



Office of Education
Standards
Cayman Islands Government

INSPECTION REPORT

NOVEMBER 2024























JOANNA CLARKE 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	Joanna Clarke Primary School
	Address	1659 Shamrock Road, Savannah
	Telephone number	947-1344 / 925-0164
	Website	https://schools.edu.ky/sav
	Name of principal	Mr. Delton Pedley
	Date of this inspection	12 November to 14 November 2024
	Date of last inspection	13 September to 16 September 2022
Students		
	Number of students on roll	461
	Age range of the students	4 – 11 Years
	Grades or year groups	Reception to Year 6
	Number of Caymanian students	454
	Number of students with additional learning support needs	26
	Largest nationality group of students	Caymanian
Curriculum		
	Main curriculum	Cayman Islands National Curriculum; Early Years Foundation Stage Curriculum
	External tests and assessments	PIRA, PUMA, GAPS and end of KS1 & KS2 Examinations; Phonics Screening
	Accreditation	International Baccalaureate Primary Years Programme (PYP)
Staff		
	Number of teachers	22
	Number of teaching assistants	21
	Teacher-student ratio	1:11
	Teacher turnover	5%

Context

Joanna Clarke Primary School is located in Savannah, Grand Cayman and serves communities in Savannah, Newlands, Lower Valley and other adjoining areas, all located in the district of Bodden Town. The current Principal was appointed in the summer of 2019. He is supported by two Vice Principals, one of whom led mathematics, the other English, a science leader and a SENCo.

There were 461 students on roll at the time of the inspection. Students were arranged into three classes in each Primary year group and two Reception classes; ages ranged from 4 to 11 years. Almost all students were Caymanian. Approximately 6 per cent of students had additional learning needs or special educational needs and/or disabilities (SEND). The school employed 22 teachers and 21 support staff. Teachers in Reception followed the Early Years Foundation Stage and in Primary, the Cayman Islands National Curriculum. The school was accredited for the International Baccalaureate Primary Years Programme (PYP).

The school’s motto, “The Best Always,” was both a challenge to students and members of staff, requiring them to give of their best, in all situations. The school had an active PTA which supported the school in its work.

Overall Judgement History

Cycle 1 Inspection	February 2019	Weak
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	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	Weak	→
	1.2 Progress	Satisfactory	→
Mathematics	1.1 Attainment	Weak	→
	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	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	→	Satisfactory	→
3.2 Learning	Good	→	Satisfactory	→
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	→	Satisfactory	↓
5.2 Support and guidance	Good	↑	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

- Reception classes provided children with a good start to their education.
- Assessment and records in Early Childhood showed that children achieved well across the four domains.
- Students behaved well, were keen to learn and were polite and courteous to their teachers, other adults and visitors.
- Most students displayed a good understanding and appreciation of Caymanian culture and traditions.
- The wide range of extra-curricular activities and additional planned opportunities extended students' learning and interest.
- The school benefitted from strong links with parents and the local community.

Recommendations

- Improve students' attainment and progress, particularly in English and mathematics, by:
 - ensuring that teachers use assessment information to plan more challenging work to match the needs of all students;
 - adjusting tasks in real-time within the classroom to provide more challenging work for students who complete assignments easily, to accelerate their progress;
 - teaching and preparing students more rigorously for external tests including phonics and National Curriculum Year 6 tests in reading and mathematics.
- Improve the quality of teaching by:
 - holding teachers to account more rigorously when their expectations of students are not high enough;
 - checking teachers' planning to ensure high levels of challenge for all students, but particularly for the most able;
 - embedding the use of modelling and use of success criteria, so students are more fully aware of what success looks like;
 - providing high quality professional development for teachers whose practice is not yet good.

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. Developmental records and lesson observations showed that almost all children attained expected learning outcomes. Most children could count to 20 and a significant minority were able to count beyond 30. Almost all children had a secure grasp of one-one correspondence. A significant minority were able to put numerals in order backwards from ten. Almost all children were able to sort items by shape, number and colour. A few added numbers from one to four to make five. Children enjoyed learning about positional words like under, behind and over by locating a hidden dinosaur. Almost all children used the correct positional word to describe where they found it. Children recognised letters and their sounds. A significant minority were able to sound out three letters together and write and read simple text. Assessment of baseline records and other assessments of the cognitive domain demonstrated that almost all children made expected progress.

Social Emotional development

Children’s social and emotional development was good. Almost all children had settled into clear routines, behaved well, and followed the rules set by their teachers. Teachers encouraged good behaviour as children received star points as a reward. These could be traded for exciting experiences like walking on the red carpet at events. Almost all children regularly discussed their feelings and when they needed a quiet space, they could visit the ‘calm corner.’ Children demonstrated strong attachments to their teachers seeking them out for support when required. Children were developing empathy for others. For example, one child who was crying was comforted by another. They took turns and shared appropriately for their age whilst playing. Most children had developed friendships. They showed good levels of independence when choosing activities during free flow. They demonstrated self-regulation by controlling their emotions when there was no space available in a preferred play area. Almost all were self-confident and happy to engage visitors to explain what they had learned. Assessments over time showed that almost all children had demonstrated the expected progress in social and emotional development.

Communication and Language development

Children's communication and language development was good. Almost all children spoke clearly and were understood by both adults and other children. They were confident, motivated, and eager to interact through whole-class discussions and in small table groups. They enjoyed role-play, for instance dressing up as dangerous pirates sailing to find treasure on their ship. Almost all children understood that words conveyed meaning and developed understanding of the chronological sequence of the story. When the teacher was reading 'How I became a Pirate', they joined in enthusiastically to the songs and understood a range of sentence structures. Assessment records demonstrated that almost all children made expected progress from their starting points in language and communication.

Physical development

Children's attainment and progress in physical development was good. Almost all children exhibited age-appropriate gross and fine motor skills. They ran, hopped and rode bikes with increasing skill. They displayed well developed gross motor skills when competing against each other in an obstacle course. They demonstrated good fine motor skills when using pencils, paintbrushes and making shapes with playdough. Almost all children demonstrated more complex fine motor skills and could write numbers, letters and short words well. Children enjoyed their lessons with a physical education specialist who developed their skills in sending, receiving and dribbling a ball. They had a good understanding of how to make healthy choices in relation to food. Assessment records indicated that almost all children made expected progress from their starting points in physical development.

Areas for development

- Increase child-initiated play and learning to allow children to become leaders of their own learning
- Ensure that children are not waiting too long to carry out activities when both Reception classes are together as this hampers their progress.

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	Weak
	1.2 Progress	Satisfactory
Science	1.1 Attainment	Satisfactory
	1.2 Progress	Satisfactory

English

Attainment in English was weak throughout the school. In Year 1, less than a majority of students mastered the level required to pass the phonic screening test and in the Year 2 retest, only a significant minority passed. This performance is below national and international averages. In a full range of assessments, at the end of Key Stage 1 and Key Stage 2, only 50% of students reached the expected standard for their age. In Year 1, 44% of students entered the school without experience in Early Childhood classes so attainment was low. By Year 3 attainment was closer to expectations in reading and simple sentence writing. A majority were able to write sentences with help from word lists and sentence starters. In Year 6, at the end of the Key Stage 2 most students' writing skills were below those expected both in content, in use of vocabulary and accuracy. The reading GAP analysis showed Years 1-2 lacked a range of vocabulary and the level of comprehension required when reading. For students in Years 3 to 6, the analysis showed that most were able to comprehend texts they read, but found difficulty in answering questions that required a depth of reading to detect answers inferred but were not obvious. Work samples exposed these skills as weak. The strongest skill was students' spoken language which was age-appropriate for most.

Progress in English was satisfactory. Most students made expected progress from their starting points. Most English lessons observed were heavily focused on word identification or grammatical features and as a result the quality of written work was not improving as quickly as it could have. In the majority of lessons observed, an overreliance on worksheets and writing frames limited the opportunities for the sustained progress of learners. Lesson observations showed a few age-appropriate independent pieces of writing, but the range of purposes was limited. For example, Year 6 students made excellent progress in research and independent note taking, finally creating biographies of their chosen scientists. Year 3 progressed in writing when they used persuasive language to request pottery lessons in art. Progress for all students was less rapid because the advice to improve did not always require students to edit and re-draft. Work reviews showed that by the end of Key Stage 2, most students were able to assess their own work and that of others, when they used given criteria. From their starting points, most students with Special Educational Needs made satisfactory progress.

Areas for development

- Raise attainment in reading and writing for all students by planning tasks that incorporate the skills identified through data analysis.
 - Improve the percentage of students who are competent in phonic screening tests to prepare them to become independent readers and accurate writers.
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Mathematics

Attainment in mathematics was weak in Primary. The most recent standardised assessments showed that a majority of students reached the expected curriculum level; this was an increase compared to the previous assessment data. However, data from the latest National Curriculum Key Stage 2 tests saw a dip in attainment with only a significant minority of students achieving the internationally expected standard. In lessons and workbooks there was evidence of weak attainment. Most work was simple arithmetic calculation with little evidence of problem solving, application or reasoning. In Year 1, students' knowledge and skills were below the level expected for their age. Most students could represent the number six using manipulatives but a significant minority could have achieved considerably more. In Year 3, the majority of students could articulate with clarity how arrays could be applied to form multiplication sentences. Attainment across Year 4 classes was variable. In one class, almost all students worked on their addition skills with confidence but the activity lacked challenge. Mathematical attainment improved markedly in the upper primary classes. Most students in Years 5 and 6 were becoming increasingly fluent in the basic skills and could use efficient compact methods of calculation to solve simple problems.

Progress was satisfactory in Primary but good in Early Years. Most students made satisfactory progress in mathematics, including those with special educational needs. The use of manipulatives, when appropriate, supported most students in making satisfactory progress in understanding number and place value. This was clear in most students' workbooks across the school. Students in Key Stage 1 made satisfactory progress and smoothly transitioned from addition to subtraction. As students moved through the year groups, most continued to make satisfactory progress when tackling word problems although a significant minority made slower progress because they found difficulty understanding more complex problems and the accompanying vocabulary. In the older year groups, the majority of students progressed more quickly, and swiftly moved on to more challenging topics such as fractions. In Year 6, students progressed steadily through simplification and equivalence because the majority of them knew their times tables. The majority of students could explain their reasoning and justified the strategies they had chosen when working out the deliberate mistakes their teacher had made.

Areas for development

- Ensure that, over time, students progressively develop the knowledge, skills, and understanding necessary to achieve improved outcomes in external assessments, aligning with international standards.
 - Ensure that all staff have higher expectations of what students can achieve so that they make better progress.
-

Science

Attainment in science was satisfactory. The Progress Test in Science (PTS) which assessed students in Key Stage 2 showed that most attained the expected level with a minority above expectations. Teacher assessments for Key Stage 1 demonstrated that the majority of students attained at an age-appropriate level, in line with curriculum standards. Systematic development of skills and knowledge provided most students with a satisfactory understanding of scientific principles by the end of Key Stage 2. In a Year 2 lesson, students discussed the four seasons and researched the changes across the times of the year. In Year 3, most students successfully identified the differences and similarities when observing models of fossils. Year 4 explored reasons why solids, liquids and gases were different and the majority of students made systematic and careful observations; they could speak about how the particles were closer together within each state. The majority recorded an accurate conclusion. In Year 6, almost all students enjoyed a practical activity. They set up an investigation researching the different factors that affected how components in a circuit performed. Most students planned an experiment effectively and could recognise the controlling variables. Overall, in Primary, most students worked at age-appropriate levels.

Progress in science was satisfactory. The PTS tests showed that most students in Key Stage 2 had progressed satisfactorily. Teachers' assessments confirmed that most students in Key Stage 1 had made expected progress with a few exceeding expectations. Work scrutiny in all years evidenced satisfactory progress. The annual 'Science Fair' provided an exciting and motivating opportunity for students to demonstrate their progress in practical enquiry. Students showcased their work on electricity using comparatives and 'fair tests'. Almost all students demonstrated a growing understanding of scientific methodology across the year groups and explained terms such as 'variable' and 'scientific law' at age-appropriate levels. Most students increased their knowledge and usage of scientific vocabulary which contributed to more rapid progress when describing and drawing conclusions from practical experiments. In a few classes, there were limited opportunities for investigative activities which slowed progress. Most students answered increasingly challenging questions by the end of Year 6 that showed satisfactory progress in scientific knowledge, methods, language, and conceptual understanding.

Areas for development

- Allow students more opportunities to think critically, problem solve and make inferences in lessons.
- 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	Satisfactory	Satisfactory
2.2 Civic and environmental understanding	Good	Good

Social emotional learning / Positive behaviour for good learning

Positive behaviour for good learning was good across the school. Most students conducted themselves in an orderly manner when lining up in the canteen at snack and lunch times. When they moved around the school, almost all students kept to left to ensure safe movement through corridors and outside areas. Almost all displayed good manners inside and outside of classrooms and were very courteous and polite with staff and peers alike. In collaborative group and paired work, almost all students cooperated well with their peers and demonstrated respect and tolerance of each other’s opinions and ideas. Most students spontaneously offered mutual support to each other during independent learning tasks, for example, in a Year 4 mathematics class where students were solving word problems. If occasional difficulties arose between peers, these were mostly resolved independently and in a mature manner. Where needed, staff intervened in a timely fashion. Almost all students wore their uniform with pride and adhered to the school rules. Good behaviour and attendance were encouraged and celebrated through the STARR Framework and the use of good attendance certificates and dress down day passes. In the student survey, most agreed that they felt safe at school and almost all students knew who to turn to for support if they had any concerns. Students’ attendance at school was satisfactory and most arrived at school on time. Almost all students were punctual to lessons after key transition times.

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

Civic and environmental understanding was good. Most students displayed a clear understanding and appreciation of Caymanian culture and traditions. Most students were able to confidently recount important cultural and historical events that they had learned through the curriculum such as those linked to Christopher Columbus and Sir Francis Drake. Almost all students stood respectfully and participated in the singing of the Cayman Islands' National song during their morning devotion. Throughout the school there were cultural celebrations taking place in conjunction with Pirate's Week and local heritage days. For example, in one Reception class a learning corner was transformed into a pirate ship for creative play. Children came to school dressed in pirate costumes. Students in Year 2 eagerly participated and learned about the traditional Caymanian games in their social studies class. Most students showed respect and a good understanding of Christian values and almost all took part in inspiring and motivational morning devotions and prayers at regular intervals during the school day. All students had regular opportunities to take part in planned charity events to help the wider community. For example, 'dress in purple' for Alzheimer's day and in green for 'Earth Day' to raise awareness of environmental sustainability and conservation. All students were proud of their school and cared for their school environment by keeping it litter free and clean. To further nurture their understanding of active citizenship, a minority of older students took on positive leadership roles within the school as Year 6 prefects to provide support to their peers and to give back to their school community.

Areas for development

- Continue to improve attendance.
 - Extend students' global knowledge through teaching about diverse world religions to further foster students' identities as global citizens.
-

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

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

Teaching

Teaching was satisfactory in Primary. In the better lessons, there was an equal balance between teacher-led and student-led tasks. For example, in Year 5 science, the teacher had planned meaningful group work where students collaborated in an inquiry-based discussion and experiment about solids and liquids which generated excitement and eagerness. In a Year 2 social studies lesson the teacher planned a range of practical outdoor activities linked to Caymanian culture. Most teachers had sufficient subject knowledge to deliver effective lessons. However, the pace of learning was often too slow and activities were not sufficiently focused on gaps in the knowledge and skills of groups and individuals. Work samples showed that there was not always clear progression so that students could make links between what they knew, could do, and needed to know. Most teachers relied on worksheets that were not well-matched to students' abilities. When teachers used videos, they did not always make the purpose of learning clear so students could extract the information and facts they needed for the next activity. Most teachers used questioning frequently but did not always give students time to think or give a more detailed answer that reflected what they knew. A significant minority of lessons lacked opportunities for students to work independently or to collaborate with others. As a result, the balance between listening to the teacher, and learning actively, led to a few students becoming disengaged. In a Year 6 lesson, the teacher and teaching partner worked together seamlessly intervening and supporting all, but not all teachers planned for, utilised or employed their teaching partners effectively to maximise their time supporting learners.

Learning

Learning was satisfactory for students in Years 1 to 6. In most classes, students had positive attitudes to learning, enjoyed coming to school where most were responsible learners. The routines in all classes were established and students worked well on their own or with friends. At times, a significant minority of learners were less engaged when activities lasted too long or lacked opportunities to be active. Learning was not always matched to students' strengths, so they were able to make connections between concepts taught across a range of subjects. For example, Year 6 used digital technology very effectively to research and plan a group presentation and used editing functions to edit their writing. When teachers assessed students' answers to their questions, the quality of response varied. The best demonstration of learning was when teachers prompted students to think, reflect and give an extended answer that fully explained what they knew. Most students had too few opportunities to solve problems or engage in critical thinking activities matched to their differing abilities. The majority of students were not always clear about their strengths and areas to improve because the advice they received lacked personalised detail. In Year 1, most students used an example from real-life to discuss who in their family was a great cook when developing their personal writing. When activities were organised that interested students, almost all worked independently without distraction. Most students enjoyed discussions and these often developed their efforts to be solution focused.

Observation, assessment and planning / Assessment

Assessment was satisfactory in Primary. The school made effective use of a wide range of standardised tests that showed students' abilities and current performance in literacy, numeracy and science knowledge and skills. These results were linked to international benchmarks. The coordinator of these assessments analysed the data rigorously and shared the results with all teachers. However, this information was not always used well enough by all teachers to plan effective learning to target identified areas of weaknesses for classes and individual students. The school had additional diagnostic assessments of students with additional and special educational needs that informed personalised planning. Older students occasionally used objective criteria to evaluate their own work and that of others. Teachers' written feedback to students was regular but did not always provide sufficient advice about how to improve the standard of their work. Much of the marking was focused on task completion and lacked a link to students' targets to address the learning needs identified in lessons or regular assessments. In lessons, most teachers did provide regular verbal advice that helped students to improve. Teachers' use of the rich data sources available was not sufficiently well-matched to activities and planning to ensure data supported more rapid progress for students of all abilities.

Areas for development

- Plan the balance of lessons so students spend more time engaged in activities than listening to teachers.
- Improve the quality of written feedback to help the students know how to improve their work.
- Plan a range of activities in lessons, with use of time markers to improve pace, and opportunities to share ideas and develop students' problem solving and inquiry skills.

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 across the school. In the Early Years, diverse learning experiences through play fostered children’s language development, social skills, curiosity, and exploration. The Primary curriculum was designed with a clear rationale, offering a broad and balanced education that ensured students received a well-rounded learning experience. Progress was made in integrating the PYP into social studies, science, and various other units of work. For instance, a science project on habitats allowed students to build models and write narrative stories from the perspective of animals living in those habitats. Schemes of work, unit plans and lesson plans incorporated interdisciplinary themes such as ‘sharing the planet’ and ‘how the world works,’ along with PYP concepts like form, function, and change. Teachers conducted annual reviews of long-range plans to address the evolving needs of students. Progression documents ensured both vertical and horizontal alignment of core subjects which supported academic growth. A systematic procedure for transitioning students from one year to the next, and eventually to the secondary phase, helped teachers understand the attainment levels and needs of incoming students. Various online platforms, including IXL, Seesaw, and Pobble, were utilised both in school and at home for homework and remote learning, enhancing the educational experience. A wide range of extra-curricular activities and community-based learning opportunities extended students’ interests and learning. Activities such as cross stitch, the Good News Club, Lego building, the annual Science Fair and field trips to the Turtle Farm and Botanical Park enriched the curriculum.

Areas for development

- Build upon work already started to embed the delivery of the transdisciplinary themes through more effective implementation of the PYP across all core subjects.
- Make more cross-curricular links to strengthen connections across subjects.
- Provide additional platforms for students to explore and develop their artistic talents.

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 satisfactory. Students were kept safe as all staff knew the school's policies and procedures in place and understood their roles and responsibilities. As a result, students remained safe whilst at school. For example, the security guards patrolled the site every hour and effectively policed the entry and exit from the school at the beginning, during and end of the school day. All students were well supervised in the classroom and outside in the play areas. Staff kept a close eye when students moved around the school; on the school buses the bus warden directed and supervised effectively. Records were kept of regular fire drills, evacuation procedures and relevant medical information. Information about medicine was shared with staff in an appropriate way. The building and outside areas were secure, clean and generally kept in a good state of repair and were accessible to all students. There was scope to strengthen recordkeeping to ensure thorough management of training requirements. The recent storm had caused some damage to outside areas which had been reported and awaited repairs. The Reception outdoor area, in the form of the Caymanian Village, and specific zoned areas were attractive, well thought out and positively contributed to the children's good health and well-being, as they learned through play. Almost all students agreed that they were encouraged to choose healthy options at snack times such as eating fruit and drinking water. Via the parent handbook, all parents were also encouraged to send in healthy snack options. The teaching of healthy lifestyles and physical activity were thoroughly embedded throughout the curriculum. Eye-catching displays, for example in the canteen, were used as effective ongoing reminders of the need to make healthy food choices.

Support and guidance

Support and guidance were satisfactory. The school had a welcoming and caring atmosphere where positive relationships between staff and students were the norm. Most students enjoyed school and almost all agreed that the staff guided them effectively in a wide range of areas, for example, in making healthy lifestyle choices. All students were encouraged to be kind and caring which contributed to the pleasant learning environment. All staff knew their students well. The counsellor, the Special Educational Needs Coordinator (SENCO), the school inclusion specialist and the external support agencies worked closely and effectively together to ensure that all students' needs were identified and addressed. However, staff did not always employ the available additional resources, for example Talk Boost, to make this provision even more effective. All students knew they had someone they could turn to for help. There was a wide range of systems and well-established procedures in place with mandatory reporting, and adequate recording in place. This information supported students in making satisfactory progress, although, the ongoing monitoring of initial, isolated concerns were not tracked and logged in a central place to support triangulation and to trigger follow up. Transition arrangements, such as the Reception orientation day and the Year 6 visits to secondary schools were well established. The transfer of helpful student information was undertaken in a timely manner. Materials made available on 'Teams', along with staff training, aided teachers in helping students to achieve. Although this was useful, additional information was not always used well enough in the classroom. Hence, teaching assistants were only used efficiently in a few classrooms.

Areas for development

- Ensure timely compliance with all regulatory requirements.
 - Ensure that student information is utilised effectively to optimise the deployment of assistants, enhancing efficiency and impact across all classrooms.
-

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	Good
6.4 Staffing and the learning environment	Satisfactory

Leadership

Leadership was satisfactory. The Principal was passionate about the school and the students within it and had a clear vision for the future of the school. He led his senior and middle leaders well, and together, they aimed to create a welcoming and inclusive school. Leaders were committed and competent; they were diligent in their duties and had a clear understanding of their responsibilities. They had forged effective relationships with parents and involved them well in the life of the school. Leaders ensured that students felt happy and settled and that there was a positive, encouraging atmosphere for staff. Professional development was provided for staff, although this did not translate well enough into higher quality teaching.

A plethora of accurate data was collected which supported leaders in identifying the correct priorities for improvement. Although they understood the need to promote higher attainment and more rapid student progress, they were not always focused well enough on the impact of their work and on how well the actions they took brought about better achievement. Performance management arrangements were in place and took place regularly. As a result, leaders gave clear direction to members of staff regarding aspects of teaching requiring improvement.

Self-evaluation and improvement planning

The self-evaluation processes in place were satisfactory and ensured that leaders had an accurate picture of their school. The improvement plan and its priorities had been identified through gathering evidence from data and classroom monitoring. This contributed to whole school self-evaluation. Monitoring of the quality of teaching was well organised. Leaders observed teaching, analysed data and looked at students' workbooks. This provided them with clear information about the strengths and weaknesses in teaching. This fed into school development planning. Although leaders regularly reviewed the quality of provision, their work had not yet led to notable improvement in outcomes. For example, the phonics screening test demonstrated low attainment over time in Year 1; in Year 2, repeat tests showed less than a third of students passed. Reading in Year 6 saw students still struggling to access the curriculum because of low reading skills. Satisfactory progress was made in addressing the areas for improvement from the previous inspection report. However, similar areas for improvement were identified in this report. Although the school has taken steps to improve the quality of teaching through specialist teachers and monitoring, it was too early to judge the impact of their work.

Links with parents and the community

Links with parents and the community were good. The school fostered strong links with parents and the community through highly effective engagement strategies. This resulted in most parents having a strong sense of belonging and commitment to the school. The Parent-Teacher Association (PTA) played a crucial role in the life of the school. They actively organised innovative fund-raising activities, managed provision of the canteen and partnered with Cayman Islands Monetary Organisation (CIMA) to build a Reception Village. They were persistent advocates for better quality premises and areas within the school. The school utilised a variety of communication strategies to keep parents well-informed. WhatsApp and ClassDojo were the most popular platforms that gave immediate notice about students' learning and school notices. Social media platforms such as Instagram and Facebook also kept families informed. Termly reports were regular and organised into two teacher-led conferences and one student-led conference. These gave helpful information to parents about their children's progress. Workshops on literacy, mathematics, nutrition and child development, further empowered parents, strengthening their engagement with the school. Partnerships with neighboring schools and organisations like the 'Family Resource Centre' and 'Literacy is for Everyone' (LIFE), provided additional resources and learning opportunities for parents and students. Community supported initiatives, including collaborations with the Cancer Society, Jasmine, Meals on Wheels and the Senior Citizens in Bodden Town, highlighted the school's commitment to social responsibility. The school's involvement in events like the annual food and toy drive emphasised this dedication.

Staffing and the learning environment

Staffing and the learning environment were judged satisfactory. Teachers and other staff were qualified, and relevant safeguarding procedures ensured they were suitable to work with children. The school demonstrated a commendable commitment to addressing staffing challenges, maintaining a low annual turnover which ensured stability and continuity in learning. The strategic deployment of qualified and experienced staff, managed effectively by the Vice Principal, ensured uninterrupted learning even during teacher absences. The learning environment was well-maintained and fit for purpose. The library was user-friendly and accessible to all students, including those with disabilities. It offered a diverse collection of books, including bilingual options, catering for various age groups and reading levels. Recent updates through partnerships with LIFE had enriched the collection. The addition of the Reception Village promoted learning through play and served as a model for other Reception areas across the island. Proactive steps were taken to address the small size of the canteen by implementing three staggered lunch times. However, this approach was challenging at times and proved to be highly demanding of manpower and time. There was an appropriate range of resources, including ICT to support students' work. However, the size of some classrooms in relation to the number of students, posed a challenge to how the space was used effectively to support various learning styles.

Areas for development

- Monitor the impact of identified areas for improvement, particularly the quality of teaching, across subjects through the setting of clear milestones and success criteria which are RAG rated regularly to map progress towards them.
- Ensure that the areas for development in the school improvement plan focus more precisely on improving students' performance in the Key Stage 2 tests.
- Ensure that staff increase their levels of commitment to improvement through more focused CPD which stimulates their desire to improve.
- Consider expanding the canteen to accommodate larger groups of students.

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	7125	Parents	71995	Staff	7375
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Students

One hundred and twenty-one students responded to the survey. Most students agreed that the school was well led, provided good quality education and supported their learning. Almost all students agreed that most of the lessons were good, that teachers ensured active participation and that staff effectively guided and supported them to progress. Moreover, almost all students agreed that they progressed well in most areas of learning and that they were meeting or exceeding expectations. They received regular feedback from teachers so that they knew how to improve. Additionally, most students agreed that they enjoyed learning, they were able to take responsibility for their learning and knew how to assess their work. They stated that they knew their strengths and what they needed to do to improve. Furthermore, most students felt that they joined a good range of extra-curricular activities and they were able to learn from and give back to the wider community. The majority of students believed that they had a good understanding of environmental issues and had opportunities to be involved in different initiatives and causes. However, a significant minority disagreed that leaders and teachers had asked them how the school could improve. They also disagreed and that the behaviour in the school was good. A significant minority of students disagreed that they felt safe at school; similarly, a minority of students commented negatively about bullying and incidents of poor behaviour in the classroom. They commented about the facilities, such as the lack of cleanliness of the bathrooms and the lack of playground facilities for older children.

Parents

A total of one hundred and ninety-nine parents responded to the survey. Almost all parents agreed that overall, the school provided a good quality education and was well led. Similarly, almost all parents agreed that the school had suitably qualified and experienced staff who effectively supported the learning of their children. Additionally, almost all parents agreed that their child progressed well in most areas of their learning and were meeting or exceeding their targets. They stated that their child felt safe at school. Moreover, almost all parents agreed that the school's facilities were well maintained and sufficient, with most agreeing that the teaching was of high quality and the curriculum was broad, relevant and challenging to support their child's learning. Furthermore, most parents agreed that their child had regular access to extra-curricular activities and opportunities to learn from and within the wider community. Communication between the parents and school was said to be timely and effective and opportunities for parents to get involved with the work of the school were many, including involvement in planning for improvement. However, a minority of parents commented that they would like better, parental communication about teaching and learning and activities to be undertaken at home. A few parents were concerned about the increase in student numbers affecting communal facilities such as the canteen, bathroom, outdoor spaces.

Staff

Thirty-seven staff replied to the survey. Overall, all staff agreed the school provided a good quality of education, had suitably qualified staff to effectively support the learning of all students and that the school had effective assessment systems to track and monitor students' progress. The behaviour of most students was identified as good. Almost all staff agreed that the teaching and learning was of high quality and students' learning was well developed. Most staff thought that students progressed well in most areas and attained or exceeded their targets. Almost all staff agreed that the school was well led, that improvements had been made in key aspects with staff involved in evaluation and planning for improvement. They stated that there was regular effective parental communication provided. Almost all staff agreed that the school was safe and provided a supportive environment for all. They were of the opinion that they accessed meaningful, supportive CPD. They said that students demonstrated a good appreciation of civic and environmental understanding, whilst they benefitted from a broad curriculum. They stated that students had learning opportunities within the wider community. However, a minority of staff disagreed that they have sufficient resources, adequate facilities and staffing to support the learning for all. A minority disagreed that the school had a good system to support SEND and ALSN students to help them progress. Additionally, a minority of staff disagreed that parents were effectively involved in the work of the school and that events were well attended.

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
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Team Inspector	Jo Jones	International Associate Inspector
Team Inspector	Noreen Phillips	International Associate Inspector
Team Inspector	Marsha Seeratan	Office of Education Standards
Team Inspector	Suzanne Goodwin	Cayman Islands Associate Inspector



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