

INSPECTION REPORT

OFFICE OF EDUCATION STANDARDS
CAYMAN ISLANDS GOVERNMENT

NOVEMBER 2023



Prospect 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	Prospect Primary School
	Address	169 Pointdexter Road, Prospect
	Telephone number	(345) 947-8889
	Website	https://schools.edu.ky/pps
	Name of the principal	Dr. Monica Walton
	Date of this inspection	06 November - 08 November, 2023
	Date of the last inspection	10 May - 13 May, 2021





Students

	Number of students on roll	361
	Age range of the students	4 to 11 years
	Grades or year groups	Reception to Year 6
	Number of Caymanian students	342
	Number of students with special educational needs	114
	Largest nationality group of students	Caymanian






SCHOOL INFORMATION




Staff

	Number of teachers	23
	Number of teaching assistants	20
	Teacher-student ratio	1:15
	Teacher turnover	9%

Curriculum

	Main curriculum	Cayman Islands National Curriculum; Early Years Foundation Stage
	External tests and assessments	Key Stage 1 and 2 Standard Assessment Tests, PIRA, PUMA, GAPS, PTS, Phonics Screening Check
	Accreditation	International Bacculaureate Primary Years Programme

School inspection overall performance history

Cycle 1 Inspection	February 2019	 Satisfactory
Cycle 2 Inspection	May 2021	 Satisfactory
Cycle 3 Inspection	November 2023	 Satisfactory



SCHOOL INFORMATION

Prospect Primary School serves the Prospect and Patrick's Island communities in Grand Cayman. It is a two-form entry school for children between 4 and 11 years of age. Students were organised across two phases: Early Years and Primary. A Learning Support Classroom, established last year, catered for students with mild learning difficulties from Years 4 to 6. Student enrolment had increased since the previous inspection. There were relatively high numbers of students with additional learning support needs (ALSN).

There had been significant changes in leadership since the previous inspection, with two Principals and an acting Principal leading the school over this period. The current Principal had been in post for just over a year. The expansive non-teaching leadership team included a Deputy Principal, numeracy coach, literacy lead, primary years programme lead, Special Educational Needs Coordinator (SENCO) and counsellor. The science lead taught full time. Most senior leaders were new to their roles and the school. Last year, the school had a low rate of staff turnover at 9 per cent. Four additional teachers and 7 assistant teachers were recruited since the previous inspection, so that every class was supported by at least one assistant teacher.













The school followed the Cayman Islands National Curriculum for Primary and Early Years Foundation Stage curriculum for Reception, supported by the International Baccalaureate Primary Years Programme (IB PYP) philosophy and practices.

Prospect Primary School has remained satisfactory and is an improving school.



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









SUMMARY

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

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

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

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







SUMMARY

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

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





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

Quality Indicator	Reception Inspection Judgement	Change in judgement since last inspection	Primary Inspection Judgement	Change in judgement since last inspection
5.1 Health and safety	 Satisfactory	-	 Satisfactory	▼
5.2 Support and guidance	 Satisfactory	-	 Satisfactory	▶



SUMMARY

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

Quality Indicator	School Wide 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

- Students were articulate, polite and good ambassadors for the school at both school and community events.
- Teacher-student relationships were positive, and teachers created a culture in which mistakes were used as learning opportunities.
- Extra-curricular activities, particularly sporting events, enhanced the curriculum well.
- Communication with parents and their involvement in the school, particularly through the work of the Parent Teacher Association (PTA), were strong features.

Recommendations

Raise attainment and progress in English, mathematics and science by:

- ensuring that there is a more consistent, rigorous and systematic approach to the delivery of phonics and reading;
- using practical resources consistently to engage students and to help them understand and apply mathematical concepts;
- providing more opportunities for practical investigations in science, particularly in Key Stage 1.

Improve teaching, learning and assessment by:

- adjusting the pace of lessons and teaching strategies to reduce teacher input and to increase active learning;
- using questioning consistently that deepens learning, particularly for the more able;
- effectively using assessment information to meet the needs of individual students;
- ensuring library lessons are planned and taught so that they are an integral part of students' learning across all curriculum areas and impact positively on student outcomes.

Strengthen leadership by:

- increasing in-class support from leaders, to improve teaching and behaviour management strategies;
- ensuring roles for all senior leaders are more clearly defined, particularly around health and safety;
- simplifying the school self-evaluation and school improvement plan so that they are evidence based, cohesive with clear priorities and impact is evaluated against the inspection framework for accuracy.



OVERALL PERFORMANCE

What has improved since the last inspection?

- Communication with parents.
- The use of technology by teachers and students to enhance learning.
- The well-resourced outdoor area for Early Years which promoted integrated learning opportunities.



OVERALL PERFORMANCE

► Satisfactory

The overall performance of Prospect Primary was judged as satisfactory with some improvements since the previous inspection. Instability in the leadership of the school over the past few years has had an impact on driving improvement. Most performance standards remained satisfactory except for links with parents and the community, which had improved and were now judged good. The use of technology had improved since the previous inspection and was having a positive impact on students' independent learning skills. The outdoor area for Early Years had improved and the computing room was used effectively to help students learn.

Student achievement had remained satisfactory in English, mathematics and science with some evidence of improvements in Key Stage 2. Students' behaviour for learning and their civic and environmental understanding remained good. They were polite, articulate and led assemblies. Students had a good understanding of the Caymanian culture and their role within the local community.

Teaching, learning and assessment remained satisfactory although examples of good teaching were observed mostly in upper Primary. The curriculum remained good, with an extensive range of extra-curricular activities that enhanced learning.







Health and safety arrangements which were judged good in the previous inspection were now judged satisfactory due to insufficient monitoring. Support and guidance remained satisfactory and was good for students with additional learning support needs. Whilst parents felt positive about the support their children received, there was insufficient support for staff to manage the behaviours of a few students in lessons. Systems for tracking students' progress were underdeveloped.

Leadership, self-evaluation and improvement planning remained satisfactory as links between self-evaluation and the identification of priorities were not always clear. Staffing and the learning environment were satisfactory. The school was well resourced and had generous staffing levels. Links with parents and the community had improved to good. This was because of increased communication with and involvement of parents which was driven through the work of the PTA. Most of the senior leadership team were relatively new to their roles and most were fully involved. They were beginning to improve aspects of the school such as the quality of teaching, but their impact on standards was not yet optimised.



ACHIEVEMENT

Students' attainment in relation to international standards

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

English

Attainment in English was satisfactory in both Early Years and Primary. At the end of the last academic year, children in the Early Years attained development levels that were in line with international standards. In lessons, children listened to and read stories and their early writing skills were developing. Although standardised phonics screening checks showed that attainment was below international expectations, in lessons, most students in Year 1 could segment and blend letter sounds to read unfamiliar words. In Primary, standardised assessment results showed weak attainment. In lessons and in their work, most students, including those with additional learning support needs, were working in line with curriculum standards. Students in Year 2 used punctuation marks appropriately and could make predictions about texts. However, they were not able to use expanded noun phrases consistently or use subordinate conjunctions to indicate time and place independently. In Year 3, students could distinguish between fiction and non-fiction texts; however, they required assistance in articulating the specific features that defined each genre. Students in Key Stage 2 understood elements such as setting, characters and plot and could draw inferences about characters' feelings, thoughts and motives from their actions. However, they did not include these in their writing. Most students in Key Stage 2 demonstrated age-appropriate knowledge and understanding in spelling, grammar and punctuation. Students' speaking and listening skills were developing, although in lessons, their skills in participating in discussions were underdeveloped.



ACHIEVEMENT

Students' attainment in relation to international standards



Mathematics

Attainment in mathematics was satisfactory in both Early Years and Primary. At the end of the previous academic year, the majority of children in Early Years were at the expected level of development. Most children in Early Years could recognise 2D and 3D shapes. In the most effective lessons, they explored shapes and compared them to real-life objects to discover their properties. In Primary, students' attainment was weak when measured against international standards, although standardised assessments from June 2022 to June 2023 indicated a rising trend in attainment in Key Stage 2. In lessons and in their work, most students in upper Primary, including those with ALSN and higher attainers, attained in line with curriculum standards. Students in Year 1 were beginning to estimate and could measure everyday objects using stacks of cubes. In Year 2, most students understood and could record the place value of two and three-digit numbers and were beginning to solve problems. In upper Primary, students practised their mental mathematics skills regularly. Students understood concepts such as multiples and factors and most could record these accurately. However, they lacked speed and fluency. Most students were beginning to understand properties of unit fractions although their problem solving skills were underdeveloped. Most students were beginning to use mathematical vocabulary correctly to explain their reasoning.








Science

Students' attainment in science was satisfactory in both Early Years and Primary. Standardised assessments indicated that attainment was weak in Key Stage 2. However, lesson observations and work scrutiny indicated that most students in Early Years and Primary attained in line with curriculum standards. Children in Early Years demonstrated an understanding of the senses and the respective function of each. They used their sense of touch to explore natural materials and were able to describe them. Students' scientific skills of using equipment and recording findings were less developed in Key Stage 1 as students infrequently conducted investigations. Students in Year 1 were beginning to measure how far they could jump and in Year 2, they sorted food into groups. In Year 3, most students identified the food groups and knew some benefits of each, such as the provision of vitamins and minerals from vegetables. Year 4 students could make simple circuits and knew the correct vocabulary for the components of circuits. In Year 5, most students compared and grouped materials based on their properties and investigated reversible changes. Most students in Year 6 used secondary sources to conduct research and were developing their scientific understanding as they debated whether electricity was invented or discovered. Trends in students' attainment over time could not be established.



ACHIEVEMENT

Students' progress in key subjects

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

English



Progress in English in Early Years and Primary was satisfactory. Children in the Early Years developed their reading skills by using picture clues to talk about characters and settings. They could ask questions and make predictions about texts. Whilst progress in Primary was satisfactory overall, the rate of progress varied between year groups and classes. Most students with ALSN and the more able made at least expected progress. Key Stage 1 students made steady progress in decoding unfamiliar words by applying phonic sounds effectively to a wide range of texts. By Year 5, students demonstrated progression in their reading comprehension skills when analysing an author's techniques and language strategies that could be used to engage readers. Students read a rich variety of texts through an online platform. However, reading for pleasure was underdeveloped and progress was slower as there were limited opportunities to understand how a library works and make book choices. Workbooks and internal assessment records showed that most students made satisfactory progress in written work as they moved through the school. By Year 6, students engaged in a suitable range of writing tasks, including procedural, descriptive and narrative writing. Throughout the school, students engaged in presentations in class and led assemblies which enabled them to make satisfactory progress in their speaking and listening skills.



ACHIEVEMENT

Students' progress in key subjects



Mathematics

Progress in mathematics was satisfactory in both Early Years and Primary. In lessons, most children in Early Years made expected progress in relation to their starting points. Children made better progress in understanding shape when they took part in practical activities and discussions. Most students in Primary made satisfactory progress in mathematics and this was reflected in lessons and in students' work. 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 and used number lines to understand equivalence. Older students were beginning to use estimation to check their answers and improve their work. However, the progress of more able students was not accelerated as the application of mathematical knowledge and skills to real life was less developed. Targeted interventions in mathematics enabled students to improve their mental mathematics using online programmes. As a result, most students, including those with ALSN, made expected progress.







Science

Students' progress in science was satisfactory across the school. Lesson observations and work scrutiny indicated that most students in both phases made at least expected progress from their starting points. In Early Years, most children's understanding of functions of the body including the skeleton, key organs and the senses improved through practical activities including sand and water play in the outdoor area. In a Year 1 class, students made better progress when they conducted a test to determine from which foot they could jump the furthest and observed, measured and recorded data. In Year 4, students applied their knowledge to investigate malfunctioning circuits and successfully solved a range of issues. By Year 5 and 6, students' scientific skills were more developed as they planned fair tests, identified and controlled variables and recorded results in a variety of ways, including tables, line graphs and bar charts. Students' progress was not as strong when previous learning was not considered and effectively built upon. Progress was also slowed by the lack of engagement in meaningful discussions about their learning. Students with ALSN and the more able, made satisfactory progress when learning tasks were well-suited to their needs and were practical and collaborative.



STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT

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



Behaviour

Behaviour for learning was good. Students of all ages were polite and respectful in their interactions with visitors, teachers and their peers. They knew how to conduct themselves well and movement around the building was orderly and respectful. This contributed to a safe and well-ordered learning environment in classrooms, at lunchtime and on the playground. In lessons, most students displayed a positive attitude to learning. At times, a few students were not able to self-regulate their behaviour and this disrupted the work of others. In the student survey, whilst a majority agreed that behaviour was good, a significant minority disagreed. In lessons that did not match their needs, a few students became disengaged and distracted. However, most students spoken to or observed were aware of the rules and values of the school and adhered to these diligently. When given the opportunity, most students worked collaboratively in class, providing mutual support to their peers when necessary to help them with their learning. Students confirmed in meetings that bullying was rare and if they had any concerns, they felt confident to report it. Almost all students adhered to the school uniform policy and wore their uniform with pride. Attendance was satisfactory, and most students arrived punctually to school.



STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT







Civic and environmental understanding



Civic and environmental understanding was good. Students were proud to be Caymanian and talked confidently about their culture, traditions and events such as Flag Day, Heroes' Day and Heritage Week. At class devotions, assemblies and in lessons, students showed that they understood the importance of Christian values and of respecting other religions and cultures. Most students were able to name the Caymanian national symbols, talked confidently about the symbols on the Coat of Arms and sang the national song with pride. Most students knew about birds and animals that were native to the islands. They confidently explained that agoutis, blue iguanas and green parrots were indigenous to the Cayman Islands. Students understood the importance of caring for the environment and participated in local field trips such as visiting the local mangroves to understand aspects of environmental sustainability and taking part in Earth Day clean-ups. However, a few students did not look after their own school environment by putting rubbish in the bin at playtimes or participating in recycling at school. Students were developing their capacity for leadership and were beginning to positively contribute to school life through taking on responsibilities like becoming ambassadors, prefects, sub-prefects and peer leaders.



TEACHING, LEARNING AND ASSESSMENT

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

Teaching

Teaching was satisfactory in both Early Years and Primary. Effective teaching was observed in a minority of lessons, but this was not consistent. Most teachers had sound subject knowledge and lessons were well planned with a clear purpose and appropriate success criteria. Plans included opportunities for teachers and students to use technology and other resources to engage learners; for example, for mental mathematics and to illustrate 3D shapes. Appropriate texts for English ensured that students progressed with reading a range of genres. A few teachers did not take account of the learning needs of students in the planning and delivery of lessons resulting in a slower pace of learning, particularly for higher achieving students. Successful teaching methodology included using student misconceptions as an opportunity for learning. For example, in physical education, students improved their work by observing varying techniques for a basketball set shot. In Year 5, students learned from mistakes made when adding suffixes to root words. In the more effective lessons, teachers' questioning generated meaningful discussions. For example, in English, students made good progress when they justified their opinions about a character in a story. At times however, teachers' questions were closed and not individualised and as a result did not deepen students' learning. Assistant teachers were effectively deployed in intervention groups but were not always involved successfully to accelerate students' progress in the classroom. Behaviour management strategies were inconsistent, and this slowed progress in a few lessons.





Learning

The quality of learning was satisfactory in both Early Years and Primary. Children in Early Years shared their feelings, listened to others and followed instructions. In Primary, most students were engaged in their learning. However, where lessons did not meet individual needs, students listened passively. While most students possessed a basic awareness of their progress and strengths as learners, as indicated by the 'I can' statements in their books, there was inconsistency in the utilisation of these statements. More able students knew more specifically what they needed to do to improve. Students worked in pairs and collaborated well when given the opportunity, though these were infrequent. In better lessons, students exhibited higher order skills such as critical thinking, problem-solving and researching. For example, in science, students engaged in critical thinking and worked collaboratively to troubleshoot why a circuit was malfunctioning. Most students used technology effectively, for example, quizzes in mathematics and in science, they categorised food groups and researched the benefits of these. Students in Year 6 used an online reading platform to research advanced terminology to use in their science fiction story. Throughout the school, students were encouraged to make presentations, take on leadership roles and lead assemblies on IB learner profile characteristics. This had improved students' independence and sense of responsibility.



Assessment

Assessment in Early Years and Primary was satisfactory. Assessment systems and record keeping had improved since the previous inspection, but there were inconsistencies between the phases and subjects. Moderation of writing assessments was a developing feature. Most teachers knew students' strengths and weaknesses but were not yet using the wealth of assessment information to adapt their lessons to match the learning needs of each student. Although tasks were differentiated in most lessons, they were not sufficiently challenging for more able students. Teachers' questions frequently checked students' prior knowledge and understanding but these were not sufficiently targeted. Assessment for learning strategies such as mini-whiteboards which were used in Spanish and in mathematics in Year 5 allowed teachers to check students' learning. Students had individual targets in their books, but only a majority knew how to use them. Students were occasionally encouraged to evaluate their learning against the lesson objective. For example, in physical education, the success criteria were displayed so that students could check their progress against them. Self-assessment grids were seen in students' books, but they were not yet used consistently. Students in the Learning Support Classroom reflected on their learning and behaviour at the end of the day. Marking and verbal feedback occasionally helped students improve their work, however, these practices were inconsistent across year groups.

CURRICULUM

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







Curriculum

The curriculum was good in both phases. It was aligned to the Cayman Islands curriculum requirements. The IB learner profile values had a positive impact on students' behaviour and well-being as they learnt to become more confident and reflective learners. Students benefited from specialist teaching in physical education, music, Spanish and computing although opportunities to develop students' artistic skills were less well developed. The curriculum was reviewed regularly, and teachers planned collaboratively. Cross curricular links engaged students in their learning. For example, in a science lesson, students developed their geographical and mathematical skills to locate supermarkets in different districts on a map of Grand Cayman when shopping for a balanced meal. Transition arrangements between phases including to secondary schools, were well organised. Extra-curricular activities and clubs offered choices for students to learn with the community and in the local environment. Students participated in a variety of sports clubs, including basketball, taekwondo and sailing and regularly took part in inter-school matches and quizzes. However, a significant minority of parents disagreed that the school had a good range of extra-curricular activities. Students visited the Botanic Park, mangroves and Turtle Farm to learn about the local environment. The Science, Technology, Engineering and Mathematics (STEM) Conference at the University College of the Cayman Islands and virtual trips to Health City also enhanced their learning in science.



SAFETY AND SUPPORT

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

Health and safety

Health and safety were satisfactory in both Early Years and Primary. There were effective policies and procedures in place to ensure students were kept safe but daily monitoring practices did not always proactively identify and address risks. Access to the premises was controlled through effective security, perimeter fencing and a visitor sign-in system. Most students reported feeling safe and cared for at school. The premises had recently been adapted to ensure accessibility for all. Drills for fire and other emergencies were regular and records of these were maintained. The school now had a satisfactory fire inspection certificate. Risk assessments were conducted for field trips and care plans for students with medical concerns were completed. There were procedures for the safe storage of student medication. The school advised students about healthy living. They liaised with the canteen regarding menu choices and sufficient opportunities for exercise and movement were provided. There was an adequate number of adults supervising students on buses and playgrounds, although not always actively. The Reception outdoor area contributed positively to children's good health, as they learned through play. All members of staff and volunteers had completed the required Child Safeguarding training, and most were aware of required reporting arrangements. The school had recently trained 25 students as Anti-Bullying Ambassadors and liaised with the police service as part of building their proactive anti-bullying strategy. Key Stage 2 students made posters with tips about how to stay safe online and how to create strong passwords.









Support and guidance

Support and guidance were satisfactory in both Early Years and Primary. Relationships between staff and students were respectful and positive and staff knew their students well. Students' well-being was further supported by onsite health staff. Reports to parents were sufficiently regular and included the next steps in their child's learning. A behaviour policy was in place, although this was not effective in guiding a minority of students to self-regulate their emotions and actions. Systems to track, support and guide behaviour, attendance and attainment and progress were established. Careful tracking resulted in provision of interventions to develop students' skills in core subjects and strategies to support students' attendance. Learning Support Plan targets were in place and in the best lessons, teachers used specified strategies and practical experiences to enhance students' progress. On a few occasions, support in lessons did not impact positively on students' attainment. Students with special educational needs who attended provision in the Learning Support Classroom were integrated effectively at appropriate times. This allowed them to engage in learning with peers and this contributed to their emotional and social development. Systems for tracking incremental progress against personalised targets, particularly for those with ALSN, were not yet embedded.



LEADERSHIP AND MANAGEMENT

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


Leadership



Leadership was satisfactory overall. The Principal, who had been in post for just over a year, had set a clear vision and direction for the school. She had improved aspects of the school, such as communication with parents, and demonstrated the capacity to further improve the school. Staff morale had improved as evidenced by staff discussions and the staff survey. Student leadership roles had also increased. The expansive leadership team had been reorganised to reflect the expertise of new team members following a significant period of instability. However, these new roles were not yet clear enough to secure the rigorous monitoring required in all aspects of the school. New leaders had however, begun to demonstrate impact. For example, in Key Stage 2, attainment in English had improved, there were upward trends in mathematics and increased scientific investigations and problem solving. Collaborative lesson planning had a positive impact on aspects of teaching; for example, teachers were setting clear learning objectives. However, not all leaders were proactive in ensuring that they had a positive impact on students' outcomes. For example, in Key Stage 1, attainment was lower and there was insufficient support for staff to manage the behaviour of a few students who disrupted learning. There was scope to further support leaders to gain a deeper understanding of the impact of actions upon teaching, learning and students' progress in lessons.




Self-evaluation and improvement planning



Self-evaluation and improvement planning were satisfactory. The school's self-evaluation reflected clear priorities and outlined next steps in the school's development. However, priorities were not aligned to the school improvement plan, the post inspection action plan or criteria in the inspection framework. As a result, the plans did not address all the recommendations of the previous inspection, particularly those relating to improving attainment and progress in the core subjects. Staff views were collected and a majority surveyed felt they were involved in school improvement planning. There was satisfactory progress against most of the recommendations of the previous inspection. New performance management systems had been implemented, monitoring of teaching was regular and rigorous, though judgements were not always accurate. Communication with parents had improved. There were improvements in teaching and assessment, but these had not yet become embedded. Insufficient emphasis was placed upon Early Years and Key Stage 1 in the self-evaluation. As a result, most improvements in teaching and students' progress were seen in upper Primary. Leaders collected a range of assessment data and were beginning to analyse and triangulate this with work seen in books and lessons. The school improvement plan and post-inspection plan from last year were evaluated using the traffic light system to show progress against targets. However, these evaluations were not always fully accurate or assessed against the inspection framework.

Links with parents and the community



Links with parents and the community were good. Most parents worked closely with the school through the PTA. They raised money to finance additional coaching in various sports to successfully improve students' performance in interschool competitions and helped to organise theme days such as Pi Day and Culture Day. They ensured that families in need were supported financially and offered discounted prices on uniforms. Parents facilitated links with the community through events such as the quiz organised by the Veterans' Association and student participation in the national Remembrance Day service. Parents visited the school to share information about various careers within the community with students. The Principal had revised communication systems so that parents were kept well informed about events in the school, including through social media platforms. Most parents felt informed about what their children were learning and home learning was supported through online platforms. Most parents of children with ALSN felt their children were supported. However, only a majority of parents thought they were involved in school improvement planning. Reports to parents were detailed, with information about students' academic and social achievements and outlined next steps in their learning. Student conferences ensured students and parents were becoming more aware of their progress to date and the next steps in learning.



Staffing and the learning environment

Staffing and the learning environment were satisfactory. The school was well-resourced with specialist rooms for teaching music and computing, a basketball court and playing fields. The playground and outdoor learning area for younger children included sand and water play, as well as a large board for mark making. Classrooms and corridors were attractive and displayed useful information and celebrated students' work. The library had a suitable range of age-appropriate books, but these were not currently used to promote a love of reading or for effective library lessons. The number of leaders and teaching staff had increased since the previous inspection. There was a large non-teaching leadership team. A new teacher and two assistants had joined the school for the Learning Support Classroom last academic year. Every class had at least one assistant teacher, however, their effectiveness varied. Assistant teachers were involved in delivering phonics and mathematics interventions. Specialist teachers taught physical education, music, computing and Spanish. Professional development was provided to all staff in-school and online. Specialists received professional development together with other primary schools. All classrooms had a range of resources such as mathematics manipulatives and practical equipment for science. Throughout the school, teachers and students used technology effectively which was beginning to have an impact on students' learning.



SURVEY RESULTS

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

Students	101	Parents	99	Staff	40
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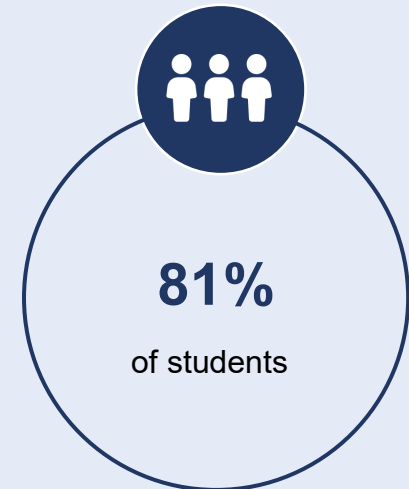
Students

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

The response rate to this survey was comparable with the previous inspection. All responses came from Year 5 and Year 6 students. The majority who responded were Caymanian. Most students thought their progress in English, mathematics, science and other subjects was good and almost all said that their teachers helped them to understand how well they were doing.

A majority of students felt that the school did not support them in understanding their sense of responsibility as members of the wider community or develop their environmental understanding. Only a majority of students surveyed indicated that if they had special learning needs, the school did a good job to help.

Most students believed that staff at the school was appropriately qualified and had suitable skills for teaching and learning. Most students felt safe and cared for at school. Most agreed that the school provided a good range of extra-curricular activities and provided subjects that they wished to study. The majority of students said that behaviour was good though a significant minority disagreed. The majority felt that the school would deal with any incidents of bullying should they occur. Almost all students agreed that they enjoyed their lessons and that they were given the right amount of homework. Most of the students felt that they had access to good quality resources for learning and that the school provided a good quality of education.



Strongly Agree and Agree

5%

Decrease since the last inspection



SURVEY RESULTS

Parents

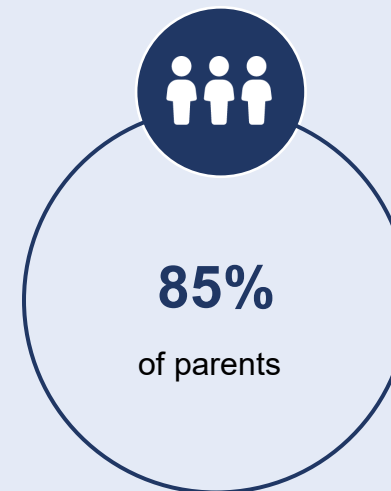
Survey: I am satisfied with the quality of education provided at this school.

Ninety-nine parents completed the survey compared to 77 parents in the previous inspection. Overall, most parents agreed that they were satisfied with the quality of education provided by the school. Most felt their child was making good progress in English and mathematics while a majority felt good progress was made in science and other subjects.

Most felt that their child was developing environmental understanding and their role in the community. Most were happy with the quality of teaching and resources to support their child's learning. Similarly, most parents felt confident that their child enjoyed lessons, was inspired to learn, was treated fairly and felt safe whilst at school.

Most parents agreed that reports were sufficiently regular and informative, parent meetings were helpful and they had opportunities to be involved. A lower number, a majority, of parents felt behaviour of most students was good, that the school promoted a healthy lifestyle, had qualified staff, responded to concerns and was well led. A majority felt that homework was adequate and they received information about the school's improvement targets.

Only a significant minority of parents agreed the school offered a good range of extra-curricular activities, but it was noted during inspection an adequate range was offered. Although a significant minority of parents were dissatisfied with the school's communication, this was an improvement since the previous inspection.



Strongly Agree and Agree

2%

Increase since the last inspection

SURVEY RESULTS

Staff

Survey: This school provides a good quality of education.

Forty members of staff completed the survey. This represented a significant increase in numbers since the previous inspection report when only five took part. Most respondents were teaching staff, and a minority were non-teaching. The majority of teaching staff were Caymanian.

Almost all staff were happy with the school support for their continuing professional development. They thought there were good links with the wider community and almost all agreed that the staff were suitably qualified. All staff agreed that the school provided a good quality of education. Only a majority of staff agreed that most students understood their responsibilities as members of the wider community and showed good environmental understanding.

A majority felt that students could join in a good range of extra-curricular activities provided by the school and the school helped students make good choices about their future education and careers. The majority of staff felt the school provided good support to students with special educational needs but that more resources were needed, particularly for those students.

The majority were involved in the process of school self-evaluation and improvement planning. Most staff thought the school was well-led. When interviewed, staff said they felt listened to and had a voice.



Strongly Agree and Agree

20%

Increase since the last inspection



WHAT HAPPENS NEXT?

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

This should address:

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

WHEN WILL THIS SCHOOL BE INSPECTED AGAIN?

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





www.oes.gov.ky | adminOES@gov.ky

Office of Education Standards
Government Administration Building
133, Elgin Ave, George Town
Grand Cayman