



Office of Education
Standards
Cayman Islands Government

INSPECTION REPORT

OCTOBER 2024























EDNA M. MOYLE PRIMARY SCHOOL

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This report provides a comprehensive account of the school’s quality of provision. A **summary report** offering an overview of the inspection judgements and main inspection findings is available at www.oes.gov.ky/education-institutions.

School Information

General Information		
	School name	Edna M. Moyle Primary School
	Address	907 North Side Road, North Side
	Telephone number	947-9516
	Website	https://schools.edu.ky/emmps/
	Name of principal	Ms. Dairdie Tingle
	Date of this inspection	7 October to 9 October, 2024
	Date of last inspection	29 November to 30 November, 2022
Students		
	Number of students on roll	87
	Age range of the students	4 - 11
	Grades or year groups	Reception – Year 6
	Number of Caymanian students	76
	Number of students with additional learning support needs	23
	Largest nationality group of students	Caymanian
Curriculum		
	Main curriculum	Cayman Islands National Curriculum, Early Years Foundation Stage
	External tests and assessments	End of KS1& KS2 National Assessments, Phonics Screening Check
	Accreditation	NA
Staff		
	Number of teachers	9
	Number of teaching assistants	9
	Teacher-student ratio	1:10
	Teacher turnover	8%

Context

Edna M. Moyle Primary School is located in North Side, Grand Cayman. The school’s vision is to empower students to embrace challenges and contribute positively to society within an inclusive environment. The Principal was appointed two years ago. At the same time, the English lead became the deputy principal. There were 87 students on roll. Most students were from a Caymanian heritage. Around twenty-six per cent of students had additional learning needs or special educational needs and/or disabilities (SEND).

There were ten children in the Reception Class. The newly established outdoor learning area for Reception was well-equipped and had ample shaded areas. A Modular classroom was used as a nurture centre. Each year, selected students from one class were supported in this Nurture Group until fully ready to join their classmates. During the inspection, six students from Year 3 were being taught the core subjects in the Modular classroom.

Overall Judgement History

Cycle 1 Inspection	February 2020	Satisfactory
Cycle 2 Inspection	November 2022	Satisfactory
Cycle 3 Inspection	October 2024	Good

Next Steps

The school is judged satisfactory or better and therefore, will be inspected within 2 years.

Current Performance Summary

Performance Standard 1 (Early Childhood) Helping our children to achieve in key areas of their learning and development			
Quality Indicator		Early Childhood Inspection Judgement	Change
Cognitive development	1.1 Attainment	Good	N/A
	1.2 Progress	Good	N/A
Social Emotional development	1.1 Attainment	Good	N/A
	1.2 Progress	Good	N/A
Communication and Language development	1.1 Attainment	Good	N/A
	1.2 Progress	Good	N/A
Physical development	1.1 Attainment	Good	N/A
	1.2 Progress	Good	N/A
Performance Standard 1 (Compulsory) Helping our students to achieve in key areas of their learning			
Quality Indicator		Primary Inspection Judgement	Change
English	1.1 Attainment	Satisfactory	→
	1.2 Progress	Good	↑
Mathematics	1.1 Attainment	Good	↑
	1.2 Progress	Good	→
Science	1.1 Attainment	Good	↑
	1.2 Progress	Good	↑

Performance Standard 2 Promoting our children's emotional well-being and civic and environmental understanding / Promoting our students' personal and social development				
Quality Indicator	Early Childhood Inspection Judgement	Change	Primary Inspection Judgement	Change
2.1 Social emotional learning / Positive behaviour for good learning	Good	→	Good	→
2.2 Civic and environmental understanding	Good	→	Good	→

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

Quality Indicator	Early Childhood Inspection Judgement	Change	Primary Inspection Judgement	Change
3.1 Teaching	Good	→	Good	↑
3.2 Learning	Good	→	Good	↑
3.3 Assessment	Good	→	Satisfactory	→

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

Quality Indicator	Early Childhood Inspection Judgement	Change	Primary Inspection Judgement	Change
4.1 Curriculum quality	Good	→	Good	↑

Performance Standard 5 Keeping our students safe and always supported

Quality Indicator	Early Childhood Inspection Judgement	Change	Primary Inspection Judgement	Change
5.1 Health and safety	Good	→	Good	→
5.2 Support and guidance	Good	→	Good	→

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

Quality Indicator	Whole School Inspection Judgement	Change
6.1 Leadership	Excellent	↑
6.2 Self-evaluation and improvement planning	Good	↑
6.3 Links with parents and the community	Excellent	↑
6.4 Staffing and the learning environment	Good	→

What the School Does Well

- The effective and inspirational leadership of the principal in sustaining the inclusive ethos and common sense of purpose, and in driving improvements.
- The school had established excellent links with parents and the community.
- The good progress students were making in English, mathematics and science.
- Students' positive attitudes and strong learning skills.
- The quality of teaching that fostered a positive learning environment, including clear learning intentions and strong student engagement, which contributed to good progress across the core subjects.
- The cohesive structure of the curriculum that helped ensure continuity in students' learning as they advance through the school.
- Attention to students' health and safety, and their care and support.

Recommendations

- Improve students' attainment in English by promoting further development of reading for pleasure to enhance vocabulary and extending their in-depth writing skills.
- Improve assessment by:
 - increasing teachers' expertise in using assessment information to plan lessons that meet the needs of all students;
 - developing teachers' confidence in modifying strategies during lessons, as students' knowledge, understanding and skills emerge.
- Further develop students' independent learning skills by:
 - providing more opportunities for students to tackle problems without initial adult support;
 - encouraging students to take the initiative in pursuing lesson objectives and deciding how to demonstrate their understanding.

Inspection Findings

Performance Standard 1 (Early Childhood) Helping our children to achieve in key areas of their learning and development		
Quality Indicator		Early Childhood Inspection Judgement
Cognitive development	1.1 Attainment	Good
	1.2 Progress	Good
Social Emotional development	1.1 Attainment	Good
	1.2 Progress	Good
Communication and Language development	1.1 Attainment	Good
	1.2 Progress	Good
Physical development	1.1 Attainment	Good
	1.2 Progress	Good

Cognitive development

Children’s cognitive development was good. Assessment records and lesson observations showed that almost all children attained expected or better levels of learning outcomes in the cognitive domain. Children had a secure grasp of number, as evident when they counted objects, such as those set out randomly in ‘small world’ trays. Most children understood the notion of big and small, and open and closed. They readily followed instructions. When discussing the day’s weather each morning, for example, children placed the sun and rain pouches in the appropriate pockets. The teacher’s records showed that children’s cognitive development had progressed well since they started school in September.

Social Emotional development

Children’s social and emotional development was good. From the start of school, children had quickly learnt to self-regulate emotions and behaviour. Almost all children in Reception made friends, played together and learned to share. They negotiated turn-taking as they played. Observations showed that all children were happy and actively engaged in their learning. They enthusiastically participated in singing and mimicking the actions of the adults. Most appeared to be self-confident with a good degree of self-esteem as they engaged readily with visitors. All children responded well to staff redirection. They showed various levels of independence when choosing activities during free flow activities, with a few children behaving particularly maturely for their age.

Communication and Language development

Children's communication and language development was good. Children communicated effectively with their classmates and teachers. They shared ideas clearly and constructed accurate sentences. They expressed thoughts meaningfully and described events in detail. Their emerging literacy skills were evident in listening, speaking, reading and initial stages of writing. Through discussion and explorative learning, almost all children were developing their phonic awareness, connecting these skills to the world around them. Most understood that words convey meaning. When the teacher was reading 'The Little Red Hen', for example, they joined in enthusiastically, anticipating the repetitive phrases. Also, they understood the chronological sequence of the story. When kneading dough in preparation for making bread, almost all children understood what they were doing in relation to the story. One child explained, 'We're going to make bread like in the story'. Children were making good progress in speaking confidently, recognising letter names, sounds, and shapes. They actively joined in with musical videos about signs and shapes and letter formation, making learning both engaging and effective.

Physical development

Children's physical development was good. This was evident when almost all children demonstrated good fine-motor skills as they used various types of brushes when painting pictures of animals. A similar proportion successfully wrote numbers, letters and short words. Children's large motor skills enabled them to pedal and steer wheeled toys and confidently enjoy the climbing apparatus and slides. Most handled magnifying glasses well as they explored 'investigation table' searching for minibeasts. The teacher's records, which included references to dressing, balls skills and so on, showed that children's physical development had progressed well since they started school in September.

Areas for development

Performance Standard 1 (Compulsory) Helping our students to achieve in key areas of their learning

Quality Indicator		Primary Inspection Judgement
English	1.1 Attainment	Satisfactory
	1.2 Progress	Good
Mathematics	1.1 Attainment	Good
	1.2 Progress	Good
Science	1.1 Attainment	Good
	1.2 Progress	Good

English

Attainment in English at the Primary phase remained satisfactory, although external and internal data reflected a marked improvement this year. It was evident that the students had achieved better outcomes than in previous years. With the increased focus on extended writing, students now displayed greater confidence and a higher percentage produced in-depth descriptive paragraphs. In Year 1, they accurately recalled stories and used sequence words to depict the order of events. Enhanced confidence helped most students transfer oral discussion to the written word. Listening and speaking skills were well developed across the school. Year 6 students demonstrated a good grasp of the features of diary writing and the use of direct speech when contemplating life in the United Kingdom. Year 5 students demonstrated secure comprehension as they explored the history of Lebanon and the definitions of the term refugee. They made insightful comments when discussing *Oranges in No Mans Land*, which was being studied by the whole class. In the best lessons, differentiation was evident and students with Special Educational Needs and Disabilities (SEND) were included and well supported. This was not consistently embedded across the whole school.

Across the school, students made good progress in English. In classes, listening and speaking were well developed and more rapid progress in reading and writing skills was demonstrated. Almost all students confidently discussed what was learned and what they would need to do next to progress further. They were beginning to effectively read age-appropriate material for both pleasure and purpose. Older students recognised different genres and wrote extracts in the first person. They drew inferences, gathered evidence and researched and applied previous learning to new tasks. Younger students made good progress in literacy skills and showed an understanding of blending, segmenting and sentence structure. Year 1 listened to the tale of Tom Thumb and, by the end of the lesson, could recount the story and anticipate the ending. Most students from different ability groups made good progress over time, including those with SEND. When studying independently, shared reading with adults and ‘read, write and tell’ activities, students demonstrated fluency underpinned by an enjoyment of reading. Students’ increasing vocabulary was having a positive impact on their progress of writing over time, particularly for the higher ability students.

Areas for development

- Promote further development of reading for pleasure to enhance vocabulary and extend in-depth writing skills.
 - Ensure different ability groups all make at least good progress in each of the four language skills and, in particular, writing.
-

Mathematics

Attainment in mathematics was good. Standardised assessments showed a rising trend in the attainment of Primary students. In lessons and workbooks, almost all students, including those with special educational needs and high achievers, met or exceeded curriculum standards. Year 1 students could use ordinal numbers and accurately identify the position of objects. In Year 2, students understood and recorded the place value of two-digit numbers and confidently added one-digit numbers to two-digit numbers. Year 4 students compared 4-digit numbers using concrete and pictorial representations with confidence. Students in Key Stage 2, confidently used different methods for solving division problems. They showed strong mental mathematics skills and had acquired very secure retrieval skills. The oldest students grasped concepts like multiples and factors quickly and could record these accurately, although there were inconsistencies in their speed and fluency. Most students had a solid understanding of place value and applied various calculation methods to problem-solving. In almost all observed lessons, students used the correct mathematical vocabulary to explain their reasoning.

Progress in mathematics was good. Almost all students made good progress in mathematics, and this was reflected in school assessment data, in lessons, and in students' work. Progress in understanding place value and number work was evident in students' work across the school. Students in Years 1 and 2 quickly deepened their understanding of number and place value using a variety of manipulatives. Students' progress in mathematical fluency and reasoning had a positive impact on their achievement in the subject. Students in the older classes made good progress in their mathematical reasoning; for example, when they chose the most efficient strategies to solve problems. They were able to demonstrate and explain their choices and mathematical thinking. Targeted interventions in mathematics enabled students across the school to improve their retrieval skills. As a result, almost all students, including those with additional needs, made expected or better than expected progress.

Areas for development

- Strengthen the consistency of students' retrieval strategies to promote better fluency.
 - Enhance students' independence in selecting appropriate resources/methods when making calculations or solving mathematical problems.
-

Science

Attainment in science was good. In lessons and in recent work, attainment relative to expected outcomes increased through Key Stage 2. This was evident in the results of Progress Tests in Science (PTS) and internal assessments. When constructing electric circuits to investigate how batteries affected the volume of a buzzer, Year 6 students used scientific terms, such as “dependent” and “independent variables” when discussing how to devise a fair test. When exploring which materials were soluble, Year 5 students made sensible predictions, recorded the process and made insightful comments when responding to the teacher’s questions.

Progress in science was good. Students made good progress in acquiring scientific knowledge and investigative skills. This was evident from their workbooks, which showed good progress since September this year. Comparisons between work from students in Years 2, 4 and 6, indicated clear progression in aspects of science, such as observing, hypothesising and drawing conclusions. During lessons, students were typically making good progress. Year 2 students, for example, quickly developed a good understanding of the microhabitats of minibeasts. Through independent research, Year 3 students had gained a secure grasp of the skeleton, including the ball and socket joints at the hips. They gained confidence in explaining how the shoulder and elbow joints worked. Observations of science lessons across the year groups indicated that students’ investigative skills and their use of scientific terminology builds well through the school.

Areas for development

- Further develop students’ confidence in planning and carrying out practical investigations independently.

Performance Standard 2 Promoting our children’s emotional well-being and civic and environmental understanding / Promoting our students’ personal and social development

Quality Indicator	Early Childhood Inspection Judgement	Primary Inspection Judgement
2.1 Social emotional learning / Positive behaviour for good learning	Good	Good
2.2 Civic and environmental understanding	Good	Good

Positive behaviour for good learning

Positive behaviour for good learning was good across the school. The school had created a welcoming and inviting atmosphere, fostering warm, caring relationships between students and staff. Students conducted themselves well, displaying politeness and courtesy as they moved around the building. This contributed much to the safe and secure environment. Students’ positive attitudes towards work were evident in the mutual respect demonstrated during lessons. Most students collaborated effectively in class, offering support to peers when needed. Frequently, for example, students spontaneously helped their peers when solving mathematics problems. Punctuality and eagerness to learn were common traits among students. Surveys indicated that all students felt safe, valued, and supported. All students adhered to the school uniform policy and wore it with pride. Rules and values were prominently displayed, widely understood and adopted by students. When faced with challenges or minor conflicts, almost all children resolved them maturely. Almost all students attended regularly.

Civic and environmental understanding

Civic and environmental understanding were good. Almost all students demonstrated good civic and environmental understanding. Proud of their Caymanian heritage, they confidently discussed their culture, traditions, national symbols, and the coat of arms. The active student council regularly planned fundraising events, such as Seniors Rock Dress Down Day and Crazy Sock Day to raise awareness for Down Syndrome. Students engaged with the elders in the community and prepared and distributed gift baskets during the holiday season. At class devotions, school assemblies and in lessons, students showed that they understood the importance of Christian values and of respecting other religions and cultures. Students understood the importance of caring for the environment and participated in local field trips such as visiting the Botanic Park to learn about birds and animals that are native to the islands.

Almost all students were developing a good sense of environmental responsibility. They participated willingly in various aspects of environmental sustainability, such as taking part in beach clean-ups. Students had helped to construct a hydroponic farm. They had cultivated tomatoes and lettuce for the school chef to use in salads for staff and students. This hands-on project taught them about sustainable farming and contributed to the school's efforts in promoting environmental responsibility. The school also had recycling bins, which students filled and took to larger community bins, reinforcing their commitment to recycling and waste management.

Areas for development

- Extend students' global understanding beyond the Cayman Islands.

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

Quality Indicator	Early Childhood Inspection Judgement	Primary Inspection Judgement
3.1 Teaching	Good	Good
3.2 Learning	Good	Good
3.3 Observation, assessment and planning / Assessment	Good	Satisfactory

Teaching

Teaching across the school was good with teaching in Reception being particularly effective. Teachers' relationships with students were supportive. Almost all staff had a good understanding of gap analysis, how to identify needs and how to support learning. Teaching Assistants were less secure. Most teachers knew their students well and encouraged them to take chances, think creatively and share ideas. Year 1 students enjoyed "The Lion Hunt" and appreciated the way in which it was brought to life through the teacher's animated delivery. This encouraged them to explore emotions and appreciate the art of storytelling. Science lessons in Year 1 and 2 created practical opportunities for students to predict and explore. They searched for mini habitat around the school grounds and were encouraged to question, problem solve and participate in purposeful activities. In the better lessons, teachers adjusted the pace, the challenge, and the strategies to accommodate the needs of students of different abilities. Most lessons were well planned and routinely included success criteria, use of resources and opportunities for group, partner and individual learning. The safe, welcoming and colourful classrooms, with word banks and grammar reference points, enhanced both teaching and learning. In the most effective lessons, teachers quickly adapted lessons for students struggling to understand or who were capable of tackling more challenging work.

Learning

Learning was good across the school. Most students had positive attitudes and were motivated, enthusiastic and eager to learn. They enjoyed sharing their experiences and contributing to class discussions. Younger students were developing their independent learning alongside the ability to work with others in small groups or paired work. In science lessons, they shared predictions and discoveries as they explored what could be found on a learning walk using their five senses. They understood the difference between guessing without information and predicting from facts. In English, they applied prior learning to new tasks such as finding past tenses in a passage and recognising direct speech. In a Year 1 class, students engaged sensibly in carousel activities to develop decision-making and responsibility for their own learning. Students understood lesson objectives and knew what they needed to do to achieve the success criteria. They recognised the need to work collaboratively when presented with group problem-solving exercises. In most classes, students demonstrated a confident approach to their learning. They were not afraid to ask if they did not understand. They were happy to work alone or with others and they eagerly contributed to question-and-answer sessions. Most students used IT devices confidently. Those in the nurture group, for example, choose reading materials from their tablets. They wore headphones and listened to stories or factual information whilst following the text on screen. Year 6 students learned how to gather information from various sources in preparation for first person diary writing. They used personal experience, contributions from peers combined with research to present a comprehensive presentation.

Assessment

Assessment was good in Reception and satisfactory in Primary. Robust systems were used to monitor and analyse students' achievement. Internal and external assessments were used to evaluate achievement and the outcomes of recent interventions. The school focused on gap analysis and the use of data to inform future planning. These assessment procedures were shared with staff but there were inconsistencies in teachers' use of data when planning lessons. Teachers typically had a sound knowledge of individual student's strengths and weaknesses but were less secure in their understanding of data-driven information. In the most effective lessons, on-going assessment was used. Teachers moved from student-to-student, checking for understanding. Teachers also used questions and answers, mini-tests, on-line 'See-Saw' assessments, electronic reward systems and feedback in books. Self-assessment and peer-assessment were seen less frequently in lessons and there were very few examples in students' books. Students with SEND were tracked closely for on-going progress and the provision was adjusted accordingly to ensure continued progress. Individual profiles for the more vulnerable students and parents contributed significantly to individualised levels of challenge, target setting and reviews.

Areas for development

- Embed high quality teaching across school and provide further training for teaching assistants to increase confidence in being more proactive during lessons.
 - Further develop students' independence and problem-solving skills.
 - Reduce the variability in the use of assessment during lessons and extend opportunities for self and peer assessment.
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Performance Standard 4 Offering a curriculum that meets the educational needs of all our students

Quality Indicator	Early Childhood Inspection Judgement	Primary Inspection Judgement
4.1 Curriculum quality	Good	Good

Curriculum quality

The curriculum was good in both phases. The Statutory Framework for Early Years Foundation Stage and the Cayman Islands National Curriculum provided a strong base for continuity and progression within the Reception and Primary classes. Teachers used workbooks from a structured mathematics scheme effectively. Music, physical education and Spanish broadened students' experiences. This provided a broad and coherent framework for students in all year groups. Senior leaders, subject leads and class teachers were regularly involved in reviewing the curriculum. Teachers planned collaboratively and were beginning to make cross-curricular links in lessons to further engage students in their learning.

Transition arrangements between phases, including secondary schools, were well organised. Extra-curricular activities and clubs offered students a good range of choices to within the community and local environment. Students participated in various sports clubs, including basketball and taekwondo and regularly took part in matches and quizzes, such as chess and Spanish. They visited the Botanic Park and the museum to learn about the history of the islands. Partnerships with local places of work, like Health City, also enhanced their learning.

Areas for development

- Ensure consistency in the extent to which long-term long plans are implemented.
- Plan cross curricular links more systematically to ensure all students have similar opportunities to make connections across subjects.

Performance Standard 5 Keeping our students safe and always supported

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

Health and safety

Health and safety arrangements were good. The school demonstrated good health and safety standards. Established policies and procedures helped to ensure the safety of students and adults. Students reported that they felt safe at school and on the buses. The premises, equipment and resources were regularly checked and well-maintained. Support staff meticulously maintained a clean and sanitary environment and records of checks and maintenance were up to date. The school conducted regular emergency drills and maintained appropriate records. Health and safety procedures were up to date, including risk assessments for visits. The school had made several improvements, including installing an electronic gate at the front, implementing electronic sign-in for visitors, adding shaded areas for the playground and enhancing the early childhood fenced-in area. The Reception outdoor area contributed positively to the children's good health, as they learned through play. The school had recently trained students as anti-bullying ambassadors. Local community police officers visited the school weekly. A recent workshop on how to stay safe online was presented to parents. Safeguarding and child protection policies and training were current and securely in place for all staff. Staff were well-versed in safeguarding procedures, including child protection. Students were well-supervised in classrooms and during breaks. Students received healthy meals, including breakfast, snacks and hot lunches prepared by the chef. Outdoor play areas had soft surfaces and some shade. Physical education lessons were offered and students had regular opportunities for physical activity during breaks.

Support and guidance

Support and guidance across the school were good. Within the caring and welcoming family atmosphere, all children, students and adults were encouraged to be kind and thoughtful. Teachers knew their students well and the students trusted them. The counsellor, the Special Educational Needs Coordinator (SENCO) and the support team worked closely to ensure all students and particularly the more vulnerable were safe and secure. This was also extended to the well-being of teachers, assistants and families. There was a wide range of systems and well-established procedures for the identification of need and detailed records were kept. Students with SEND each had specific individual profiles produced in conjunction with the parents. Care packages were provided for students who may have needed extra practical support during the holidays. These packages consisted of snacks, activities and basic learning materials. Students were supported in the transition from Reception to Primary and from there to high school. The counsellor worked with the Year 6 girls helping them through to their next phase and the pastor supported the boys through the 'Partnership with Young Gentlemen's Club'. A system of conflict resolution, restorative discussion and reflection promoted students' self-awareness and appreciation of differing perspectives. The counsellor was available for one and a half days a week and provided interventive and preventive services relating to anti-bullying, drug awareness, healthy bodies and minds. Together with 'Sunshine Circles', these promoted awareness and emotional resilience. Students in the student survey expressed an overwhelming appreciation of the school.

Areas for development

- Continue to promote healthy lifestyles across all aspects of school life.
 - Explore the possibilities of utilising the nurture provision based in Modular classroom to support the needs of students in all year groups.
 - Provide further training for teachers and teaching assistants to increase their confidence in pitching work to closely match the needs of diverse groups of students, including the more able.
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Performance Standard 6 Leading and managing our school and developing our links with the community we serve

Quality Indicator	Whole School Inspection Judgement
6.1 Leadership	Excellent
6.2 Self-evaluation and improvement planning	Good
6.3 Links with parents and the community	Excellent
6.4 Staffing and the learning environment	Good

Leadership

Leadership was judged as excellent. The Principal provided inspirational leadership and, with the valuable support of the Deputy Principal and core subject leaders, had driven significant improvements since the last inspection. She played a crucial role in establishing a clear direction, guided by the school's vision to empower students to embrace challenges and make positive contributions to society. The Principal was held in high regard by students, staff and parents alike. Students, responding to a welcoming letter from the Principal in September, paid moving tributes, including, 'I could not be more appreciative of your support for students' and 'I'm excited to spend the rest of this year with a loving Principal and passionate teachers'. Leaders had sustained a positive learning environment for students, fostering a happy, caring, and purposeful atmosphere for staff. At the same time, they were unwavering in their commitment to ensuring that every student reached their full potential. Subject leaders had a high level of expertise and served as strong role models for their colleagues. Performance management was strong. School priorities and teachers' personal ambitions were considered carefully when identifying training needs. This contributed to the extremely strong team spirit across the school. Despite operating in a small school located in a relatively remote area, leaders and teachers contributed to the broader educational landscape within the Cayman Islands, for example, as moderators for internal assessments.

Self-evaluation and improvement planning

Self-evaluation and improvement planning were good. The school's self-evaluation system was robust, yielding clear insights into its strengths and areas for growth. As a result, leaders had a solid foundation for their improvement planning. The self-evaluation process included input from all stakeholders, incorporating feedback from regular questionnaires completed by staff, students and parents, as well as engaging all three groups in face-to-face discussions. This approach fostered a strong sense of ownership regarding development plans. Staff were well-informed about the school-wide priorities, such as enhancing writing skills and all were actively working toward this objective. School leaders and staff regularly reviewed key targets against clear success criteria. Senior leaders and subject heads developed an accurate understanding of the quality of teaching and learning through both formal and informal classroom observations. They monitored teachers' plans, evaluated students' classroom experiences, tracked students' attainment and evaluated their progress towards meeting agreed targets. This process helped identify areas where coaching and additional individual or group training would be advantageous. Recommendations from the previous inspection were pursued diligently and achieved significant success.

Links with parents and the community

Links with parents and the community are excellent. Leaders understood the importance of not only sustaining close partnerships with parents, but also the role of the school as a focal point within the community. Parents were highly supportive and strong advocates for the school. They were fulsome in praise for the family atmosphere, paying tribute to care shown to their children by all staff. Parents' comments about the school's key strengths included, 'The unity and love they have for our children, not just as teachers but as family'. Parents were kept extremely well informed and greatly valued the ability to communicate when necessary. They much appreciated the fact that all staff knew every individual student. One parent remarked, 'Communication is clear and effective, and my child looks forward to going every day because of his love for his teachers and principals'. Parents received regular updates on their children's progress, both through detailed written reports and through informal contact with leaders and class teachers at the beginning and end of the day. Reflecting parents' typical views, one remarked, 'I love that my husband and I are kept informed about everything that is going on'. The thriving Parent-Teacher Association contributed much to the life of the school and the local community. Extensive community links, including those with The Royal Botanical Gardens, the Cayman Parrot Sanctuary, The Police and Fire Service and Health City, broadened students' experience and enhanced their academic and personal development.

Staffing and the learning environment

Staffing and the learning environment were good. Teachers were well qualified and suitably experienced for their roles. Staff turnover was low. Specialist teachers in Spanish, music, physical education and information technology were deployed effectively. Teaching assistants were generally successful in supporting the progress of students with additional learning needs through targeted support in lessons and in intervention sessions, although some were less confident in this role than others. The premises were welcoming, clean, and well-maintained. The recently added outdoor learning space for Reception, with lots of shade, climbing apparatus, tricycle track and stage area, was being used extensively by the Reception children. The school grounds incorporated a community sports field, including an artificially turfed field, with running track and long jump pit. These provided good facilities for rest, recreation and physical education. The school was very well equipped with modern technology. Every class and many other rooms had a high-specification interactive white board. Every Primary student was provided with a laptop. These devices were used effectively to enhance both teaching and learning. The community library adjacent to the school was used every week by each class. The school's small library had a reasonable range of books but was not used routinely for independent study.

Areas for development

- Ensure closer coherence across the self-evaluation judgments on provision and outcomes.
- Explore how the school's library could be used further by students for independent study and research.

Summary of Student, Parent and Staff Survey Results

Before the inspection, the views of students, parents and staff were obtained through surveys. The number of participants that completed the surveys was as follows:

Students	27	Parents	56	Staff	20
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Students

Twenty-seven students completed the survey compared with 32 in the previous inspection. Of those who participated this year, 19 were from Year 5 and 6 from Year 6. In almost every question presented, all the students strongly agreed or agreed in a positive manner. They all strongly agreed or agreed that the school was safe, their teachers were helpful, they made good progress in their learning and they understood what they need to do next. The students felt they were aware of their responsibilities to each other, to the community and to the importance of sustainability. The only questions resulting in a less than 100% positive response were on two questions about enjoying taking responsibility for learning where one disagreed and the other on curriculum choices and again, one disagreed. All students who responded to the question on special educational provision thought the support was appropriate. In the final written comments, students listed a wide range of strengths including being regularly helped with problems, an appreciation of the dedication of staff, the range of out-of-class activities and the football team. They said they loved the school but would like better sports facilities, arts and crafts and more fun days. There were no indications of any negative feelings, concerns or dissatisfaction.

Parents

Fifty-six parents responded to the survey. Almost all respondents believed their children progressed well in their subjects and are achieving. The majority of parents agreed that most students behave well. Almost all parents believed their children demonstrated a good understanding of civic and environmental issues. All respondents thought staff provided high-quality teaching and supported their children's learning, and almost all said their children received regular feedback about their work. Almost all parents felt the school's curriculum was broad and challenging and believed their children had opportunities to learn through extra-curricular activities. Parents were highly supportive of the work of the school and appreciated the attention their children received from teachers. They praised the small class sizes and the positive relationships between teachers, staff, and children. They also commended the school's leadership. Parents considered the communication between home and school to be strong.

Staff

Twenty staff completed the survey. Almost half of the respondents had worked at the school for three or more years and a significant minority were Caymanian. Staff responses were overwhelmingly positive. They were unanimous in their view that the school provided a good quality of education. All felt that students progressed well due to strong teaching, learning and assessment, and that students' behaviour and civic understanding were good. All staff agreed that the curriculum was broad and challenging, and that the environment was safe and supportive. All were positive about self-evaluation and the partnership with parents. Almost all staff believed that the school was led well and that strong support for students with additional needs enabled them to make good progress. Similarly, almost all staff felt that extra-curricular activities and opportunities for professional development were good.

The many positive comments of staff included, 'Edna M. Moyle Primary School's greatest strength is its family and community-oriented approach, fostering strong collaboration between parents, students, and staff.', 'The Special Educational Needs and Disabilities (SEND) department is proactive in ensuring that all students' needs are met' and 'leadership is focused on raising student outcomes through frequent monitoring of learning and teaching'. A few staff felt that more staff and additional space and facilities would help to meet the school's growing needs. A minority suggested that more specialist support for students with SEND was required.

What Happens Next?

The school should prepare an action plan within four weeks of the publication of this inspection report.

This should consider and 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.

Further Information

Inspections of Educational Institutions in the Cayman Islands

As determined by the 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 educational institution and to provide rigorous, impartial and comprehensive information to parents, government officers and to 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 educational institution for between two and five days.

Inspection Frameworks

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 inspectors when they visit compulsory educational institutions while 'First Steps to Success: Nurturing Environments and Thriving Children' (Cayman Islands Government, October 2023) is used by inspectors when they visit early childhood settings. For multiphase schools that include an early childhood phase, both inspection frameworks will be used to inspect the respective phases, 'Successful Schools and Achieving Students 2' for the compulsory phases and 'First Steps to Success: Nurturing Environments and Thriving Children' for the early childhood phase. Educational institutions also use the respective inspection framework(s) to review their own work.

Inspection frameworks are a central feature of different educational institution 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 educational institutions regarding the major determinants of educational success.
- Exemplars provide educational institutions with clarity regarding expected standards of provision.
- The indicators can be used by educational institutions for **self-evaluation purposes** and can be linked to 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 settings to see inspection as a **transparent** process.

Developmental Domains in ‘First Steps to Success: Nurturing Environments and Thriving Children’

When used in relation to human development, the word “domain” refers to specific aspects of growth and progress. The universal domains of development in early childhood, and also reflected throughout this inspection report and the inspection framework, are:

- **Cognitive** – Refers to the developmental aspect of children’s mental and intellectual abilities. It encompasses the processes of thinking, learning, problem-solving, reasoning and understanding the world around them.
- **Social Emotional** – Refers to the development aspect of children’s ability to understand, manage and express their emotions, as well as their capacity to interact and form relationships with others. This domain encompasses a wide range of skills and behaviours that contribute to children’s social and emotional well-being, including self-awareness, self-regulation, sensory processing, empathy and building connections with peers and adults.
- **Communication and Language** – Refers to the developmental aspects of children’s ability to communicate effectively and develop language skills. It encompasses a range of skills and milestones related to language acquisition, comprehension, expression, writing and interaction.
- **Physical** – Refers to the developmental aspect of children’s gross and fine motor skills and overall physical well-being. It includes the development of both large muscle groups (gross motor skills) and small muscle movements (fine motor skills) as well as eye-hand co-ordination.

Judgements

Both inspection frameworks, ‘Successful Schools and Achieving Students 2’ and ‘First Steps to Success: Nurturing Environments and Thriving Children’ are organised around judgements using a four-point scale. The four levels are defined as follows:

Excellent	Exceptionally high quality of performance or practice.
Good	The expected level for every educational institution, including early childhood settings, in the Cayman Islands.
Satisfactory	Partially effective in achieving positive outcomes for children but requires improvement. All key aspects of performance and practice in every educational institution, including early childhood settings, should, however, exceed this level.
Weak	Well below expectations and requires significant improvement. Any educational institution that receives a weak judgement will be expected to take urgent measures to improve the quality of those aspects of their performance or practice.

Consistency in Quantitative Terminology

Inspectors use quantitative terms in reports, as follows:

Term	Definition	Numerical Value
All	The whole - as used in 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 a quarter	15% to 24%
Few	Up to 15%	0% to 14%

Definitions

The term '**early childhood setting**' is used throughout this inspection report and the inspection framework, 'First Steps to Success: Nurturing Environments and Thriving Children'. Early childhood setting is defined as:

An entity or establishment which provides services for the care and education of children under compulsory school age as registered by the Education Council and/or approved by the Ministry of Education.

Early childhood settings include privately owned and operated Early Childhood Care and Education Centres, Nursery and Reception programmes and classes in government schools and early childhood provision in primary or all-through schools.

As per the Education Act (2016), **school** is defined as:

An institution for providing compulsory education and includes:

- (a) a unit for that purpose but established in an institution that caters to other categories of education; and
- (b) a Government school, an assisted school and an independent school

As per the Education Act (2016), **educational institution** is defined as:

- (a) a school; or
- (b) an institution that provides part-time or full-time:
 - i. early childhood care and education;
 - ii. compulsory education;
 - iii. post-compulsory education and training;
 - iv. technical and vocational education and training;
 - v. education to prepare for the award of any degree, qualification or certification; or
 - vi. education provision for persons with special education needs and disabilities

About the Office of Education Standards

Who Are We and What Do We Do?

The Office of Education Standards is part of the Portfolio of the 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

Information About the Inspection Team

Role	Name	Affiliation
Lead Inspector	Rob Crompton	International Associate Inspector
Team Inspector	Dee Russell-Thomas	International Associate Inspector
Team Inspector	Natasha Chopra	Cayman Associate Inspector



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