

INSPECTION REPORT

OFFICE OF EDUCATION STANDARDS
CAYMAN ISLANDS GOVERNMENT

OCTOBER 2023



West End Primary School

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INTRODUCTION

INSPECTIONS OF SCHOOLS AND COLLEGES IN THE CAYMAN ISLANDS

As determined by Education Act (2016), all educational institutions are inspected regularly by the Office of Education Standards. The purpose of inspection is primarily to support ongoing improvement in each school and also to provide rigorous, impartial and comprehensive information to parents, government officers and Ministers regarding the quality of education both in government and private educational establishments.

Inspections are undertaken at least once every four years and will usually involve a team of inspectors visiting each school for between two and five days. Inspectors use an agreed framework to reach their judgements. In the Cayman Islands, the publication '**Successful Schools and Achieving Students 2**' (Cayman Islands Government, October 2020) is the tool which is used by schools to review their own work and by inspectors when they form judgements.

Inspection frameworks are a central feature of different school evaluation systems worldwide. They provide a structure within which inspectors make judgements on the basis of evidence of observed practice. They serve a number of purposes:





- Indicators create a **consistent vocabulary and reference point** for a conversation with schools regarding the major determinants of educational success.
- The highest-level exemplar provides schools with a description of **educational excellence** to which schools can aspire.
- The lower-level exemplar provides schools with a clear understanding of levels of provision that are considered **unsatisfactory** and must be improved.
- The indicators can be used by schools for **self-evaluation purposes** and can be linked to school improvement through effective development planning.
- The use of a common set of indicators encourages **consistency in judgements** across different inspection teams. Inspectors must base their judgements on the evidence of the practice they actually observe, rather than with reference to set norms or by employing relative ratings or referring to personal or individual preferences.
- The publication of inspection quality indicators enables schools to see inspection as a **transparent** process.



INTRODUCTION

The inspection framework is organised around judgements using a four-point scale.

The four levels are defined as follows:

Excellent - exceptionally high quality of performance or practice	 Excellent
Good - the expected level for every school in the Cayman Islands, both public and private.	 Good
Satisfactory - the minimum level of quality required for the Cayman Islands. All key aspects of performance and practice in every school should meet or exceed this level.	 Satisfactory
Weak - quality not yet at the level acceptable for schools in the Cayman Islands. Schools will be expected to take urgent measures to improve the quality of any aspect of their performance or practice that is judged at this level.	 Weak

Consistency in quantitative terminology








Inspectors use quantitative terms in reports, as follows:

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









SCHOOL INFORMATION

General information

	School name	West End Primary School
	Address	10 East West End Road, Cayman Brac
	Telephone number	(345) 948-1425
	Website	https://schools.edu.ky/weps/
	Name of the principal	Mrs. Susan Aaron-Abel
	Date of this inspection	16 October - 18 October, 2023
	Date of the last inspection	18 May - 20 May, 2021





Students

	Number of students on roll	67
	Age range of the students	4 to 11 years
	Grades or year groups	Reception to Year 6
	Number of Caymanian students	51
	Number of students with special educational needs	29
	Largest nationality group of students	Caymanian






SCHOOL INFORMATION




Staff

	Number of teachers	10.5
	Number of teaching assistants	8
	Teacher-student ratio	01:06
	Teacher turnover	11%

Curriculum

	Main curriculum	Cayman Islands Primary National Curriculum, Early Years Foundation Stage
	External tests and assessments	PIRA, PUMA, PTS, GAPS, KS1 and KS2 SATs, Year 1 Phonics Screening Check, CAT
	Accreditation	None

School inspection overall performance history

Cycle 1 Inspection	January 2019	 Satisfactory
Cycle 2 Inspection	May 2021	 Satisfactory
Cycle 3 Inspection	October 2023	 Satisfactory



SCHOOL INFORMATION

West End Primary School is the smaller of two primary schools on Cayman Brac. It caters for children aged 4 to 11 years, from Reception to Year 6. Student enrolment has fluctuated and was 67 during the inspection. A significant minority of students have additional learning support needs (ALSN) with a few diagnosed with special educational needs (SEN).













The Principal was appointed to her role shortly after the previous inspection. In addition, there has been instability in school leadership with the long-term absence of the Deputy Principal and new subject leaders for English and mathematics this academic year. Since September this academic year, an Acting Deputy Principal has been seconded from within the school. An assistant teacher has been seconded to teach Year 1. A few assistant teacher roles are to be filled. Two positions are currently covered by an intern and a volunteer. There has been significant staff absence over the last academic year and this continues to be a challenge this year.

In May 2021, West End Primary School was graded satisfactory, and it remained satisfactory, with some improvements in October 2023.



SUMMARY





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

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









SUMMARY

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

Quality Indicator	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	-	 Satisfactory	▼
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	 Good	-	 Satisfactory	▶
3.2 Learning	 Good	-	 Satisfactory	▶
3.3 Assessment	 Satisfactory	-	 Satisfactory	▲



SUMMARY





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

Quality Indicator	Reception Inspection Judgement	Change in judgement since last inspection	Primary Inspection Judgement	Change in judgement since last inspection
4 Curriculum	 Good	-	 Good	

Quality Indicator	Primary Inspection Judgement	Change in judgement since last inspection
5.1 Health and safety	 Good	
5.2 Support and guidance	 Good	



SUMMARY

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



OVERALL PERFORMANCE

What the school does well

- Students were friendly, communicative, read often and presented their work well.
- Teachers knew their students well and teacher-student interactions across the school were positive.
- School self-evaluation was rigorous and school improvement plans were evaluated for impact.
- Communication within the school, and between parents and the wider community was strong.
- The school was inclusive and offered care and support to all students.

Recommendations

Raise attainment and progress by:

- engaging students in all subjects by using more concrete and visual resources;
- increasing opportunities for students to problem solve and work independently;
- encouraging students to regularly check their work against targets and success criteria.

Improve the consistency in teaching and learning by:

- ensuring all staff adopt behaviour management strategies to eliminate low-level disruption;
- adapting lessons, resources and activities to meet the needs of all students;
- involving assistant teachers more in the planning and delivery of lessons.

Strengthen leadership and management by:

- securing stability within the leadership team;
- continuing to develop new senior and middle leaders to drive improvement in their areas of responsibility;
- finding effective strategies to reduce staff absence.

What has improved since the last inspection?

- Assessment procedures were now robust and were beginning to better inform teaching.
- Health and safety policies and procedures, including child protection, were thorough.
- Self-evaluation was reflective and improvement plans were measured for impact.



OVERALL PERFORMANCE

► Satisfactory

The overall performance of the school was satisfactory, with improvements in some key aspects such as self-evaluation and improvement planning and health and safety. Although attainment was weak in English and mathematics, improvements were evident in Key Stage 1 where students attained in line with international expectations in the Year 1 Phonics Screening Check and attainment was above national averages in reading and writing. There had been an upward trend in attainment in mathematics and the Grammar, Punctuation and Spelling (GAPS) standardised tests in Key Stage 2.

Students' behaviour for learning had regressed from good in the previous inspection to satisfactory. Students were well-behaved in celebration assemblies and as they moved around the school. However, low-level disruption by a minority of students in lessons had an impact on learning. Most students were polite and courteous to adults and each other. Their understanding of the importance of being Caymanian, and their contributions to the community and the environment, remained good. Students showed respect for, and had a good understanding of, different cultures and religions.

Teaching and learning remained satisfactory. Assessment had improved from weak in the previous inspection to satisfactory. Elements of strong teaching practice were seen but these were inconsistent across subjects and year groups. Many improvements had been made to assessment systems and practices and this was beginning to have an impact on students' attainment and progress. The curriculum was good in both phases.







Health and safety improved to good from satisfactory in the previous inspection. Policies were in place and child protection procedures were stringent. Support and guidance remained good. Targeted interventions by the part time Special Educational Needs Coordinator (SENCO) and assistant teachers, helped students catch up on phonics, reading and mathematics.

Leadership remained satisfactory. The Principal arrived in 2021, and had raised expectations of children, teachers and parents. There was rigorous self-evaluation and improvement planning which was consistently reviewed and measured for impact. This aspect had improved to good from satisfactory in the previous inspection. However, instability in the leadership roles, and a high rate of staff absence, had slowed the rate of school improvement.



ACHIEVEMENT

Students' attainment in relation to international standards

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

English

Attainment in English was satisfactory in Reception and weak in Primary. In June 2023, the majority of Reception children were at the expected level of development in the reading Early Learning Goal (ELG). In lessons and in their work, most children in Reception recognised letters and sounds and were beginning to develop correct letter formation. In Key Stage 1 tests, the majority attained the expected standard. These scores were above national averages in reading and writing and most students attained the expected standard in the Year 1 Phonics Screening Check. In lessons and in their work, students in Key Stage 1 blended and segmented letters and sounds. They used their phonics knowledge to write independently. In Key Stage 2, a significant minority attained in line with expectations in tests and standardised assessments showed an increasing trend in attainment in grammar, punctuation and spelling tests. Students in Key Stage 2 used subordinating conjunctions and relative clauses in sentences but did not always transfer these skills during independent writing. Across the school, students read and listened to a variety of age-appropriate texts. In Year 6, students learned how to skim and scan texts for key ideas and developed note-taking skills. Most could read fluently although their comprehension skills were less developed. Across both phases, students communicated clearly with their peers and adults. The majority of students with additional learning support needs (ALSN) attained their individual targets.



ACHIEVEMENT

Students' attainment in relation to international standards



Mathematics

Attainment in mathematics was satisfactory in Reception and weak in Primary. Whilst the majority of children in Reception were at expected level of development in the number ELG, this reduced to a significant minority attaining expected standards by the end of Key Stage 1 and 2 standardised assessments. However, standardised assessment results from June 2023 indicated a rising trend in attainment at Key Stage 2. The majority of students with ALSN attained their individual targets. In Reception lessons, most children manipulated shapes to create more complex shapes. They could count to 20 and say the number that came before and after. In lessons and in their recent work, the majority of students in Primary attained in line with curriculum standards. In lower Primary, they could add two-digit numbers and manipulate number bonds up to 20. In upper Primary, most students understood the concept of place value when adding three-digit numbers. Students in Year 5 understood how to calculate the perimeter and area of a rectangle. In Year 6, students used their mental mathematics skills to find equivalences between simple fractions, decimals and percentages although their ability to convert mixed fractions was less developed. The majority of students were beginning to use mathematical vocabulary correctly to explain their reasoning. Across the school, students practised mental mathematics and calculations. However, they infrequently applied this information to solve real-life problems.







Science

Attainment in science was satisfactory in Reception and Primary. In June 2023, most children in Reception were at the expected level in Understanding the World ELG. Standardised tests in science indicated weak attainment in Primary. However, in lessons and work samples, most students attained levels that were in line with curriculum standards. In Reception, children could make predictions and observations and say what plants needed to grow. Year 1 students learnt about the human body and the senses. Year 2 students created dioramas of animal habitats after conducting research. In Year 3, students knew that the skeleton protected organs and helped them move. Year 4 students made simple electrical circuits, naming the components correctly. In Year 5, students distinguished between a mixture and a solution. Year 6 students used scientific vocabulary such as 'refraction' and 'transparency' when learning about light. Students with ALSN made satisfactory attainment according to individualised expectations. Practical, investigative work strengthened students' knowledge of the scientific method, for example, when they assembled, drew and labelled circuits. Most students used scientific vocabulary to make and record observations. However, their investigative skills and their ability to draw conclusions were less developed.



ACHIEVEMENT

Students' progress in key subjects

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

English



Progress in English was good in Reception and satisfactory in Primary. External and school data showed that most students in Primary made expected progress in English from their starting points. Key Stage 1 students made better progress than those in Key Stage 2 in reading and writing. In lessons and in their work, the majority of children in Reception made better than expected progress in communication skills as they made connections to the real world and areas of learning; for example, discussing the feelings of characters in a story and comparing these to their own feelings. They improved their recognition of sounds and letter formation using a variety of media including digital resources. Most students in the Primary made expected progress as they read often, listened to stories and improved their understanding of inference in texts in guided reading sessions. They used online programmes to record and listen to themselves read which helped improve fluency. Most students in Primary applied their phonics knowledge to their writing. In Year 2, most students planned ideas which helped them write a letter. In Year 4, they applied their knowledge of adjectives to create and describe their own character for a Horrid Henry story. In upper KS2, students read a wide range of rich texts including classic texts and graphic novels about Greek mythology, which enabled them to broaden their vocabulary. More able students made better progress when engaged in discussions about texts and when they used resources, such as word mats and prompts, when writing. Most students with ALSN made expected progress from their starting points.



ACHIEVEMENT

Students' progress in key subjects



Mathematics

Progress in mathematics was good in Reception and satisfactory in Primary. Assessment information in Reception indicated that the majority of students made better than expected progress in relation to their low starting points. External and school-based assessments indicated that most students in Primary made satisfactory progress in mathematics and this was reflected in lessons and in students' work. The majority of children in Reception made better than expected progress as they engaged in practical activities and role play to build on their understanding of number. Progress in understanding place value and number work was evident in students' work across the school. Students made better progress when they used practical resources. For example students in Year 1 improved their understanding of number bonds using a variety of manipulatives. In Year 6, students used technology to improve speed and accuracy in mental mathematics. They used practical resources such as number lines to understand equivalence. Students were beginning to use estimation to check their answers. Targeted interventions in mathematics enabled students to improve their mental mathematics using online programmes. There was better use of practical activities and resources in these sessions such as clocks to tell the time and counting squares in the playground to measure area. As a result, most students, including those with ALSN, made expected progress.







Science

Students' progress in science was good in Reception and satisfactory in Primary. Children in Reception made better than expected progress as they used observation skills to compare a plant which was cared for and another which was not. School-based assessment information indicated progress in science was weak in Primary. However, in lessons and in their work, most students in Primary made expected progress. Students in Year 1 transitioned from learning the names of body parts to matching the senses to body parts. They had begun to record measurements; for example, how far they could hop. Year 2 students developed their skills of observation and recording to gather data about microhabitats around the school. Students articulately shared how they assembled simple electrical circuits and the purpose of each component in Year 4, which helped them to improve their understanding. By Year 6, students could choose equipment from a range of resources to build on prior knowledge about circuits. In upper Key Stage 2, students planned and carried out an investigation on a range of materials to determine which would be best for a food preparation surface, demonstrating their capability in the scientific method and using science for practical purposes. Students with ALSN made satisfactory progress from their starting points.



STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT

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

Behaviour

Behaviour was good in Reception and satisfactory in Primary. Behaviour in Reception was good as children engaged in respectful interactions in their classroom and designated play area, taking turns and showing sensitivity to each other's needs. Behaviour in Primary had regressed from the previous inspection due to notable instances of low-level disruption in some classes, particularly in lessons where the learning did not match the needs of all students. Most students in Primary interacted positively in various group and competitive activities on the playground. They adhered to expectations during assembly, break and lunchtime. Most students demonstrated respect towards adults although there were a few disrespectful peer interactions. During interviews, students expressed their views about the disruptions caused by a few students. They felt that the consequences for behaviour were not always consistent. However, almost all student respondents to the survey, and those interviewed, were confident that the school would effectively deal with any incidents of bullying. The active Student Council played a crucial role in representing student voice and influencing school changes. Students developed leadership skills through jobs around the school. The school uniform policy was consistently upheld. Attendance during the initial part of the school term was 96 per cent, showing improvement compared to the previous year.



STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT







Civic and environmental understanding



Civic and environmental understanding were good in both phases. Most students had age-appropriate knowledge of Caymanian culture and traditions. Students sang the national song with reverence and familiarity. Students participated in activities which supported their understanding of Caymanian and other cultures within the community. Students were familiar with national symbols which were displayed around the school. Year 6 students took responsibility for daily flag-raising. Most students understood the importance of Christianity in the community and shared the importance of tolerance and respect when interacting with persons from different cultures, faiths and belief systems. Older students recognised the importance of the tourism industry and proposed ideas for its expansion in Cayman Brac, including hosting more planned events and creating additional tourist attractions on the island. Students participated in beach cleanups and engaged in environmentally sustainable activities such as reusing paper scraps and repurposing plastic bottles, although they did not always initiate ideas themselves. Their understanding of the need to protect world resources was less developed. Students participated in fundraising activities for charities and for their school, demonstrating their commitment to both their school and the wider community.



TEACHING, LEARNING AND ASSESSMENT

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

Teaching

Teaching was judged as good in Reception and satisfactory in Primary. In Reception, the assistant teacher and teacher worked seamlessly together to engage children in activities that were focused on each child's needs. In both phases, classes were small and teachers knew their students well. In Primary, most teachers had good subject knowledge and used this to plan lessons effectively, so that the purpose of activities was clear. Most teachers used their knowledge of students to differentiate activities and make cross-curricular links in learning. In lessons where concrete and visual resources were used effectively, students were engaged and made better progress. For example, in upper Key Stage 2, audio and visual resources helped students recognise different beats as they conducted music with imaginary batons in a music lesson. In Year 6, students used graphic novels to find out about Greek myths and students chose resources to make circuits. A good range of texts were used in English. However, appropriate resources were not always used to engage students with additional needs or develop students' understanding of mathematical and scientific concepts. Assistant teachers were effectively deployed to run intervention groups but were not always involved successfully to accelerate progress in the classroom. Behaviour management strategies were inconsistent, and this slowed the pace of learning in some lessons. The majority of teachers facilitated dialogue that encouraged critical thinking. For example, in a social studies lesson, open-ended questioning drew students into discussions about the reasons why industries of the past would no longer support Cayman's economy.





Learning

Learning was judged as good in Reception and satisfactory in Primary. Children in Reception shared their feelings, listened to others and followed instructions. They were developing independent skills and enjoyed learning through play-based activities. In the Primary, most students took responsibility for their own learning, but were sometimes passive listeners. A few lacked motivation and were easily distracted. Most students had a general awareness of their progress and strengths as learners, with personalised targets on their desks. Higher attaining students knew more specifically what they needed to do to improve. Students frequently worked in pairs and sometimes, collaborated in a group. Students demonstrated age-appropriate skills as learners but only occasionally exhibited higher order skills such as critical thinking, problem-solving and finding things out for themselves. Students used technology effectively; for example, in mathematics, interventions and science in which they scanned QR codes to deliver their diorama presentations. In better lessons, students used their imagination; for example, through role play in a shop in Reception. Students demonstrated creativity when they invented a creature and showed how it adapted to its habitat in science, described a new character to match a specific genre in English or designed their own survey to find out more about different types of families in the school.



Assessment

Assessment in Reception and Primary was satisfactory. This had improved significantly since the last inspection. High quality, consistent and effective assessment practices were in place to monitor students' progress. Each students' progress was tracked, including those with ALSN. As a result, teachers knew each students' strengths and weaknesses. Most staff used assessment information to focus on how students were doing and what they needed to do to improve. Lesson plans were adapted using assessment information, but this was not used effectively or consistently by teachers to match the learning needs of each student. Teachers' questions frequently checked students' prior knowledge and understanding. Positive strategies such as feedback loops from teachers and students in lessons and assemblies such as , 'I like the way you have done this because...', showed when and why a student had been successful. Students had individual targets and were beginning to become familiar with using these. In more effective lessons, students were encouraged to evaluate their learning against the lesson objective. Marking and verbal feedback occasionally helped students improve their work. However, these practices were inconsistent across year groups. In the more effective lessons, students checked their own and each other's work using success criteria or observing and commenting on their peers' work. Improved assessment processes were beginning to impact on attainment and progress.

CURRICULUM

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







Curriculum

The curriculum was good in Reception and Primary. It was broad and balanced in subject provision although there were infrequent opportunities to develop art. There was sufficient challenge in English, where high-quality texts were used to enhance reading and writing skills. A systematic phonics programme was delivered to suit the needs of learners. In Reception, the classroom environment was suitably arranged to enable children to reach their ELGs although the outdoor area was yet to be developed. Cross-curricular learning was a strong feature across the school. For example, students interpreted bar charts to compare reward points in an assembly and phonics knowledge was revisited when students wrote in other subjects. The curriculum was reviewed often and adjusted to meet the needs of learners, including those with SEN and English as an additional language, through planned interventions and appropriate programmes in English and mathematics. Progression in the curriculum and interventions ensured students were ready for their next stage in learning. The recent curriculum audit carried out across the school resulted in improved planning documents. Extra-curricular activities, for example choir, steel pan, chess and Kindness Club enhanced learning. Students took part in competitions such as Spelling Bee and the Claudette Upton Speech Competition. They occasionally travelled to Grand Cayman for competitions. There were regular opportunities for students to learn within the community and trips in the local environment were planned in partnership with the local community through charities and organisations such as the YMCA. Students had a choice of after school activities including swimming, art and football.



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 was good in both phases, which was an improvement since the last inspection. All staff members had completed mandatory safeguarding training. The school's Child Protection Officers collaborated with teachers and relevant agencies to report suspected cases of abuse or neglect, adhering to the school's policy. Regular checks were carried out by designated staff who worked with the Facilities Manager to ensure the premises were safe and well-maintained. The school met the necessary requirements for health and safety, with required policies in place and risk assessments and regular emergency drills conducted. Staff were vigilant in supervising students and the school had implemented systems to ensure continuous and adequate supervision at all times. Arrival and departure times were orderly, and each student was greeted each morning by a member of staff. The introduction of free school meals had contributed to promoting healthier eating habits among students. Planned interactions with the dental hygienist, medical professionals and the police provided students with information on healthy lifestyles, safety and accessing medical care. The installation of a fire alarm system was scheduled before the end of the school term.









Support and guidance

Support and guidance were good in both phases. All staff exhibited care towards all students, including those with ALSN. Although a significant minority of students surveyed said they did not feel safe in school, discussions with students indicated that these concerns were about behaviour of their peers. The school had effective systems in place for monitoring student behaviour, with positive actions recorded on ClassDojo and any infractions noted in the school management system. The school benefited from a part-time team of specialist support staff, including an educational psychologist, school inclusion specialist and school counsellor. They offered a wide range of services to address students' social, emotional and additional learning support needs. Collaboration with external service providers further enhanced the support system. Teachers demonstrated a clear understanding of their students' learning needs and implemented appropriate interventions when required. The school-based support team was instrumental in creating and implementing support plans for students when concerns arose. There was an emphasis on providing classroom-based interventions and in-class targeted support for students with additional learning support needs. While teachers used various assessment techniques to track student progress, they did not always tailor lessons to cater to the diverse learning needs of all students, including those who needed visual and practical resources to engage in the learning. Transitions between educational phases were managed effectively, with move-up days, meetings and information handovers providing a smooth progression for students.



LEADERSHIP AND MANAGEMENT

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



Leadership

Leadership was satisfactory. The Principal had a clear sense of direction, a robust focus upon raising standards and demonstrated strong capacity to improve the school. She worked collegiately with the whole school and the wider community to improve aspects of the school such as student attendance, which had improved to 96 per cent. An emphasis on phonics and reading had already begun to have an impact on improving attainment in reading. Assessment systems, including moderation in writing and in science assessments ensured that internal and external data were now aligned. The Principal ensured leadership was well-distributed, including amongst administration and other support staff in the school. However, there had been instability in the leadership team due to absence. The acting Deputy Principal, seconded from within the school, was new to her role and to leading mathematics. The English lead was also new to the role. All leaders, including those who were new to their roles, had clear responsibilities and were beginning to develop their leadership. All had begun to be involved in monitoring books, lesson plans and learning environments and some moderation of assessments to ensure rigour. However, it was too early to demonstrate their impact.



Self-evaluation and improvement planning



Self-evaluation and improvement planning were good. The school's self-evaluation (SEF) was accurate and reflective. It was written collegiately, using a wide range of evidence. School improvement plans (SIP) were focused and evaluated for impact. This was shared with the school community and had secured a commitment for further improvement. Analytical and rigorous assessment procedures were adopted and staff were involved in this process. This had led to a shared understanding of what good practice in teaching looked like and integrity in school judgements for attainment in English and mathematics. The SEF and SIP showed that the Principal knew the school well and understood its priorities. There were clear next steps for each section of the SEF and their impact measured. However, the absence of a Deputy Principal last year, secondment from within the school and the high rate of staff absence hindered progress against some of the priorities in the SIP. Monitoring of teaching and learning was regular and structured. Feedback, support and targeted professional development helped to improve teaching practice. There had been good progress towards the recommendations in the previous inspection report to improve child protection, health and safety policies and assessment practice. Although attainment was weak in English and mathematics, there was some improvement over time as shown in upward trends in standardised tests. The quality of teaching was not yet consistently good across the school. However, good teaching strategies were seen; for example, in clear learning objectives and the planning and delivery of interventions.



LEADERSHIP AND MANAGEMENT



Links with parents and the community

Links with parents and the community were good. Most parents surveyed felt the overall quality of education was good. Those with children with ALSN were appreciative of the support offered by staff. Parents and staff surveys and interviews indicated that communication was a strength of the school. There were many channels through which parents were kept informed, particularly about their children's progress. They understood how their child progressed against the curriculum and personal targets through detailed reports and parent-teacher meetings. However, staff surveys indicated that parent-teacher meetings were not well-attended. Online programmes for reading, mental maths and rewards for behaviour, gave parents a good understanding of the progress their children were making socially, as well as academically. Within the school, parents were involved by volunteering to read to students, taking part in cultural events and sharing experiences about their careers. Parents felt a strong sense of community in the school and on the island. They were appreciative of the extracurricular opportunities and competitions in music, sports and poetry and a majority of parents surveyed were satisfied with the range of activities. The school worked closely with parents to improve students' attendance which was now 96 per cent.



Staffing and the learning environment

Staffing and the learning environment were satisfactory. Staffing levels were generous and class sizes were small and ranged from six to 12 students. There were a sufficient number of qualified teaching staff. However, a few assistant teacher positions were yet to be filled and one was seconded to cover a fulltime teacher. Support staff were most effective when they were fully involved in the learning; for example, in Reception and during interventions. Support in lessons was inconsistent. Specialist staff were employed to provide opportunities for music, physical education and Spanish. The school supported an intern and those seeking to gain additional qualifications. Professional development for leaders and staff were plentiful. A part-time SENCO, counsellor and educational psychologist supported the school in providing suitable interventions for those with ALSN. However, the school had been faced with some challenges with very high levels of staff absence and this impacted students' progress and behaviour. Technology devices were used to enhance learning by staff and students. The school premises were clean and well maintained. The learning environment welcoming and attractive, with displays to support students' learning and celebrate their work. The school was well-resourced, including a music room. The library was well-stocked with a variety of stimulating, age-appropriate books. It was used regularly and effectively to support students' reading and was beginning to have an impact on reading for pleasure and purpose.



SURVEY RESULTS

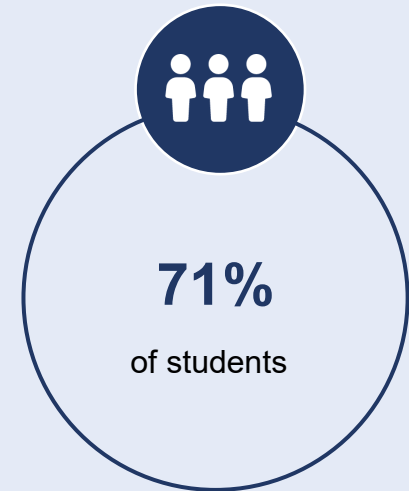
Before the inspection, the views of parents, staff and students were surveyed. The numbers of participants that completed the survey were:

Students	23	Parents	36	Staff	14
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Students

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

There were 23 respondents to the student survey compared to 24 in the previous inspection. Most students felt they were making good progress in English and mathematics, while almost all reported making good progress in science. The majority of students felt the behaviour of most students in the school was good. Most felt they were developing good environmental understanding and that most of their lessons were good. A majority enjoyed most lessons and reported they could join a good range of extra-curricular activities at the school and that the school provided the subjects they wanted to study. A majority felt that they got the right amount of homework, with a few of the comments stating more homework was desired. Almost all felt that the teachers explained how the students could improve and that if there was bullying, the school would do something to stop it. Most agreed the school was well led and that there was access to good quality resources. Only a significant minority of students agreed that they felt safe and cared for at school, a decrease from the previous inspection when most students reported feeling safe. A significant minority felt as though they were treated fairly while at school. Overall, the majority of students were satisfied with the quality of education provided at the school, which was a decrease from the previous inspection.



Strongly Agree and Agree

21%

Decrease since the last inspection.

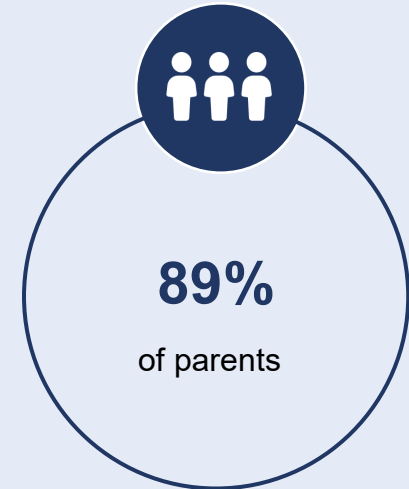


SURVEY RESULTS

Parents

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

Thirty-five parents completed the survey as compared to thirty-four in the previous inspection. Overall, most parents were satisfied with the quality of education provided by the school. Almost all felt their children were making good progress in English, mathematics, science and other subjects. In the survey, the majority of parents felt that there were good extra-curricular activities. Almost all were happy with the quality of teaching, students' enjoyment of lessons and felt students were inspired to learn. Similarly, almost all were positive about parent-teacher meetings and the regular reports they received. In addition, almost all parents were satisfied with their children's sense of responsibility and community and their environmental understanding. Most parents thought the school was well led, that they were informed about school improvement planning and were satisfied with communication. Most parents felt confident about their children's safety in the school and on the buses. A significant minority of parents did not answer the question about whether the school dealt well with bullying concerns. Of those who replied, a minority felt they were not satisfied with this aspect. The majority of parents felt behaviour was good in the school, which was similar to the previous inspection.



Strongly Agree and Agree

1%

Increase since the last inspection



SURVEY RESULTS

Staff

Survey: This school provides a good quality of education.

Both teachers and support staff completed the survey. Fourteen staff completed the survey compared to sixteen in the previous inspection. Almost all staff indicated that, overall, the school provided a good quality of education. All staff felt that the school had good assessment systems in place and that students knew their next steps in learning. Most staff judged the school to be well-led and felt it offered a safe and caring environment for all members of the school community. Almost all said they were included in school self-evaluation and improvement planning. Most felt that behaviour was good. Most said bullying was dealt with fairly. Almost all stated that students were treated fairly and that those with SEN were well-supported. When asked about the quality of resources and qualifications of staff, almost all staff agreed that these were positive aspects. Most were satisfied with CPD opportunities. All staff felt that links with the wider community were strong. However, only a majority felt that parent-teacher meetings were well attended. Similarly, only a majority thought that students were offered a wide range of extra-curricular activities. Almost all staff believed the school encouraged pupils to take responsibility for themselves and their environment and all said that students were encouraged to lead a healthy lifestyle. There were few comments added to the survey. One stated the school had been without a deputy principal for a while. One thought that there were too many rules surrounding behaviour. Overall, staff responses were positive.



92%

of staff

Strongly Agree and Agree

8%

Decrease 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 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.

adminOES@gov.ky

Where to read our reports

Our reports are published regularly and are currently available on the Cayman Islands Government website. Please use the following link to read our latest publications.

www.oes.gov.ky





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