

INSPECTION REPORT

OFFICE OF EDUCATION STANDARDS
CAYMAN ISLANDS GOVERNMENT

February 2023



Starfish Village / Village Montessori

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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	Starfish Village/Village Montessori
	Address	10 Market Street, Camana Bay, Grand Cayman
	Telephone number	345-640-7827
	Website	www.starfish.ky
	Name of the principal	Jeifrene Small/ Traci Bradley
	Date of this inspection	8-9 th February 2023
	Date of the last inspection	February 2019

Students




	Number of students on roll	123
	Age range of the students	18mths-11yrs
	Grades or year groups	Toddler/Casa/Lower Elementary/Upper Elementary
	Number of Caymanian students	40
	Number of students with special educational needs	8
	Largest nationality group of students	Canadian/UK

SCHOOL INFORMATION


Staff

	Number of teachers	14
	Number of teaching assistants	4
	Teacher-student ratio	1:4/1:6/1:12
	Teacher turnover	11%

Curriculum





	Main curriculum	Montessori mapped to CIEYC and CINC
	External tests and assessments	Star Reader/Math
	Accreditation	None

School inspection overall performance history







Cycle 1 Inspection		N/A
Cycle 2 Inspection		 Satisfactory

SUMMARY

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



Quality Indicator	Early Years Inspection Judgement	Change in judgement since last inspection
Exploration	 Good	►
Respect	 Excellent	▲
Communication	 Good	►
Well-Being	 Excellent	▲

SUMMARY




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

SUMMARY

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



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

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





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

SUMMARY

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





Quality Indicator	Early Years Inspection Judgement	Change in judgement since last inspection	Primary Inspection Judgement	Change in judgement since last inspection
4 Curriculum	 Excellent	▲	 Good	-

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

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

SUMMARY

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

Quality Indicator	School 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

- In early years, teaching inspired learning and well-planned environments and experiences helped to ensure the needs of all learners were met.
- Health and safety were a priority, and the school environment was well ordered, safe and a pleasant place in which to work.
- Relationships between the school, parents and the community were very productive. The school gave parents a good amount of information about their child's learning and the parents reciprocated with practical and useful support.

Recommendations

To improve attainment and progress:

Ensure all teachers increase opportunities for learning aligned to their chosen curriculum by,

- Using assessment data to help students select tasks that match their ability so that next steps in learning can be identified and explored.

Raise standards in English by:

- Deliberately providing students with opportunities to develop higher order thinking skills through discussion and analysis of varying genres and texts.
- Give students more opportunities to write for a wider audience and increase their breadth of experience.

Raise standards in Science by:

- Increasing opportunities to create and engage in experiments exposing students to a wider range of practical science skills.

To improve teaching:

- Programme systematic, regular, collaborative lesson observations to hold all staff accountable for the progress and attainment of their students.
- Share good practice in teaching with other schools so that teachers can learn how to improve their own skills in supporting students of varying abilities to make progress in every lesson.



OVERALL PERFORMANCE

What has improved since the last inspection?

In Early Years.

- Achievement for Respect and Well-Being.
- Teaching, Learning and Assessment
- Curriculum
- Health and Safety
- Support and Guidance



OVERALL PERFORMANCE

► Satisfactory

Starfish Village/Village Montessori is located in the Camana Bay, Grand Cayman. The school was established in September 2014 as a children's enrichment, pre-school and start-up Montessori centre. The school prides itself on providing a unique and innovative environment where inclusion, culture, respect and a sense of community are hallmarks of the programme.

The school uses the Montessori Curriculum alongside the Cayman Islands Early Years Curriculum Framework (CIEYCF) in the early years programme and teachers plan activities for the children that reflect the key focus areas of the CIEYCF including exploration, communication, well-being and respect. The Cayman Islands National Primary Curriculum underpinned by the Montessori Philosophy is followed in the Primary classes. Since the previous inspection student numbers have increased by 30%. The school now includes key stage 2 students.

The quality of overall provision offered was judged to be satisfactory although Early Years was much stronger. Achievement in all four early years domains was at least good with Respect and Well-Being judged excellent. Attainment in Primary across all three core subjects was satisfactory although key stage two results against international benchmarks were often weak apart from G5 in Star Reader that was Good. Progress in Primary followed a similar pattern with science and mathematics making slightly more progress than English.





The quality of teaching was significantly better in Early Years than Primary. Teaching in Primary had not resulted in good outcomes for students and much of the assessment information still only recorded curriculum coverage and mastery but failed to capture the key points in the students' learning journey against the actual curriculum standards. Although questioning was often deep and meaningful, students were not given the opportunity to set the pace and progress of their own learning. Rarely did workbooks show students being given the opportunity to improve their work and teacher feedback was mostly verbal. The school had acted upon the advice of the previous inspection and curriculum was now excellent in early years and good in Primary; being fully mapped to the CI National Curriculums. Although, such high-quality planning was not always evident in the delivery of Primary lessons. In addition, there are planned opportunities throughout the school year to promote the children's environmental and cultural awareness with a range of visitors and trips to enrich and enhance the curriculum.

Health and safety were a key priority for the school and was judged excellent. The building was modern, light and airy providing a consistently safe and secure environment with good access for SEN students. Healthy living was systematically built-in to the fabric of the day and underpinned students' time at school. All staff and parents were aware of the child protection arrangements and survey responses demonstrated their confidence that the school was a safe and caring environment.

Leadership was only satisfactory because whilst early years ran extremely well, a dedicated Principal was required to lead the school particularly the Primary phase. In addition, the school did not have a board of governors that greatly impacted accountability in the Primary phase.

ACHIEVEMENT

Students' attainment in relation to international standards

Quality Indicator	Early Years Inspection Judgement
Exploration	 Good
Respect	 Excellent
Communication	 Good
Well-being	 Excellent



Exploration

Exploration was judged as good. All children demonstrated good gross and fine motor development as they engaged in a variety of activities both indoors and outdoors. Children demonstrated good development of fine motor skills as they used a variety of equipment such as tongs and spray bottles. All children demonstrated emerging self-regulation in a variety of contexts and used their senses as they processed information around them. Increased opportunities to be immersed in sensory experiences was needed. Children made investigations and applied reflective thinking to ascertain why things happened and how things worked. In the Toddler Turtles, a small group of children made creations with magnetic shapes, using trial and error to connect the blocks to make their desired structure. In Casa Butterflies, children experimented mixing paint colours. Children now needed to make representations of results of experiments and findings. They learned about numbers through practical experiences such as counting peers during morning circle time. In the Casa classes, children knew some number bonds and could sequence numbers. They used laptops to research information and younger children listened to nursery rhymes through headphones. Outdoors, children used magnifying glasses as they searched for monsters, finding ants and other insects along the way. They used needles for sewing, scissors and buttons with confidence.

ACHIEVEMENT

Students' attainment in relation to international standards



Respect

Respect was judged as excellent. Almost all children displayed an understanding of the limits and boundaries of acceptable behaviour; showing respect for their peers, adults and their environment. All children could feed themselves independently and were developing independent skills. Children showed compassion to their peers, offering help and comfort when needed. Children shared toys and resources well, often arranging turn-taking with prized toys. Community helpers visited the centre and the children were well versed on the roles they played in the community. While studying the continents, children learned about different environments and cultures. They gained an awareness of the Cayman environment through partnerships the school had with the National Trust and the Mangrove Rangers, for example. All children were familiar with the National Song and stood with reverence when it was sung. They said grace before meals, participated in the singing of devotion songs and stories and interacted with resources such as Noah's Ark and religious symbols. They learned about other religions from each other during the "All About Me" theme where each child shared about their own culture and religion. Parents also visited the classes and shared information about their culture and religions.



Communication

Communication was judged as good. Children confidently shared their thoughts and asked questions of their peers and adults. Most children were eager to participate in conversations about their experiences. They expanded their vocabulary, exploring new words from stories and conversations with adults and peers. Children would benefit from a wider range of opportunities for mark making both indoors and outdoors. Even the youngest toddlers demonstrated behaviours that indicated active listening. They responded to questions, often with well thought out answers. Children listened to music, nursery rhymes, story books and sounds in their environment such as the helicopter which landed near their school. They engaged in roleplays such as driving a car, depicting family life and cooking in the sand kitchen. They made creations from paint and other resources. Children would benefit from continued and extended opportunities for creative expression. Children actively participated in shared stories and exhibited good book handling skills. They developed phonological awareness as they listened to environmental sounds, letter sounds, stories and spoken word and some children in the Casa classes were beginning to read.

ACHIEVEMENT

Students' attainment in relation to international standards






Well-Being

Well-Being was judged as excellent. All children were developing a good understanding of healthy lifestyles and were able to communicate their bodily needs. Children were developing independence during mealtimes, toileting, cleaning up after themselves and dressing. They displayed excellent self-regulation, resilience and diligence and were able to engage in activities for extended periods of time without adult support. For example, a child in the Casa Parrots class attended to an activity for an extended period of time using a scoop and funnel to repeatedly bury and uncover mini beasts in dried lentils, each time developing fine motor skills and labeling the different parts of each animal as they were rediscovered. Children demonstrated an awareness and concern for the well-being of others. In the Casa Butterflies class, children gathered around a peer who was ill and shared 'get well' wishes before he left with his parents. They worked together harmoniously in all groups and had developed the self-confidence to respond if they recognised any inappropriate behaviour. Children reflected on their work and experiences, often responding with clarity when adults asked them how they felt about their work.

ACHIEVEMENT

Students' attainment in relation to international standards

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

English



Attainment in English was satisfactory in the Primary years. In lessons observed and in their recent work most students were in line with the curriculum standard. In contrast international benchmark assessment placed the majority of students below curriculum standard. However, Year 3 and 6 were in line with the curriculum standard and Year 5 students were above the standard for the Star Reader assessment. In lessons and their recent work, most students employ strategies to decode and read unfamiliar words. Writing was a consistent practice throughout all year groups, especially, creative and extended writing. Older students effectively used rubrics and performance checklist to determine what and how to improve. Few students published completed, edited work. Internal data and classroom assessments confirmed satisfactory attainment. Writing across the upper Primary was extensive as students were able to relate text read to their writing. Students in lower Primary wrote letters and invitations to friends. Most used visualisation strategies to create an image to match the text. Most students in upper Primary evaluated how authors used figurative languages and technical terms to write extensively. However, students should have opportunities to compare different writings and viewpoints within and across more than one text as well as demonstrate critical thinking and increase the breadth of what students can do.

ACHIEVEMENT

Students' attainment in relation to international standards



Mathematics

Mathematics was judged satisfactory in the Primary years. In lessons observed and in their recent work most students were at the curriculum standard. In contrast international benchmark assessment placed most Primary students below curriculum standard apart from Year 5 who were in line with the curriculum standard for the Star Math assessment. Most students in lower Primary could convert words to numbers and use place value relative to their age. They could do simple addition and subtraction and were beginning to solve simple word problems. Most students could tell the time using half, quarter and individual minutes although solving time related problems was a developing feature. Year 4 students were able to recall their seven times tables, count and label using tens and hundreds and could divide up shapes using a range of fractions. Most key stage 2 students could use 5 place values using large numbers and a few could extend their learning into decimals. Year 6 students could use formal written methods for subtraction and division using columns although there was little evidence of the understanding and use of prime numbers. Students would benefit from exploring the relationship between the real world and mathematical concepts more regularly.






Science

Science was judged satisfactory in the Primary years. In lessons observed and in their recent work most students were in line with the curriculum standard. In contrast school-based assessment placed most Primary students below curriculum standard. Most younger students were inquisitive and could explore the world around them making sense of their physical environment. Year 1 students explored senses and phenomena like magnetism and buoyancy. Lower Primary students could recall facts about the solar system; naming planets, understanding rotation around the sun and that the sun is actually a star. Students were able to find patterns and categorise animals and biomes by type. They were able to define states of matter and energy, label and describe parts of a plant and were beginning to categorise different types of scientists. Older students were beginning to use scientific language to explain their observations and take part in class experiments. Key stage 2 students could characterise 3 types of microorganism, explain the concept of life cycles for plants and animals and define electricity. However, most students' workbooks did not always evidence the scientific investigation process, method or practical skills.

ACHIEVEMENT

Students' progress in key subjects

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



English

Progress in English was satisfactory in the Primary years. Lesson observations, work samples and class records indicated that most students made expected progress. Almost all students enjoyed learning but were not always given the opportunity to extend their understanding and apply to new contexts. Most students could identify and use parts of speech to create and develop their own narratives. By upper Primary, most students used complex writing structures such as noun clause and fronted adverbials to add depth to their work. Students' daily plans provided guidance for expected outcomes as they transitioned from grammar to narratives. Students' speaking and listening skills continued to develop as students progressed through Primary. Almost all confidently and articulately, including students with special needs, shared ideas using appropriate language skills during the Morning Cycles. However, when interacting with text, students should be given greater opportunities to interrogate a wider range of genres. Students with special education needs sometimes required more guidance to fully access the learning materials and to link the tasks with the lesson's objectives. Students with special education needs, and the more able did not always make sufficient progress in a minority of classes.

ACHIEVEMENT

Students' progress in key subjects



Mathematics



Progress in mathematics was satisfactory in the Primary years. Younger students progressed their mathematical understanding and could sequence numbers, use place value and number bonds. By year 1 students could memorise times tables, count with money, understand basic fractions and know the difference between 2D and 3D shapes. By year 2 they were using fractions to divide equally which supported progress of telling the time and using the clock face. Students were beginning to interact with investigation and use basic units of measure. By year 4 students had developed an increased scientific vocabulary using words like ellipsoid, product and numerator. By Year 6 students could detail shape and angle differences and characteristics using terms like scalene triangles and reflex angles although the application was often limited in practice. Older students had advanced to dealing with large numbers and formal methods of solving multi-stage problems. In addition, they were beginning to be more involved in measuring and recording information to analyse later. A lack of student choice did limit the opportunities to progress and the individual student's pace.



Science

Progress in science was satisfactory in the Primary years. Most key stage 1 students could develop their own narrative and used their imagination to explore concepts, for example, students could relate biomes to different parts of the world they knew or had visited. By Year 2 students were becoming more independent and classifying and finding patterns to group and categorise facts about the world. Students could apply some concepts, like life cycle, to both plants and animals. By year 4 students were able to describe the concept of the solar system characterising stars and planets. By Year 6 students were investigating electricity and electrical charge. Students were able to take part in practical activities like building a bridge and conducting class experiments. Students were using tools like scales and tape measure to record their findings. However, the limitations of class experiments and few student-initiated opportunities negatively impacts progress for some students. Primary students continue to make progress with the development of scientific language. Younger students were exposed to the scientific principals and older students were actively involved in conducting practical investigations to explore changes in shadow length as the sun moves.

STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT

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



Behaviour

Positive behaviour for good learning was judged as excellent. Throughout the school, students were self-disciplined and resolved conflict in mature ways. They had positive attitudes to their work and those around them, embracing a growth mindset. Relationships were highly positive between different groups of peers and adults. Students with special educational needs were included in activities and learning experiences. Older students greeted younger children in the school with care and warmth. Students displayed genuine care for each other and for adults, and a culture of compassion emanated throughout the school. Students worked in small groups, demonstrating their ability to collaborate and problem solve together. Students managed their own behaviour in a variety of contexts. For example, they navigated space and shared resources in their classrooms with ease, moved, exercised and created things safely in the outdoor garden area and adhered to expectations for safety when learning in the public areas surrounding their school. Students wore their school uniform with pride, and generally attended lessons on time.

STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT









Civic and environmental understanding

Civic and environmental understanding were judged as excellent. Students made positive contributions to the life of their school and wider community. Through the regular Community Meetings, students were able to share ideas and opinions on what action needed to be taken to address issues. Students demonstrated care and compassion for those in need in the community by contributing to Meals on Wheels and a children's home, for example. Students understood and appreciated the importance and value of local traditions, culture and heritage of the Cayman Islands. They sang the National Song, learned about Cayman's National Heroes and knew the national symbols. Through visits to sites of cultural importance such as the National Museum and Pedro St. James, they understood important events in Cayman's history. Students showed care for their school environment by ensuring it was clean and tidy as well as by participating in recycling. They participated in schemes to support sustainability including the Mangrove Rangers, National Trust and Plastic Free Cayman.



TEACHING, LEARNING AND ASSESSMENT

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

Teaching



Teaching was judged as excellent in early years and satisfactory in Primary. Teaching in early years was excellent as lessons were well planned and inspired children to learn. Resources were deployed to enrich learning and teachers' interactions with children ensured they were active participants in their own learning. Teachers encouraged critical thinking by creating open ended experiences and giving children time to independently figure out solutions. Classroom routines and expectations were clear and consistently enforced which then helped to create safe and calm learning environments. Teaching in Primary was satisfactory, with teachers creating a positive climate for learning where students were encouraged to participate. Teachers had established appropriate classroom rules and learning environments were organised. Some lessons, particularly in key stage 2, were good in mathematics and science and some excellent lessons were observed. Teaching in most other subjects were good. The consistency of good and excellent teaching in mathematics and science required improvement and standards in the teaching of English needed to improve.

TEACHING, LEARNING AND ASSESSMENT



Learning

Learning in the early years was excellent and in Primary years good. In Early Years, almost all children were enthusiastic learners who take responsibility for their own learning. High order and critical thinking skills are common features as children solved problems and reflected on their experiences. Most children in the Primary years enjoyed learning and were supportive of each other. Most students used technology to find out information for themselves. Collaborative learning practices are well embedded, and students naturally celebrated and reinforced good practices. In upper Primary students worked together to determine the length of the shadow in the morning. Most students employed skills, knowledge and understanding to new learning. In a few lessons, students were passive and did not actively participate or contribute. Students in the Casa class were able to sort items according to a specific criterion. Problem-solving, critical thinking and higher-order skills were features in a few lessons.



Assessment

Assessment was judged good in Early Years and satisfactory in Primary. Early Years assessment was comprehensively detailed and consistently applied by teachers across the domains. Children had learner profiles and reporting cards that were welcomed by parents and reflected the development of the children. Although teachers knew their students' strengths and weaknesses, the Primary school used a limited range of data collection systems to provide both the academic and personal development data of students. Whilst Primary used Transparent Classroom to record student performance it lacked the necessary analysis to support and identify the required level of challenge for sustained progress. The school had taken steps to move from benchmarking against the US 'Lets Go Learn' to the more curriculum appropriate assessment of Star Reader and Star Math. However, science was still not benchmarked. Initial data from the new assessments contradicted the school-based judgements. The school did not have a school-wide marking policy and therefore marking was inconsistent and rarely afforded the next steps or gives students the chance to improve upon their work. In addition, there was little evidence of peer and self assessment.

CURRICULUM





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



Curriculum

Curriculum was judged as excellent in early years and good in Primary. In Early Years, the school had mapped the Montessori Curriculum to the Cayman Islands Early Years Curriculum Framework, helping to ensure an appropriate balance across the four key focus areas. The staff reviewed the curriculum regularly. Transitions between Toddler and Casa were well managed. The Primary curriculum had a clear rationale and was broad and balanced. The Cayman Islands Primary National Curriculum had been mapped to the Montessori curriculum in Transparent Classroom. The curriculum was reviewed by staff regularly as they ensured compliance with the Cayman Islands Government requirements, for example. The school used the Second Steps programme for required safety education and had integrated Cayman culture as a feature in the curriculum offering. Students had planned opportunities to learn in the community around Camana Bay and Cayman through programmes with the National Trust, Mangrove Rangers and field trips as well as visitors into the school. They participated in extra-curricular activities such as Mindfulness and entered national events such as the Spelling Bee, National Festival of the Arts and sports. The curriculum design now needed to consistently support excellent progress of all learners, through planned progression and effective planning. Increased choice for students within the curriculum offering was also required.

SAFETY AND SUPPORT

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



Health and safety

Health and safety were excellent. The premises and facilities were suitable for all students, including those with special educational needs. The building and the outdoor learning environment were safe and well maintained. All safety inspections were in place and updated regularly. Accurate and detailed maintenance record keeping was evident. Fire drill records showed frequency and were compliant with the statutory expectations. The premises were accessible to the educational needs of students. Those with SEND had access to specialised support from the learning support teams. Care and welfare of students were a priority with the appropriate child protection arrangements in place. These were in line with the Ministry of Education requirements. Almost all parents indicated that their child felt safe and cared for at school. The premises was clean, well maintained, and secure. Policies and procedures for health and safety had been implemented effectively. Levels of security were of the highest priority; visitors signed in and out and were provided with visitor badges.





SAFETY AND SUPPORT



Support and guidance

Support and guidance were good in the Early Years and Primary. Staff had very good relationships with students and were fully aware of their individual needs. They were effective systems to support students through their learning as well as social and emotional development. Education and well-being were priorities for the staff. Supervision was a strong feature of the school. Teachers warmly greeted their students in the morning. There was effective support for students with SEND. These students were fully included in all aspects of the school. The SEND coordinator worked collaboratively with staff members to promote social and emotional learning practices. Initiatives, such as Project Class, addressed the social and emotional learning needs of students. The school-based support leader liaised with external agencies to provide specialist support and other services to Primary students. Behaviour was managed well, and concerns were addressed in a timely manner. The monitoring system in place for all students allowed teachers, the special needs coordinator, support staff and school administrators to have readily available information on an individual student's progress. However, updates of students' progress should now be updated systematically and frequently shared with parents.

LEADERSHIP AND MANAGEMENT

Quality Indicator	Overall school judgement
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 judged satisfactory. Currently the school does not have a Principal but leaders did have a clear vision, were reflective and energetic. Both the staff and the parents fully supported the school's vision and values. Staff at the school were collegial and were aware of the need for further improvements. The school operated a degree of distributed leadership for instance curriculum responsibility was devolved for both Early Years and Primary. The school did have performance management but lacked the academic understanding and inspection framework alignment to be effective. The analysis of the school's performance was inconsistent and, in some areas, lacked the necessary accuracy to inform change. Early Years leadership was good and demonstrated the capacity to improve through a number of improvements since the previous inspection. The school did not yet have a governing body to hold school leaders to account for the performance of the school.

LEADERSHIP AND MANAGEMENT



Self-evaluation and improvement planning

Self-evaluation and improvement planning were judged weak. A number of strategies were used that encompassed key staff to gather evidence for self-evaluation (SEF). However, the writing in the SEF was descriptive and not evaluative and, whilst it did follow the inspection framework quality indicators it did not consider the rubric statements supporting any judgements of performance. The manager conducted observations of teacher performance; however, the lack of pedagogical experience meant the system used was not adequately aligned with the inspection framework or teaching best practice. Therefore, self-evaluation did not provide an accurate picture of teaching performance or the strengths and weaknesses of student achievement against the national curriculum. Students' outcomes particularly in Primary should be fully aligned using the quantitative rubrics in the inspection framework. The school improvement plan was not aligned to the school self-evaluation document and many of the success criteria were vague and no understanding of how success should be measured. Early Years was better in practice and had resulted in a number of improvements since the previous inspection.



Links with parents and the community

Links with parents and the community were judged good. The school valued the relationship between staff and parents offering a range of opportunities like 'Experts Night' for parents to upskill and be involved in their child's learning. In person and through the survey parents commented on the quality of provision and the progress their children had made whilst at school. Staff had a productive relationship with the wider education community, most notably, the visiting additional special educational needs support. Communication with parents was regular and effective in communicating the ongoing learning journey and the academic progress particularly in Early Years. These included newsletters, emails, telephone calls, school gate conversations with teachers and parents' meetings. Academic progress profiles in Early Years offer parents a clear view of the areas for development and mastery. Most parents reported being happy with the communication although a few, particularly those with IEPs, suggested more regular updates linked to the progress a child makes and not just the planned schedule of reporting.



Staffing and the learning environment

Staffing and the learning environment was judged satisfactory. Most staff were adequately qualified although only four of the six year groups were taught by a qualified licenced teacher. The learning spaces were bright, airy and attractive offering engaging environments for students and children to learn. The outdoor garden area, a short walk from the school, was a stimulating play environment allowing for the development of both fine and gross motor skills. However, the outdoor space was not always used effectively or often enough and lacked the necessary links to learning that was so well organised in the classrooms. Due to the increase in students, a number of internal modifications had been made to provide separate learning areas. However, the partitions were temporary and lacked adequate sound proofing and this made it difficult to concentrate during some active sessions. The Primary setting lacked access to a number of specialist facilities usually found in a Primary school, namely library, art rooms, sports facilities and science labs. Younger children and students did have access to a broad range of Montessori materials and tabletop resources to support development. During the inspection a laptop cart was available however, laptop use by students was not a common feature in lessons observed.

SURVEY RESULTS

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

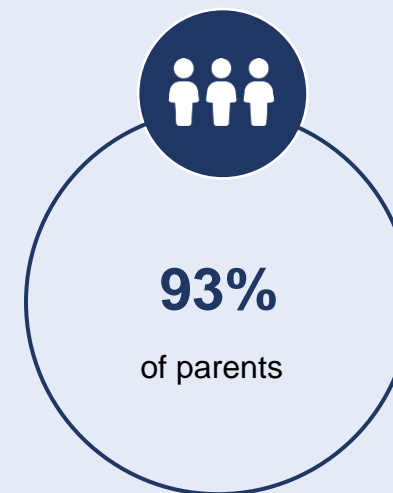
Parents	65	Staff	19
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Parents

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

The views of parents remain similar since the previous inspection in 2019.

65 parents responded to the survey, and most had been at the school for between one and three years. Most parents thought their children made good progress across all four domains and older students in the core subjects and almost all reported the school effectively developed their child's personal and social skills. Most suggested that information received was comprehensive and accurate and they found parents meeting helpful and regular. Most parents suggested teaching was good and that their child enjoys coming to school. However, only a majority of parents thought there were regular trips and visits, that the school provides good support to children with SEN and that they receive good information about the school's improvement plans. Almost all parents thought the centre had good quality resources and appropriately qualified staff. Most parents reported being effectively involved in the work of the centre and most suggested there was good links with the wider community. Almost all parents said that the centre was caring and safe and that their child enjoys coming to learn.



Strongly Agree and Agree

1%

Decrease since the last inspection

SURVEY RESULTS

Staff

Survey: This school provides a good quality of education.

The views of staff remain similar since the previous inspection in 2019.

19 staff responded to the survey, and most were at the school for more than 1 year. All staff suggested that the centre provided a good quality of Early Years education. All thought the standard of behaviour was good and that students were capable of solving their own problems. All staff suggested the centre helped children choose a healthy lifestyle, that the centre supported positive learning and provided good opportunities for learning. All staff stated that SEN support was good and that child protection procedures were understood and followed. All thought CPD supported their professional development. Most staff suggested the assessment systems were good and that the school was well led. Almost all suggested that parent / teacher meetings were valuable and well attended but only 77% (most) thought parents were effectively involved in the work of the school. Almost all suggested staff were suitably qualified, most said they were involved in the work of school self-evaluation, and almost all stated that the school was a caring and safe environment for children to learn in.



100%

of staff

Strongly Agree and Agree

0%

Unchanged since the last inspection

WHAT HAPPENS NEXT?

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

This should address:

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

WHEN WILL THIS SCHOOL BE INSPECTED AGAIN?

As the school is judged to be providing a **satisfactory** quality of education, there will be no further inspections until the next cycle which commences in January 2024.



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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