



Office of Education
Standards
Cayman Islands Government

INSPECTION REPORT

NOVEMBER 2024























MARIE MARTIN 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	Marie Martin Primary School
	Address	168 School House Road, George Town
	Telephone number	949-2689 / 925-5439
	Website	https://schools.edu.ky/gtp
	Name of principal	Sharon Campbell-Danvers
	Date of this inspection	4, 7 and 8 November 2024
	Date of last inspection	20 September to 22 September, 2022
Students		
	Number of students on roll	278
	Age range of the students	4-11 years
	Grades or year groups	Reception to Year 6
	Number of Caymanian students	226
	Number of students with additional learning support needs	118
	Largest nationality group of students	Caymanian
Curriculum		
	Main curriculum	EYFS, Cayman Islands National Curriculum
	External tests and assessments	End of KS1 And KS2 SATs, PIRA, PUMA, GAPS, Phonics screening check
	Accreditation	
Staff		
	Number of teachers	14
	Number of teaching assistants	14
	Teacher-student ratio	1:20
	Teacher turnover	9%

Context

Marie Martin Primary School is located close to central George Town with commercial and retail businesses close by. The school (previously George Town Primary School) was renamed in 2024 to honour the previous principal who served the school community for 22 years. Most students live in the local area. The school serves communities with significant challenges and many students begin their educational journey with low attainment on entry. The school provides a high level of pastoral care to support students to attend regularly.

There are 278 students from the ages of four to eleven years with two classes in Reception and two each in Years 1–6. One hundred and eighteen students were identified as having additional learning support needs and 30 were identified as having special educational needs and/or disabilities (SEND). Twelve students have been identified as having English as second language (ESL). The Principal was appointed in 2018 and the Deputy Principal joined the school for this academic year. Staff turnover was higher than normal this year and the entire Reception team is new to the school. Two teachers have been promoted within the school and two have joined from other local schools.

The school follows the Early Years Curriculum Foundation Stage in Reception and the Cayman Islands National Curriculum in Primary. The mission of Marie Martin Primary School is “to ensure a positive learning environment where students are able to reach their full potential”. The school motto is “Not Just for School but For Life We Work” with this year’s theme being “Together We Can: Winners Never Quit”. The school encourages attendance and parental involvement, emphasising that “every day matters”.

Overall Judgement History

Cycle 1 Inspection	November 2020	Satisfactory
Cycle 2 Inspection	September 2022	Satisfactory
Cycle 3 Inspection	November 2024	Satisfactory

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	Weak	N/A
	1.2 Progress	Weak	N/A
Social Emotional development	1.1 Attainment	Weak	N/A
	1.2 Progress	Weak	N/A
Communication and Language development	1.1 Attainment	Weak	N/A
	1.2 Progress	Weak	N/A
Physical development	1.1 Attainment	Satisfactory	N/A
	1.2 Progress	Satisfactory	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	Weak	→
	1.2 Progress	Satisfactory	→
Mathematics	1.1 Attainment	Satisfactory	↑
	1.2 Progress	Satisfactory	→
Science	1.1 Attainment	Satisfactory	↑
	1.2 Progress	Satisfactory	→

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	Weak	N/A	Good	→
2.2 Civic and environmental understanding	Satisfactory	→	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	Weak	↓	Satisfactory	→
3.2 Learning	Weak	↓	Satisfactory	→
3.3 Assessment	Satisfactory	→	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	Satisfactory	→	Satisfactory	→

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	Satisfactory	→	Satisfactory	→
5.2 Support and guidance	Satisfactory	→	Satisfactory	→

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	Satisfactory	→
6.2 Self-evaluation and improvement planning	Satisfactory	→
6.3 Links with parents and the community	Good	→
6.4 Staffing and the learning environment	Satisfactory	→

What the School Does Well

- The school has developed strong and productive links with parents and the wider community. Students benefited from opportunities to participate in external events and to contribute to local initiatives.
- Students and staff were proud of their school and their island heritage, which was reflected in lessons, displays and students' awareness of environmental concerns.
- Student behaviour was mostly good. Students understood the expectations of the positive behaviour system, which was consistently implemented across classes, and enjoyed participating in the reward scheme.

Recommendations

Continue to raise attainment in English, mathematics and science by

- improving the use of assessment to ensure that lessons are appropriately matched to students' learning needs, including activities for students with additional learning needs;
- holding teachers accountable for the progress of the students in their classes through targeted goal setting for groups of students.

Improve the consistency of teaching and learning to ensure high quality practice is evident across the school by

- sharing existing good practice;
- providing a systematic programme of professional development to improve teachers' understanding and implementation of effective practices;
- implementing a more systematic cycle of lesson observations that focus upon the impact of teaching on learning outcomes;
- providing teachers with high quality feedback to enhance their practice and improve the quality of student learning.

Further develop the effectiveness of leadership by improving the quality of self-evaluation and school improvement planning to include use of more qualitative and quantitative evidence relating to impact.

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	Weak
	1.2 Progress	Weak
Social Emotional development	1.1 Attainment	Weak
	1.2 Progress	Weak
Communication and Language development	1.1 Attainment	Weak
	1.2 Progress	Weak
Physical development	1.1 Attainment	Satisfactory
	1.2 Progress	Satisfactory

Cognitive development

Attainment in the Cognitive domain was weak. Assessment data and observations indicated that less than three quarters of children achieved the expected learning outcomes. Children were learning early literacy skills through the Read Write Inc. (RWI) programme. In mathematics, they explored the basic concepts of counting and identifying groups with “more than” and “less than” but struggled to explain these comparisons. In an "Understanding the World" activity, children took part in a sorting exercise to distinguish between healthy and unhealthy foods. While their understanding was still emerging, the activity provided an opportunity to build foundational knowledge.

Progress in the Cognitive domain was weak. Children interacted with books, identifying objects within them and retelling familiar stories. However, only a few were observed engaging in activities such as role play or problem-solving. While they could count by rote, few could demonstrate an understanding of the meaning behind numbers. The deep thinking and curiosity that typically promotes strong progress were not always evident during observations.

Social Emotional development

Attainment in the Social Emotional domain was weak. While most children appeared to have settled into their classes, most were still in the early stages of being able to self-regulate and manage their own emotions. Many had not yet formed positive relationships with their peers, as they were learning to share, take turns and engage in cooperative play. There were positive instances of interaction, such as when a new child joined the class, another child smiled and greeted her warmly, demonstrating kindness and a positive approach to new social situations.

Children made weak progress in their social skills, as there were insufficient opportunities and targeted guidance provided to support their development in this area. They required further support to understand how their actions impacted others. However, a significant minority of children were learning to play together, for example, pushing each other in a toy car and sitting at the table together as they made their own creations using connecting manipulatives.

Communication and Language development

Attainment in the Communication and Language domain was weak. A majority of children interacted with adults and peers using spoken language which could be understood by others. Children were learning to listen to stories they were interested in. They were not yet consistently demonstrating behaviours that indicated active listening. High quality opportunities to participate in a variety of listening and communication experiences which would support children's further development in the Communication and Language domain, were limited.

Progress in the Communication and Language domain was weak. While children made efforts share information, ideas and experiences, their skills were not as developed as expected for their age and stage of development. Children shared their experience with the recent storm, stating that they had tied down their trampoline and another child shared that he did not hear the storm as he was playing on his tablet. Children did not experience extended opportunities to develop the skills of conversation in a variety of contexts, limiting their progress.

Physical development

Attainment in the Physical domain was satisfactory. Most children demonstrated developing gross and fine motor skills at expected levels. They were able to manipulate playdough effectively, creating replicas of food items from *The Hungry Caterpillar*, showing creativity and improving their hand-eye coordination. However, children did not experience frequent and varied opportunities to write, draw and create.

Progress in the Physical domain was satisfactory. Most children were developing fine motor skills by using paintbrushes and writing implements with increasing control and precision. A few children were now drawing more detailed pictures of people, including features such as eyelashes and hair. Children also displayed increasing strength and coordination in their gross motor skills, as they could run, jump on the small trampoline and climb on play structures, building their physical endurance and balance. In daily routines, children were developing independence, opening their own snack containers and feeding themselves, supporting self-sufficiency and hand-eye coordination.

Areas for development

- Create regular opportunities for children to develop their skills in all domains by offering high quality learning opportunities where children can explore, investigate, make links to learning, both across the developmental domains and prior learning.
 - Engage children in rich conversation and provide a variety of listening opportunities.
 - Improve strategies to develop children's self-awareness and self-regulation skills.
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Performance Standard 1 (Compulsory) Helping our students to achieve in key areas of their learning

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

English

Attainment in English was judged as weak. While there has been improvement in some areas, this was inconsistent across year groups. Progress in Reading Assessment (PIRA) data showed that less than three-quarters of the students attained levels in line with expectations. In the Key Stage 1 and 2 Standard Assessment Tests (SATS) in 2023-2024, only a majority of students attained the expected standards. 2023-2024 Phonics Screener data for Year 1 showed that only a significant minority of students attained at expected levels. Most students had met expectations in Grammar Punctuation and Spelling (GAPS). During the inspection, work scrutiny and lesson observations were in line with the findings from the data, demonstrating weak attainment in English. In a Key Stage 1 class, students depended on support resources in order to “use descriptive and engaging language” when writing a letter. However, a significant minority of students frequently struggled to understand the meaning of words they selected or to explain their choices, demonstrating weak attainment in vocabulary comprehension and application. When writing a narrative based on a writing prompt, few students were able to produce work that was specific to the given prompt. In a Year 6 class, students were editing simple sentences for spelling and punctuation at a level well below the expectation for that year group. A majority of students across the school could produce extended writing with a range of correct punctuation and vocabulary in line with curriculum expectations.

Progress in English was judged as satisfactory. Data indicated an upward trend in English, although this was not yet consistent across the school. Progress in reading was hindered as Read Write Inc (RWI) sessions were not always delivered with fidelity. Sounds were not consistently modelled precisely and some programme components were overlooked. When completing a letter writing task in a Key Stage Two class, too much lesson time was spent heading the letter up and only a significant minority of students actually worked towards completing the letter. However, in better lessons, students made satisfactory progress, such as in Year 4 where students were developing their skills in inference, making progress towards applying these as they worked as "inference detectives". In Year 5 students demonstrated expected progress towards understanding problem and solution structures in comprehension as they worked on saving Cayman’s turtles. To improve progress in English across the school, students needed further support to develop greater speed and accuracy in their writing. Students with Additional Learning Support Needs did not make expected progress in English as they were too often not adequately supported as the differentiation activities and accommodation did not align with the learning outcomes or the needs of the students. The school did, however, offer interventions in English to identified students.

Areas for development

- Provide students with more regular opportunities to develop speed and accuracy in response to writing prompts.
 - Ensure that support is suitably focused to enable all learners to access the curriculum at the appropriate level.
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Mathematics

Attainment in mathematics was satisfactory. Lesson observations showed that most students were meeting the learning objectives in line with curriculum standards. In a lower Key Stage 2 lesson, students were rounding numbers. The students demonstrated their understanding by using accurate mathematical vocabulary related to rounding numbers and identifying the value of each digit and how it changed. In an Upper Key Stage 2 lesson on equivalent fractions, students successfully identified common factors they had previously learned and tackled the challenge of simplifying the fraction three-twentieths. The data from Progress in Understanding Mathematics (PUMA) assessments showed that most students achieved age-related expectations with a minority achieving above in school-based assessments. In the Key Stage 2 SATS, the majority of students did not meet age-related expectations. Students' workbooks reflected their learning by meeting the objectives outlined in the curriculum; however, the pitch of the work limited their attainment and challenge beyond the expected standard.

Progress in mathematics was satisfactory. Over the past three years, there has been satisfactory progress as reflected in the PUMA assessments. This positive trend can be seen across all year groups. Evidence from students' workbooks across the school showed a clear sequence of learning that built on previous concepts. In one class, students had progressed from a scaffolded task representing a part whole model to drawing their own version demonstrating progression of the strategy learnt alongside an understanding of partitioning numbers. In a lower Key Stage 2 class, students progressed through adding single-digit numbers, to two-digit numbers and then on to adding 100s. As the lesson moved forward most students could identify the patterns in the calculations. More able students did not make as much progress as they were capable of as the tasks provided limited what they were able to do. Cursory feedback also hindered students' progress in understanding different strands and concepts.

Areas for development

- Ensure that lessons are planned with adaptations to meet the needs of all learners, especially those who are working above the expected standard.
 - Provide students with regular written feedback on their work that provides next steps to challenge and extend their understanding.
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Science

Attainment in science was satisfactory. While the school's evaluation of data judged attainment to have been good, scrutiny of current work and lesson observation showed attainment was satisfactory because it was variable across different age groups. Students attained best when they learned specific scientific knowledge and understood it in context. Students in Year 3 could name the three types of rock: sedimentary, igneous and metamorphic. They identified a sedimentary rock when studying it with a magnifying glass and linked it to the types of rock found in Cayman. In a Year 4 class, students learned about the three states of matter: liquids, solids and gases. They compared different materials, recording their analysis in a Venn diagram. In lessons where attainment was weaker, students were exposed to content they already knew, or which had been taught at the same level in an earlier year. In some Key Stage 1 lessons students repeated knowledge aloud that they already knew but did not extend their depth of understanding. The frequent use of worksheets often put a ceiling on students' attainment in many lessons. Attainment was strongest when students answered open-ended questions and had to explain their thinking using the science content they were learning. Some practical work lacked challenge and limited attainment as students learned little new knowledge.

Progress in science was satisfactory. Progress was inconsistent across the school due to variable levels of challenge in lessons. Students in Year 4 demonstrated their learning about electrical circuits and how different components were needed to make them work. They had looked at a range of household appliances to understand how they were powered. In a Year 6 lesson, students covered very similar content, showing limited progress. Where progress was good, students built on their prior learning. Work scrutiny showed satisfactory progress in Year 2 where students explored habitats. Having learned about different habitats and how they provide for the needs of animals, they created a map of a local habitat and matched different minibeasts to where they were found. Year 4 were beginning to understand why solids, liquids and gases are different due to the density of the particles within them. Students made satisfactory progress when they explored these and could explain the qualities of each of them in their writing. In previous work, Year 6 students studied light and learned that it travelled in straight lines. They demonstrated their learning in an experiment and extended it by looking at the size of shadows compared to the position of the light source showing good progress,

Areas for development

- Ensure that students are aware of the core subject knowledge they should know and understand and check they have secured this by the end of the lesson.
 - Increase opportunities for students to use and apply science knowledge through explanations and reasoning.
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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	Satisfactory	Satisfactory
2.2 Civic and environmental understanding	Good	Good

Social emotional learning / Positive behaviour for good learning

Social emotional learning was judged as weak in Reception. Most children had not yet learned how to build positive relationships or demonstrated age-appropriate self-regulation skills. Conversely, positive behaviour for learning was judged to be good in Primary. A positive ethos prevailed around the school and students were aware of the expectations that were consistently upheld by all staff. This was demonstrated through displays throughout the school backed by published school routines, which were also referred to in assemblies. Almost all students wore the correct uniform to school or their designated house colours for PE. In student surveys, students responded positively about the school’s anti-bullying procedures as a strength of their school”. Students enjoyed the coin reward system and were enthused by how they could earn rewards such as being “Deputy Principal for the day” alongside getting console games. They spoke with enthusiasm about how their achievements were celebrated in school, sharing their journey from becoming monitors and prefects to running campaigns for Head Boy or Head Girl.

Understanding of and appreciation for culture, religion and the environment / Civic and environmental understanding

Understanding of and appreciation for culture, religion and the environment was satisfactory in Reception. Children stood during the National Song and the majority participated in singing parts of it. Civic and environmental understanding was good in Primary. Classroom environments had prominent displays featuring key aspects of Caymanian life, which were varied and age appropriate across the school. When asked, students talked about key wildlife such as the iguana and Cayman parrot and how Silver Thatch was used. One class was observed discussing the Cayman Culture Gallery display at the entrance to the school and how the artefacts on display were used. Students in Year 1 learnt about the Cayman flag and what each of the features represented. Students were also able to refer to key dignitaries such as King Charles III and the Honorable Juliana O'Connor-Connolly. Students had an awareness of Cayman Day and the need to celebrate the culture. Students spoke enthusiastically, and with passion, about time spent with the "Seniors". Students learnt from them about local traditions, the history of Cayman and what should be done to protect it. Students were proud of where they live and their clean school environment.

Areas for development

- In Reception, integrate culture, religion and respect for the environment throughout the curriculum and daily practice.

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

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

Teaching

Teaching was judged weak in Reception and satisfactory in Primary. Teaching was inconsistent across subjects and classes with a minority of weak lessons observed. In Reception, relationships between early childhood staff and children were respectful and warm but the dialogue between them did not sufficiently shape students' learning experiences. In weaker Primary lessons, teachers' variable subject knowledge led to students repeating learning that they had already secured. Inquiry and critical thinking were restricted due to inadequately planned activities. Although resources were adequate, in almost all cases the level of challenge did not always ensure that students gained new knowledge and understanding. The pace of lessons was sometimes too slow, and the quality of classroom management meant that some students did not apply themselves consistently. Where teaching was good, teachers used their secure subject knowledge to challenge and support students, maintaining pace and high expectations. In a Year 6 lesson, students analysed the emotional impact of the endings of narrative stories and adapted them to make their own impact as writers. In Year 5, students focused on 'problems and solutions' with a focus on saving Cayman's turtles. In both cases, good teacher questioning extended students' awareness and prompted further reflection. Final verbal feedback in these lessons captured students' learning and helped all students consolidate their understanding.

Learning

Learning in Reception was weak. Too few children were able to link what they already knew to new learning. The range of resources in the outdoor play area was not used effectively promote children's ability to make connections and to apply their learning in authentic contexts. In Primary, learning was satisfactory. Most students participated enthusiastically and worked together collaboratively, particularly when teaching enabled students to take responsibility and engage in practical activities. If groups were too big, a few students 'sat out' and disengaged, watching their peers. In lessons where the nature of instruction required students to be more passive, they were compliant but were also eager to answer questions. Students completed their set tasks, though their pace of application and productivity was often slow. The majority completed their work without the need for close supervision or support. Occasional incidences of distraction in lessons were caused by a lack of engagement. Most students were aware of what they were learning in each lesson, but less sure about how this linked to their previous learning or possible next steps. Where teachers' questioning was deeper, students demonstrated the ability to respond with higher-order and critical thinking. This was seen in a number of English lessons where students were analysing and adapting text such as in Year 4 where they analysed the nature of inference and applied this to short, but demanding texts.

Observation, assessment and planning / Assessment

Assessment was judged satisfactory in both Reception and Primary phases. In Reception, pictorial evidence was captured to accurately record children's achievements. Teachers used evaluative statements to record children's progress; however, this was inconsistent across classes. Across the school, senior leaders collated and analysed a good range of assessment data and most evaluations were accurate. There was limited evidence of assessment informing planning. Adaptations to challenge and support for individual students were seen in mathematics and some science lessons. In most subjects, the majority of lessons were pitched at all students with relatively little adjustment for those who needed additional support to fully access the learning or extension to challenge the higher attainers. In interventions, assessment information was used well to identify students in need of additional support. While teachers' marking and feedback recognised students' successes and offered praise at times, there was little evidence of teacher feedback identifying next steps that were then evidenced in students' subsequent work. Where feedback was better, students could talk about what they were learning and how this connected to their prior knowledge. Questioning often only required short and closed responses giving teachers limited assessment information on which to evaluate progress in the lesson and the possible need to change pace. In a Year 3 science lesson, improved questioning techniques were employed. Students studying different types of rock samples were asked "why do you think this is a sedimentary rock?" This led a child to respond with "I know this is sedimentary because I can see layers".

Areas for development

- Require more explanation and reasoning from students in response to teacher questioning to promote higher-order thinking skills.
 - Enable Reception children to become more actively involved in the learning process to develop awareness of their abilities and improve their problem-solving skills.
 - Ensure that teachers use ongoing assessment information effectively to adapt the challenge of lessons to meet the needs of all students.
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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	Satisfactory	Satisfactory

Curriculum quality

The curriculum was satisfactory in both the Early Childhood and Primary phases. In Early Childhood, the intended curriculum was broad and balanced covering all domains of learning. However, the implemented curriculum did not ensure that all children had sufficient opportunities to explore, investigate, collaborate and learn independently to enable good progress. An appropriate range of subjects were taught from Year 1 to Year 6, including art, music, Spanish and life skills. The school used a range of approved schemes of work to support learning. Almost all subjects were mapped out accordingly with documents showing links to skills taught. Caymanian culture was infused across subjects, especially in writing. However, writing across the curriculum was inconsistent due to the over reliance on worksheets, which limited the depth of curriculum coverage. The school shared plans to further support the delivery of the curriculum by enhancing breadth and balance. Adaptions to align mathematics strands vertically across the school were beginning to show impact in raising expectations and ensuring continuity. Extra-curricular activities were largely sports based, promoting a healthy lifestyle. The school used opportunities to moderate science coverage and outcomes with other local schools on a regular basis. Home learning was supported through MYON and IXL tasks and students had opportunities to access this at school. Students gave positive feedback about field trips to Pedro Castle but felt those opportunities were limited and could be developed further.

Areas for development

- Improve play opportunities in Reception so that all children can explore, investigate, collaborate and learn independently to support good progress.
- Explore opportunities to enhance the taught curriculum with further field trips.
- Evaluate the quality of worksheets to ensure students experience an appropriate depth of curriculum coverage.

Performance Standard 5 Keeping our students safe and always supported

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

Health and safety

Health and safety were judged as satisfactory in both the Early Childhood phase and Primary phase. In Reception, the child-to-staff ratio of four to one exceeded the required 12 to one for four-year-olds, providing enhanced supervision and safety. Policies, including Child Safeguarding and Hazard Management, were effectively implemented to maintain student welfare. In the pre-inspection survey, most students reported feeling safe and supported at school. The facilities met safety standards, with recent approvals from the Fire Service and Department of Environmental Health. There were regular fire and earthquake drills. Additionally, the school received routine services from a nurse and dentist, promoting student health alongside a curriculum that encouraged physical activity and healthy lifestyles through lessons such as Physical Education. The school's farming programme allowed students to grow and harvest vegetables for their meals. Child protection training was provided for all adults working at the school and volunteers underwent required safety checks and training. The school collaborated with agencies like the Family Resource Centre on anti-bullying initiatives. Daily premises and perimeter checks were not always made to help ensure safety across all areas of the school. While healthy snack options were available daily, some students did not consistently select balanced choices, indicating a need for further encouragement towards healthy eating habits.

Support and guidance

Support and guidance were judged as satisfactory in both phases of the school. The school maintained a warm, supportive environment where staff-student relationships were consistently positive. A range of academic interventions, including reading and mathematics support, were provided through both in-class assistance and pull-out sessions led by interventionists. While interventions were in place, staff were not effectively analysing data to assess the impact of support strategies and initiatives, limiting their ability to track student progress accurately and ensure that interventions were fostering meaningful improvement for students with additional needs. Children with potential ALSN in the Early Childhood phase were not being identified and effectively supported early enough to prevent widening gaps in development. On occasion, students with ALSN did not engage in learning in lessons and were not provided with effective alternative support.

Information on students with ALSN was shared with secondary schools to support smooth, effective transition. This included meetings to prepare the schools to meet students' needs. Educational Psychologist reports for the current relevant Year 6 students with ALSN had already been completed ensuring smooth transition arrangements were in place. Learning Support Plans (LSPs) for students with ALSN needed further development to include appropriate adaptations to ensure they were individualised, practical and contained specific strategies aimed at fostering good progress. There were appropriate arrangements in place to support students' transition to the next phase of their education.

Areas for development

- Ensure systematic daily checks of the premises to ensure all areas are as safe as possible.
 - Ensure that students understand the benefits of making healthy eating choices and encourage them to include them regularly.
 - Develop and implement effective, robust LSPs, which are individualised, meaningful and provide effective strategies to support good progress.
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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	Satisfactory
6.2 Self-evaluation and improvement planning	Satisfactory
6.3 Links with parents and the community	Satisfactory
6.4 Staffing and the learning environment	Satisfactory

Leadership

Leadership was judged as satisfactory. The school leaders had established a positive, supportive ethos. They were highly visible around the campus throughout the school day and consistently reinforced the mission and values of the school, especially in whole school assembly. All members of the school 'family' – students, staff, parents and the local community – felt that their voices were heard and that they were valued. The distributed leadership model provided staff with opportunities to develop their leadership skills and contribute to school improvement. High levels of commitment were evident throughout the school. Teachers and staff had received feedback on their performance and were able to attend professional development to support their practice. However, more rigorous monitoring of teaching and learning was needed to improve consistency. Observations and feedback too often focused on teacher actions and the strategies used rather than their effectiveness and the impact on student learning. The school had begun to analyse performance data more effectively, resulting in targeted interventions and some improvements in student attainment. However, comparisons were sometimes made between different cohorts, rather than tracking year-on-year progress of individual students, year groups or classes. The school leaders understood the strengths and weaknesses of the school and acknowledged that much work was still needed to ensure that all students achieved as well as they could.

Self-evaluation and improvement planning

Self-evaluation and improvement planning were satisfactory. All staff and parent representatives were offered the opportunity to contribute to the process, which was supported by the Department of Education Senior School Improvement Officer. The self-evaluation form (SEF) was thorough with some high-level analysis of performance data and details of the actions taken to address attainment gaps based on the previous year's data. However, these were often descriptive, lacking qualitative analysis of the impact of the initiatives in addressing performance gaps. The school's assessment of the quality of teaching and learning, while taking account of staffing changes for the new school year, did not accurately align with inspection observations in some year groups. Most of the key priorities in the school improvement plan correlated with areas identified in the SEF. Suitable actions were identified but timelines and milestones were not specific enough to enable progress to be tracked accurately. While school leaders had been successful in raising the standard of teaching and learning in some classes, they had not been able to establish consistently good practice and there were still examples of weak teaching across the school. Effective procedures to address weak practice had previously been applied in conjunction with external HR support. The school had made satisfactory progress addressing the recommendations from the previous report.

Links with parents and the community

Links with parents and the community were good. The school had established strong productive relationships with families, emphasising the importance of their involvement in the education of their children. Parents appreciated the efforts of the principal and the school to support students and families beyond the classroom, with initiatives such as making pre-owned uniforms and food vouchers available. The school used a range of communication tools including social media, email, phone calls and newsletters. Parents received termly progress reports and regular updates on student progress through Dojo, complemented by individualised communications when needed. Useful curriculum information to support student learning at home had been shared with parents. The school had engaged in multiple additional projects in the community that raised the profile of the school and extended student experiences. These include the school choir attending local and national events, participation in local community clean ups and representation at Church services. The school's parent teacher association worked closely with the school providing support and resources. They had painted numbers on external walls to reinforce number recognition and to enable students to practice mathematics skills when outside playing. Parent representatives also welcomed new parents to the school. The school had identified several initiatives to further enhance parental and community involvement in the life of the school.

Staffing and the learning environment

Staffing and the learning environment were satisfactory. The staff were all appropriately qualified and deployed to classes in line with their qualifications and experience. A suitable number of support staff (teaching partners) were allocated to provide in-class and small group support, including for students with additional learning needs. In some classes, teaching partners directly contributed to whole class teaching in conjunction with the class teacher and their skills were used effectively. In other classes, teaching partners sat with groups and repeated the content for a small group of students or tried to ensure that they were engaged in the lesson and were less effective in enhancing student learning. While the school had experienced several staffing changes this academic year with the appointment of the new deputy principal and new staff in the Reception classes, retention in previous years was well above average. The school had a sufficient number of classrooms, which were well-resourced, bright and welcoming. However, some facilities, such as the school hall, library and the staff room had multiple uses. The library was often not available for students to choose books from as the librarian was absent and the facility was used for small group and individual interventions. The school had a suitable range of resources, including ICT, which were in good condition, with ample supplies to support practical activities. However, in a few classes, resources were not made available for all students, limiting their learning. For example, in PE lessons, there were no resources available for those students who were not included in a football game. The Early Childhood outdoor play area provided a wide range of resources and opportunities for exploration and development of motor skills but was not well maximised to promote children's integrated learning.

Areas for development

Improve performance management and the monitoring of teaching and learning by increasing the frequency of classroom observations and providing feedback to teachers that focuses on enhancing the impact of teaching on student learning.

Improve self-evaluation by ensuring that all statements are relevant and contribute to an understanding of how school actions relate to the performance standards and school improvement.

Provide more opportunities for parents to learn about the curriculum and how they can support their child at home.

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	100	Parents	105	Staff	29
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Students

The survey was completed by 100 students in Years 4, 5 and 6. Almost all agreed that lessons were good and that teachers ensured that they actively participated in lessons. They felt that they progressed well in most areas of learning and met their attainment targets. Almost all enjoyed lessons and were able to take responsibility for their own learning. They were provided with opportunities to assess their own work and were made aware of their strengths and areas for improvement. Almost all said that they received regular feedback from teachers, so they knew how to improve, and that teachers and other staff effectively guided and supported them to make progress. Most students felt that if they had additional needs or SEN the school provided them with the right support to ensure they made progress. Most agreed that the behaviour of most students was good and that they felt safe and supported at school. Almost all students had a good understanding of environmental issues. Most agreed that the school provided most of the subjects they wished to study and that a good range of extracurricular activities were provided by the school. Almost all agreed that the school provided them with opportunities to learn from and give back to the community. Almost all agreed that the leaders at the school did a good job of leading the school and making improvements. Most agreed that school leaders had asked them how to improve the school. Almost all agreed that the school premises were well maintained and supported learning and other activities. Overall, students felt that the school provided them with a good quality of education.

Parents

105 parents responded to the survey; they overwhelmingly reflected positive regard and recognition for the school. Almost all parents felt that their child progressed well and met or exceeded their attainment targets, helped by the good behaviour of most and the high-quality teaching and support provided. They also felt that the children’s civic and environmental understanding was strong. Most said that children received regular feedback to be aware of their strengths and areas for development. Almost all considered the curriculum to be broad, relevant and challenging for their children and most recognised that the extracurricular opportunities and learning in the community contributed to their children’s experiences. Almost all felt their children were safe and well supported. Most parents said that the systems to support children with additional learning needs and special educational needs were effective. The leadership of the school was considered highly effective with many parents commenting on the quality of the Principal specifically, together with her leaders and teachers. They commented particularly on the dedicated, highly trained staff who worked hard and were devoted to the students. Almost all said that the staff were well qualified and experienced and supported all the students. Most felt that the school evaluated itself accurately, planned for improvement well and allowed parents to get involved. Communication was appreciated as effective by most parents. Most felt they received regular reports about their child’s progress and next steps. Almost all felt there was sufficient opportunity to get involved in the work of the school and that the premises were well maintained and supported learning. Overall, there was consistent and emotional support for the school, which parents felt was providing a good quality of education.

Staff

Staff who responded to the survey were overwhelmingly positive. All survey questions were met with 90-100% strong agreement or agreement. All agreed that the staff provided a high quality of teaching and learning was good and that there were effective assessment systems in the school. They all said that the curriculum was broad, relevant and challenging and that there was a range of extracurricular activities. They all felt that the school supported their professional development and that they had opportunities to participate in self-evaluation and improvement planning. All agreed that there were regular and effective systems of communication with parents and that systems to inform parents of their child's progress and next steps were effective. Almost all staff felt that the behaviour of most students was good and that students had a good understanding of civic and environmental issues. Almost all staff respondents felt that the school was a safe and supportive environment which had good systems to support children with ALSN/SEND. Almost all believed that the school was well led, which had resulted in improvements. Almost all responded positively to indicate that the school had good links with the community and that there were suitable resources to support teaching. All agreed that overall, the school offered a good quality of education.

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 also 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	Beverly Parkinson	International Associate Inspector
Team Inspector	Carol Bennett	Office of Education Standards
Team Inspector	David Herbert	International Associate Inspector
Team Inspector	Robert Whan	Cayman Associate Inspector



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