minority of students with SEN. Significant improvements had been made since the last inspection. Attainment and progress in science had improved from weak to satisfactory. Attainment remained weak in English and mathematics although students in Year 1 attained well in the phonics assessment with the implementation of the Read Write Inc. programme. Students read often and fluently. Students' engagement and enjoyment of mathematics had increased as a result of the practical activities and resources they used in lessons. Children in Reception continued to make good progress and the addition of the new outdoor learning area enhanced their learning.

Students' behaviour, attendance and punctuality had improved so that a calm, purposeful atmosphere prevailed across the school. Students took on leadership roles and were proud ambassadors of the school. They took pride in their displayed work. Their understanding of the importance of being a Caymanian, their Christian ethos, and their contributions to the community and the environment had improved. Students had started to become increasingly independent, responsible, and resilient.

Although teaching and learning remained satisfactory overall, there were examples of excellent and good teaching in the school. Recent changes to lesson planning and workshops on pedagogy meant that there were good features of teaching and learning in most lessons. For example, learning objectives and success criteria were shared with students, and in better lessons, students reviewed their own progress against these. Work was differentiated to match the learning needs of different groups of students, although not all lessons were adapted to respond to students' needs. Curriculum progression was evident in the core subjects but remained an area of focus for non-core subjects.







Health and safety had improved as was now good. Support and guidance remained satisfactory. The newly appointed SENCO provided targeted interventions to support students with SEN. However, individual students' progress was not collected centrally or used appropriately by teachers, to accelerate progress. Strategies to teach students with SEN were shared but not always followed in lessons.

Leadership improved and was now good. Through a rigorous programme of monitoring, the new Principal very quickly identified the barriers to learning and began to address them with clear evidence of early successes. Self-evaluation and school improvement plans were sharply focused, and changes were already implemented. Links with parents and the community had an impact on students' attendance, well-being, and learning. The school demonstrated a strong capacity to improve.



ACHIEVEMENT

Students' attainment in relation to international standards

Quality Indicator	Early Years Inspection Judgement	Primary Inspection Judgement
1.1 Attainment in English	 Satisfactory	 Weak
1.1 Attainment in mathematics	 Satisfactory	 Weak
1.1 Attainment in science	 Satisfactory	 Satisfactory

English

Attainment in English was satisfactory in Reception and weak in Primary. Results of the end of Key Stage 2 tests for 2021 to 2022, indicated that most students did not meet national and international standards in English. Students' attainment in the Early Years was good in reading and weak in writing. In Key Stage 1, a significant minority reached the expected standards for reading. Attainment in phonics in Year 1 was good. In Reception, the majority of students were developing a love of books and reading and were able to recognise letter sounds. They had begun to use their knowledge of the letter sounds to start to segment and blend three-letter words. Students in Key Stage 1 used punctuation marks appropriately and could make predictions about text. Year 3 students were beginning to use evidence in the text to make predictions. In Year 5, most students could use concrete and abstract nouns correctly in sentences. Year 6 students explored texts for information and linked ideas across paragraphs using adverbials of time, place and number. Most students' comprehension skills, particularly those of inference and analysis were less well developed and did not assist them in developing their writing.



Students' attainment in relation to international standards



Mathematics

Attainment in mathematics was satisfactory in Reception and weak in Primary. Children in Reception could count to 5, recognise and represent the number 5 in different ways. More able children could represent number bonds to 5. At the end of Key Stages 1 and 2, attainment was weak in international tests. In lessons and in their work, a majority of students attain in line with curriculum expectations and international standards. Younger students could say one more or one less than a given number. They compared two sets of numbers and could say the number that was greater than, less than, or equal to a given number. Older students could partition numbers using place value, write numbers in their expanded form and round numbers. In Year 5, students could recognise and apply their knowledge of roman numerals in different, real-life, contexts. Year 4 students used their knowledge of addition to calculate the perimeter of regular and irregular shapes in practical tasks. Across all year groups, students had a sound knowledge of mathematical vocabulary. However, only a majority were fluent in mental mathematics and could read, interpret, and explain mathematical problems independently.







Science

Students' attainment in science was satisfactory in both phases. Most Reception children used their imagination by finding items in their learning environment to simulate a birthday party. For example, they made a cake out of sand and water. In Primary, most students attain in line with international standards in external science assessments. In lessons and recent student workbooks, students demonstrated a sound knowledge of the key scientific concepts such as the effects of exercise, the function of a human skeleton and how electricity works. Key Stage 1 students could find patterns, categorise animals by type and use their senses to find out more about their surroundings. Students in Year 6 took part in experiments to explain the relationship between light and shadow and were beginning to use scientific language to explain their observations. However, their use of prior knowledge to make predictions, hypothesise, draw conclusions, and record observations is less developed.

ACHIEVEMENT

Students' progress in key subjects

Quality Indicator	Early Years Inspection Judgement	Primary Inspection Judgement
1.2 Progress in English	 Good	 Satisfactory
1.2 Progress in mathematics	 Good	 Satisfactory
1.2 Progress in science	 Good	 Satisfactory

English

Progress in English was good in Reception and satisfactory in Primary. Children were able to identify and reproduce audibly, the phoneme they heard when decoding three-letter words. In Key Stages 1 and 2 students' workbooks, including students with SEN, demonstrated that most made expected progress from their starting points. Younger students developed their writing skills by demarcating most of their written work with capital letters, full stops, question marks and most used present and past tense correctly. A review of students' work samples in Key Stage 2, indicated that they had engaged in a suitable range of writing tasks. The majority of students in Year 6 used a range of devices like conjunctions, pronouns and synonyms, learnt when reading a text, to build cohesion in their writing. Whilst all students could engage in reading so that they read accurately and fluently, a majority found it difficult to explain the reasons for an author's choice of vocabulary and the impact that it has on the reader. Letter formation habits were not yet established across the school to promote clear and fluent cursive handwriting.



ACHIEVEMENT

Students' progress in key subjects



Mathematics

Progress in mathematics was good in Reception and satisfactory in Primary, children made good progress. They applied what they knew about counting and number recognition while using a variety of resources in a range of play-based activities. Progress over time was uneven across the Primary year groups when comparing international test scores. In lessons and in their work, most students, including those with SEN, made expected progress from their starting points. More able students occasionally made better than expected progress when solving problems related to real life. Students across the school used practical resources such as counters, number lines, number squares, place value flip charts, and Base Ten blocks to help them understand place value and number concepts. In Year 5, students used their knowledge of roman numerals to solve practical problems using clocks and calendars. Students demonstrated enjoyment and engagement when playing games such as Kahoot to develop speed and accuracy in mental mathematics. In better lessons, more able students attempted suitably challenging tasks to deepen their knowledge. Children and students checked their own work, or that of their peers and made improvements.







Science

Students' progress in science was good in Reception and satisfactory in Primary. A majority of Reception children made consistently better than expected progress against the early learning goal 'Understanding the World'. They made significant gains in their knowledge and understanding by being inquisitive and exploring their physical environment. In Primary, progress was uneven across year groups in international tests. In lessons and in their work, most students, including those with SEN, made expected progress from their starting points. In lessons where children and students were asked to think critically and research independently, more able students made better than expected progress. Younger students created sensory boards which helped them to understand the concept of sound. Older students filled in KWL charts to say what they knew and formulate questions about what they wanted to learn. Practical activities enabled students in Year 4 to make progress in understanding how individual components formed a circuit. Students in Year 5 made good progress in building on their knowledge and understanding of Earth and space.



STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT

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



Behaviour

Students' behaviour was good in both phases of the school. A new school ethos and high expectations from staff had significantly improved student behaviour. Relationships between staff and students were respectful. The pastoral team worked with students, particularly those with SEN, to support them and help with issues such as regulating their feelings. Students responded well to a number of school-wide initiatives to address behaviour such as uninterrupted, sustained, silent reading in the mornings and after school clubs where they practised life skills. Most students had improved their attendance and were punctual for lessons so that attendance is now good. Almost all students followed the school uniform policy and took pride in their school. In lessons, almost all students were collaborative and inclusive, supporting their SEN peers. Students were beginning to develop confidence and independence. They knew and followed the school and classroom rules which, combined with consistent classroom management strategies, resulted in positive behaviour for learning.



STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT







Civic and environmental understanding



Students' civic and environmental understanding was good in both phases. Most students had an awareness of Caymanian culture and Christianity, and this was demonstrated through student projects, devotion, and social studies lessons. Students could identify the symbols on the coat of arms, recognised some national heroes, senior politicians, and the governor. Younger students learned, from senior citizens who visited the school, how life had changed over time in the Cayman Islands. Older students discussed their rights and roles as good citizens, such as the legal age to vote, get married and drive a car. When asked, students understood environmental issues such as beach erosion, plastic pollution, and the effect of the recent storms. They took care of their surroundings in school, participated in a beach clean-up, and learned, first-hand, how to rear chickens. In students' work, they demonstrated a knowledge of recycling. However, knowledge and understanding of global environmental issues was inconsistent across the school.



TEACHING, LEARNING AND ASSESSMENT

Quality Indicator	Early Years Inspection Judgement	Primary Inspection Judgement
3.1 Teaching	 Good	 Satisfactory
3.2 Learning	 Good	 Satisfactory
3.3 Assessment	 Good	 Satisfactory

Teaching

The quality of teaching was satisfactory in Primary and good in Reception. In most lessons, teachers showed secure subject knowledge, made classroom expectations clear and managed a purposeful learning environment. Consequently, most students were attentive and concentrated well. In Reception, teachers planned a wide range of activities that enabled children to develop their confidence and skills in expressing themselves and to speak and listen in a range of different situations. Lessons were carefully and systematically planned, and most teachers managed time and behaviour well. Teachers shared the key learning objectives with students and helped them know what was expected of them. There was a focus on the teaching of subject-specific vocabulary to support students to organise information and connect ideas. Teachers planned differentiated tasks and activities and used a range of resources to meet the needs of most students. Whilst higher order and critical thinking skills were sometimes a feature of learning, teachers' questioning was not always targeted to challenge the thinking of more able students for them to have a greater depth in learning. In the best lessons, students were encouraged to find out information for themselves using information technology which promoted autonomy and responsibility for their own learning.





Learning

Learning was satisfactory in Primary and good in Reception. In most lessons, students demonstrated positive attitudes to learning. When given the opportunity, students worked collaboratively in lessons and independently for short periods. Across the school, a few students engaged in complex tasks requiring critical thinking. Most students' communication skills were good, and they demonstrated them during group work and partner-talk. They took pride in their learning and were able to explain what they had learnt. Students acted upon the feedback. In a few cases, students could link their learning to the real world, for example, in science they could relate electricity to cities and towns being lit up at night and how a hurricane can cause the power to go off. Students occasionally made links in their learning in other subjects, for example, in maths Y5 students used their knowledge of roman numerals and applied these to the life of Queen Elizabeth II showing their appreciation of current affairs. Students did not always demonstrate the resilience and stamina needed to complete tasks independently for longer periods of time.



Assessment

Assessment arrangements were satisfactory in Primary and good in Reception, where baseline data was used and adapted to plan individualised learning for children. There were organised procedures for keeping records of students' achievement. Leaders looked at students' performance and used gap analysis so that they knew where to focus additional support. This was a particular strength in early reading. Most teachers knew their students well and termly moderation meetings ensured consistent and reliable judgement of writing standards. Teachers marked students' work regularly with clear guidance about what they needed to do to improve, and student targets supported them in developing their skills knowledge and understanding of key components of the core curriculum. In the best practice, peer and self-assessment helped students to take greater responsibility for their learning. However, this remained a developing feature of the school's assessment procedure. There was no centralised system of gathering the data on students to provide teachers with a coherent analysis of individual student profiles that would enable more effective and personalised support for the more able and those with SEN.

CURRICULUM

Quality Indicator	Early Years Inspection Judgement	Primary Inspection Judgement
4 Curriculum	 Good	 Satisfactory







Curriculum

The curriculum was good in Reception and satisfactory in Primary. The school has adopted the Cayman Islands Early Years Curriculum and the Cayman Islands National Curriculum. In Reception, the curriculum was good because it provided an appropriate balance between teacher-led and child-initiated play opportunities. Children participated in a variety of learning activities where they used imaginative play and developed their socialisation and language skills while they completed open-ended activities. Planned extra-curricular activities and clubs across the school were varied, offering many choices for students to learn with the community and in the local environment. These included virtual Field trips to Health City and involvement in the Cayman Turtle Centre for a green sea turtle release. Students engaged in beach clean-ups to celebrate Earth Day and World Recycling Day. Key Stage 1 students were involved in local projects like visiting the elderly in their community and reading to them, books written by the Caymanian author Grace Byers. The curriculum was culturally relevant and incorporated many facets of Caymanian culture. This contributed to its richness. Students engaged fully in physical education lessons as well as a range of sporting activities. Although students are taught other subjects, including Spanish, the school has yet to fully embed the progression of skills for subjects such as computing, art, music and design and technology. Students' learning experiences were further enhanced with a variety of clubs including swimming, basketball, football, cricket, and 'hooked on books' reading club.



SAFETY AND SUPPORT

Quality Indicator	Early Years Inspection Judgement	Primary Inspection Judgement
5.1 Health and safety	 Good	 Good
5.2 Support and guidance	 Good	 Satisfactory



Health and safety

Health and safety were good in both phases because effective monitoring identified actions that were needed to be taken and followed up. The school provided a safe, secure and caring learning environment. Supervision around the school and in classrooms was good and access to the site, strictly monitored by a security guard. The school buildings and premises were clean and well-maintained. Certification from fire and environmental health was recent and compliant. School evacuation procedures were practiced and recorded. The school systematically supported students' healthy lifestyles through initiatives like 'Seed to plate', pro-active healthy lunch menus, a mobile onsite dentist, regular physical activity embedded in the curriculum, growing their own food and maintaining a chicken coup. The new outdoor learning environment in Reception was well-equipped to enable children to explore and become curious learners. The school operated an 'At Risk' register working alongside Social Services and other external specialists. Information was communicated to all staff, ensuring student support was identified when necessary and that staff were well-informed. Students were taught about cyber safety and felt safe in school and on the bus. Effective monitoring ensured that current policies were fully up to date. Staff received regular training about safeguarding. Most staff and students were aware of the arrangements for child protection.









Support and guidance

Support and guidance were satisfactory overall but good in Reception where children's needs were met. The school has a minority of children and students with special educational needs or described as 'At Risk' and placed a high priority on the well-being of students. Staff knew their students well. For instance, leaders responded well by increasing the number of male staff to act as role models for the boys at the school. The 'Young Gentlemen's Club' provided support and guidance from staff and members of the local community that built character, taught responsibility, and raised aspirations. Additionally, students were provided with ironing and cooking support that helped many with their home life. Similarly, the formation of a student-led safe space called 'Becoming a senior' supported the emotional needs of girls. The school utilised an extensive team of specialists gathering a wide range of information and monitored the well-being of at-risk students. The newly appointed SENCO provided targeted interventions and was beginning to have a positive impact through detailed Learning Support Plans. However, the analysis of academic data and its implementation required further development. Support in lessons required close monitoring to ensure that the resources and adaptations were having an impact on progress for all, but particularly those who found lessons more difficult, as well as more able students, throughout the school. Improved facilities would be beneficial to cater for the high proportion of students with SEN.

LEADERSHIP AND MANAGEMENT

Quality Indicator	School Wide
6.1 Leadership	 Good
6.2 Self-evaluation and improvement planning	 Good
6.3 Links with parents and the community	 Good
6.4 Staffing and the learning environment	 Satisfactory



Leadership

Leadership was judged good. The new Principal had very quickly identified strengths within the school as well as areas to develop through rigorous monitoring. Roles and responsibilities for senior leaders were refined and made clear. Leaders ensured the school vision was shared and set a clear direction, driving improvements in many aspects of the school. Although test results in English and mathematics had not improved, there was clear evidence that improvements were beginning to have an impact on teaching and learning, academic results, as well as behaviour. Leaders, including the new principal, worked collegiately, and had gained recognition and respect from students, staff, parents as well as members of the community. The school had an inclusive ethos. The whole school community was committed, and worked together, to improve pastoral and academic outcomes for all students. The Reception teacher was involved in sharing her expertise with other schools. There were elements of good pedagogy seen across the school as a result of professional development offered by the Principal and other leaders. The school demonstrated a strong capacity to improve.





Self-evaluation and improvement planning

Self-evaluation and improvement planning was good. Leaders knew the school well through accurate and collaborative self-evaluation. They were aware of the strengths of the school and their next steps to drive improvement further. Surveys show that students, parents, and teachers felt involved in school self-evaluation and improvement. Recommendations from the previous inspection report had been implemented and led to notable improvements. Sharp and focused school improvement plans had been revised and prioritised by the new Principal. Teachers' plans were monitored, and most leaders were involved in evaluating lessons and giving feedback to teachers. All teaching staff benefitted from internal and external professional development. Although the school is data-rich and individual students' progress was tracked, this was not readily available to teachers so that provision could be targeted even further. Data was discussed at meetings and teachers were beginning to use data walls to track individual students' progress. Improvement planning had mostly focused on core subjects but was not yet broadened to ensure that all subjects follow the curriculum and were taught by well-qualified practitioners.



Links with parents and the community

Links with parents and the community were good. The president of the PTA ensured that members of the committee worked closely with parents, staff, and the wider community. They raised funds for resources that enhanced provision in the school. For example, they provided teachers with money, as well as practical help, to create engaging displays. Parents painted mathematics murals which were used to practise mental mathematics and understand concepts such as fractions. Reading programmes had also been funded by them. Trips and clubs were financed by the PTA so that parents did not have the additional financial strain. Students were able to see how chickens hatched in an incubator that was bought for the school. In addition, trophies, and awards, including the bicycle initiative for attendance, had a positive impact on improving attendance and punctuality. Students visited people in the local community with gift baskets, read to them and took part in beach clean-ups. Communication had improved, particularly with parents who were previously difficult to reach. Parents felt informed about, how their child did at school. Individualised progress information and next steps were being reviewed by the new principal.



Staffing and the learning environment

Staffing and the learning environment were satisfactory. There was adequate staffing to cover all teaching positions in the core curriculum and appropriate resources to enhance students' learning. The school premises are welcoming, clean, and well-maintained. However, as there was no full-time site manager, there is sometimes a waiting period before maintenance issues are addressed. There were age-appropriate playgrounds, running tracks, a long jump pit and well-qualified staff to encourage students to excel in sports. Specialist facilities for art, music and design technology were insufficient to enable progression of skills in these subjects. There were limited science resources to support students' understanding of scientific processes and methods. Each class had a welcoming and well-stocked reading corner. The current library occupied part of the technology room and therefore was not used well to support the school's renewed focus on promoting a love of reading. A few staff lacked the breadth of experience to impact students' learning and raise standards.



SURVEY RESULTS

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

Students	37	Parents	43	Staff	17
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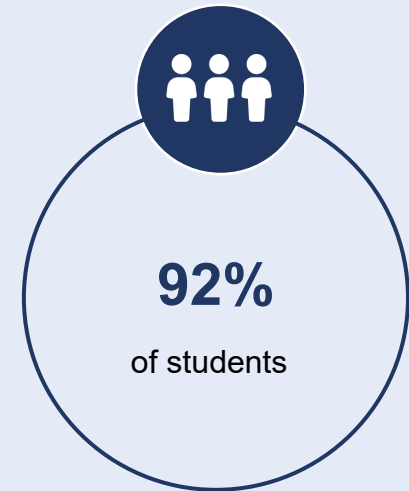
Students

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

Thirty-seven students completed the online survey which was an increase from twenty-eight at the last inspection. Most students stated they were making good progress in English, mathematics, and science. Fewer students felt they were making good progress in other subjects. A majority felt that they were offered the subjects they wished to study. Almost all said that most of their lessons were good, and all said they enjoyed their lessons. Almost all stated that their teachers explained how they could improve and that they were given the right amount of homework.

Most said they felt safe and cared for at the school and on the bus. They felt that the school would respond to any bullying. A majority said they were treated fairly at school. All students stated they had good-quality resources to help them learn. Almost all stated that they were happy with how the school was led and that they were asked how it could improve. Almost all said they had regular reports on their progress and that the school had suitably skilled teachers. Almost all students stated they were satisfied with the quality of education at the school.

Comments made by the students were very positive about the school and showed that they enjoyed learning. Most students felt that the behaviour of students in the school was good, understood their responsibilities as members of the community and had a good understanding of the environment. This was an improvement from the previous inspection survey.



Strongly Agree and Agree

4%

Decrease since the last inspection



SURVEY RESULTS

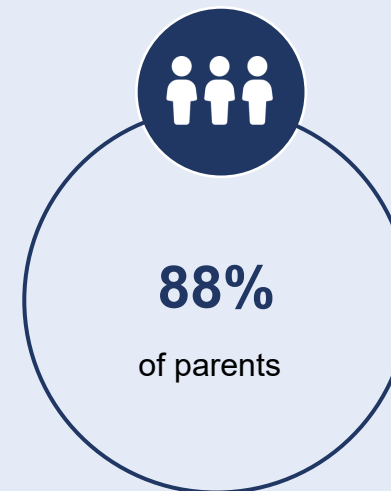
Parents

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

Forty-three parents completed the survey as compared with thirty-one in the last inspection. The most significant difference was what parents said about behaviour. Most said students' behaviour was good, whilst in the last inspection survey only a majority felt that behaviour was good. Almost all parents agreed that their children were making good progress in mathematics, science, and other subjects. Most parents believed their children were making good progress in English. Most parents said their children enjoyed school and that they were inspired to learn.

Almost all parents agreed that they receive regular and informative reports about their child's progress and that the amount of homework is suitable. Most parents felt that their children had a good range of extra-curricular activities. They agreed that parent-teacher meetings were effective and that the school was well-resourced. Most parents felt that students were safe, treated fairly and that communication was strong and that the school responded promptly to their concerns. A majority felt that their children were safe on school buses and that the school deals effectively with incidents of bullying. Most parents agreed that the school was well led. A majority felt that school provides good support to students with special educational needs. Most parents were satisfied with the quality of education provided by the school.

Positive comments made by the parents in the survey included the following:
"The school is well organised and teaching and learning at a high standard".
"I couldn't have asked for a better school".



Strongly Agree and Agree

+6%

Increase since the last inspection

SURVEY RESULTS

Staff

Survey: This school provides a good quality of education.

Seventeen staff completed the survey as opposed to just six in the previous inspection. Both teaching and support staff completed the online survey. The majority had worked at the school for three years or more. All staff agreed that there were good assessment systems and that all students were treated fairly. They all agreed that bullying was well managed when incidents arose. Almost all staff stated that the school provided a safe and caring environment and that they had good quality resources. Most agreed that the behaviour of most students was good and that they had a good range of extra-curricular activities. In addition, they felt that there was good support for students with special educational needs and most showed good environmental understanding. Almost all agreed that the school provides a safe and caring environment and that students are helped to choose a healthy lifestyle.

Most stated that the school is well led and that they are supported in their continuous professional development. Almost all staff believe that the students are regularly informed about their next steps in learning and that they had good quality resources to support their teaching. A majority felt that parents were effectively involved in the work of the school although all believed that the school offered a good quality of education.

As in the parent survey, most stated that behaviour was good, whilst in the last inspection, only a majority said this was the case.



100%

of staff

Strongly Agree and Agree

0

Unchanged 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 the school is judged to be providing a **satisfactory** quality of education, there will be no further inspections until the next cycle which commences in September 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.

www.oes.gov.ky





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