

# INSPECTION REPORT

OFFICE OF EDUCATION STANDARDS  
CAYMAN ISLANDS GOVERNMENT

MAY 2021



## CREEK & SPOT BAY PRIMARY SCHOOL

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Creek and Spot Bay Primary School

# TABLE OF CONTENTS

<b>Introduction</b>	<b>3</b>
<b>School Information</b>	<b>5</b>
<b>Key Strengths and Recommendations</b>	<b>7</b>
Performance Standard 1. Helping our students to achieve in key areas of their learning	7
Performance Standard 2. Promoting our students' personal and social development	8
Performance Standard 3. Ensuring effective teaching to support our students' learning	8
Performance Standard 4. Offering a curriculum that meets the educational needs of all of our students	9
Performance Standard 5. Keeping our students safe and always supported	9
Performance Standard 6. Leading and managing our school and developing our links with the community we serve	10
Overall Evaluation	11
<b>Achievement</b>	<b>13</b>
Students' attainment in relation to international standards	13
Students' progress in key subjects	15
<b>Students' Personal and Social Development</b>	<b>17</b>
<b>Teaching, Learning and Assessment</b>	<b>19</b>
<b>Curriculum</b>	<b>22</b>
<b>Safety and Support</b>	<b>23</b>
<b>Leadership and Management</b>	<b>25</b>
<b>Survey Results</b>	<b>28</b>
<b>Next Steps</b>	<b>31</b>
<b>About the Office of Education Standards</b>	<b>32</b>



## INTRODUCTION

### INSPECTIONS OF SCHOOLS IN THE CAYMAN ISLANDS

As determined by Education Act (2016), all educational institutions are inspected regularly by the Office of Education Standards. The purpose of inspection is primarily to support ongoing improvement in each school and also to provide rigorous, impartial and comprehensive information to parents, government officers and Ministers regarding the quality of education both in government and private educational establishments.

Inspections are undertaken at least once every four years and will usually involve a team of inspectors visiting each school for between two and five days. Inspectors use an agreed framework to reach their judgements. In the Cayman Islands, the publication '**Successful Schools and Achieving Students 2**' (Cayman Islands Government, October 2020) is the tool which is used by schools to review their own work and by inspectors when they form judgements.

Inspection frameworks are a central feature of different school evaluation systems worldwide. They provide a structure within which inspectors make judgements on the basis of evidence of observed practice. They serve a number of purposes:





- Indicators create a **consistent vocabulary and reference point** for a conversation with schools regarding the major determinants of educational success.
- The highest-level exemplar provides schools with a description of **educational excellence** to which schools can aspire.
- The lower-level exemplar provides schools with a clear understanding of levels of provision that are considered **unsatisfactory** and must be improved.
- The indicators can be used by schools for **self-evaluation purposes** and can be linked to school improvement through effective development planning.
- The use of a common set of indicators encourages **consistency in judgements** across different inspection teams. Inspectors must base their judgements on the evidence of the practice they actually observe, rather than with reference to set norms or by employing relative ratings or referring to personal or individual preferences.
- The publication of inspection quality indicators enables schools to see inspection as a **transparent** process.



# INTRODUCTION

The inspection framework is organised around judgements using a four-point scale.

The four levels are defined as follows:

<b>Excellent</b> - exceptionally high quality of performance or practice	 Excellent
<b>Good</b> - the expected level for every school in the Cayman Islands, both public and private.	 Good
<b>Satisfactory</b> - the minimum level of quality required for the Cayman Islands. All key aspects of performance and practice in every school should meet or exceed this level.	 Satisfactory
<b>Weak</b> - quality not yet at the level acceptable for schools in the Cayman Islands. Schools will be expected to take urgent measures to improve the quality of any aspect of their performance or practice that is judged at this level.	 Weak

Consistency in quantitative terminology








Inspectors use quantitative terms in reports, as follows:

<b>All</b>	The whole – as used when referring to quantity, extent, or duration	<b>100%</b>
<b>Almost all</b>	90% and more	<b>90% to 99%</b>
<b>Most</b>	Three quarters or more but less than 90%	<b>75% to 89%</b>
<b>Majority</b>	Half or more but less than three quarters	<b>50% to 74%</b>
<b>Significant minority</b>	A quarter or more but less than a half	<b>25% to 49%</b>
<b>Minority</b>	15% or more but less than half	<b>15% to 24%</b>
<b>Few</b>	Up to 15%	<b>0% to 14%</b>









# SCHOOL INFORMATION

## General information

	<b>School name</b>	Creek and Spot Bay Primary School
	<b>Address</b>	170 Spot Bay Road, Cayman Brac
	<b>Telephone number</b>	1-345-948-0226
	<b>Website</b>	<a href="https://schools.edu.ky/cps/Pages/Home.aspx">https://schools.edu.ky/cps/Pages/Home.aspx</a>
	<b>Name of the principal</b>	Ms. Claudette Lazzari
	<b>Date of this inspection</b>	May 26- 28, 2021
	<b>Date of the last inspection</b>	January 15 - 17, 2019





## Students

	<b>Number of students on roll</b>	95
	<b>Age range of the students</b>	3-11 Years Old
	<b>Grades or year groups</b>	Nursery - Year 6
	<b>Number of Caymanian students</b>	81
	<b>Number of students with special educational needs</b>	32
	<b>Largest nationality group of students</b>	Caymanian






# SCHOOL INFORMATION



## Staff

	<b>Number of teachers</b>	8
	<b>Number of teaching assistants</b>	10
	<b>Teacher-student ratio</b>	1:10
	<b>Teacher turnover</b>	28%

## Curriculum

	<b>Main curriculum</b>	Cayman Islands National Curriculum
	<b>External tests and assessments</b>	PIRA,PUMA,PTE,PTS, GAPS, KS1&KS2 exams
	<b>Accreditation</b>	None







## School inspection overall performance history

<b>Cycle 1 Inspection</b>	January 2019	 Satisfactory
<b>Cycle 2 Inspection</b>	May 2021	 Satisfactory



# SUMMARY



## Performance Standard 1. Helping our students to achieve in key areas of their learning

Quality Indicator	Current Inspection Judgement	Change in judgement since last inspection
1.1 Students' attainment in English	 Satisfactory	▶
1.1 Students' progress in English	 Satisfactory	▶
1.1 Students' attainment in mathematics	 Satisfactory	▶
1.2 Students' progress in mathematics	 Satisfactory	▶
1.2 Students' attainment in science	 Satisfactory	▶
1.2 Students' progress in science	 Satisfactory	▶






## SUMMARY

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

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

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


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







## SUMMARY

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

Quality Indicator	Current Inspection Judgement	Change in judgement since last inspection
4 Curriculum	 Good	▲

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

Quality Indicator	Current Inspection Judgement	Change in judgement since last inspection
5.1 Health and safety	 Good	▲
5.2 Support and guidance	 Good	▶



## SUMMARY

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

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



## OVERALL PERFORMANCE

### What the school does well

- The quality of support for children with special educational needs and disabilities (SEND) was exemplary. The school provided a safe, supportive learning environment and facilitated regular participation in mainstream classes for students with SEND who were enrolled at the Beacon Learning Centre.
- Almost all students exhibited positive attitudes, tolerance and respect for diversity. Most demonstrated excellent civic and environmental understanding and were able to apply their understanding of environmental sustainability to real life contexts.
- Established links with the community impacted positively on students' learning by providing them with a breadth of rich and varied experiences linked to curriculum topics.

### Recommendations

**Ensure teachers use data to plan lessons with appropriate challenge and choice.**

**Raise attainment in core subjects, especially for the more able students, by:**

- developing students' critical thinking skills, and
- ensuring cross-curriculum links are planned to support students to apply their learning in different contexts.

**Improve the consistency of teachers' planning for differentiation of instruction and tasks based on students' individual needs and strengths.**

### What has improved since the last inspection?

- Students' civic and environmental understanding had improved from good to excellent.
- The curriculum had improved from satisfactory to good, and was broad and balanced. Additionally, the curriculum was reviewed regularly and was planned appropriately to promote progression in students' learning.
- There was an appropriate emphasis upon health and safety arrangements, and a suitable focus upon the promotion of healthy lifestyles.



## OVERALL PERFORMANCE

### ► Satisfactory

The overall performance of Creek and Spot Bay Primacy School was judged as satisfactory. This was because attainment and progress, teaching, learning and assessment were satisfactory. Leadership, self-evaluation and staffing and the learning environment were also judged as satisfactory.

The strengths of the school were the students' positive behaviour towards learning, and their respectful and tolerant attitudes towards diversity. The students were polite and embraced an ethos of acceptance and support for others. The students' civic and environmental understanding was also a strength of the school. Students understood the significance of Christianity to the Cayman Islands, and were developing understanding of other religions. Curriculum quality had improved since the last inspection, with the judgement now being good. The curriculum offering was broad and balanced, and the students had opportunities to learn from rich experiences in their community. Health and safety had also improved since the last inspection, with the judgement now being good. Policies were followed consistently, and the safety and well-being of all students was a priority.




Attainment and progress remained satisfactory, as did teaching learning and assessment. Leadership remained satisfactory as well, although the middle leadership positions were better defined, and middle leaders had benefited from opportunities for professional development. Self-evaluation and staffing and the learning environment remained satisfactory. Although the school was well appointed, and the staff were well deployed, the impact of staffing and the learning environment to help support high quality learning was an area for development.

The school had made some progress in addressing the recommendations from the last inspection report. There was improvement of the curriculum and the consistent implementation of health and safety policies to ensure the wellbeing of students. The school was in the initial stage of implementing a healthy lifestyle approach which has been developed. School leaders promoted healthy lifestyles by awarding students points for healthy snacks and by harvesting and cooking healthy food from the school's grow boxes.



# ACHIEVEMENT

## Students' attainment in relation to international standards

Quality Indicator	Current Inspection Judgement
1.1 Attainment in English	 Satisfactory
1.1 Attainment in mathematics	 Satisfactory
1.1 Attainment in science	 Satisfactory

### English

Students' attainment in English was satisfactory overall with a majority achieving above national standards. On entry, most children at Nursery and Reception were below age related expectations. However, current assessment data showed a majority of children at Reception were achieving in line with age related expectations but only a minority of children at Nursery achieved at age related expectations in the prime areas of learning. Regular planned opportunities promoted children's emergent writing in Nursery. Most children at Reception could segment and blend letter sounds to pronounce simple words and most wrote on lines with proper letter formation. Teachers regularly engaged children in activities and materials that supported their development of language and early literacy skills. Across all year groups with the exception of Year 6, most students were performing at the expected standard or above in Reading. At Key Stage 1, the Read Write Inc. programme successfully promoted improvement in students' reading achievement. Of note, in the recent external assessment, all students at Years 1 and 2 achieved at the expected level or above. Students' attainment in writing was more variable across the year groups, with only a majority achieving at the expected standard or above. To raise students' attainment in writing, teachers should improve opportunities for students to write in varied and interesting contexts. In lessons, most students achieved in line with curriculum standards. Most demonstrated secure understanding of grammar and the mechanics of writing. At Key Stage 2, most students demonstrated satisfactory understanding of the features of report writing and organised sentences in paragraphs appropriately.



# ACHIEVEMENT

## Students' attainment in relation to international standards



### Mathematics

Attainment in mathematics was judged as satisfactory because, in assessments and classroom work, most students achieved levels that were in line with curriculum standards. Students had scheduled times during the day for mental math activities, which is now impacting their number sense positively. Students in Reception were able to double numbers while students in Year 1 could count confidently by tens and find patterns on a Hundreds Chart. Students in Year 4 were beginning to learn about decimals, and working with hundredths. Year 6 students were able to solve mental math problems with assigned numbers and choosing the operations to use. Students required further work on calculating elapses in time and working with decimals. While there was provision in place for most students with additional learning needs, the higher achieving students required more innovative planning to ensure they were better supported to attain higher levels.





### Science

Attainment in science in Nursery, Reception and all primary stages was satisfactory. Most students attained in line with the curriculum standards. Children in Nursery and Reception showed a developing knowledge of the world around them and could investigate using a variety of rich enquiry based experiences. Children were keen to explore their environment through shape, patterns and material, although at times this required greater classroom management to be effective. Across the primary stages, students showed satisfactory attainment, knowledge, and understanding in science, however; there was some variation in attainment between year groups. Students were not proficient in the scientific method or predicting outcomes from experiments. Year 2 students could identify the basic properties of materials and investigate whether material was waterproof or how light it was likely to be. Students in Year 6 explored the structure and function of the heart and used theory to better understand scientific phenomena like the states of matter. The higher achieving students were not consistently challenged in lessons. As a consequence, most did not attain at the level they were capable of. There was scope for teachers to provide increased opportunities for students to engage in rich inquiry-based learning experiences to develop and deepen their scientific understanding.



# ACHIEVEMENT

## Students' progress in key subjects

Quality Indicator	Current Inspection Judgement
1.2 Progress in English	 Satisfactory
1.2 Progress in mathematics	 Satisfactory
1.2 Progress in science	 Satisfactory



### English

Progress in English was satisfactory. At Nursery, a significant minority of children made accelerated progress from low starting points. A majority demonstrated age-appropriate communication, language and listening skills. At Reception, recent assessment data showed a majority of children made satisfactory progress in key areas of their learning despite low starting points and were on track for a good level of development. At Key Stage 1, most students demonstrated understanding of parts of speech and were able to write using a variety of sentence structures. In a Year 1 English lesson, most students successfully used visual prompts to create descriptive sentences using adjectives and adverbs. At Key Stage 2, students were able to independently research information and develop arguments for a class debate. Students' progress in lessons was often dictated by the pace of lessons and use of variety of teaching strategies to promote students' engagement in their learning. Across the grades, target setting was used effectively to promote students' progress in aspects of reading and writing. There was scope for teachers to improve planning for differentiation of instruction and tasks based on students' individual needs to accelerate progress in key areas of their learning.



# ACHIEVEMENT

## Students' progress in key subjects



### Mathematics

Progress in mathematics was judged as satisfactory. Most students, including those with special educational needs, made expected progress. Students were developing age appropriate skills in mathematical exploration. Students in Reception were progressing from doubling number to halving them. Students in Key Stage 2 were using their knowledge of calculating fractions to solve number problems which entailed sharing a number of objects fairly within a group of people. Year 1 students were counting by tens, while Year 4 students were finding the effect of dividing a one or two digit number by ten and one hundred. There was scope to better promote cross-curricular linkages and improve opportunities for students to use mathematical skills in real world contexts.





### Science

Progress in the science based topics in Nursery, Reception and all primary phases was satisfactory. Most children and students made expected progress in science and a few in Years 2 and 5 made better than expected progress. Children in Nursery and Reception made expected progress in understanding the materials in their environment and their place in the natural world. Most primary students, including those with special educational needs, made satisfactory gains in scientific knowledge and understanding and were able to progress to expected levels of attainment. For example, in a Year 6 lesson, students named, described, and sequenced the stages of a flowering plant's life cycle. At times, students worked collaboratively in pairs and in groups to reinforce their learning. In Year 5 there were opportunities to work on projects which offered students the chance to develop their deeper scientific investigation skills and deepen their understanding of scientific concepts. However, this was not a regular feature of all science lessons. Evidence from students' work books showed work focused on the recall of facts and labelling diagrams or worksheets. There were limited opportunities for research and critical thinking. The lack of opportunities which provided greater challenge restricted progress for the higher achieving students.





# STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT

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



## Behaviour

Positive behaviour for learning was good. Almost all children and students enjoyed learning and in lessons were attentive, polite and respectful both to staff and each other. In and around the school, all students and staff showed mutual respect, creating a friendly and productive learning environment. Students were developing a good sense of self-respect and tolerance of differing viewpoints. Most students displayed a high level of confidence and willingly spoke clearly with staff and visitors. They interacted well and showed empathy for others, particularly supporting their peers with Special Educational Needs. Incidents of bullying were infrequent and were dealt with effectively by the school. In the student survey and the PASS survey, students said they felt safe. Students were proud of their school and teachers. Almost all students wore the correct uniform with pride. Students' positive attitudes towards school were reflected in their high attendance and almost all arrived on time for the start of the school day. In lessons, however, there were limited opportunities for them to become independent and self-disciplined.



## STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT






### Civic and environmental understanding

Civic and environmental understanding was judged as excellent. Students expressed pride in being part of the Caymanian society, and enthusiastically shared history and traditions that they had learned about. The students shared the techniques for thatching, making thatch rope and Cayman peppermints. Most could relate Cayman traditions such as the use of Rosemary brooms in the past. The students were knowledgeable of facts about Cayman Brac and shared information about the various caves. They could describe the effects of the 1932 Hurricane which struck Cayman Brac. In social studies, Year 6 students demonstrated awareness of the structure of the Cayman Islands Parliament. Students had appreciation for the Christian religion and respect for other religions. Students showed respect and tolerance for differences. Students had appreciable understanding of food security, demonstrated in their partnership between Vigoro Nursery and the Department of Agriculture for grow boxes. Students were also aware and passionate about environmental issues, such as overfishing, the negative effects of feral animals on the fauna and the need for better infrastructure planning in order to limit the use of vehicles. They demonstrated excellent understanding of sustainability issues and the reciprocal relationship that existed between humans and the environment. The students had participated in beach cleanups, Earth Day activities and charity events to serve their community. Students must now work on initiating other schemes which support sustainability and conservation.



## TEACHING, LEARNING AND ASSESSMENT

Quality Indicator	Current Inspection Judgement
3.1 Teaching	 Satisfactory
3.2 Learning	 Satisfactory
3.3 Assessment	 Satisfactory

### Teaching

Teaching was judged satisfactory. Most lessons were well structured and followed a clear sequence. Additionally, most teachers shared lesson objectives and success criteria with students. This gave clarity and purpose to lessons and effectively promoted students' interest in learning. Over the course of the inspection, Inspectors noted that appropriate resources and materials were generally well prepared in advance and this also successfully promoted students' engagement in activities. In a majority of lessons, work sheets were used to support students' learning. However, these would have been more effective if they had included differentiated questions and activities matched to all students' abilities. In most lessons, an appropriate balance was maintained between oral and written work. However, there was scope for teachers to make greater use of interactive methods that provided students with regular opportunities to develop their knowledge, skills and understanding. For example, in a Year 1 English lesson, the teacher used visual prompts effectively to promote students' use of adjectives and adverbs in a descriptive writing activity. Similarly, in a Year 5 religious education lesson, students explored the concept of religious freedom through art and writing. Most students were able to apply their understanding of freedom to real life applications. In most observed lessons, classroom management was effective and students' contributions were encouraged. However, in a majority of lessons, with the exception of provision for students with additional learning needs, lesson content and tasks were delivered to students in the same way. Consequently, higher achieving students were not always appropriately challenged.



## TEACHING, LEARNING AND ASSESSMENT

### Learning



Behaviour for learning was satisfactory. At Nursery and Reception, most children enjoyed tactile interactive opportunities to engage with materials. Most were enthusiastic and motivated participants in lessons. The creation of an attractive, comfortable space for reading in the Nursery class would further promote children's engagement with books. Also, there was scope for teachers to consistently engage children in learning conversations to promote their language development and critical thinking skills. Students across the school generally engaged well in group activities, however; in instances, better structure was required to maximise their collaborative learning. Almost all students concentrated well in lessons that were delivered in engaging and motivating contexts. Across the school, classroom environments were mutually respectful and supportive of learning. As a consequence, most students were comfortable taking risks and almost all participated in class discussions, sharing their opinions and asking questions. Most teachers used questioning satisfactorily to engage students and as a means of assessment of learning. However, there was scope for teachers to better promote students' higher order critical thinking skills through the use of open-ended and targeted questioning. In an example of effective practice, students in a Year 1 mathematics lesson used their critical thinking skills to figure out patterns as they filled in numbers on the Hundreds chart. In the more effective lessons, students were given opportunities to take charge of their learning through leading discussions, critiquing the work of their peers and using checklists to self-assess their own work. There was scope for this effective practice to become a feature of learning across the year groups.



## TEACHING, LEARNING AND ASSESSMENT




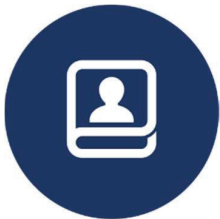
### Assessment

Assessment was satisfactory. The school utilised a range of international assessments such as GL progress tests, as well as teacher assessment to track and monitor students' progress in core subjects. Data from assessments and teacher observations was used effectively to plan for students with additional needs but not those who were higher achieving. Students were often given oral feedback on their work and some were challenged to improve their first answer or attempt but this was a developing feature of the school. As such, higher attaining students were not stretched to meet their potential. Termly individual target setting was evident across the core subjects particularly in English and through the Learning Support Plan system for students with Special Educational Needs. Although there was improvement in marking and feedback, these were not consistent enough to make a positive impact on all students' progress. Too often, there was limited evidence of students improving their workbooks as a result of teachers' feedback. Not all teachers assessed whether students had achieved the objectives as lessons progressed, nor was there always a plenary to check and consolidate learning. There were some opportunities for students to self-assess and peer-evaluate, however, this required further improvement.



# CURRICULUM

Quality Indicator	Current Inspection Judgement
4 Curriculum	 Good





## Curriculum

Curriculum was good. The school followed the Early Years Foundation Stage for Nursery and Reception and the new Cayman Islands National Curriculum for primary. The curriculum offering was broad and balanced, and had improved with the inclusion of a modern foreign language (Spanish). In general, challenge for the more able students remained a developing feature. There was a clear rationale for curriculum delivery based on shared values to cater to the diverse needs of all students. The curriculum was regularly reviewed through staff collaboration covering vertical planning, continuity and progression and transition across phases. Staff were given the opportunity to observe colleagues in the different year groups to better support teaching and transition planning. Planned extra-curricular activities and clubs were varied, offering a number of choices that involved the participation of parents and the local community. These included football, cricket, dance, music as well as activities at the Heritage House and with the Public Services and the Cadets. Students had regular opportunities to learn from the local community and engaged in competitions such as the Spelling Bee, Speak Off, Battle of the Books, and the Walker's Art Club. School leaders needed to ensure there was choice in classroom learning activities and that cross-curricula links were intentionally planned so students are able to transfer their learning to other contexts.



# SAFETY AND SUPPORT

Quality Indicator	Current Inspection Judgement
5.1 Health and safety	 Good
5.2 Support and guidance	 Good



## Health and safety

Health and safety were judged as good. Arrangements to ensure safety and security in all parts of the school were developed and consistently followed. Both the Infant and Junior sites were suitable and well appointed for all students. The premises was well maintained, with logs being kept in an electronic system. At times, however, maintenance was delayed due to the lack of availability of resources on the island. The start of encouraging healthy lifestyles was evident, with staff awarding students points for healthy snacks, and the planting and harvesting of fresh vegetables, and preparation of meals using them. There was, a plan for September which is hoped to further improve healthy lifestyles. The care and welfare of the students was a priority, with regular supervision, child protection arrangements that staff were trained in and aware of. All staff followed policies to keep students safe. The school did, however, urgently require the installation of a Fire Alarm System as required by the Fire Service as well as the need to formalise record keeping for earthquake and Tsunami drills.



## SAFETY AND SUPPORT






### Support and guidance

Support and guidance was judged as good and was a significant strength of the school. The holistic well-being of the students was a priority for the staff. Throughout the school, there were positive, respectful and nurturing relationships between staff and students. There were well developed and regularly reviewed Learning Support Plans, of which parents and students had the opportunity to be involved. The Beacon Learning Centre supported a few students with special educational needs registered at the school. Record keeping of the students' progress was very detailed and helped the staff to support their learning. The school also kept learning portfolios to detail the progress of students who were working below curriculum expectations, and these helped staff plan for those students. Special Support Assistants were highly effective in supporting students' learning and behaviour. Interventions were a combination of push-in and pull-out, and were planned effectively based on need. The school had the support of a number of specialists and a Special Education Needs Co-ordinator who were all shared with different schools, but were still very effective in supporting the school.





# LEADERSHIP AND MANAGEMENT

Quality Indicator	Current 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	 Good



## Leadership

Leadership was judged as satisfactory. Leaders were committed to the school. The roles of leaders were clearly defined, including those in middle leadership. Middle leaders were assigned as core subject leaders and Special Education Needs Co-ordinator. They participated in training opportunities and liaised with staff to support their ongoing development. Although the Deputy Principal was also the Mathematics Lead, there was succession planning in place to ensure another member of staff was equipped to take on this role in the future. Some members of staff, other than senior leaders, had defined roles and responsibilities. For example, a staff member had responsibility for planning and preparation for the National Festival of the Arts. The staff showed a strong commitment to the ethos of the school, its values and were invested in the success of the students. Performance management arrangements were in place, and regular formal and informal classroom observations were conducted. The school analysed its performance, and used the results to inform professional development needs. Leaders were aware that further improvement can be made. An area which required further development was for leaders to develop practical strategies to secure further development.



## LEADERSHIP AND MANAGEMENT



### Self-evaluation and improvement planning

Self-evaluation and improvement planning was satisfactory. Senior leaders were aware of the school's strengths, areas of development and had identified the key priorities for improvement. The school's self-evaluation document was based upon the collection of evidence over time and included observation of teaching, analysis of student performance data and an examination of parent and student surveys. However, the data did need to be better distilled to get a clearer picture of the percentage of students at various levels of development so that teachers can plan effectively to meet their needs. Senior leadership staff played a key role in the self-evaluation process; working collaboratively. Findings from the self-evaluation process were used as a basis for future action and development plans had been put in place. Continuous professional development opportunities for staff were established and were a regular feature of the school's approach to securing improvement. For instance, school staff had received training in 'Mastery in Mathematics', 'Read Write Inc.' and had attended science symposiums facilitated by staff from the Department of Education. Overall, there had been positive progress in addressing the recommendations in the last inspection report.



### Links with parents and the community

Links between parents and the community were good. Established systems for communication with parents included a parent handbook, notices, emails, WhatsApp, parent teacher conferences, parent teacher and grade level meetings. The links between the school and the local community were many and varied. For example, students had attended the annual career fair at Layman Scott High School and "All Things Cayman Day" at the Heritage House. Also, the Department of Agriculture and Vigoro Nursery had partnered with the school to provide grow boxes and seedlings for an agriculture project. Volunteers enhanced the curriculum by making presentations and demonstrations on Caymanian Heritage, art, culture, religion and habitats. The regular opportunities for community visitors to share their experiences and skills with the students had contributed to rich and varied experiences for the students. A wide variety of co-curricular activities was organised in the school to enhance and support students' learning in many areas. Examples of these activities included regular participation in local and national art competitions, public speaking and Spelling Bee competitions and swim meets. The parent teacher association played a significant role in the life of the school and parents regularly engaged in fundraising to support school activities. There was scope to broaden representation from the parent group in all aspects of the work of the school. Reporting on students' progress was accurate, regular, highly detailed, personalised and included comprehensive next steps for students. Staff was proactive in preparing students and their families for transition to the next stage of students' learning. Established links with the high school nearby ensured a continuity of experiences for students and appropriate progression in their learning.



## LEADERSHIP AND MANAGEMENT



### Staffing and the learning environment

Staffing and the learning environment were satisfactory. All teachers were well qualified and suitably experienced for their roles. Retention levels were high with minimal turnover of staff each year. Most staff were deployed effectively and contributed positively to improvements in students' outcomes. In particular, teaching assistants successfully supported the progress of student with additional learning needs through targeted support in lessons. A range of teaching and learning resources was available at both campuses. Information and communication technology (ICT) resources included well-equipped computer rooms at each campus. Additionally, there were Smart Boards in each classroom which were used by teachers to enhance students' learning. Both campuses had libraries with a wide range of books. However, as the school had a part-time librarian, this limited opportunities for students' regular use of the library. There was scope to rearrange the libraries and music rooms to maximise opportunities for students' access and use. Of note, the Spot Bay campus had a well-equipped science laboratory. Additionally, both campuses had well-resourced outdoor play areas with football fields that were recently resurfaced. Overall, there was scope for teachers to utilise resources more effectively to plan high quality learning for all students in more varied and motivating contexts.



## SURVEY RESULTS

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

Students	22	Parents	41	Staff	19
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### Students

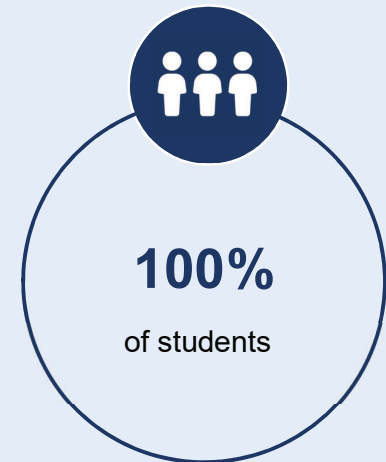
#### Survey: “I am satisfied with the quality of education provided at this school.”

Twenty two students completed the survey. Almost all students felt that they were making good progress overall in all subjects, including the core subjects. Most students indicated the behaviour of most students in the school was good, and that they understood their responsibilities as members of a wider community.

Almost all students agreed that students at the school showed good environmental understanding, and reported that their teachers helped them understand how well they were doing in school and that they enjoy most of their lesson. All students felt that most of their lessons were good and that they could join in a good range of extra-curriculum activities.

All students reported that their teachers explain to them how they can do better, and if they have special learning needs, the school does a good job at helping them. Almost all students felt that the school was well led. All students reported that they were given opportunities to learn in their wider community and that they school had appropriately qualified and suitably skilled staff.

All students agreed that, overall, they were satisfied with the quality of education provided at the school. There were no changes since the last inspection. There was a higher response rate on this survey compared to the previous one.



**Strongly Agree and Agree**

**0%**

**Unchanged** since the last inspection



## SURVEY RESULTS

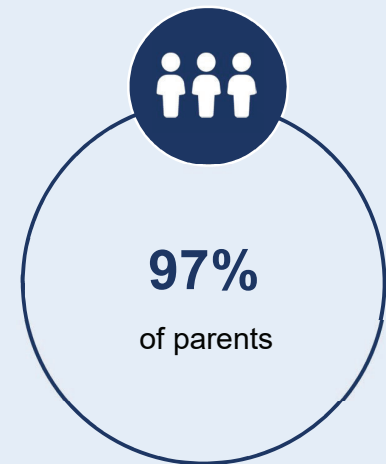
### Parents

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

Most parents agreed that their child was making good progress in English and mathematics. Most felt that their child was making good progress in science. Almost all parents expressed that their child was making good progress in all other subjects. Almost all parents felt that their child was developing a good sense of responsibility as a member of the wider community. All parents believed that their child was developing good environmental understanding. Most parents stated that their child was treated fairly at school and a majority expressed the view that the school dealt effectively with incidents of bullying if they occurred. Most parents agreed that their child enjoyed lessons in a safe environment. Almost all parents felt that communication between the school and home was effective and timely. Most parents agreed that the school was well led and that school leaders responded appropriately to parental concerns. Most respondents expressed that parents were effectively involved in the work of the school. Almost all parents agreed that the school provided good resources for their child’s learning. Most parents believed that their child could join in a good range of extra-curricular activities provided by the school. Almost all parents were satisfied with the quality of education provided by the school. Positive comments made by parents in the survey included the following:

“My kids are doing great at Creek and Spot Bay Primary School. Their principals and teachers are great. They are always interested in the educational growth and wellbeing of my kids. What is most important to me as a parent, is that the principals and their teachers can easily be reached, should there be a need to contact them before the next day for school.”

“I think that the staff members at these two schools are doing an excellent job!”



**Strongly Agree and Agree**

**-3%**

**Decrease** since the last inspection



## SURVEY RESULTS

### Staff

#### Survey: "This school provides a good quality of education."

Almost all staff reported that children showed a good environmental understanding, that the school helped with healthy life style choices and that the school enjoyed good links with the local community. Most staff reported that the behaviour of the children was good. Only a majority of staff reported that the school provided a good range of extracurricular activities or that the school effectively supported their continuous professional development. Most staff agreed that students understand their responsibilities as members of a wider community. A minority disagreed. Most staff felt that there were good assessment systems in the school and that staff regularly informed students of their next steps in learning. Most staff agreed that there was a safe and caring environment for all members of the school community. A minority of staff felt that parent/teacher meetings were not always well attended and that parents were not effectively involved in the work of the school. Most staff felt that there were sufficient resources of good quality to support their teaching. Most staff agreed that the school have appropriately qualified and suitably skilled teachers and staff. Most staff felt that the school was well led.



84%

of staff

**Strongly Agree and Agree**

**-16%**

**Decrease** since the last inspection



## WHAT HAPPENS NEXT?

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

This should address:

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

## WHEN WILL THIS SCHOOL BE INSPECTED AGAIN?

As Creek and Spot Bay Primary School was judged to be providing a **satisfactory** quality of education, there will be no further inspections until the next cycle which commences in 2023.



## WHO ARE WE AND WHAT DO WE DO?

The Office of Education Standards is part of the Portfolio of Civil Service within the Cayman Islands Government. Our function is to inspect early childhood care and education centres, public and private schools and report upon standards in all educational institutions in the Cayman Islands.

### How to contact us

You can contact us using the following e-mail address.

[adminOES@gov.ky](mailto: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](http://www.oes.gov.ky)







[www.oes.gov.ky](http://www.oes.gov.ky) | [adminOES@gov.ky](mailto:adminOES@gov.ky)

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