

# INSPECTION REPORT

OFFICE OF EDUCATION STANDARDS  
CAYMAN ISLANDS GOVERNMENT

SEPTEMBER 2022



**THEOLINE L. MCCOY 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:

<b>Excellent</b> - exceptionally high quality of performance or practice	 Excellent
<b>Good</b> - the expected level for every school in the Cayman Islands, both public and private.	 Good
<b>Satisfactory</b> - 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
<b>Weak</b> - 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:

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









# SCHOOL INFORMATION

## General information

	<b>School name</b>	Theoline L. McCoy Primary School
	<b>Address</b>	64 Condor Road, Bodden Town, Grand Cayman
	<b>Telephone number</b>	1 (345) 947-2288
	<b>Website</b>	<a href="https://schools.edu.ky/btp">https://schools.edu.ky/btp</a>
	<b>Name of the principal</b>	Ms. Kimberly Watler
	<b>Date of this inspection</b>	September 13 - 15, 2022
	<b>Date of the last inspection</b>	December 2020

## Students





	<b>Number of students on roll</b>	265
	<b>Age range of the students</b>	4 to 11 years
	<b>Grades or year groups</b>	Reception to Year 6
	<b>Number of Caymanian students</b>	248
	<b>Number of students with special educational needs</b>	42
	<b>Largest nationality group of students</b>	Caymanian








# SCHOOL INFORMATION

## Staff

	<b>Number of teachers</b>	14
	<b>Number of teaching assistants</b>	10
	<b>Teacher-student ratio</b>	1:7
	<b>Teacher turnover</b>	6%

## Curriculum

	<b>Main curriculum</b>	New Cayman Islands National Curriculum
	<b>External tests and assessments</b>	New National Curriculum SATs PUMA, PIRA, GAPS PASS PTS Progress tests CAT 4
	<b>Accreditation</b>	Cayman Islands Department of Educational Services

## School inspection overall performance history

<b>Cycle 1 Inspection</b>	December 2020	 Satisfactory
<b>Cycle 2 Inspection</b>	September 2022	 Satisfactory

## SCHOOL INFORMATION

Theoline McCoy Primary School (formerly Bodden Town Primary School) is a government primary school for students from four to 11 years of age (Reception to Year 6). The curriculum is the Cayman Islands National Curriculum, with Reception classes following the Early Years Foundation Stage Curriculum.

The school has 265 students and 14 classroom teachers. There are also specialist teachers for music, Spanish, computing, and physical education. The school has nine assistant teachers, a Special Educational Needs Co-ordinator (SENCO) and a counsellor, as well as non-teaching administrative staff and senior leadership team. The school principal has been in post for four years. 21% of students in the school are identified as 'at risk'.

The school's mission statement is:













'To work in partnership with families and the community to develop confident, competent, self-disciplined lifelong learners by providing creative, educational experiences through a relevant, technology-based curriculum in a nurturing, child-centred environment.'

The previous inspection in December 2020 judged the school's overall performance as satisfactory. The school was closed in March 2020 due to the Covid pandemic. The report from the thematic visit which took place in February 2022 shows a positive evaluation of the school's management during Covid in terms of hygiene, adaptation of school systems and procedures and students' wellbeing.



# SUMMARY

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





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











## SUMMARY

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

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



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

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







## SUMMARY

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

Quality Indicator	Reception Inspection Judgement	Change in judgement since last inspection	Primary Inspection Judgement	Change in judgement since last inspection
4 Curriculum	 Satisfactory	▶	 Satisfactory	▶





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

Quality Indicator	Reception 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	 Satisfactory	▶	 Satisfactory	▶



## SUMMARY

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

Quality Indicator	Schoolwide 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	 Good	▶



# OVERALL PERFORMANCE

## What the school does well

- Creates a harmonious and mutually supportive school community, in which most students behave well.
- Ensures the health and safety of students and staff, and prioritises individuals' wellbeing.
- Identifies barriers to improvement and takes action to address these, resulting in the raising of standards in four key areas.
- Makes good use of resources, and effectively deploys teaching and support staff.

## Recommendations

### **Raise standards of attainment and progress in all subjects, especially in English, by:**

- improving school leaders' use of assessment information to set targets for improvement and to monitor progress
- improving teachers' use of formative assessment to adapt their teaching to meet the individual needs of all students.

### **Improve the quality and efficacy of teaching by:**

- ensuring all teachers use a range of strategies to promote active learning and students' participation in lessons
- improving classroom organisation and teachers' use of time in lessons, so that all students work productively
- ensuring that teachers have high expectations of what all students can achieve.

### **Improve the effectiveness of leadership and management by:**

- taking prompt action to address the minority of weak teaching and holding staff to account
- ensuring that self-evaluation and lesson observation judgements are accurate.

## What has improved since the last inspection?

- Students' attainment in mathematics and science
- Students' behaviour and attitudes to learning in primary
- The use of assessment to identify priorities for action
- Arrangements to ensure the health and safety of students and staff.



# OVERALL PERFORMANCE

## ► Satisfactory

The overall performance of the school was satisfactory, as at the last inspection. Attainment in English remained weak. Students' attainment in mathematics and science was weak at the last inspection and improved to satisfactory at this inspection. Progress in the core subjects of English, mathematics and science remained satisfactory.

Students' understanding of civic and environmental issues was good. Behaviour was also good, which was an improvement. Most students behaved well and were courteous and friendly. Students demonstrated positive attitudes to learning.

Teaching and learning were satisfactory. Teachers knew their subjects well, and planned lessons to enable students to make progress.. Most teachers supported students with special educational needs and disabilities (SEND) well. They used Individual Education Plans (IEPs) to adapt activities appropriately. More able students were not always sufficiently challenged, so did not make the progress of which they were capable. Assessment practices were also satisfactory, an improvement since the last inspection. Senior leaders had devised coherent and comprehensive systems for collating assessment data, and the school made increasingly good use of assessment information to improve teaching and learning.





The school's arrangements to ensure the health and safety of all staff and students were good. They were satisfactory at the last inspection. Policies and procedures were comprehensive and the management and maintenance of the school premises were good. The school's management of the Covid pandemic, and measures to keep students safe, were good, as recognised in the thematic report of February 2022. Support and guidance for students was satisfactory, because academic support had not yet resulted in consistently good outcomes for students.

Leadership and management were satisfactory overall, whilst the management of staffing and resources were good. Senior leaders knew the school's relative strengths and weaknesses. They had been proactive in identifying priorities for action. The majority of parents were satisfied with the quality of education. Recent initiatives had resulted in some improvement, but the full impact, particularly in the key areas of teaching and learning, attainment and progress had yet to be seen. Nevertheless, the school was improving, and had the capacity to improve further.



# ACHIEVEMENT

## Students' attainment in relation to international standards

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

### English



Attainment in English was weak. Standardised assessment results showed weak attainment overall and, in lessons and their recent work, less than three-quarters of students worked at age-related curriculum standards. Literacy was a priority across the school. The majority of students demonstrated reading comprehension skills at expected standards. In Year 2, students were able to sequence events in a simple story, and Year 5 students researched information on 'space debris' and identified key information. Students' writing skills were variable. In Year 1, most students could produce simple sentences following a model, correctly using capital letters and full stops. In Year 6, a minority of students produced fluent writing, using a good range of vocabulary and structure. However, most students' written work was below expected standards, with a limited range of language constructions, and frequent errors in grammar, punctuation, and spelling. Most children in Reception recognised letter sounds and shapes.





# ACHIEVEMENT

## Students' attainment in relation to international standards



### Mathematics

Student attainment in mathematics was satisfactory. School-based summative assessment data, internal data and students' current and recent classwork indicated an improving trend, with most students achieving at expected levels. Most students in Year 2 identified numbers up to 100 and explained the place value of digits. In Year 3, most students recognised the place value of each digit in a three-digit number using concrete materials, charts or money and could illustrate 10 or 100 more or less than a given number. Most students in a Year 5 class were able to order six-digit numbers using the populations of towns in the UK as examples. In Year 6, most students completed calculations with a mixture of positive and negative integers using a number line. Most identified errors in calculations in the context of money and a bank deficit. In most lessons, attainment was only satisfactory because students, especially the more able, were not challenged to demonstrate and extend their knowledge and skills through problem-solving or in unfamiliar contexts. Children in Reception counted sequentially.









### Science

Attainment in science was satisfactory. For the past three years, standardised test results reflected a rising trend in science attainment. The school's internal assessment, review of students' workbooks and lesson observations indicated that most students' performance was in line with curricular standards. This was evidenced by most students' ability to make hypotheses, and to explain and draw appropriate conclusions when conducting simple investigations. In Year 4, students worked in small groups to construct a simple circuit using batteries. A majority were able to explain why it worked or did not work. Most were able to draw and illustrate the process. In Year 5, students worked together, discuss scientific ideas, developed their scientific language, and reinforced their understanding. Most demonstrated an appropriate understanding of the earth's movement and explained how this affected time and seasons. Students did not always attain at the level of which they were capable, because of insufficient opportunities to independently plan activities and take responsibility for their own learning. In Reception, students showed a growing understanding of the body, and its functions, but attainment was variable in observed lessons amongst this year group.



# ACHIEVEMENT

## Students' progress in key subjects

Quality Indicator	Reception Inspection Judgement	Primary Inspection Judgement
1.2 Progress in English	 Satisfactory	 Satisfactory
1.2 Progress in mathematics	 Satisfactory	 Satisfactory
1.2 Progress in science	 Satisfactory	 Satisfactory

### English

Students made satisfactory progress in English. In Reception, the majority of children made rapid progress in phonics and developed pre-reading and pre-writing competence, but this was not consistent across the year group. In the other key stages, students developed their reading skills, and the majority could read age-appropriate fiction and non-fiction texts with understanding. The majority developed subject-specific vocabulary well through speaking and listening activities. Evidence from workbooks and internal assessment showed that most students made acceptable progress in written work as they moved through the school. Teachers' comments indicated how students could improve their work, but this was not always followed through to ensure appropriate progress. In lessons, most students progressed from consolidation or reinforcement of prior knowledge and applied this knowledge in new settings. In Years 5 and 6, students defined key linguistic terms such as 'simile' and 'adjective' and then used these in their own writing. However, few students moved beyond recall or description, and had little opportunity to use language in meaningful debate or creative activities. Most students with special educational needs made satisfactory progress.



# ACHIEVEMENT

## Students' progress in key subjects



### Mathematics

Progress in mathematics was satisfactory. School tracking data indicated that most students, including those with special educational needs, made expected progress from their starting points. Almost all children in one Reception class made expected progress while exploring number concepts through sorting activities and counting in guided group work and centre activities. In most lessons, students extended their understanding of place value at an age-appropriate level as they worked with increasingly larger numbers. A minority of students in a Year 5 lesson made better than expected progress when they were challenged to solve multi-step problems comparing six-digit numbers. Most students in a Year 6 lesson were able to identify errors in calculations in the context of money and give the correct calculation. They were able to apply their knowledge to explain the incorrect calculation. In a few lessons in Years 1 to 4, a few more able students did not acquire new knowledge or skills as they already understood the concept being taught. Most students with special needs progressed well from their starting points.







### Science

Students' progress in science was satisfactory. Lesson observations and work scrutiny showed that over time most students, including those with special needs, made satisfactory progress from their starting points. In lessons, they made satisfactory progress when they engaged in inquiry-based tasks that promoted their natural curiosity. In Year 2, most students confidently explained what humans and animals needed to survive and why. By Year 3, most could explain the nutritional value of foods and made predictions about which foods would be high in nutrients. In Year 6, students conducted experiments to investigate how light produced shadows and recorded the results of their findings. Most could explain why the shadow was bigger or smaller when the object was close or far away from the light source. A majority acquired an understanding of scientific concepts evidenced by their ability to reason and justify their responses. In a minority of lessons, teachers' inefficient management of time slowed progress for a minority. Most students' written work showed the development of scientific vocabulary and recording of experiments over time.



# STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT

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

## Behaviour



Students' positive behaviour for learning was good, but in Reception, a significant minority of children did not behave well. There was a caring and positive ethos throughout the school, which was reflected in the friendly, harmonious atmosphere. Students new to the school were welcomed and supported by their peers. Almost all students knew and adhered to the values and rules of the school. As a result, most students worked co-operatively with a partner or in a group. Almost all students understood and followed classroom procedures, and most behaved well during lunchtime and outdoor play. Teachers used effective strategies to support students who behaved inappropriately, to minimise disruptions to student learning. Students identified either their class teacher or the counsellor as someone they could talk to if they encountered bullying and were confident staff would address the situation. The school environment was safe and orderly. Most students showed pride in their school. All students wore school uniform, and almost all arrived on time at school and for their lessons. Attendance for the last school year was below 96% due to the Covid pandemic but averaged 97% since the start of the current academic year.



# STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT







## Civic and environmental understanding

Students' civic and environmental understanding was good. Displays around the school promoted the traditions, cultural heritage and national heroes of the Cayman Islands. Students could describe typical Caymanian food, such as Cayman-Style Beef and Conch Stew. Most identified national symbols and traditional celebrations such as Heritage Week and Pirate Week. The school's links with the wider community included Health City and the Marine Ecology Centre. Students visited a traditional Caymanian home and watched demonstrations of cooking skills. Students could explain the importance of the marine environment and they were involved in beach clean-ups. One class participated in a competition using their knowledge of the local environment and won a three-day residential field trip to the Little Cayman Research Centre to learn more about marine ecology, while another class's entry was highly commended. The school promoted respect for others during Devotions, in classrooms, in the dining room and during outdoor play. Sunbeam Ambassadors were nominated for being respectful, considerate and caring towards others. Students in Year 6 took leadership roles as prefects. The role included helping teachers and keeping other students safe. The school did not have a student council, through which other students could contribute to school life and thus develop their civic understanding.



# TEACHING, LEARNING AND ASSESSMENT

Quality Indicator	Reception Inspection Judgement	Primary Inspection Judgement
3.1 Teaching	 Satisfactory	 Satisfactory
3.2 Learning	 Satisfactory	 Satisfactory
3.3 Assessment	 Satisfactory	 Satisfactory

## Teaching

Teaching was satisfactory. Most class teachers had sound subject knowledge, and lessons had a clear structure. Better lessons effectively followed a sequence consolidation followed by independent work, and most teachers explained the purpose of the lesson clearly. Planning did not always meet the needs of all students, including the more able. Lessons were predominantly teacher-directed. Most teachers used questioning to check for understanding, while a minority effectively used questioning to promote critical thinking, such as a Year 5 class considering the difference between 'value' and 'worth'. In music and information technology, lessons were relevant and interactive. In IT, students explored the importance of internet safety and created secure passwords. In a Year 1 lesson on how to produce short sentences, games, audio-visual resources, and flashcards involved students in active learning and helped them make good progress. Students used materials such as number lines and money in almost all mathematics and science lessons. In the better science lessons, YouTube videos, manipulatives and science kits promoted skill development and reinforced students' learning. Where teaching was weak, teachers did not maximise teaching time, spending too long on simple tasks. For example, in a Year 2 lesson on sequencing events in a story, individuals read aloud for lengthy periods, so most students remained passive and made little progress. Teaching in Reception was inconsistent. In the better Reception lessons, the teacher very successfully used a range of strategies and children made good progress.







## Learning

Learning was satisfactory. Most students had positive attitudes, were motivated and eager to learn. They had a general idea of how well they were doing in their lessons. Almost all students responded quickly to teacher directions and completed short tasks such as worksheets independently or in pairs. In one Reception classroom, children experienced a range of sensory and tactile experiences in their centre activities. They were able to use their name cards to show where they were working and self-regulated the numbers in the group. This enhanced their learning experience. In Years 1 to 4, students were passive learners in many lessons, merely completing the tasks given to them by teachers. In contrast, in a Year 4 science lesson, the use of inquiry-based tasks promoted students' natural curiosity. Almost all students worked co-operatively in groups to solve the problem of why their circuits did not work on the first attempt. The process of trial and error effectively supported their scientific understanding of how electricity works. All students in the previous year's Year 5 classes worked productively together, connecting their learning from English, social studies, science, and IT to produce a winning competition entry.



## Assessment

Assessment was satisfactory. Teachers and leaders tracked student progress in the core subjects using a range of external and internal assessments. They analysed the data to identify gaps in student learning to plan intervention programmes such as early morning practice sessions and academic clubs. Teachers made good use of assessment to plan interventions for students with additional needs. Most students knew the results of the tests they had completed and understood the areas they needed to work on. Almost all students received verbal and written feedback on their work. The majority of feedback was summative, and the majority of comments gave brief praise and encouragement, or instructions on presentation, such as spacing and capitalisation. Although students in Years 4,5 and 6 were expected to respond to feedback, the majority of exercise books showed that they had not revised their work. Self and peer assessment were a feature of the majority of lessons, but most students did not have the skills to assess their work meaningfully. For example, in a Year 6 lesson on the use of adjectives, students offered brief, general comments, with no attempt to give any guidance on what could be improved.

# CURRICULUM

Quality Indicator	Reception Inspection Judgement	Primary Inspection Judgement
4 Curriculum	 Satisfactory	 Satisfactory







## Curriculum

The curriculum was satisfactory. The school offered a broad and balanced curriculum. Outside of the core curriculum, students benefited from specialist teaching in music, pottery, physical education, and Spanish and had regular library and information and communication technology lessons. The curriculum promoted social and emotional skills through initiatives such as Zones of Regulation and Change Mindset. The curriculum was reviewed regularly as part of the school's self-evaluation processes. Teachers developed long-range plans with a thematic approach. There was satisfactory evidence of continuity and progression in the curricular programmes across year groups. Nonetheless, the quality of planning at the individual subject level was variable. Participation in sporting activities and visits to local places of interest enhanced learning for students. Extra-curricular opportunities were limited in range. Additionally, systems for remote learning required review. A clear emphasis on project-based learning promoted regular opportunities for students to explore and celebrate their environment, history, and culture.



# SAFETY AND SUPPORT

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



## Health and safety

Health and safety were good. School leaders and staff demonstrated an exemplary commitment to students' health and safety. Among all staff, there was a culture of shared responsibility for students' well-being. There were effective policies and procedures in place to ensure the well-being of students and staff. Students were well supervised at arrival, break, lunch, and other times. The buildings and outdoor environments were clean and well maintained. The premises were secure and enhanced by security personnel. The facilities coordinator conducted regular maintenance checks and all regulatory requirements were met. For example, fire evacuation procedures were in place and regular drills were conducted. Additionally, risk assessments were conducted for excursions off-site. The school had retained a number of Covid-19 health protocols which ensured a continued emphasis on good hygiene practices. Although the canteen served mostly healthy snacks and lunches, healthy living was not yet systematically promoted in most aspects of school life. Also, the Department of Education Services was aware that the school's canteen lacked appropriate storage facilities. Child protection and safeguarding arrangements were robust. Almost all parents who responded to the online survey agreed that their child was safe and cared for at school.









### Support and guidance

Support and guidance were satisfactory. The school had a caring and supportive ethos. In general, interactions between staff and students were friendly and respectful. There were well-established systems to track students' behaviour, attendance, and academic progress. Additionally, the school-based support team had effective procedures in place such as clear referral systems, appropriate record-keeping, and effective communication to support students with special educational needs and disabilities (SEND) and their families. There was a commendable range of pastoral support. The Special Education Needs Co-ordinator (SENCO), school inclusion specialist, counsellor, educational psychologist, and speech and occupational therapists carefully coordinated care and support for students with special educational needs. Useful initiatives such as 'Zones of Regulations' and 'Change Mindset' were supporting students to make safe choices, resolve conflicts and promote emotional resilience. Other targeted interventions supported a significant minority of SEND students enabling them to make acceptable progress in their learning. However, support for all groups of students in lessons, including the more able, was not always effective in ensuring all students made good progress in their learning. In a Reception class with high SEND enrolment the teacher's management of challenging behaviours regularly encroached on instructional time. There were satisfactory arrangements in place to manage transitions in school.



# LEADERSHIP AND MANAGEMENT

Quality Indicator	School Wide
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	 Good

## Leadership



Leadership was satisfactory. The Principal and senior leaders showed a strong commitment to raising standards and identified clear priorities for action, aimed at improving outcomes for students. They made use of performance data to plan and inform initiatives. They implemented comprehensive systems for performance management, including the observation of teaching and learning, and regular staff reviews. These were viewed positively by staff, who felt well supported by senior leaders, and who were mostly committed to implementing strategies for improvement. Regular professional development activities focused on improving the quality of teaching and the sharing of existing good practice. School leaders had succeeded in raising standards in some aspects of school performance and were aware that further improvements were needed. However, areas of weak performance remained in the key areas of attainment and teaching, and required urgent action to address them. The impact of management initiatives and actions in terms of raising standards was still not fully evident.





## Self-evaluation and improvement planning

Self-evaluation and improvement planning were satisfactory. The Principal and senior management team closely monitored the work of the school. The observation of teaching and learning formed part of a wider system of appraisal and review, and reports used the criteria of the school inspection framework. These reports concentrated too much on processes and teacher actions, rather than on objective assessment of students' levels of attainment and progress. Senior leaders showed an astute knowledge of the relative strengths and weaknesses in the school and knew their staff well. Senior leaders recognised clearly what constitutes good teaching and learning, but had not yet succeeded in establishing good practice across the whole school. There were clear procedures to address weak performance, but these had not eliminated pockets of poor teaching. Self-evaluation was thorough and involved staff at all levels. The Self-Evaluation Report (SEF) presented a realistic picture of where progress had been made, and improvement plans identified well-focused actions. However, judgements were not always accurately aligned with the standards in the school evaluation framework



## Links with parents and the community

Links with parents and the community were satisfactory. The school used a range of methods to enable parents to become involved in school life and to communicate with staff, such as social media, class DoJo, e-mail, and more formal reporting. Reports on students' academic progress and personal and social development were informative and helpful to parents. There was an active parent-teacher association (PTA). Senior leaders and school staff had made strenuous efforts to ensure parents were involved as partners in their children's learning. Nevertheless, a significant minority of parents either did not engage with, or did not support, the school. This is shown in parent and staff surveys, and in the relatively low number of parents who participated in the online survey or parents' meeting during the inspection. However, those who did take part spoke warmly of the approachability of staff, and the quality of the information they received from the school. Links with the wider community included an annual Mental Health Awareness Day, and voluntary activities such as beach clean-ups.





### Staffing and the learning environment

Staffing and the learning environment were good. The pupil teacher ratio was low, and the school benefited from specialist teachers in subjects such as music. Retention levels were high. The school provided a pleasant environment to enhance and support students' learning. Classroom displays highlighted students' work or subject-specific information. There were ample outdoor spaces, including seating and shaded areas for recreation, sporting activities and small group work outside of lessons. Students benefited from specialist rooms for music, information technology, Spanish and pottery. Visual arts did not have dedicated facilities. Assistant teachers collaborated fully in the planning and delivery of lessons, and supported teachers and students well. The library was welcoming, with a good range of fiction and non-fiction texts. Classroom reading corners and online reading programmes supplemented library stock. The resources available to teachers were good. Teachers used resources, including information technology, as appropriate to enhance learning. For example, students researched topics in groups using laptops, before presenting their findings to the class. However, resources were not always used to best effect to challenge more able students or develop independent learning skills.



# SURVEY RESULTS

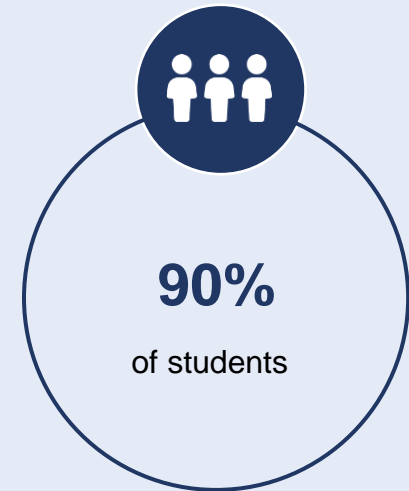
Before the inspection, the views of parents, staff and students were surveyed. The numbers of participants that completed the survey were:

Students	74	Parents	50	Staff	30
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## Students

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

Almost all students agreed that they were making good progress in English, while most students felt that they were making good progress in mathematics and science. Most agreed that that overall, in all other subjects they were making good progress in their learning. Most students agreed that the behaviour of students in the school was good and said that they were treated fairly. The majority of students felt that most students understood their responsibilities as members of a wider community and that the school helped students to choose a healthy lifestyle. Similarly, a majority of students considered that students showed good environmental understanding and that they had good opportunities to learn in the wider community. Most said they could join a good range of extra-curricular activities provided by the school. Most expressed that they felt safe and cared for. The majority felt that if bullying occurred the school did something to stop it. Almost all students said their teachers helped them to understand how well they were doing in their schoolwork and explained how they could do better. Most students agreed that if they had special learning needs the school would do a good job to help them. Almost all students enjoyed their lessons.



**Strongly Agree and Agree**

**6%**

**Increase** since the last inspection

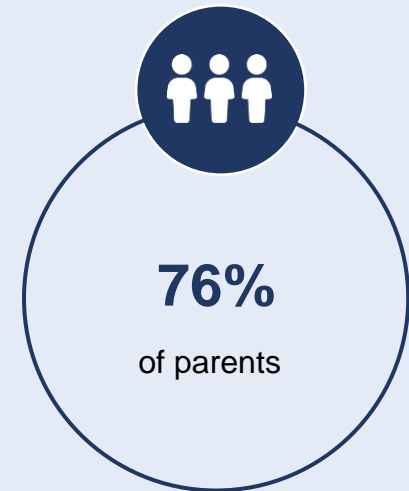


# SURVEY RESULTS

## Parents

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

Most parents felt their children were making good progress in English, mathematics, science and other subjects and almost all considered that the school promoted a good sense of responsibility amongst students, and promoted environmental understanding well. Most respondents were happy with the quality of teaching, and felt their children enjoyed lessons and were inspired to learn. Almost all parents considered that their children felt safe in school. Most parents thought the school was well led, and were happy with the way the school reported on children's progress, finding reports to be informative and helpful. Reporting highlighted students' academic progress and also their social and personal development. Most parents believed that teachers dealt fairly with the students in their care. The majority believed the school dealt effectively with bullying. Only a significant minority thought the school offered good support to students with special educational needs, but a significant minority said they were unable to answer the question. Most parents were satisfied with the quality of staffing and resources, considering staff to be suitably qualified. Nevertheless, only a majority believed that parents were effectively involved in the life of the school. A majority thought the school promoted strong links with the wider community. Most were happy with the overall quality of education in the school.



**Strongly Agree and Agree**

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**13%**

**Decrease** since the last inspection

# SURVEY RESULTS

## Staff

### Survey: This school provides a good quality of education.

Staff participation rates for this survey were similar to that of the 2020 inspection. Almost all staff who responded to the survey agreed that the school provided a safe and caring environment for everyone in the school community. Almost all felt that the behaviour of most students in the school was good. Similarly, almost all agreed that students were treated fairly and that any incidents of bullying were dealt with effectively by the school. Most staff expressed that the school provided good support to students with special educational needs. Notwithstanding, there were comments from few respondents expressing concerns regarding aspects of provision for students with special educational needs. All agreed that the school had appropriately qualified and suitably skilled teachers and staff. Almost all indicated that the school had sufficient resources of good quality to support their teaching. Most staff felt that the school was well led and that the school effectively supported their professional development. Although a majority felt that parent teacher meetings were well attended and helpful, only a significant minority agreed that parents were effectively involved in the work of the school. However, most expressed that the school enjoyed good links with the community. Staff expressed satisfaction with the school's overall provision as all agreed that the school offered a good quality education.



100%

of staff

Strongly Agree and Agree

7%

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 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.

[adminOES@gov.ky](mailto:adminOES@gov.ky)

### 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](http://www.oes.gov.ky)





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