

INSPECTION REPORT

OFFICE OF EDUCATION STANDARDS
CAYMAN ISLANDS GOVERNMENT

SEPTEMBER 2022



GEORGE TOWN PRIMARY SCHOOL

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INTRODUCTION

INSPECTIONS OF SCHOOLS AND COLLEGES IN THE CAYMAN ISLANDS

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:

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.





- 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








Students

	School name	George Town Primary School		Number of students on roll	292
	Address	168 School Road off Eastern Avenue, George Town		Age range of the students	4-11
	Telephone number	1 (345) 949-2689		Grades or year groups	Reception, Year 1-6
	Website	https://schools.edu.ky/gtp		Number of Caymanian students	263
	Name of the principal	Sharon Campbell-Danvers		Number of students with special educational needs	32
	Date of this inspection	September 20 - 22, 2022		Largest nationality group of students	Caymanian
	Date of the last inspection	November 2020			



SCHOOL INFORMATION

Staff

Curriculum

	Number of teachers	20 FTE		Main curriculum	Cayman Islands National Curriculum
	Number of teaching assistants	11		External tests and assessments	PIRA, PUMA, GAPS, End of KS1 & KS2 National assessments, Phonics screening check
	Teacher-student ratio	1:21		Accreditation	
	Teacher turnover	0			

School inspection overall performance history

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

SCHOOL INFORMATION

George Town Primary School is located close to central George Town with commercial and retail businesses close by. The intake of the school has changed over recent years and most students live in the local area. The school serves a deprived community and has low attainment on entry. School provides an increasing level of pastoral care to support students to attend regularly.













There are 292 students from the ages of four to eleven years with two classes in Reception and two each in Years 1 – 6. Additional support is provided for 32 students who are identified as having special educational needs and/or disabilities (SEND). Six students have been identified as having English as second language (ESL) and are supported to learn English. The Principal was appointed in 2018 and the Deputy Principal in 2020. In recent years there has been little staff turnover.

The mission of the George Town Primary School is, 'to raise students' achievement and attainment through quality teaching, positive behaviour support, stakeholder partnerships, accountability mechanisms and effective data management systems. Thereby, empowering our educators with the capacity to equip our learners with the knowledge, skills and values required to ensure readiness for learning'.



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	 Weak	▶	 Weak	▶
1.2 Students' progress in mathematics	 Satisfactory	▶	 Satisfactory	▶
1.2 Students' attainment in science	 Weak	▶	 Weak	▶
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	 Good	▲	 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	 Satisfactory	▶	 Satisfactory	▶
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	Overall 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	 Good	▶
6.4 Staffing and the learning environment	 Satisfactory	▶

OVERALL PERFORMANCE

What the school does well

- Behaviour around the school and in classes was good as was students' social behaviour, particularly their eagerness to learn.
- Teaching in most classes was satisfactory or better and resulted in most students making progress in their learning.
- Pastoral support for students and their families and the wrap round care they are offered to enable students to be in school, safe, and ready to learn is effective.

Recommendations

Improve students' attainment and progress by:

- Teachers using their knowledge of students' skills, understanding, and their stage of development to adapt their teaching and better match work to meet the needs of students and accelerate progress.

Improve leadership capacity by:

- Monitoring the quality of learning in classes to ensure that initiatives are implemented, sustained and effective.
- Leaders at all levels prioritising their actions and focusing more sharply and systematically on closing gaps in attainment.
- Increase the pace of improvement so that learning, progress, and the quality of teaching make a measurable difference to student outcomes.

What has improved since the last inspection?

- Positive behaviour for learning.



OVERALL PERFORMANCE

► Satisfactory

George Town Primary School was satisfactory. Attainment in the three core subjects, English, mathematics, and science, by the end of Year 6, was weak and below international standards. Children entered school with low levels of skill and attainment and made satisfactory progress over their time in the school. In some classes students made better progress than in others. This variation was due to the range in the quality of teaching from class to class, and year to year. Where students had made good progress, their learning was good because the work that had been set was challenging at the correct level for their abilities and built on what they had learnt before. Where this was not the case, students' progress was hampered.

Students' behaviour around the school, when playing with their friends and when moving around was good. They cooperated well with the teachers and listened attentively at the start of lessons; this was due to the school's successful initiative to use positive behaviour strategies and because staff consistently used it. Students had a good understanding of their Cayman identity and could describe traditions and cultural events. They knew about the country's place in the world and its relationship with Britain and the death of Her Majesty the Queen. They were aware of the pressures on the global environment, and some had initiated recycling schemes.







Teaching and learning were satisfactory overall, but there was significant variation from year to year and class to class. There was effective teaching and learning in a majority of classes. However, in a minority, it was less successful and slowed students' learning and progress. Effective teaching enabled the students to explain their work and what they understood with confidence and understanding. Almost all teachers had a good knowledge of the strengths and weaknesses of their students and in the best cases used this to set an appropriate level of challenge. Summative assessments were regular and analysed by class and year group to determine how well students were attaining but were used less to set the level of work they needed to do.

The curriculum followed the requirements of the Cayman Islands English National Curriculum with a focus on the core subjects and was generally balanced and broad. In Reception the early years curriculum was used but there were insufficient opportunities for these children to learn through exploration and play outside. Health and safety were satisfactory with the requirements met and well-maintained buildings and grounds. Healthy eating was promoted. Staff were aware of child protection arrangements and students knew who to go to if they were worried. Almost all staff had completed their refresher child protection training. Students were known well by their teachers and these effective relationships between staff and student were supportive. Some students with special educational needs were well supported but this was not the case for all.

Leadership was satisfactory. The leadership team had addressed the recommendations in the previous inspection to some extent, but there remained issues around consistency in the quality of teaching and using assessment to meet the needs of different groups of students. Leaders had supported families well to ensure students attended school. There were strong teacher groups working on well focused plans to improve learning but which had not yet succeeded. Links with parents and the community were good and supported an important and beneficial relationship between families and the school to enhance the students learning. Staffing and the learning environment were satisfactory, and the school had sufficient staff and resources although a few teachers did not make full use of these to enhance learning.

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	 Weak	 Weak
1.1 Attainment in science	 Weak	 Weak

English

Attainment in English was weak. Reception children arrived at school with very low levels of skill. Lesson observations, students' work, and teacher assessed and standardised tests, for 2022 showed that a majority of students were achieving in line with expectations on leaving Reception; this was a drop from 2021 when most achieved in line with expectations. Students in Primary did not attain in line with international standards. Students' early reading skills were developed systematically. They knew phonic sounds and blends and could build words from these. Most demonstrated a range of skills in English, from reading to grammar. Year 3 could explain the sequence of events in a story they had read and describe the main features of that story. Year 4 recognised and used a range of writing styles, including narrative, procedural, and persuasive. Students in Year 5 knew how to plan a piece of narrative writing and understood the necessary elements such as setting, character and plot. They could use the skill of inference and discuss vocabulary. Spelling was regularly practised, and students performed well in spelling tests. However, many of the worksheets and resources used American spellings which limited students' ability to use the correct spellings when they were writing at length. Students' could write in a cursive style during practice but did not use this in other written work. Whilst some students, by the time they reached Year 6, could write long and complex stories, this quality of writing was not consistently seen throughout the school.

ENG

ACHIEVEMENT

Students' attainment in relation to international standards



Mathematics

Attainment in mathematics was weak. The results for Key Stage 2 exams in 2021 and 2022 indicated that less than three-quarters of the students attained levels that were in line with curriculum expectations and international standards. Less than three-quarters of students attained curriculum and international standards in the Progress in Understanding Mathematics (PUMA) assessments from December 2019 to June 2022. In observed lessons and recent work, however, a majority of students demonstrated levels of understanding that were in line with curriculum standards. In Reception, children could count at least to 20. In Year 1, students were the mathematical language of “more than, less than and equal” when comparing numbers smaller than 10. Year 2 students were using the same terminology to compare larger numbers. In Year 6, students were solving word problems using more complex addition and subtraction. Too often, students were unable to draw on mental mathematics facts to help them accurately complete tasks or readily apply previously learned skills to new concepts.








Science

Attainment was weak. Despite a significant rise in attainment in 2021, when most students reached expected levels, this was not sustained in 2022 where a significant minority have not reached this benchmark. Current work in books and class showed that attainment varied between students and classes. The limit of students' knowledge and understanding was evident in a lesson where students used their laptops to research the purpose of the human skeleton. They called out inaccurate answers because they did not know the names or function of internal parts of the human body. In another Key Stage 2 class, students, including those with special educational needs, used correct scientific vocabulary to describe materials and explain why shadows are the same shape as the object blocking light. They drew on their learning from previous science lessons and most formed reasonable hypotheses of what might happen in an investigation. The rise in attainment in 2021 dipped in 2022 because students did not have enough time to conduct practical investigations. Students' low attainment in literacy and mathematics impeded their scientific knowledge and understanding especially in classes which did not include practical work.

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

Progress in English was satisfactory. Students entered Reception with below expected standards and made satisfactory progress with their learning. Assessment of the early learning goals showed that almost all attained expected levels in communication and learning, although only a majority did so in reading and writing. Progress throughout the primary school was satisfactory overall, but the rate of progress varied from year to year and class to class. In good lessons pupils made significant gains on knowledge and understanding because teachers had planned the start of the lesson by finding out what the students knew and then built on that. They used partner talk to ensure everyone in the class took part and to clarify understanding which enabled progress. Students with special educational needs were able to take full part in lessons when the teachers used this strategy and could answer the teacher's questions along with the rest of the class. Most groups of students, including those with special needs, make satisfactory progress. However, when teachers set the same task from the year group's textbook for all students, progress was variable as some found the work too easy and some found it too hard.

ACHIEVEMENT

Students' progress in key subjects



Mathematics





Progress in mathematics was satisfactory. Students entered Reception with skills below what would be expected and had made progress throughout the year towards satisfactory levels of development. Scrutiny of students' workbooks and observed lessons showed that most students made progress from their starting points. In Reception, children could count to at least 22 when doing the morning calendar activity and matched candles on a cake made from playdough to at least 5. In Year 1, students were comparing numbers smaller than 10 and beginning to use the mathematical language of "more than, less than and equal to". Students in Year 2 identified number of dots in a ten frame during a mental maths starter to their lesson. They were also comparing and ordering numbers to 100. Year 3 students compared larger numbers using an online application and in Year 4, students were finding 1000 more or less and comparing and ordering numbers to 1000. Older students in Key Stage 2 progressed to rounding numbers up to 1,000,000.



Science

Progress in science was satisfactory, although it was uneven over year groups and between classes. Work in lessons showed that practical investigations had helped most students, of all abilities, develop their skills and understanding and make satisfactory progress from their starting points. In some classes students with special educational needs gained an appropriate understanding of electrical circuits as they joined wires, bulbs and buzzers to form electrical circuits. They looked carefully at these and made several, increasingly accurate, diagrams to represent these. Progress was slower in another class where students were not encouraged or taught to use accurate scientific terminology or reflect and build on work which they had done previously. Their observations, understanding and scientific vocabulary did not develop sufficiently and in a few cases was confused. Work in books shows that progress was stronger where there were practical tasks, a focused learning objective and high expectations of students' precise scientific language and processes.

STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT

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



Behaviour

Positive behaviour for good learning was good. Warm, respectful relationships were evident between peers who were mindful to support each other. There was an atmosphere of tolerance and acceptance throughout the school, including at more unstructured times such as break and lunch. There were a number of ways students demonstrated leadership in the school, such as designated student leaders on the bus. At least one class had a leader for each group of students who provided emotional and academic support when needed or alerted an adult when there was a problem that the students could not resolve. One student in Key Stage 2 shared that “bullying is a thing of the past” and other students explained this was possible because the students were respectful and knew how to advocate for themselves and others. Almost all students adhered to the school uniform policy, with the school and the Parent Teacher’s Association providing uniforms for those in need. While students arrived on time to almost all lessons attendance was comparatively low at the beginning of the term.

STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT









Civic and environmental understanding

Civic and environmental understanding was good. Most students recognised the National symbols and could share information about the Coat of Arms. Classes sang the National Anthem and the National Song and even the youngest children talked about the recent passing of the Queen and the accession of King Charles III. Students in Key Stage 1 shared information about sea turtles and Key Stage 2 students explained at greater length the historical significance of turtles to Cayman. These same students were also able to name some Members of Parliament and the Premier and understood the basic tenants of a democratic society. All classes had daily prayer and devotions. There were some school activities which contributed to environmental understanding, such as an Earth Day, beach clean ups, energy monitors and an initiative by the Year 2 group to acquire recycling bins. Students, however, were still not initiating enough schemes which supported sustainability and conservation, which was a recommendation from the last inspection.



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. In Reception children had a variable learning experience as some teachers understood the need for them to develop their learning through play but others taught by rote. As a result, some children understood whilst others could only chant responses. Lessons were diligently planned with clear learning objectives written as ‘I can statements’ to help students understand them as they were routinely shared. In Primary, teachers’ subject knowledge was appropriate and most effective when the subject’s technical language was used by both them and their students. There were clear routines for classroom etiquette and consistently applied positive behaviour management strategies allowed teachers to teach without difficulty. The strongest teachers used thought-provoking questioning and encouraged deep thinking and high-quality student dialogue. As in a lesson when the teacher encouraged pairs to comment on each other’s answers they responded in full stating “Y and I disagree with X’s answer because...” In most year groups effective teaching had developed students’ abilities to explain their thinking and their ideas which had a positive impact on helping them to understand what they were learning. Some teachers adapted the work given to students of different abilities to match their learning needs, but this was not a universal practice. This recommendation from the previous inspection had been partially addressed.





Learning

Learning was satisfactory. In Reception, children were enthusiastic when learning through play and having opportunities to explore concepts with real objects they learnt well. However, when asked to sit for long periods repeating their teachers' words without understanding them, they complied with instructions, but little useful learning occurred. Classroom procedures across the school were clear and enabled lessons to start promptly so that students were able to start learning. Paired work was effective, and students collaborated well. In a science lesson, for example, the students worked well in groups of 4, taking turns at using the equipment, discussing what was happening and enthusiastically adding to their experiments as the teacher added additional challenges. All students used their individual laptops for a range of activities such as in science and accessing a reading scheme which was an improvement from the previous inspection. The quality of learning varied, when students were given a clear focus and rules to follow, they were effective learners and, when students had well-planned activities away from textbooks they worked with enthusiasm and persistence and learnt well. However, students' learning was limited by too many worksheets or by when textbooks were followed without adaptation as they gave too much or too little challenge for everyone in the class. This gave students too few opportunities to organise and present their own work.



Assessment

Assessment was satisfactory. The school used various systems to assess and record students' achievements such as comment books and teacher records. Information was shared with students and parents through termly reports, feedback in students' books and parent consultations. Teachers knew what students knew, understood and could do. A minority of teachers did not use this information well enough in lessons. They did not adapt the curriculum, planning or tasks well enough to ensure that these were at a suitable level for all their students. More able students who finished tasks quickly usually had to wait for teachers to tell them what to do next. Marking of students' work was generally up to date and included helpful guidance. For example, students with special educational needs in Key Stage 1, learned to form numerals correctly because their teacher persisted in providing correct examples alongside their work. The impact of marking was reduced because a significant minority of teachers' writing was hard to read. Occasional examples of peer marking showed that the impact of this varied but provided encouragement and praise.

CURRICULUM





	Reception Inspection Judgement	Primary Inspection Judgement
4 Curriculum	 Satisfactory	 Satisfactory



Curriculum

The curriculum was satisfactory. Teachers followed the Cayman Islands English National and Early Years Curriculum. They also used workbooks from a structured mathematics scheme. Other subjects such as music, physical education and Spanish broadened students' experiences. These provided a broad and coherent framework for students at expected levels of any year group. As attainment in core subjects was weak, most students were not working at levels expected for their chronological age. The majority of teachers adjusted the curriculum to some extent to match the needs of their students, although not all and often not enough. Curriculum teams reviewed the curriculum regularly and planned additional cross curricula themes. These included writing stories about the class pet rabbit 'Sir Bunny McHopsalot' which they learned about as part of their science work on animals. Extra curricula activities focussed largely on sports including cricket, football and basketball. Links with the community included those with a local medical business whose staff give students virtual tours to supplement their learning. The curriculum in the early years included all seven areas of learning but did not routinely provide sufficient opportunities for all children to explore and practice skills across these. This was particularly the case in mathematics and literacy where starting points were very low and the children needed more practical activities.

SAFETY AND SUPPORT

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



Health and safety

Health and safety were judged as satisfactory. The school had a variety of policies and procedures in place which helped keep students safe. In the student survey and conversation with students, most said they felt safe at school. The school premises, equipment and resources were checked regularly and were well maintained. There were recent approvals from regulatory agencies. The school had an effective Hazard Management plan and carried out effective and regular emergency drills. Students had physical education lessons and opportunities to engage in physical activity during breaks. Most play areas had soft surfaces and some shade; however, one outdoor play area was on a brick patio and a few play areas had insufficient shade to promote sun safety for these students. Child protection arrangements were in place and staff were aware of how to report suspected abuse or neglect. All but two members of staff, had completed mandatory child protection training. There was work on promoting healthy lifestyles, but these were in the early stages of development.





SAFETY AND SUPPORT



Support and guidance

Support and guidance were satisfactory. Staff and student relationships were strong and positive. Students respected and appreciated their teachers and support staff. Guidance on behaviour was clear, consistent and effective. The very few students with challenging behaviour progressed well because of this and were able to learn at the same rate as the rest of the class. Leaders and staff knew students and their families very well. Tracking and record keeping of students with special educational needs was satisfactory. Staff were very committed to them and endeavoured to support any pastoral or practical need. Improved tracking and use of data had secured improvements in student progress. A minority of teachers did not use what they knew about students' learning to adapt work. Teachers did not always see students' mistakes or pick up their misunderstandings and so did not guide and correct these quickly enough. For example, when students did not form letters correctly in Reception class. Students with special educational needs made satisfactory progress overall but this varied between classes. In some classes these students achieved well because work was adapted, and they were supported well by staff and peers. Some older students with special educational needs were particularly pleased with their learning because they successfully completed a mathematics task and shared this with their peers from the front of the class. In other classes work was not modified and was too difficult for a few of these students to complete. Attendance was managed appropriately.

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	 Good
6.4 Staffing and the learning environment	 Satisfactory



Leadership

Leadership was satisfactory. There was a strong commitment to the ethos of the school and the school's vision "to empower students in a safe and caring environment to become resilient, motivated, and socially responsible learners" was shared with, and by, the staff. Senior leaders had devoted much time and effort in developing good, 'supportive relationships with families to support students' regular attendance which had been successful and transformed students' attitudes. Consequentially, parents respected and valued this strong pastoral support, but the emphasis on raising academic achievement was not as sufficiently focused. Attendance, was only at 94% during the inspection. Motivational sayings were visible all around the school to inspire and encourage the students. These sentiments were good but were not always born out at classroom level where work was not appropriately challenging for some students. Leaders were not complacent about the need to improve and had introduced many initiatives to address them. However, these were not always effectively monitored and tracked to ensure they were consistently implemented and had had the desired effect. The initiative to improve behaviour had been very effective and was consistently used across the school to good effect. Performance management and classroom visits identified weaker teaching practice and support was given but changes in performance were not evident because the approach was insufficiently rigorous. Relationships between staff were positive with senior leaders developing the leadership skills of the most effective teachers by strong teacher teams.

LEADERSHIP AND MANAGEMENT

These teams were overseeing subjects and the curriculum and were having a positive impact on the development of these areas although the impact had been seen in student progress but not yet in students' attainment.

Self-evaluation and improvement planning



Self-evaluation and improvement planning were satisfactory. The school had a clear process for self-evaluation that included consulting parents and regularly discussing at staff meetings. It analysed its work and understood that student performance was not good enough. There were a number of different strands of student performance and test data that made it difficult to identify what the scores were telling them. Regular observations of teachers took place and leaders were aware of strengths and weaknesses. The school had had several inspections in the last few years and had addressed the different recommendations with varied effectiveness although with insufficient impact on students' attainment. The plans were not sufficiently strategic with clear priorities. The staff had been given a great many opportunities for professional development including behaviour management and classroom environments. These had not always resulted in improvement as there were so many ideas and activities for the staff to undertake. Recent work on behaviour had a significant benefit however, changing some entrenched difficulties and had resulted in greatly improved behaviour. The same sharp, single focus has yet to impact on attainment although the strong staff curriculum groups have made an effective start.



Links with parents and the community

Links with parents and the community was good. There were productive links with parents, who described the school as "a family school". Parents contributed to the life of the school through volunteer efforts, the Parent Teacher's Association, assisting with field trips and being involved in school development plans. There was a wide range of effective methods of communication, such as Class Dojo. Most parents who responded to the survey felt that communication was timely and effective. Parents received termly reports of their children's achievements and next steps in learning. Parents also shared that they received informal updates about their child's achievement and behaviour from teachers and, at times, the school's leaders. Evidence throughout the school demonstrated links with the community, including Members of Parliament, and business owners who contributed to the life of the school. These important links with parents and the community had not yet made a strong enough impact on raising attainment for students.



Staffing and the learning environment

Staffing and the learning environment were satisfactory. There were sufficient staff to cover all subjects and age groups. They were generally deployed appropriately, where they could perform well. However, there were a few staff whose practice was not so well suited to the age and stage of the students in their class. Generally, school leaders were aware of issues, but had found it difficult to ensure changes were made in their work. Staff retention levels were good and very few teachers had changed over the last few years. The premises were fit for purpose, well maintained and clean. There was an appropriate amount of outside space, both for Reception children to have outdoor exploration and for older students to play and to learn, although these did not always have appropriate shade. Classrooms were of a good size but not all provided attractive learning environments with appealing book areas. There were specialist facilities such as the well-stocked library. The school had a good quantity of quality learning resources although a few teachers had not used them as well as they could have.

SURVEY RESULTS

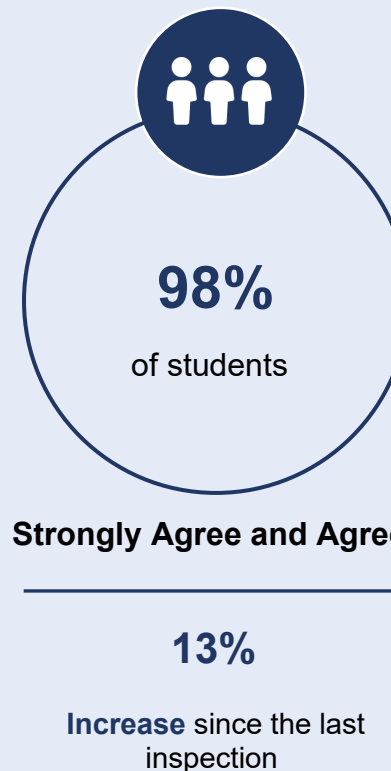
Before the inspection, the views of parents, staff and students were surveyed. The numbers of participants that completed the survey were:

Students	93	Parents	162	Staff	38
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Students

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

Ninety-three students from the school responded to the on-line survey. This is slightly less than in 2020 when 102 students responded. In 2020 and 2022 the majority of students agreed that ‘Overall, I am satisfied with the quality of education provided at this school’. In 2022 most students agreed or strongly agreed with all the questions apart from one. The most positive responses, where a majority agreed with the question, were that lessons are good, that they enjoy these, that there are sufficient suitably qualified staff, that teachers help them understand the lesson and help them know the next steps in their learning, that they are encouraged to make positive choices about their future career, have good resources for learning and are encouraged to participate in the wider community. Almost all agreed that the quality of education is good, the majority, 71 per cent (62 students) agreed strongly with this. The least positive response was to how safe students feel on the school bus. At 56%, the majority of students agreed that they felt safe but 15% (13 students) thought they were noisy however, only a small minority travel by bus.



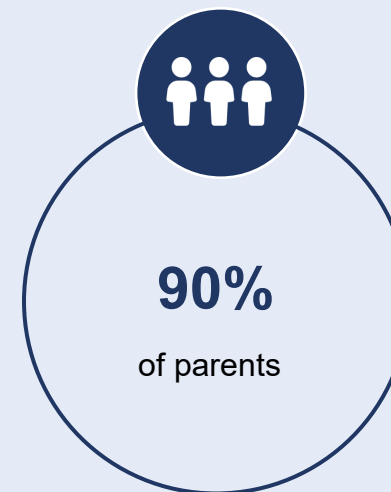
SURVEY RESULTS

Parents

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

Commentary here explaining any significant differences in survey responses and parents' views since the last inspection.

One hundred and forty-six parents responded to the questionnaire. This was more than double the number of parents who responded at the last inspection. Almost all parents stated that they were satisfied with the school in both 2020 and 2022. In 2022 the proportions of parents who agreed with all but eleven questions remained in line with the last inspection. In a few questions a majority agreed that there was good progress in English, mathematics and other subjects. Also, that links with parents, that there are sufficient, good quality resources and that most teaching is good. The proportion who said that their children enjoy most lessons rose from the majority to most in 2022. In 2022 more than three quarters, most, said they agreed or strongly agreed with all questions except three. Sixty-nine per cent, the majority, agreed that support for students with special educational needs was good, 7% disagreed, others did not respond. Seventy-two per cent, the majority, agreed that the school dealt well with any issues of bullying, 9% disagreed. Half agreed that students felt safe on the school bus and the other half did not respond. Most parents agreed, that students are encouraged to play a part in the wider community, that they have a good environmental understanding, that there is good teaching, that students enjoy most lessons, that students are inspired to learn and that they feel safe and cared for.



Strongly Agree and Agree

90%

Unchanged since the last inspection

SURVEY RESULTS

Staff

Survey: This school provides a good quality of education.

Thirty-eight staff responded to the online survey. Thirty-two, 84%, of these were teaching staff and 16% were non-teaching. The majority of these have worked at the school for more than three years. Most agreed or strongly agreed with each of the questions. Almost all agreed or strongly agreed that there are good assessment procedures, that the school regularly informs students of their next steps for learning, that the school helps students to choose healthy lifestyles, that students are treated fairly, that the school treats incidents of bullying effectively, that the school effectively supports staff professional development, that staff are well involved in self-evaluation and school improvement planning. All the staff who responded stated that they agree or strongly agree that there are sufficient appropriately qualified and suitably skilled staff and that the school provides a good quality of education. All responses strongly agreed that the school provides a suitable level of education. Overall, all responses were highly favourable about all aspects of the school.



100%

of staff

Strongly Agree and Agree

100%

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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