

INSPECTION REPORT

OFFICE OF EDUCATION STANDARDS
CAYMAN ISLANDS GOVERNMENT

OCTOBER 2023



Creek and Spot Bay 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	Creek & Spot Bay Primary School
	Address	170 Spot Bay Road, Cayman Brac
	Telephone number	(345) 948-0226
	Website	https://schools.edu.ky/csbs
	Name of the principal	Mrs. Margaret Juman
	Date of this inspection	16 October - 18 October, 2023
	Date of the last inspection	26 May - 28 May, 2021





Students

	Number of students on roll	99
	Age range of the students	3 to 11 years
	Grades or year groups	Nursery to Year 6
	Number of Caymanian students	77
	Number of students with special educational needs	24
	Largest nationality group of students	Caymanian






SCHOOL INFORMATION




Staff

	Number of teachers	10
	Number of teaching assistants	12
	Teacher-student ratio	1:10
	Teacher turnover	40%

Curriculum

	Main curriculum	Cayman Islands National Curriculum and Early Years Curriculum Framework
	External tests and assessments	PIRA, PUMA, PTS, GAPS, KS1 & KS2 exams
	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

Context of the school

Creek and Spot Bay Primary school is located on Cayman Brac and has two sites. One is located in the small community of Creek, and the other, two miles away in the coastal settlement of Spot Bay. The school catered for students aged between three and 11 years and was organised in two phases: Early Years which included Nursery and Reception and Primary from Years 1 to 6. A specialist provision, the Beacon Learning Centre, catered for children with complex special educational needs and served other schools on Cayman Brac.

The current Principal had been in post since 2021 and was previously Deputy Principal. The Deputy Principal was on sick leave. Consequently, a class teacher was temporarily promoted to the acting Deputy Principal position. The teaching staff comprised of ten teachers and twelve assistant teachers. There was a high turnover of staff since the last inspection. The school had a Special Educational Needs Co-ordinator (SENCO) who was shared with the other two schools on Cayman Brac.













The Cayman Islands Early Years Curriculum framework was used in the Early Years. From Year 1 to Year 6, the school followed the Cayman Islands National Curriculum.

The school was previously inspected in May 2021 and graded satisfactory.



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



OVERALL PERFORMANCE

What the school does well

- The school provided a good quality of education and care at the Beacon Learning Centre for students with complex additional needs.
- The school worked in close partnership work with other specialist professionals, such as the speech and language therapist.
- Provision for children in the Early Years was good with planned experiential and playful learning experiences resulting in good progress in English and science.
- The curriculum provided a wealth of opportunities for students and the community to work together.

Recommendations

Strengthen school leadership across the school by:

- improving self-evaluation and ensuring that a suitable range of evidence is used to accurately evaluate performance and clear priorities are identified to bring about timely progress in addressing weaknesses;
- reviewing and rigorously evaluating the progress of actions in strategic plans, amending these as required;
- refining monitoring of teaching to focus on students' learning.

Raise attainment in English and mathematics by:

- using progress tests and other assessment data to identify gaps in learning and ensuring lesson planning addresses the identified needs;
- ensuring planning and teaching takes account of students' prior attainment;
- improving opportunities for students to solve problems and engage in collaborative work.

Address the weaknesses in the quality of teaching by:

- providing greater challenge in lessons by raising teacher expectations of what students can do;
- supporting students to develop their understanding by prioritising teaching assistants' work throughout the lessons, and providing manipulatives and resources;
- improving classroom management strategies to ensure all students can focus and concentrate throughout lessons.



OVERALL PERFORMANCE

Improve assessment by:

- using questioning and assessments consistently in lessons throughout school to find out what students know, and use this information to adjust lessons and planning;
- evaluating the quality of learning when marking students' work, providing specific next steps and allowing time for students to work on these to help develop their understanding.

What has improved since the last inspection?

- The school has improved the detail and frequency of record keeping for emergency evacuation procedures.
- The school has improved the provision and practice in the Early Years, by providing more opportunities for children to learn through play and by considering how young children learn when planning activities.



OVERALL PERFORMANCE

► Satisfactory

Creek and Spot Bay Primary School was judged satisfactory overall. Whilst the overall grade was satisfactory and areas such as attainment in the Early Years had improved, some key aspects, such as behaviour and attainment in English and mathematics, were not as strong as the previous inspection.

Teaching and learning were judged as satisfactory in Primary and good in the Early Years, whereas assessment was judged as satisfactory. Years.

Leadership and staff and the learning environment was judged as satisfactory, and links with parents and the community were excellent. Self-evaluation and strategic planning were judged to be weak. The school had not effectively addressed some recommendations from the previous inspection, such as the need to raise students' attainment.







Students' progress was satisfactory in English, mathematics, and science in Primary. In the Early Years, children made more rapid progress as they entered school. Progress in Early Years was judged as good in English and science, and satisfactory in mathematics.

Students' civic and environmental understanding, the curriculum and health and safety were judged as good. Support and guidance were judged as satisfactory because assessment was not always used effectively to ensure tasks were sufficiently modified to engage the learning needs of all students. Students' behaviour for learning was satisfactory in Primary and good in the Early Years.



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 Early Years and weak in Primary. By the end of Reception most children reached expected levels of understanding and skills in communication. By the end of Key Stage 2, just a minority of students reached expected standards in reading and writing in international tests. External assessments, which were more positive, were not supported by inspection observations. The most able inferred context from images, discussed these and wrote about their perfect day. In the Nursery, most children demonstrated appropriate listening skills as they varied the speed with which they passed a ball around a circle in time with a tambourine. Reception children successfully identified the sound which letters made and coloured pictures of items beginning with this letter. Conversation and speech were limited as children played and worked next to each other. Books and lessons suggested that there were significant gaps in the majority of students' learning including spelling, grammar, and extended writing. In Primary lessons, the majority of students in the oldest classes could not read aloud fluently. Discussions based on students' comprehension and inference of text were not sufficiently detailed. Work in books was brief and often incomplete as limited fluency in writing slowed their work. Few students across the school used cursive letter formation. The attainment of students with SEND varied across the school. Those with the most complex needs, in the Beacon Learning Centre, had an early understanding of language and an appreciation of stories. In older primary classes students used early phonics in their reading and writing and contributed ideas to class discussions.



ACHIEVEMENT

Students' attainment in relation to international standards



Mathematics

Attainment in mathematics in Early Years was satisfactory and weak in Primary. In Early Years, on a shape hunt in the outdoor play area, children were delighted as they found hidden shapes and compared them to those their friends had found. Most were able to correctly name simple 2D shapes and talk about the size and shape of them. These children were working at age expectations. In Primary, the school's internal data showed that students were working at expected levels of attainment. However, Key Stage 2 results, work scrutiny and lessons showed that students were working at levels below curriculum expectations. Students' basic mathematical knowledge and mental skills were not well developed enough to solve age appropriate problems. For example, in lower primary, a majority were not able to use number bonds to 10 to solve basic problems. In upper primary, students were learning how to round numbers up and down so that they could estimate the answer to addition problems using 3- and 4-digit numbers, which most were able to do. In another upper Primary class, students were learning column addition using 4-digit numbers.









Science

Attainment in science in Early Years and Primary was satisfactory. Most children in the Early Years developed their observation skills. For example, children working at age related expectations, explored ice in the water tray and were excited to watch it melt in the sun. They made mini greenhouses and planted beans to watch them grow. The majority of children could talk about their work, such as the parts of plants and how the beans had changed as they grew into plants. In better lessons in the Primary, students, including those with special educational needs, were able to have discussions with their peers which supported their development of scientific concepts and their age appropriate learning. GL assessment data suggested that attainment was strong, but this was not reflected in lessons or workbooks. Although students were mostly working at age appropriate levels, they did not consistently develop their understanding of scientific methods or to understand how scientists think. In a lower Primary lesson, students discussed their work from the previous lesson, made comparisons, about the force exerted by their feet when they jumped, but were not able to hypothesise as to why this was the case. There was scope to improve planned opportunities to develop students' higher order thinking skills of predicting, measuring, recording, and making conclusions.



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	 Satisfactory	 Satisfactory
1.2 Progress in science	 Good	 Satisfactory

English



Progress in English was good in Early Years and satisfactory in the Primary phase. In Early Years, children's knowledge and understanding of traditional stories progressed well because they engaged in a wide range of practical activities based on these. Progress in speaking and listening was slower, especially in the Reception class, because children did not regularly engage in conversation during social occasions such as lunch and snack times. Progress in Key Stages 1 and 2 varied between and within lessons. Students in Year 3 noticeably improved their understanding and recitation of poems following helpful, appropriately critical feedback from peers. Students sometimes made more progress at the beginning of lessons because they were motivated by starter 'hooks'. For example, students in a Key Stage 2 writing lesson discussed, with interest, pictures of leisure pursuits. Progress then slowed because students did not have the skills to write and did not have scaffolds or resources to support them. In a Key Stage 1 lesson, progress was slowed because students were not clear about the specific focus of the lesson. Students in Beacon Learning Centre made good progress because they continually received commentary about learning intentions, their activities, achievements, and developments.



ACHIEVEMENT

Students' progress in key subjects



Mathematics

Progress was satisfactory in mathematics in both Early Years and Primary. However, there was some unevenness in the progress made between different year groups. Assessment information and classwork in Early Years and Primary indicated that most students, including those with special educational needs, made expected progress in relation to their starting points. They also made acceptable gains in their knowledge, skills and understanding in lessons. Most students were able to apply their new learning appropriately. However, some higher attaining students were not able to make expected progress in their lessons due to a lack of challenge. For example, in lower primary lessons students had a good knowledge and understanding of number bonds but were not able to progress this learning to apply this knowledge to solve mathematical problems. In the better lessons, students made good progress against their starting points, and were able to develop their skills in such areas as solving addition problems using the column method. In higher Primary year groups, students made good gains in their use of basic mathematical skills.







Science

Progress was good in Early Years and satisfactory in Primary. Overall, children in Early Years made good progress from their starting points in scientific exploration. Throughout Early Years, children explored a range of scientific activities that helped them to make good progress in their understanding of the animals, plants, and materials around them. In Primary, progress was satisfactory overall from the students' starting points, including those with special educational needs. External data suggested that progress was good, though evidence from lessons or students' workbooks showed that most students' progress was satisfactory. In the better lessons, more able students made good progress from their starting points, for example, when describing more complex food chains or understanding how the use of one or two feet impacts on the distance that they were able to jump. However, this was not consistently seen in lessons. Students made less progress than expected as they were not able to use the scientific method to further develop their understanding of scientific concepts. This was seen in the lesson about force, when students were not able to hypothesise or predict the outcome of the experiment.



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 the Early Years and satisfactory in the Primary phases. Most students behaved well in and out of class. In Early Years children quickly responded to staff instructions, helped tidy up and lay tables for lunch. Students in the Beacon Learning Centre learned to relate to others during regular inclusion in their mainstream class. Behaviour was good in Key Stage 2 devotions as students all listened, answered questions, and participated in singing and prayer. Most relationships were respectful and supportive. A few students in the online survey said there was unkindness from peers. Discussions during the inspection suggested this was the case. Leaders liaised with students, helping them to address this. A few students on both sites did not heed school rules of walking along corridors until they were reminded by staff. A minority of lessons were disrupted by low level restlessness and chatting. All students wore the expected uniform and chose a range of sweatshirts as outer clothing. Attendance levels were low across the school, especially in the Early Years. Absences were attributed to illnesses such as COVID 19 and Hand, Foot and Mouth Disease. However, since most classes were small, any absences made a significant difference to attendance rates.



STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT






Civic and environmental understanding



Civic and environmental understanding was good in both Early Years and Primary phases. The majority of students had a good understanding of national identity and the place where they lived. Children in the Early Years had an early grasp of Christian songs and the Caymanian national song. Key Stage 1 students spoke knowledgeably about animals and sea creatures on and around Cayman Brac. Older students explained how the mangroves helped protect the island from hurricanes and erosion. Students' understanding was enhanced by visits and 'cultural' tables in each classroom displaying photographs of key local and international people and a range of local resources and crafts such as conche shells, woven fish made of palm branches and examples of thatching. Students in the Beacon Centre joined peers for special days, visitors, and visits to places such as Heritage House. They raised money for a range of charities participating in 'dress-down' days and joining island-wide events. Students grew vegetables in the school grounds and helped clean local beaches. Students participate in environmental conservation activities such as turtle release and "Grouper Moon" projects. Older students participate in recycling activities and Years 5 and 6 students are designated eco warriors. Notably, this academic year Creek and Spot Bay Primary won the prestigious Central Caribbean Marine Institute Eco Challenge Competition and students were awarded a prize trip to Little Cayman. The school was also successful in its application to the competitive BODA Charitable Star Trust Marine Ecology Course.



TEACHING, LEARNING AND ASSESSMENT

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

Teaching

Teaching was good in Early Years and the Beacon Learning Centre and was satisfactory in Primary. Teachers and assistants in Early Years used a range of strategies to support children to learn with enjoyment and enthusiasm. They had developed stimulating learning environments inside and outside which enabled children to be excited to learn and explore. Teachers understood how young children learn and used this knowledge well. In Primary, teachers generally had appropriate levels of subject knowledge and used this to support students to support satisfactory progress in their lessons overall. In Primary, planning was satisfactory, and learning objectives were clear. However, these were not always translated into the effective delivery of lessons and the different needs of students were not always met. Where there was stronger planning, teachers used a range of curriculum resources to ensure that activities engaged students. There were limited opportunities for students to develop their collaborative skills with their peers as teachers were not confident in generating class discussions. Teachers were aware of the needs of their students and had developed Learning Support Plans based on students' learning profiles. However, these were not always taken into account by teachers in planning their lessons, and as a result the needs of all students were not always met. A few teachers in Key Stage 2 used effective questioning to challenge students' understanding and encouraged them to explain their learning well. However, this was inconsistent across Primary.





Learning

Learning was satisfactory in the Early Years and Primary. Most children in Early Years enjoyed their time at school particularly when engaging in playful, hands-on experiences. However, the opportunities for extended periods of child-initiated play-based learning and choice were limited. Consequently, children had fewer opportunities to develop their independence, thinking skills and problem-solving. Children settled well when they watched film clips and songs on the screen during lessons. In Primary, students were often passive learners in their lessons and were over-reliant on the adults to direct them rather than taking responsibility for their own learning. This over-reliance on adult support led them to be easily distracted in lessons as they had not developed the skills required for independent learning and self-regulation. When opportunities arose however, students enjoyed collaborative activities, and working with their peers. In better lessons, when students were able to talk about their learning and self-assess, they were able to do this well and enjoyed doing so. Students' skills in critical thinking were not well developed and they rarely applied higher order thinking skills.





Assessment

Assessment was satisfactory in Early Years and Primary. In the Early Years, electronic Learning Journeys (eLJs) were used to record the activities and experiences of children. However, this information was not always used effectively to plan next steps for individual children. The children's progress in phonics was tracked and was used to inform phonics lesson planning in Reception and for their transition into Year 1. In Primary, the school collected a wide array of data, including internal and external assessments and tests. Teachers did not always use the data to modify their planning and teaching effectively. In Primary, students were guided to accept greater responsibility for their own learning through the process of target setting. Teachers' use of questioning and other assessment for learning strategies were not consistently applied. Feedback to children in their books was variable, and did not consistently include next steps to help students to improve. However, there were a minority of better examples of teacher feedback, which included diagnostic comments about the level they were working at, and next steps for improvement to students which supported them in making progress in learning.



CURRICULUM

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







Curriculum

The curriculum in Early Years and Primary was good. This was based on the Cayman Early Years and Primary National Curriculum which had a clear rationale and was broad and balanced. Literacy and mathematics were central to most activities in Early Years, including forming letters of the alphabet out of modelling dough and sorting coloured cereal for collage in art. The curriculum in Beacon class, skilfully built on what students knew, understood, and could do, for example, extending progress in movement and colour to create a ‘painting’ on the large interactive whiteboard. Students enjoyed specialist lessons in Spanish, ICT and music which extended their experiences and learning. In Primary, the use of initiatives and competitions encouraged students to work at speed. Individual students and the school gained top scores in competitions across the Cayman Islands last year such as, ‘Times Table Rock Stars’. All students benefitted from a wide range of extra curricula activities special events, visits, and visitors. These included visits to caves, churches and a synagogue and participation in the Primary swimming gala in Grand Cayman, Heroes Day at Heritage House and fund raising for cancer research with the Lions club. The curriculum was reviewed annually.



SAFETY AND SUPPORT

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



Health and safety

Health and safety were judged as good. The buildings and grounds at both school sites were well maintained through regular monitoring and a programme of maintenance. High priority was given to hygiene, with regular cleaning throughout the day. Both sites were kept safe for students, staff, and visitors and checks of equipment, such climbing frames and fire extinguishers were regular. Smoke detectors were installed and plans were in place to install a fire alarm system. Clearly defined escape routes and procedures to follow in the event of a fire were in place. Security guards at both sites were vigilant when logging visitors on and off premises. They ensured the safety of pedestrians at drop-off and collection times. All teaching and non-teaching staff at the school had taken part in a number of safeguarding training courses and understood their duties to protect students from harm. They understood the procedures to follow if they were concerned about the welfare of a student. The school has continued the focus on healthy lifestyles. For example, students grew vegetables and were encouraged to eat healthy fruits and vegetables at snack time.









Support and guidance

Support and guidance were satisfactory. Students with additional needs were successfully identified through staff concerns and monthly team meetings to review their behaviour and learning. Records for identifying, addressing, and tracking students' needs and progress were comprehensive and well-organised. There were high levels of extended support from the school counsellor and educational psychologist. The four students with the most complex needs, who were based in the Beacon Learning Centre, made good progress because staff knew students well and built on their prior knowledge and skills. This was also the case in better lessons across the school. Whilst staff in Early Years provided effective social and learning support for children with special educational needs, students with special educational needs in the wider school received variable support and guidance and consequently made inconsistent progress. Learning support plans were not always implemented sufficiently effectively. Students across the school did not consistently use resources, such as visual letters of the alphabet to focus on or word banks to use in writing to scaffold and support their learning. Low level disruptive behaviour observed in the school was not always managed well and strategies for managing low levels of attendance were under-developed and lacked focus.

LEADERSHIP AND MANAGEMENT

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



Leadership

Leadership was satisfactory. Leaders were committed to the school and its community of children, families, and staff. There was a shared vision of working with parents and the community to foster students' strong sense of cultural identity and help students make a positive contribution to society. The middle leadership team had been extended to include the leadership of the Early Years. Performance management systems were established which helped to identify staff with leadership potential. Almost all middle leaders including the Deputy Principal were new to their posts. They were at an early stage as leaders and were developing the skills required to do so. The principal supported middle leaders through facilitating visits to other establishments, coaching and specialist support. Leaders had not analysed data effectively to identify bring about the improvements needed. The school had received external support; however, this support had not yet been effective in raising educational standards.





Self-evaluation and improvement planning

Self-evaluation and improvement planning were weak. The school's improvement plan was based on the previous inspection report. However, there was limited evaluation of progress towards the targets on the school improvement plan. Attempts to address the recommendations from the last inspection report had not had the impact on student outcomes as hoped. Some monitoring of the school's performance through lesson observations, data collection and looking at students' work had taken place. However, limited effective analysis and evaluation of this information was carried out to accurately identify improvement strategies. For example, monitoring of lessons was focused on procedural practices rather than student learning, attainment, and progress. Hence, senior leaders only had a partial picture of the quality of teaching and not of the quality of learning. The work in students' books had been reviewed on occasion but monitoring comments were not precise enough to support teachers to improve their practice. Leaders' views of student performance and standards were overly generous. Recommendations from the previous inspection on planning for differentiation and using assessment data had not been fully met.



Links with parents and the community

Links with parents and the community were excellent. Ongoing communication with parents was managed in a variety of ways, including WhatsApp messages, Class Dojo and newsletters. Information was regularly shared about students' learning and progress through a range of meetings, such as parent-teacher meetings. In the parent survey, most parents stated they were happy with the regular reports they received and the communication from school. Plans were in place to hold mathematics and literacy meetings for parents to explain the curriculum and how children learn the subjects. The school had a Parent-Teacher Association that raised money for school resources to enhance students' learning opportunities. The school provided a wealth of opportunities for students to be involved in community events, celebrations, and sporting competitions by facilitating field trips and visitors into school. For example, the Department of Agriculture partnered with school to provide grow boxes and seedlings for an agriculture project. During Heritage and Culture week, community volunteers enhanced the curriculum as they demonstrated local crafts, such as thatch weaving, and cooking traditional Caymanian dishes. Students took part in inter-school sporting events such as netball competitions. During Christmas children were encouraged to give back to the community. Examples included, students collecting groceries for the elderly and engaging in carolling activities to cheer the elderly and other members of the community.



Staffing and the learning environment

Staffing and the learning environment were satisfactory. Teacher turnover had been relatively high since the last inspection. Staff to student ratios were high and classes small. Teachers had suitable qualifications and all classes had assistant teachers. Specialist teachers for music, PE and Spanish enhanced the teaching of the school's curriculum. The Special Educational Needs Co-ordinator worked with specialist teachers and assistants in the Beacon Learning Centre and class teachers to guide inclusive practice and ensure the additional needs of students were met. Due to staff absence and new management responsibilities some staff had lacked relevant experience for their roles. In a significant minority of lessons, assistants supported students to learn by explaining tasks and encouraging students to keep trying. In other lessons assistants spent too much time watching the teacher teach and opportunities to support students' learning during these times were missed. Both school sites had a range of manipulative resources. These were used in a minority of lessons to help students to develop their understanding. Both sites had libraries, there was scope to better utilise these given the school's priority on raising standards in reading. Class libraries had been developed in each room to give students access to a range of good quality books. There was a well-stocked computer room and interactive white boards in each classroom that were used regularly to support teaching and 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	22	Parents	86	Staff	37
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Students

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

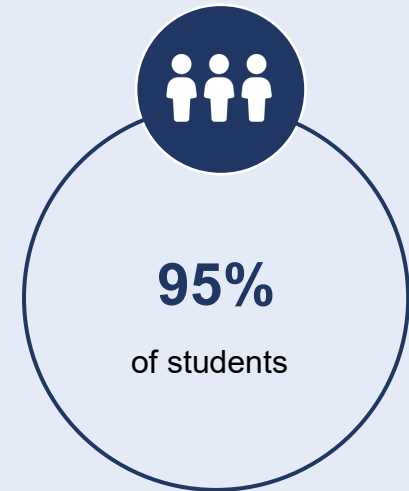
The number of students who responded to this survey equalled that of the previous inspection as did the percentage of students who were satisfied with the quality of education.

All said that they enjoyed most lessons, knew that bullying would be dealt with, were asked how the school could improve, received regular progress reports, and had opportunities to make good choices about their future careers.

Almost all felt that they were making good progress in English, mathematics, and other subjects. and most thought their progress in science was good. A few disagreed.

Almost all felt that the school was well led, that staff were appropriate and well-qualified and that they had good quality resources. Most thought that students behaved well, knew their responsibilities in the wider community, had good environmental understanding, had the right amount of homework, were encouraged to lead healthy lifestyles, and thought lessons were good but a few did not. Most felt that their teachers helped them improve work, joined regular extra-curricular activities, were treated fairly, helped if they had special educational needs and studied subjects which they wanted to.

Most respondents said that they felt safe in the school and on the bus, felt well-cared for and were confident that staff would respond to any concerns. A few did not agree that teachers supported special educational needs or other concerns.



Strongly Agree and Agree

5%

Decrease since the last inspection



SURVEY RESULTS

Parents

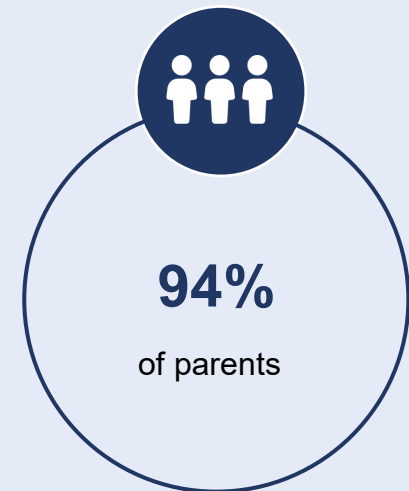
Survey: I am satisfied with the quality of education provided at this school.

86 parents completed the survey compared to 41 parental responses in the 2021 inspection.

Most parents agreed that their child was making good progress in all subjects including English, mathematics and science. Almost all parents believed their child was developing a good sense of responsibility and most agreed behaviour at school was good. Almost all parents agreed that students had a good environmental understanding. A few parents would like the school to offer a wider range of extra-curricular activities. Almost all parents agreed that the quality of teaching was good and that students were inspired to learn. Most parents felt that their child enjoyed lessons. Almost all parents believed their child felt safe at school and that school promoted healthy lifestyles.

Almost all parents were happy with the quality of resources school provided to help their child learn. A few parents were less positive about communication between schools and parents. Almost all parents were happy with the overall quality of education provided by the school.

35 respondents submitted written responses. Most comments by parents were positive and included comments on how pleased and grateful they were to the teachers and the Principal for the education the school provided, and that their children were safe at school. There were a few negative comments from parents including the lack of school reports from some teachers, the number of children in the nursery class and the parent's perceived lack of academic challenge for their child.



Strongly Agree and Agree

3%

Decrease since the last inspection

SURVEY RESULTS

Staff

Survey: This school provides a good quality of education.

37 members of staff completed the survey. 26 of these were teaching staff and 11 were non-teaching this is a significant increase on the previous inspection survey.

All responses agreed that, overall, the school provides a good quality of education and that there are good assessment systems in this school. Almost all respondents agreed that the school regularly informs students of their next steps in learning and that they are treated fairly at this school. Almost all staff also agree that the school deals effectively with incidents of bullying and provides good support to students with SEN. Staff also agree that parents are effectively involved in the work of the school and that the school has appropriately qualified and suitably skilled teachers and staff.

Staff were least satisfied that the school is well led and about the behaviour of most students in the school. Most agreed that students can join in a good range of extra-curricular activities provided by the school and that students are supported to choose a healthy lifestyle. Most also said that there are sufficient resources of good quality teaching to support teaching.

In the few written comments received, staff were positive about the work of the school, but one said there needs to be more support for students who need extra support, and another said that there should be more involvement of the Parent Teacher Association.



100%

of staff

Strongly Agree and Agree

16%

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