



EAST END PRIMARY SCHOOL

**Post Inspection Visit
7th - 9th June 2004**

SUMMARY REPORT

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PART 1 PURPOSE OF THE POST-INSPECTION AND MAIN FINDINGS

The purpose and scope of the post-inspection visit

1. East End Primary School was first inspected in March 2001. This inspection covered all aspects of the school as well as curriculum subjects. The inspection report recognised the strengths of the school as well as identifying areas for improvement. Five whole-school key issues were reported along with issues for action in curriculum subjects.
2. The purpose of the post-inspection visit is to assess and report on the progress made since the first inspection in relation to the key issues for the school and issues identified for language arts, mathematics and science. A post-inspection visit does not attempt to cover all of the aspects inspected in a full inspection.

Main findings of the post-inspection visit

3. The school has responded positively to the first inspection report. Progress has been good in addressing two of the key issues, namely:
 - To improve procedures for the day-to-day running of the school and ensure that they are consistently applied and communicated clearly to students, staff and parents.
 - To enrich students' total experience of school life and celebrate their achievements publicly.
4. The school has made some progress in response to the subject issues for action and the remaining three key issues, which were:
 - To identify and tackle underachievement.
 - To establish and implement guidelines for teachers' day-to-day assessment and its use in lesson planning to meet students' individual needs.
 - To improve the quality of teaching, especially to ensure that students are actively involved in lessons and that work in lessons is better matched to students' individual learning needs.
5. The school is aware, however, that further steps need to be taken to tackle underachievement and to improve the learning for all students.
6. The school has given a great deal of attention to creating a positive ethos and establishing a culture where there is a commitment to securing high-quality teaching and learning. As a result, the school's new management team is well placed to use the findings from the post-inspection visit to further support the school's development.

PART 2 ACTION PLANNING AND PROGRESS IN RELATION TO THE KEY ISSUES

THE SCHOOL'S ACTION PLAN

7. The school responded positively to the findings of the first inspection. The staff worked together to plan how to address the key issues and the subject issues for action. The resulting action plan deals separately with each key issue and with each subject. Each section of the plan was written to a common format, but with no overall strategic plan to link the sections together. Overall, the actions described within the plan are appropriate but to achieve them all in the stated time is too ambitious for a small school.
8. The findings from the post-inspection visit confirm the school's view that satisfactory and, at times, good progress has been made in response to many of the issues identified in the initial inspection report. The post-inspection visit also found that the school needs to take additional action in order to further raise students' attainment.

PROGRESS IN RELATION TO THE KEY ISSUES

KEY ISSUE 1: Identify and tackle underachievement

9. A satisfactory start has been made in dealing with this key issue, though more needs to be done. The school has produced an action plan and a policy for raising standards of students' achievements. A number of useful strategies have been implemented. For example, the school has improved its home-school links and provided additional help with homework after school. It has increased the amount of computer-based work, which is proving popular with the students. There has been a considerable improvement in the behaviour of students and their attitudes to study. The school also sets targets for students to help raise their achievement. However, the targets are too general to help teachers plan lessons or to track and evaluate individual students' progress.
10. Since the first inspection, standards achieved by students in the national tests have risen each year, especially in Key Stage 1. There remains, however, a significant proportion of students who are not achieving the expected level for their age or making the progress of which they are capable.

KEY ISSUE 2: Establish and implement guidelines for teachers' day-to-day assessment and its use in lesson planning to meet individual students' learning needs

11. Some progress has been made in response to this key issue. The school has recognised the need to make better use of assessment information to plan teaching and learning. Many of the actions taken so far are appropriate. However, the actions tend to be based on individual initiatives. They are not yet sufficiently well co-ordinated or rigorously undertaken, and so the assessment programme has had limited impact on improving students' achievement.
12. Teachers use a range of tests to assess students' learning. They have begun to analyse the test results to identify common strengths and weaknesses. In several subjects, staff have modified their teaching or the time given to a subject to ensure that suitable attention is given to an area of weakness. Occasionally, teachers have provided a student with individual support or activities which differ from those given to others in their class. However, this is rare. The challenge for the school is to use the assessment information to plan the next stage of the students' learning, recognising the differences between students.

KEY ISSUE 3: Improve the quality of teaching, especially to ensure that students are actively involved in lessons and that work in lessons is better matched to students' individual learning needs.

13. The school has taken a number of potentially useful steps to improve the quality of teaching and progress has been made. However, many of the actions so far are not yet embedded in practice; they are not having a significant impact on meeting the learning needs of all students.
14. Overall, there is a commitment amongst teachers to improve the quality of teaching. Staff do not, though, share a common view of what good quality teaching looks like or how it can be achieved. There has been no specific training for teachers on how to use a wide range of teaching methods and approaches.
15. On the whole, teachers' planning focuses on the teaching activities rather than what the students will gain from the lesson. The majority of lessons are characterised by an introduction to the whole class with common follow-up activities for students, irrespective of their ability or learning needs. This results in many students being given work that is either too easy or too difficult for them, and they fail to make the progress of which they are capable.
16. Since the first inspection, teachers now more regularly include a range of tasks for students to complete in their lessons. However, there are still too few lessons where students undertake open-ended research, take the initiative or make choices about how they might approach a topic or what resources and materials to use.

KEY ISSUE 4: Improve procedures for the day-to-day running of the school and ensure that they are consistently applied and communicated clearly to students, staff and parents

17. Progress has been good in response to this key issue. East End Primary is a well-run, orderly school. There are clear and suitable systems and procedures that are known by staff, parents and students, and which support the smooth running of the school. Communication within the school and between the school and students' homes and the community is good.

KEY ISSUE 5: Enrich students' total experience of school life and celebrate their achievements publicly

18. The school has made good progress in addressing this key issue. All the areas for improvement that were identified in the inspection report have been dealt with, apart from the one dealing with the need to improve the playing field. This latter point has been drawn to the attention of the proper authorities by the principal, and action is still awaited.

19. The initiatives and activities that the school has introduced, such as the peer-care programme, have had a positive impact on students' experience of school life. Students' behaviour is generally good. Parents' complaints to the principal are much less frequent and students' personal development has improved considerably.

20. Students are given many opportunities to take responsibility. They are praised and commended publicly for their achievements, and they are now able to experience a wide range of social and cultural activities. There is now a solid basis to support the school's aim of raising achievement for all students.

PART 3 PROGRESS IN RELATION TO ISSUES FOR ACTION IN THE CORE SUBJECTS

LANGUAGE ARTS

21. The school has made progress in all areas identified in the first inspection report. Many of the initiatives that have been introduced provide a good start on which the school can continue to build.
22. Resources for language arts have improved since the first inspection. There is, though, a need to improve further the range, quality and organisation of fiction and non-fiction books in classrooms, to encourage more independent reading.
23. Some positive steps have been made towards developing students' speaking and listening skills. However, regular opportunities for the development of these skills in all year groups and across the curriculum are not routinely planned.
24. There has been sound progress in students' ability to read aloud. Students' growing understanding of the use of punctuation and decoding skills has resulted in increased fluency and better expression, especially amongst the more able students. Students' progress in applying their language skills to their writing is, however, more problematic. Students are given too few opportunities to write for a wide-range of purposes and audiences or to experiment with different formats, including use of the computer.
25. Teachers conscientiously carry out tests with the students and record the scores. However, the results of the tests are not yet used sufficiently to identify strengths and weaknesses of individual students or to plan lessons which will address these.

MATHEMATICS

26. The first inspection report confirmed the need to improve the teaching and learning of mathematics. Positive steps to address the issues were identified and several improvements were implemented almost immediately. Some progress has been made in respect of all the issues. Sound strategies have been put in place to encourage consistent approaches and to strengthen the teaching of particular aspects of mathematics. Also, mental mathematics is now featured in all lessons. There is further work to be done to ensure that teachers make good use of assessment information to identify individual learning needs and to use that information to plan lessons that are matched to students' abilities.
27. Standards achieved by students are broadly in line with age-related expectations. However, the students' abilities to memorise tables and number facts are weak. There is evidence of some underachievement in mathematics in all classes, due mainly to students being given work which does not always match their abilities.
28. The students' attitudes to their studies in mathematics are much improved since the first inspection. They are attentive, keen to answer the teachers' questions and show good levels of concentration.

SCIENCE

29. Progress in response to the science issues for action has been satisfactory. There has been an increase in the amount of practical work undertaken in science, especially linked to visits outside of the classroom. Most of the practical work is designed and organised by the teachers, and makes good use of natural resources such as sea life and plants. Students enjoy this work and it helps to consolidate their understanding. It has provided the students with basic ideas of how practical work can be undertaken, but there are few examples of students designing their own investigations and reporting their findings. The skills of scientific enquiry, such as developing a hypothesis, planning a fair test, recording changes over time and reaching conclusions are not taught systematically.

PART 4 INFORMATION ABOUT THE SCHOOL AND THE INSPECTION TEAM

The school

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| Type of school: | Government |
| Age range of pupils: | 3 years 9 months to 10 years 9 months |
| Gender of pupils: | Mixed |
| Number on roll: | 122 |
| School address: | 17 Eastland Drive, East End Grand Cayman |
| Telephone number: | 947 7428 |
| Fax number: | 947 8869 |
| Email address: | eeps@candw.ky |
| Name of Principal: | Mr Raphael Daniel |
| Date of previous inspection: | 12-16 March 2001 |

Changes in the characteristics of the school since March 2001

The number of students on roll has decreased slightly from 128 in March 2001 to 120 in June 2004. Currently, all 122 of the students are Caymanian.

The school reports that there are at present 26 students whom it considers to have some level of special educational need. Fifteen students have been formally assessed by the educational psychologist.

At the time of the original inspection, there were 9.3 full-time equivalent teachers, including the principal and part-time peripatetic staff. At the time of the post-inspection there were seven full-time teachers, including the principal, as well as peripatetic teachers for SEN, information technology, art, music and physical education,.

The post-inspection team

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| Lead inspector: | Ann Coker, Schools' Inspectorate |
| Team Inspectors: | Mary Bowerman, Schools' Inspectorate Andrew Littlewood, Overseas inspector Jackie Barnes, Overseas Inspector |