

INSPECTION REPORT

OFFICE OF EDUCATION STANDARDS
CAYMAN ISLANDS GOVERNMENT

OCTOBER 2022



SIR JOHN A. CUMBER 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	Sir John A. Cumber Primary School
	Address	44 Fountain Road, West Bay, Cayman Islands
	Telephone number	1 (345) 949-3314
	Website	https://schools.edu.ky/jac
	Name of the principal	Jovanna Wright
	Date of this inspection	October 10 - 13, 2022
	Date of the last inspection	November 2020





Students

	Number of students on roll	492
	Age range of the students	4 to 11 years
	Grades or year groups	Reception, Years 1 to 6
	Number of Caymanian students	452
	Number of students with special educational needs	At Risk 47, 132 TA, 24 SA, 36 SA+
	Largest nationality group of students	Caymanian by birth 430 Caymanian by status 22






SCHOOL INFORMATION



Staff

	Number of teachers	40
	Number of teaching assistants	22
	Teacher-student ratio	12:1
	Teacher turnover	5% - 2 teachers

Curriculum

	Main curriculum	Cayman Islands National Curriculum
	External tests and assessments	Standard Assessment Tests
	Accreditation	

School inspection overall performance history

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



SCHOOL INFORMATION

Sir John A. Cumber Primary School is situated in West Bay. The school was the largest government primary school in the Cayman Islands. Students who entered the school come from a wide range of different backgrounds. There were currently 492 students on roll, a slight reduction of 13 students since the last inspection. Approximately 12 per cent of the students had special educational needs. There was support for a small number of students for whom English was a second language, mainly Spanish speakers. The school was on a spacious rural site. It had an ICT lab, an attractive well-resourced and used library, a school hall and three separate play areas. There were specific classrooms designated for music, Spanish, ICT and a range of support services offered in the Specialist Hub including Speech and Language Therapy, ESL, and Occupational therapy. A Dental Office and a part-time school nurse were on site and available to support students.

The Principal Ms Jovanna Wright had been in post since August 2019. She was supported by her senior leadership team consisting of two Deputy Principals, heads of Key Stages 1 and 2, the SENCO, the PYP coordinator, school counsellor and three core subject leads.

The school followed the Early Years Foundation Stage Curriculum in Reception. In the remainder of the school, the Cayman Islands National Primary Curriculum was supplemented by trans-disciplinary themes of inquiry related to the International Baccalaureate Primary Years Programme. The school contained the following phases:

Reception

Key Stage 1 (Years 1 to 2)













Key Stage 2 (Years 3 to 6)

There were three classes in Reception, and four classes in Primary years 1 to 6. For this report inspectors provided two judgments for Reception and Primary. The current arrangements in the school to safeguard students and staff were rigorous.



PERFORMANCE STANDARD





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	▶
1.2 Students' progress in English	 Satisfactory	▶	 Satisfactory	▶
1.1 Students' attainment in mathematics	 Weak	▶	 Weak	▶
1.2 Students' progress in mathematics	 Satisfactory	▶	 Satisfactory	▶
1.1 Students' attainment in science	 Weak	▶	 Satisfactory	▲
1.2 Students' progress in science	 Satisfactory	▶	 Satisfactory	▶









PERFORMANCE STANDARD

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	▶







PERFORMANCE STANDARD

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	▶	 Good	▲









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	 Good	▲	 Good	▲



PERFORMANCE STANDARD

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

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



KEY STRENGTHS AND RECOMMENDATIONS

What the school does well

- The school was a safe, orderly, and caring learning environment where students were polite and respectful to staff and each other.
- Students had a strong awareness of Caymanian culture, traditions, and values.
- The primary curriculum was broad, balanced and enhanced by the International Baccalaureate (IB) thematic inquiry- based approach.
- Links with parents and the community were now a strength of the school.
- The Principal, senior and middle leaders had a clear sense of direction.

Recommendations

Prioritise the improvement and consistency of the quality of teaching by ensuring that:

- teachers planning has clear learning objectives and takes account of the needs of all students, including those with SEND and the more able, through the delivery of a variety of engaging, challenging and individualised activities
- assessment of students' understanding, and progress is improved by effective questioning and more consistent, targeted, marking and feedback for students
- good and excellent practice amongst leaders and teachers is shared effectively with colleagues.

Improve the effectiveness of provision in the Reception phase so that children are better prepared for Year 1 by:

- delivering a more imaginative exciting and meaningful curriculum
- improving the teaching of phonics by shorter but more frequent sessions
- ensuring additional adults in the classroom are used effectively to support learning
- providing more opportunities for children to speak fluently using full sentences and a range of vocabulary

Raise students' attainment so that students make gains in their knowledge, skills and understanding in key areas of learning by:

- delivering more planned activities to improve communication, language and interaction skills in Reception and Year 1
- encouraging students to respond to marking by redrafting and/or correcting their work
- focusing teaching time and expertise to ensure students attain age-appropriate reading, writing, oral and comprehension skills



KEY STRENGTHS AND RECOMMENDATIONS

What has improved since the last inspection?

- Science attainment
- Positive behaviour for learning
- Civic and environmental understanding
- Primary curriculum
- Health and safety
- Support and guidance
- Leadership
- Links with parents and community
- Staffing and learning environment



OVERALL PERFORMANCE

Satisfactory

The overall performance of Sir John A Cumber Primary School was satisfactory.

Overall, students' achievement had remained the same since the last inspection except for science where attainment had improved in Primary. Children's attainment in English, mathematics and science was weak in Reception and weak in English and mathematics in Primary, due in part to their low levels on entry to Reception and/or Year One. Attainment was satisfactory for science in Primary. Students' progress was satisfactory across the school for English, mathematics, and science.

Students' behaviour for learning had improved and was now judged good, as was their civic and environmental understanding. The school was a safe, orderly, and caring learning environment.

Teaching and learning in Reception and Primary remained satisfactory, although there were examples of good and excellent teaching and learning in the school in a range of subjects. Assessment practices remained satisfactory. Whilst there were improvements in the use of assessment data overall, teachers were not consistently marking work for students to help them to know how to improve

The Primary curriculum was enhanced by the International Baccalaureate thematic inquiry-based approach and was now judged good. The Reception curriculum remained satisfactory.

Health and safety practices had improved and were now stronger and more rigorous. Support and guidance had improved to good due to the wide range of interventions to support students with both learning and behavioural needs.

School self-evaluation and school improvement planning remained satisfactory, but leadership had improved under the direction of the new Principal and her senior leadership team and was now judged good. Links with parents and the community and staffing, premises and resources were also good.

A number of key quality indicators had improved since the last inspection and were judged good. In addition, there was a rise in attainment for science in Primary. Most recommendations from the last inspection had been met. Raising attainment in core subject was ongoing, as was the focus on fewer priorities in the self-evaluation and school improvement planning processes.







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ACHIEVEMENT

Students' attainment in relation to international standards

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

Quality Indicator	Reception Inspection Judgement	Primary Inspection Judgement
1.1 Students' attainment in English	 Weak	 Weak
1.1 Students' attainment in mathematics	 Weak	 Weak
1.2 Students' attainment in science	 Weak	 Satisfactory

English

Attainment in English was weak in Reception and Primary. In Reception a minority of children were confident in forming sounds correctly and a few reached a good level of development. A minority of students in Year 1 were able to use their phonics knowledge to segment and blend letter sounds to pronounce unfamiliar words and consequently their performance in the phonics screening check was below international standards. There was a consistent approach to the teaching of spelling, grammar and punctuation, and students were developing confidence in using the technical aspects of writing across all key stages. The majority of students performed better in the Year 6 GAPS test than in the reading and writing external tests where the majority of students' performance was below international standards. In English at Key Stage 2 most students' writing skills were below those expected for their age. For example, the majority of students struggled with producing a factual report and in a Year 4 class final written work around fables was brief and still contained basic grammatical errors. Although students enjoyed class reading, only a majority could make predictions, retrieve information, or draw inferences from the texts they read for example Jack and the Beanstalk.



ACHIEVEMENT

Students' attainment in relation to international standards



Mathematics

Attainment in mathematics was weak in Reception and Primary. At the end of 2021-22, only a majority reached the expected standard in regular assessments because of slow recall of multiplication tables and other mathematical operations. A few children in Reception did achieve their early learning goal in numeracy to support transition into Key Stage 1 but baseline assessment on entry was very low, most lacked fluency in counting forwards and backwards. Most struggled to make comparisons using vocabulary such as 'more or less'. A minority wrote and knew numbers from 1-5 correctly and matched numbers to fingers on their hands. Most children found mathematical language a barrier to learning. Attainment in Primary was weak. In lessons, a minority understood number bonds to 10 or read and added two-digit numbers correctly. Most students found difficulty adding and subtracting with numbers other than 2, 5 and 10. By Year 6 the proportion of students who reached age-appropriate standards in mathematics had increased to just over 50%, the majority. These students understood the concepts of simplifying mixed and improper fractions by using practical resources. A minority worked at higher levels on their laptops where the software adjusted the level of challenge if they were accurate. For most students, problem-solving and reasoning skills restricted attainment levels.









Science

Students' attainment in science was weak in Reception and satisfactory in Primary. The majority of children did not have a secure knowledge and understanding of the world and could not describe differences and similarities in the natural world. Attainment in primary was satisfactory. In the analysis of GL assessments, students in Years 3, 4 and 5 achieved above standardised scores in knowledge and understanding and slightly below in working scientifically and application of knowledge. In lessons and their work, most students attained in line with curriculum standards. They understood scientific concepts and could explain them using scientific vocabulary. For example, Year 1 students could observe and record simple observations using their five senses when popping corn. Year 3 students labelled bones in their bodies and most understood the function of a skeleton. In Year 5, most students understood and gave examples of friction and air resistance through practical demonstrations. Students used their prior knowledge to predict outcomes. With help, most students were beginning to record what they observed or measured. Students were not yet confident in applying scientific methods independently or drawing conclusions from their investigations.



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 in Reception and Primary was satisfactory. Lesson observations and work samples indicated that most students made satisfactory progress from their low starting points. In Reception, children were able to identify rhymes and join in with rhyming patterns. All students were given regular opportunities to improve their reading and used the well-resourced school library and public library next door. Additionally, each classroom had its own class library that motivated students to read. In a minority of classes students with special educational needs and the more able did not make the progress of which they were capable because teachers had not planned well enough to meet their needs. For example, in a Y4 lesson on scan reading for information, a few students found the task too hard, and a few too easy. There was too much variation in progress across years and classes within years. For example, in two Year 2 classes about the elements of a story, in one class almost all students made the progress of which they were capable, whereas in a parallel class only a majority did. Students with Special Education Needs and Additional Needs (SEND) made satisfactory progress in both phases because of regular interventions outside the classroom which helped them to catch up with their peers.



ACHIEVEMENT

Students' progress in key subjects



Mathematics

Progress in mathematics was satisfactory in Reception and Primary. Reception children used counters and multi-link cubes to count forwards and backwards. They learned the concept of using money but did not always manage to match the notes to the cost of goods displayed on the pictorial pricelist of their farm shop. By Years 1 and 2, a majority of students accurately added and subtracted two-digit numbers because they understood the column method. In higher year groups progress was more rapid for the majority of students. They learned best when they used resources to support their weaker mental calculations. Students with special educational needs had strong support in small groups that helped them understand the order of operations they needed to use in addition and subtraction. Their progress was satisfactory from their starting points. Other students, identified at just below expected standards received specialist teaching to accelerate their progress. Most students made slower progress in problem solving challenges because of the level of comprehension written mathematics required. A majority of Year 6 did reach curriculum standards and were able to simplify improper fractions and understood how to identify and use common factors. This ensured the majority were ready to make the transition to secondary school mathematics.







Science

Progress in science was satisfactory in Reception and Primary. In lessons and students' work, progress was satisfactory. Children in Reception used their observation and communication skills to label parts of a plant correctly on the interactive whiteboard and in their work, though not in the natural environment. Students in Primary, including those with SEND, made satisfactory progress through the use of a range of resources and guided investigations. For example, students in Year 6 could create circuits using practical equipment and then label their diagrams correctly using a symbol map. In Year 5, students researched gravitational force and began to apply this knowledge to make links to real-life examples such as how planes fly and to natural phenomena such as meteors and meteorites. In a Year 4 lesson, a majority of students made better than expected progress because they independently tried different ways to solve problems on circuits. Year 2 students used a magnifying glass in a simple investigation to observe the effect of soap in keeping germs off their hands.



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

Behaviour was judged good in Reception and Primary. Children in Reception quickly settled into routines. During free flow, they followed rules, chose areas of learning and shared resources. Most students' attitudes to learning were positive. They were respectful towards adults and their peers, including those with SEND. Prefects assisted Reception children on arrival at school and class monitors assumed roles of responsibility. Students moved around the school, for example to specialist rooms, in an orderly manner. Almost all students followed uniform regulations. The behaviour of a few of the students was less than good when learning did not match their needs. Although bullying incidents were rare, students were aware of how to respond and where to get help if bullying occurred. In life-skills lessons, younger students learned how to make good choices and learnt how to exercise self-control. Older students knew how to cope with difficult feelings and help others. Students demonstrated pride in their school, especially when singing the school song. Although attendance was not yet at an expected standard, it had improved, and students were motivated to attend school and receive class awards. Almost all students were punctual and arrived before the start of lessons.



STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT









Civic and environmental understanding

Civic and environmental understanding was judged good in Reception and Primary. Most students understood national identity and values and sang the National Song with pride. At class devotions, assemblies and lessons, students showed they understood the importance of Christian values as well as the importance of respecting other religions and cultures. Through visits to the community and school trips, students developed a good understanding of Caymanian culture and heritage. For instance, older students could compare what life was like in the past and say how it had changed. They visited the House of Parliament building to understand where and how laws were made. Reception children understood the importance of having access to clean water. Younger students knew about plants, birds, fish, and animals that were native to the islands. Students developed their knowledge and understanding of other countries through themed days such as Commonwealth and International day. Older students showed awareness of the importance of mangroves and the impact of global warming on coral reefs. Students took part in clean-ups in their school environment and on the beach. They planted fruit and vegetables in an after-school club. Students were beginning to suggest ways to look after the garden themselves. Activities to improve and conserve the environment were not yet student led.



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

The quality of teaching was satisfactory in both Reception and Primary. In Reception teachers organised learning centres so that children could explore their interests. However, additional adults did not always help children make the most of the available resources. Most teachers had sound subject knowledge and there was some effective specialist teaching, for example in science and Spanish. There was a positive climate for learning throughout the school. Classrooms were colourful and vibrant with working walls, although some of these were not fully up to date. Routines in classrooms were well established and, in most classes, students transitioned effectively from one activity to another. In a Year 4 English lesson pupils moved quickly and quietly from whole group work on the elements of report writing to using their laptops to research their chosen topic. In the better lessons there was challenge for the most able. For example, in a Year 5 science lesson on the effect of forces, such as friction, gravity and resistance on objects, the more able students were given the opportunity to research on their laptops meteorites entering the Earth's atmosphere. However, too often, all students were given the same work and as a result the most able were not fully stretched. Teachers occasionally developed critical thinking and problem-solving skills, for example in a Year 2 Social Studies lesson on what were the qualities needed to be a good Caymanian citizen, but more often teachers missed opportunities to do so.





Learning

Learning was satisfactory in both Reception and Primary. Most students had positive attitudes to learning and could work for short periods without teacher intervention. In Reception the majority of children had settled to a routine, but a minority of children found it hard to sit still and concentrate. Students had few opportunities to take responsibility for their own learning but responded well in lessons such as a Year 5 English lesson where students could choose their own research project and work independently for a short time. In a Year 4 science lesson students were given time to reflect on their learning and what they could do better, but this was the exception. Students could work cooperatively when asked as in a Year 2 lesson on the elements of a story where students confidently shared their ideas with one another. Although students had a sound understanding of their own strengths and weaknesses, they were not regularly given the opportunity to reflect on and edit their work after it had been marked. Learning was linked to the real world, such as Year 2 classes searching the school grounds for mini beasts. Students could make cross-curricular links for themselves, for example in a Spanish lesson they applied their mathematical skill to solve an addition sum in the Spanish language. In a Year 6 science lesson on electrical circuits, they used their IT skills to research the topic and find the correct scientific vocabulary. However, IT was used in limited ways to support learning and problem solving and critical thinking were rarely observed.



Assessment

Assessment was satisfactory across the school. There was a wide range of standardised assessment information which allowed comparison between national and international expectations. This was collated and shared with teachers to underpin their understanding of students' actual and predicted attainment. Internal assessment was regular and used to identify gaps in students' knowledge. A baseline assessment of all children in Reception was undertaken quickly to record children's milestone achievements in seven key areas of learning. The assessment information was used broadly but not precisely enough to plan personalised learning opportunities for individual children, especially those who were significantly below the average range. Teachers had a broad understanding of students' skills to inform their planning for the full ability range. In many lessons observed, the assessment information was not used precisely enough, so most groups did identical tasks. A detailed analysis identified students who were just below their predicted achievement level. This targeted intervention was recently introduced so had not yet been evaluated for impact. Workbooks were marked regularly but too few provided informative comments that advised students how to improve. A minority of students responded to, or acted on, teachers' comments. Across the school, students' ability to evaluate their own and others' work, including more able and SEND, was underdeveloped. Whilst progress had been made in addressing the recommendation on improving assessment in the previous inspection, there remain some weakness in this area.

CURRICULUM

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







Curriculum

The curriculum was satisfactory in Reception and good in Primary. In Reception whilst there were a range of subjects, the curriculum lacked excitement and had limited enriched activities across all areas of learning such as dressing up to stimulate imaginative play. Many children had underdeveloped social skills such as the sharing and turn-taking, needed to access the wider curriculum. There was also a lack of early scientific investigations. In Primary the International Baccalaureate Primary Years Programme had ambitious, cross-curricular themes. Year 1, students used an inquiry-based approach to find their next steps in a mathematics problem. There was a broad curriculum with Spanish, music, PE and IT specialist provision. A recent curriculum review strengthened the skills progression in mathematics. Last year, students' use of technology increased across the curriculum to support home and independent learning. The mathematical programme used was popular and challenging. Real life experiences were threaded throughout the curriculum, for example, shopping at Fosters, spending real money as part of financial awareness. A lively debate between Year 5 and Year 6 students discussed whether, 'we should bring cell phones to school?' Students visited the House of Parliament to meet Members of Parliament and the Speaker of the House. Year 6 exhibited their cross-curricular projects on energy and sustainability to community guests. Extra-curricular opportunities were well-supported. A planned programme of physical and competitive activity was extensive and popular.



SAFETY AND SUPPORT

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

Health and safety



Health and safety were judged good in Reception and Primary. The school was a safe, orderly, and caring learning environment. Safety policies and procedures were in place and effectively implemented. The school premises were secure, and visitors signed in at the office. Regulatory agencies had completed inspections and the facilities were well kept with support from janitorial staff, grounds staff and a facilities manager. In Reception, the space and staffing ratio requirements were met. Routine fire drills were carried out and dates for other emergency drills throughout the year were already set. Respondents to the surveys and at meetings with students, staff, and parents, all said they felt safe at school. Healthy living was systematically promoted in all aspects of school life. The school offered balanced meal options, regular physical education and life skills lessons for all students which supported healthy lifestyle choices. Reception children learnt about healthy eating, and they had dedicated quiet time during the day. Students in Years 5 and 6 learned about cyber safety in ICT and had received training from the Family Resource Centre to help them support their peers to properly identify and respond to bullying. Child protection arrangements met requirements. There were two Child Protection Officers and arrangements were in place to ensure timely reporting and actions.







Support and guidance



Support and guidance were judged as good in Reception and Primary. Staff knew the children well and relationships were mutually respectful. Staff's supportive and nurturing behaviour and attitudes were evident on many occasions. Positive behaviour support programmes were mostly effective. Students with SEND were supported by specialist support staff and a few through private agencies. The PTA had funded resources and equipment for the development of a sensory room to help students with self-regulation. A variety of assessments were used to monitor students' progress. However, feedback on work was not always consistent to help students progress. Parents received regular reports from the school. The SENCO coordinated interventions and was effective in ensuring records were thorough to not delay services or the application process for alternative placements panels. The SENCO also delivered professional development which was commended by the staff as being effective. The school had implemented schemes to help raise attendance, such as home visits, providing additional bus transport and incentives such as class parties when attendance improved. Teachers shared information to support student transitions. Students' Learning Support Plans were regularly reviewed, including input from parents, however, there was not always consistent application of LSP recommendations in a few lessons, resulting in less targeted support for students.

LEADERSHIP AND MANAGEMENT

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



Leadership

Leadership was good. The clear direction and commitment of the Principal and her leadership team had been effective in improving key aspects of the school, such as students' attitudes to learning and behaviour and the partnership with parents and the community. There was a shared purpose amongst all personnel and a commitment to school improvement. The Principal had skilfully put together a strong team of senior and middle leaders, with a clear distribution of roles and responsibilities and accountabilities to reflect the structure of the school. In doing so she had increased the school's capacity to improve. The Principal met regularly with her leadership team and was confident in them. Morale was high. Effective teamwork and collaboration were evident in all aspects of the school, such as collaborative planning twice per week and weekly professional development sessions. Communication and consultation were strong. A commitment to learning, both for all adults and students and school improvement was prevalent. Leaders had the capacity to devise practical strategies to secure further improvement and raise students' academic standards. Most of the recommendations from the previous inspection had been met.





Self-evaluation and improvement planning

Self-evaluation and improvement planning were satisfactory. The annual process of self-evaluation involved a variety of strategies to gather evidence including regular observations of teachers. There was systematic consultation and collection of information and data. The process was initiated by senior leaders and involved feedback from all staff. The views of other stakeholders such as parents were not on this occasion sought. The SEF was detailed but occasionally descriptive rather than evaluative. School leaders knew their school well. However, some of the school judgements were aspirational rather than realistic. There was a range of school action plans, which included a clear set of values and direction and had appropriate targets. The plans were lengthy and not readily accessible to teachers or other stakeholders and needed fewer priorities. The school had addressed most of the recommendations in the previous inspection report and had made satisfactory progress. However, recommendations regarding assessment and self-evaluation need further improvement. Improvement planning however had a positive impact on several other aspects of the school, such as behaviour for learning, the curriculum and health and safety. These had been identified by senior leaders. Continuous professional development for staff was a regular planned feature of school improvement planning.



Links with parents and the community

Links with parents and the community were good. There had been a very positive change in the productive relationships between parents and the local community since the appointment of the Principal in 2019. She was a past student of the school and had a strong loyalty to the school, parents, and the community. Parents and grandparents were engaged through a wide range of activities. The school sent paper invitations to Grandparents for a breakfast with their grandchildren (Goodies with Grands). In May, mothers were invited in for muffins with their children (Muffins with Moms), and in June an invitation went to all fathers for a breakfast morning (Donuts with Dads) which resulted in 200 fathers attending. Reporting on students' progress was accurate and regular and appreciated. The school had recently established Cumber University to help parents support their children's learning. Last term's online lectures had been very successful and face-to-face sessions this term's registration was open. It was an exciting, innovative, and potentially transforming venture. The Principal had been highly successful in developing partnerships and sponsorship from local firms, which included the funding for a Christmas present for every child at the school every year.





Staffing and the learning environment

The staffing and the learning environment were good. Staff turnover was low. Retention levels were high. The school was fully staffed with suitably qualified staff who were effectively deployed. A few teaching assistants in lessons were not consistently effective. Additional staffing for intervention support and a fulltime Spanish teacher was in place. All spaces in the school were used for learning. Storage areas, for example, were used for a wide range of intervention activities and a room had been converted into a sensory room for support for students with mental anxieties, funded by the PTA. Overall, the premises were spacious, and classrooms had ample space for group work and practical work. The school's library was attractive, inviting, well-resourced and well used and equipped for example with a mega wall. Students were encouraged to also use the local West Bay Library and students were escorted there to register. Such activities strengthened community links and promoted the principles of being, particularly life-long readers. Resources were plentiful and effectively used and resources such as manipulatives, as well as conventional resources such as books and worksheets were often sent home to parents to help their children. All students had laptops which enhanced students' independent learning.

SURVEY RESULTS

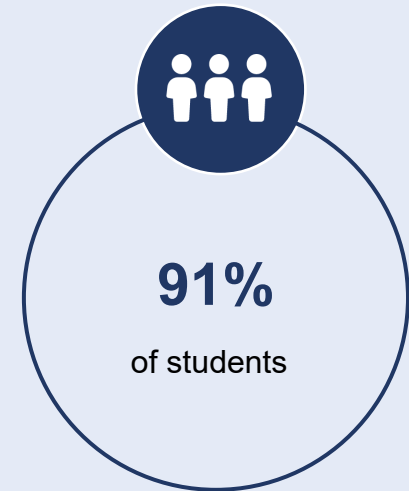
Before the inspection, the views of parents, staff and students were surveyed. The numbers of participants that completed the survey were:

Students	174	Parents	267	Staff	72
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Students

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

A hundred and seventy-four students responded to the questionnaire. Almost all students felt they made good progress in most subjects except in mathematics. A similar proportion of students thought that lessons were good and that teachers helped them to understand what they did well and how they could improve. Most students said that a range of extra-curricular activities and subjects were offered by the school. Although most students felt that they felt safe and cared for at school, only a majority felt safe on the buses. If there was any bullying, most students felt the school would do something to stop it and respond appropriately to their concerns. Only a majority said that behaviour in school was good. Most stated that they had a good understanding of the environment and their responsibilities in the community which was an improvement since the last inspection. Most students felt that the school helped them to choose a safe and healthy lifestyle. Almost all students stated that the school helped them make good choices about their next steps in education and careers. Of those that replied, most said the school helped them if they had a special educational need. Almost all students said the school was well-led and most felt the school had asked them how it could improve. Almost all said that the teachers were well-qualified and that they had access to good resources. Most students said they liked school in the comments section. A few suggested they would like work to be more challenging, teachers less strict and a few made suggestions about improvements to the playground. There was a 5% increase in the number of responses from students. There were no significant changes since the last report.



Strongly Agree and Agree

+5%

Increase

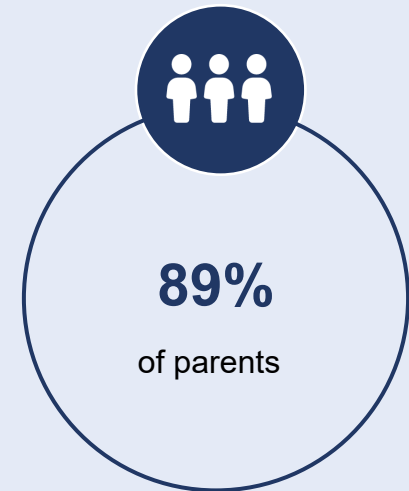


SURVEY RESULTS

Parents

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

Two hundred sixty-seven parents responded to the questionnaire which is significantly higher than the 183 in the previous inspection.. Almost all parents received regular reports and believed their children enjoyed lessons, felt safe, had plentiful resources to support their learning. Most thought their children made good progress in English, mathematics and other subjects but only a majority said this about science. Fewer parents answered the question about science. Most parents were happy about students' sense of responsibility and environmental understanding as a result of the quality of teaching they received. A majority of parents thought behaviour was good but a few disagreed. Most parents said students were inspired to learn, had sufficient homework and thought the school encouraged them to lead a healthy lifestyle. Only a majority of parents agreed the range of subjects and extra-curricular activities were sufficient. Most parents were happy with the communication they received from the school, parents' meetings and opportunities for them to support the work of the school. Only a majority of parents were able to comment on SEN provision, bullying or career choices which contributed to lower percentages. This was a similar picture to bus safety because over half of parents surveyed answered the question. Most parents were happy with the qualified teachers, but only a majority thought the school made maximum use of wider links to enhance education for students. Almost all, 91% said that regular progress reports were received. When asked about the quality of education the school provided, 89% agreed or strongly agreed that this aspect was pleasing. This increased slightly from the previous year.



Strongly Agree and Agree

+2%

Increase



SURVEY RESULTS

Staff

Survey: This school provides a good quality of education.

72 teachers and support staff completed the survey and almost all of them thought that the school provided students with a good quality of education. Almost all staff thought behaviour was good, that the school was well led that they were involved in the self-evaluation process and that their continual professional development was well-supported. Additionally almost all staff believed that the school provided a safe and caring environment for students and good support for students with special educational needs. Also, almost all staff believed that the school treated students fairly and helped them chose a healthy lifestyle. Almost all staff thought that staff were well qualified, and that students were treated fairly by all staff, in a caring environment, which helped them to understand their responsibilities and that parents are effectively involved in the work of the school. Most staff believed that the school helped students to understand their responsibilities and dealt effectively and provides them with a good range of extra-curricular activities. A majority of staff think that the school helps pupils with their environmental understanding, that assessment systems are good and that parent/teacher meetings are good. There were a few variations since the previous inspection, mostly positive. A higher proportion of staff now think that the school is well led and that they are involved in self-evaluation and receive stronger support for their continuing professional development. More staff think that parent/teacher meetings are effective and that parents are involved in the work of the school.



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.

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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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