

**Follow-Through Inspection Report
Savannah Primary School**

**Office of Education Standards
November 2017**

Introduction

In academic year 2014-15, the Minister for Education commissioned inspections of all government schools. The purpose of the inspections was to provide a baseline assessment of the quality of teaching and its impact on students' learning. Inspectors checked the progress students made and the standards they achieved, the effectiveness of the leadership and management of each school, and the academic standards, notably in English and mathematics. The reports were published during the same academic year and are available on the government website following the link below.

<http://www.education.gov.ky/portal/page/portal/mehhome/education/baseline-inspections-reports>

In academic year 2017-18, the Office of Education Standards commenced follow-through inspections to report on the progress made by each school since the initial visits in 2014-15.

Follow-Through Inspections

During the follow-through visits, inspectors focused upon the recommendations made at the time of the initial baseline inspections. They evaluated whether the school had made sufficient progress in addressing the areas requiring improvement. Inspectors used a four-point scale to comment on progress, with evaluations of excellent, good, satisfactory or weak.

Views of stakeholders

As part of the follow-through inspections, parents, staff and students (Y5 upwards) were invited to comment upon the work of the school by completing an on-line survey. The results from the survey are included within this report.

Follow-Through Inspection of Savannah Primary School

The Follow-Through Inspection of Savannah Primary School took place from 21st to 23rd November 2017. The inspector gathered evidence through lesson observations and discussions with staff and students. School documents and, where applicable, examination and assessment data were also reviewed.

Recommendation 1

Improve the quality of teaching and ensure that staff have the core knowledge so that they are more effective in their teaching, particularly in mathematics.

The school has made **satisfactory** progress in addressing this recommendation.

The quality of teaching in the school had improved since the last inspection in January 2015. During the Follow-Through Inspection, 26 lessons were observed, across all stages of the school, including Reception classes and in a range of subject areas. Almost all of the permanent full-time staff working in the school were observed during the Follow-Through Inspection. The quality of teaching in most lessons was judged to be satisfactory or better. Specialist teachers, particularly in music and Information Technology (IT) were highly effective and these lessons were characterised by skilled questioning, good lesson structure and tasks which successfully engaged and motivated students. Less effective teaching was noted in certain Reception classes where good routines for learning had yet to be established with the children. Also, in Year 1 and Year 3 classes, students with additional needs were not provided with sufficient support to successfully access the curriculum.

Teachers reported that, since the last inspection, they had benefited from a good range of training which had been helpful in improving their professional practice. In mathematics, for example, regular planning visits from the Ministry of Education numeracy specialist and coaches had allowed teachers to prepare more interesting lessons for students and, as a consequence of this support, the curriculum for mathematics was more effectively structured across the school. The focus by the teachers upon the use of real-life contexts for mathematics lessons had also assisted in making the subject more relevant and meaningful for students.

Developments in the quality of teaching had led to some improved outcomes for students in reading and mathematics over the last two years. However, standards of achievement at Y6 in reading, writing and mathematics remained weak and significantly below expected levels. In 2017, only around one third of students left Savannah Primary School achieving the expected level of skills in writing. The school required a more urgent and clearer strategy to improve the quality of writing and raise standards for all students.

Although teaching was broadly satisfactory in the school an important weakness was the infrequent use of information and communication technology by students in their main classes. With the exception of the specialist IT lessons, students made insufficient use of laptops or other portable technology to research topics or find out information for themselves.

Recommendation 2

Ensure that staff use the regular assessment data available in order that they evaluate and provide for all abilities in their classes.

The school has made **satisfactory** progress in addressing this recommendation.

A wide range of assessments were used by the school to check students' achievement and progress in key areas of learning. The information from the assessments was used primarily to identify those requiring additional help with reading and mathematics. At the start of the current academic year, intervention programmes had been introduced to provide regular and focused support for small groups of students in reading and in mathematics. The sessions ran every day for the students. These sessions were effective in ensuring that students lacking confidence and the relevant core skills were provided with one-to-one support. The students made good progress in their learning in the sessions.

At the beginning of the year, teachers had been provided with a breadth of data pertaining to students' strengths and weaknesses in reading and mathematics. This information was not used effectively by all teachers to ensure that tasks were well matched to the range of students' needs. For example, reading assessments undertaken in Year 2 provided diagnostic analysis of students' ability to identify common letter sounds and names. This information did not guide the content of lessons with sufficient regularity to make sure the students' weaknesses were supported and their progress maximised.

Over one third of the lessons observed during the Follow-Through inspection were judged to be good or better. In these lessons, teachers ensured that the work required from the students was well matched to the different learning needs within the class. In this way, higher achieving students were challenged and their skills were effectively promoted. In the other two thirds of lessons observed, however, activities were pitched at a level that did not meet the learning needs of able students. Consequently, for a significant minority of students, lessons were neither sufficiently demanding nor engaging.

Recommendation 3

Clearly identify the responsibilities of management within the school.

The school has made **satisfactory** progress in addressing this recommendation.

There had been a number of changes to the leadership structure in the school since the last inspection. The Senior Leadership Team now consisted of the Principal and two Deputy Headteachers. The remits for the three staff were appropriate and reflected the key priorities identified by the school as needing improvement at the time of the last inspection. One Deputy Headteacher had responsibility for teaching and learning and another for positive behaviour management. The remits for the three leaders were clear but had yet to be formalised into written job descriptions. All three members of the team contributed to monitoring and evaluation

processes by which the quality of work across the school was checked and improved. Good systems were in place but these were not yet fully effective in ensuring the required improvements in standards.

A second tier of leadership involved the heads of phase, the Special Educational Needs Co-ordinator and the Primary Years Programme (PYP) curriculum co-ordinator. Although these teachers had job descriptions and remits in place for their roles, their impact upon consistency of practice in their areas of responsibility needed further development.

The school currently offers the Primary Years Programme from the International Baccalaureate Organization (IBO) and the school is seeking verification from the IBO regarding the programme. The curriculum has a distinct approach which involves the use of six inter-disciplinary themes every year to organise the content of lessons. During the Follow-Through Inspection it was noted that the teachers were less confident and less skilled in delivering the curriculum content as intended by the PYP programme. The Ministry of Education, in collaboration with the staff of the school, should consider the effectiveness of the current curriculum model as a means of raising standards in Savannah Primary School. The remit of current leaders will also require review to ensure consistency of practice in terms of curriculum design and delivery.

Survey Results

65 parents, 18 staff and 74 students completed the on-line survey. The results from the survey are detailed in Appendices One, Two and Three to this report.

Most parents expressed satisfaction with the work of the school. They felt that their children were making good progress in English and mathematics. They were less sure of their children's progress in science. Most stated that their children were kept safe and were well cared for by staff. A significant minority felt that communication between the school and parents could be improved as this was not considered to be always sufficiently effective nor timely. Most parents reported that their children enjoyed lessons and that staff helped the children develop a strong sense of responsibility as they reached the upper primary years.

Y5 and Y6 students completed the survey in school. Most stated that they enjoyed their lessons and were able to participate in a good range of extra-curricular activities provided by staff. Most felt that they were making good progress in their studies in English and mathematics. A significant minority were unsure of their progress in science. Although most students felt safe and cared for at their school, a significant minority did not believe issues were always tackled fairly, when they arose. Almost all students stated that they received the right amount of homework and felt that teachers regularly gave helpful guidance to them about what they needed to do to improve their learning.

The staff survey was completed mainly by teachers, a majority of whom had worked in the school for three or more years. Most staff felt that Savannah Primary School offered a safe and caring environment for all members of the school community. A majority of staff stated that

parents were not yet effectively involved in the work of the school. Most staff believed that the school was well led and that their professional development needs were met by the school and the Ministry of Education.

What happens next?

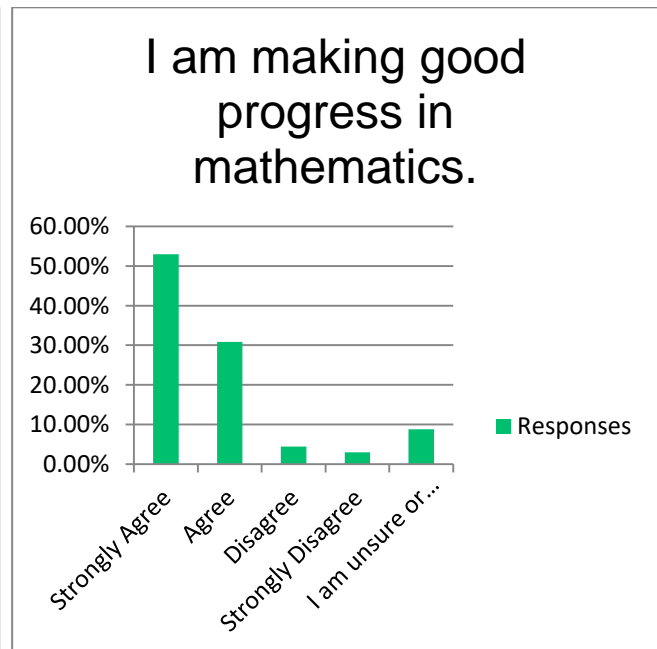
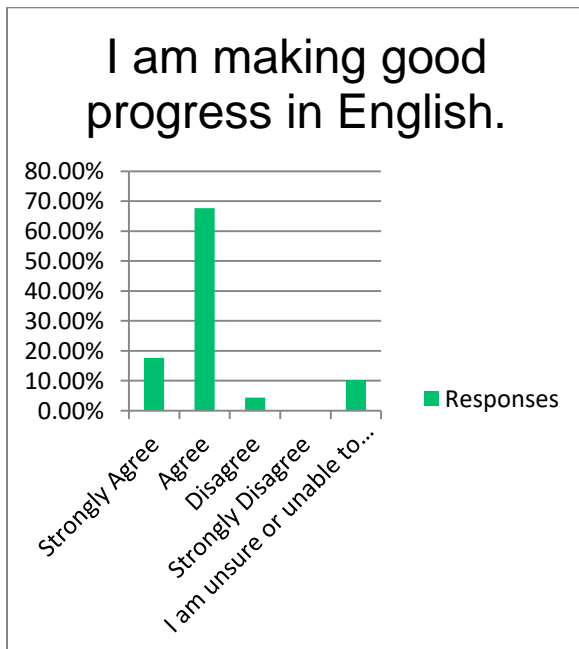
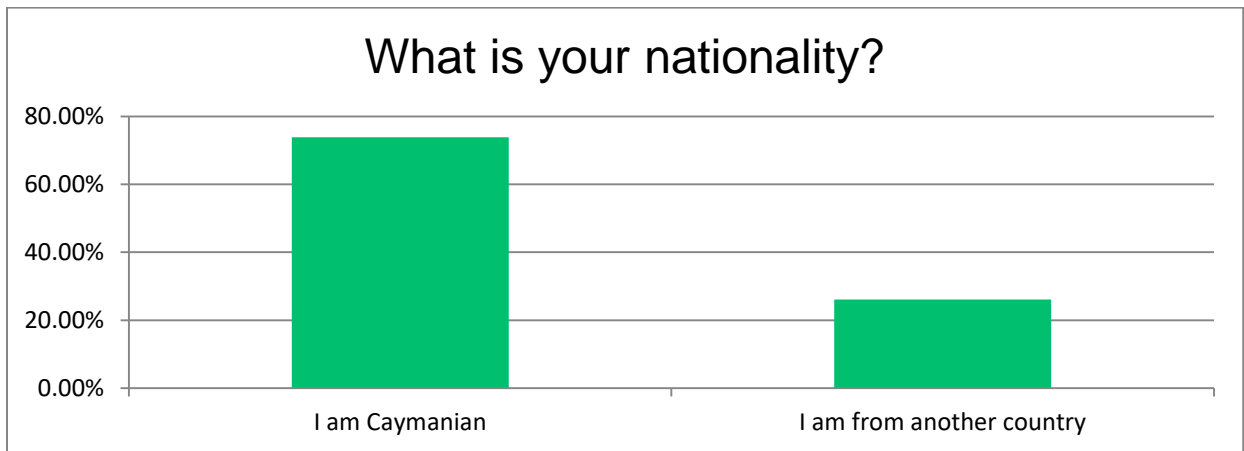
As overall progress has been judged as **satisfactory**, there will be no further Follow-Through Inspections of the school. The school will receive a full inspection from the Office of Education Standards within the next four-year cycle, which commences from September 2018.



Appendix 1. Savannah Primary School. Student Survey 2017

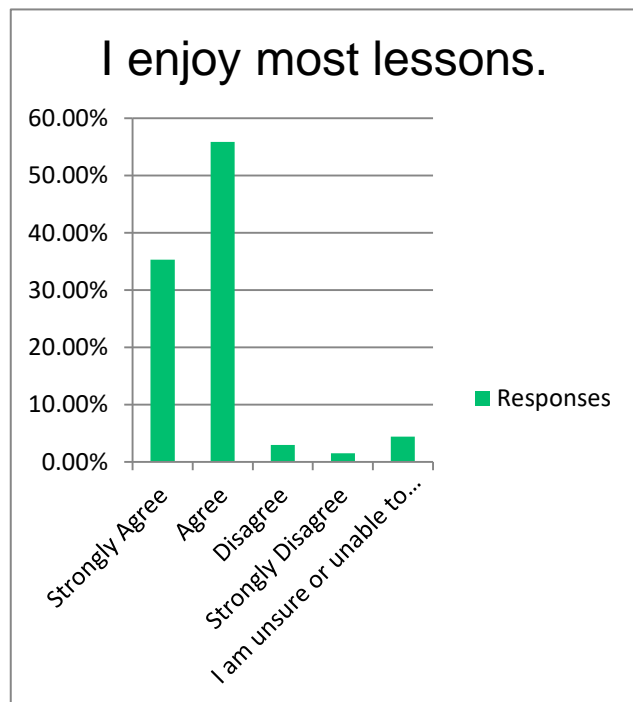
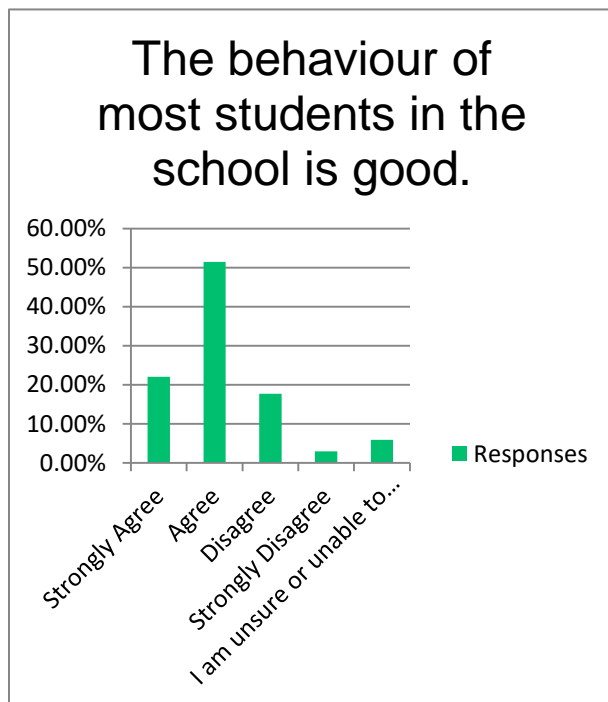
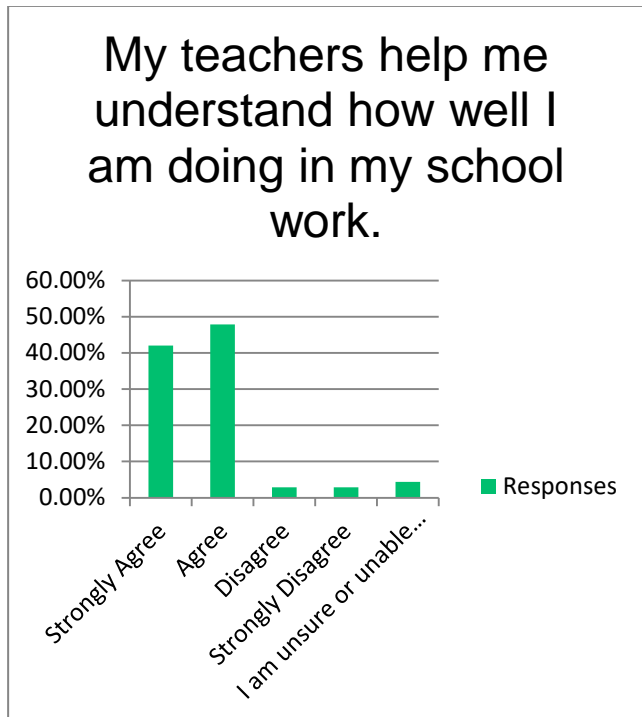
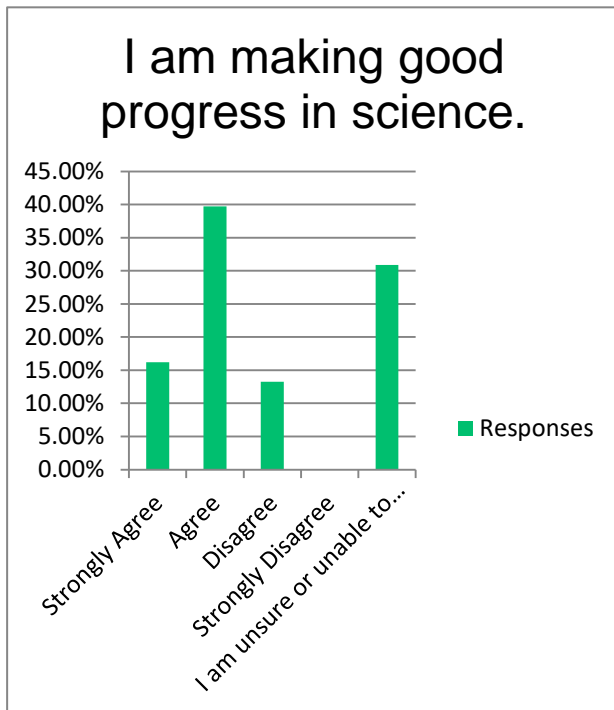
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This survey was completed by 74 Y5 and Y6 students in advance of a Follow-Through Inspection undertaken in November 2017. Students were able to respond to the questions stating 'strongly agree', 'agree', 'disagree', 'strongly disagree' or 'I am unsure or unable to answer this question'. Not all of the questions completed in the survey are reported in this summary.



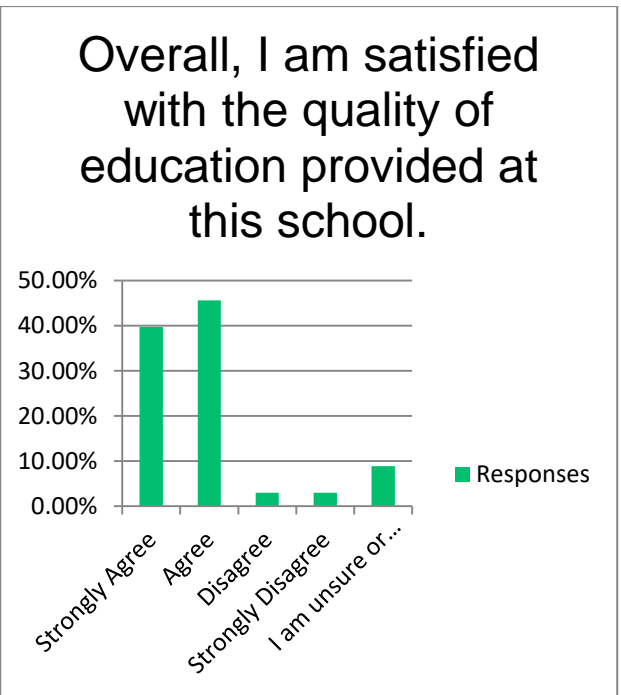
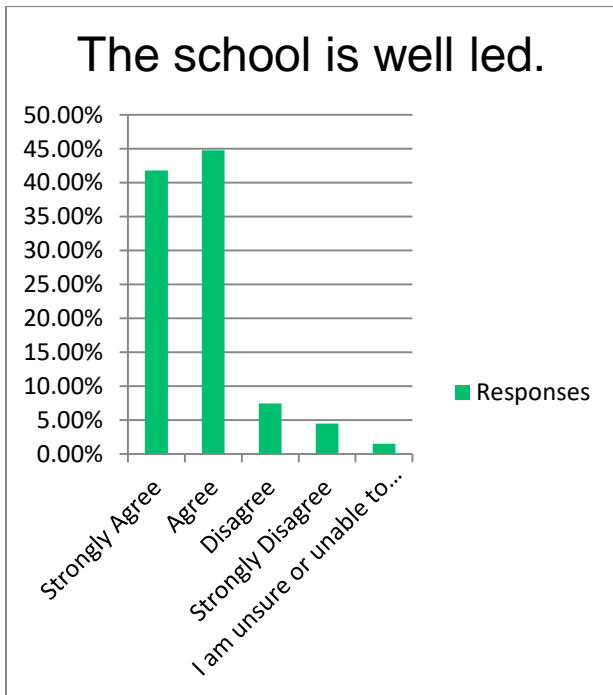
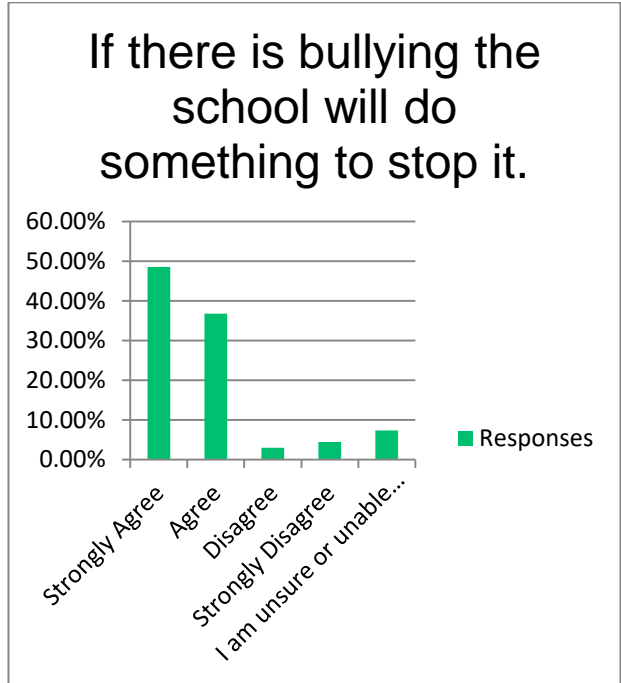
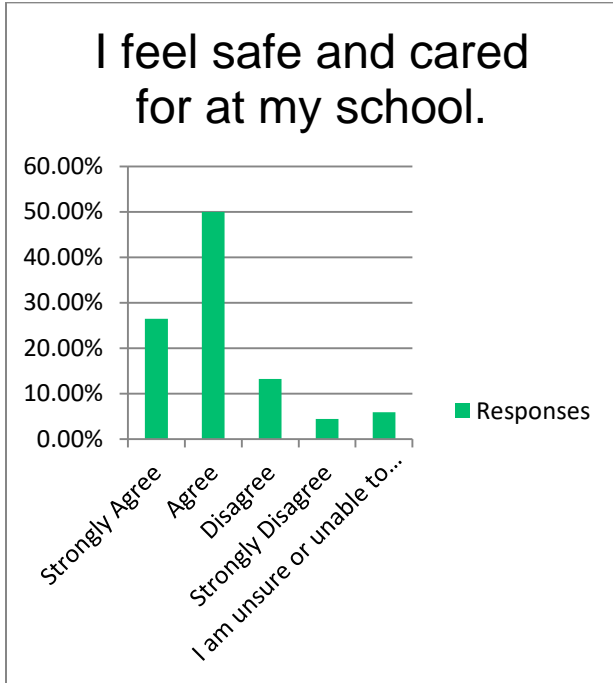
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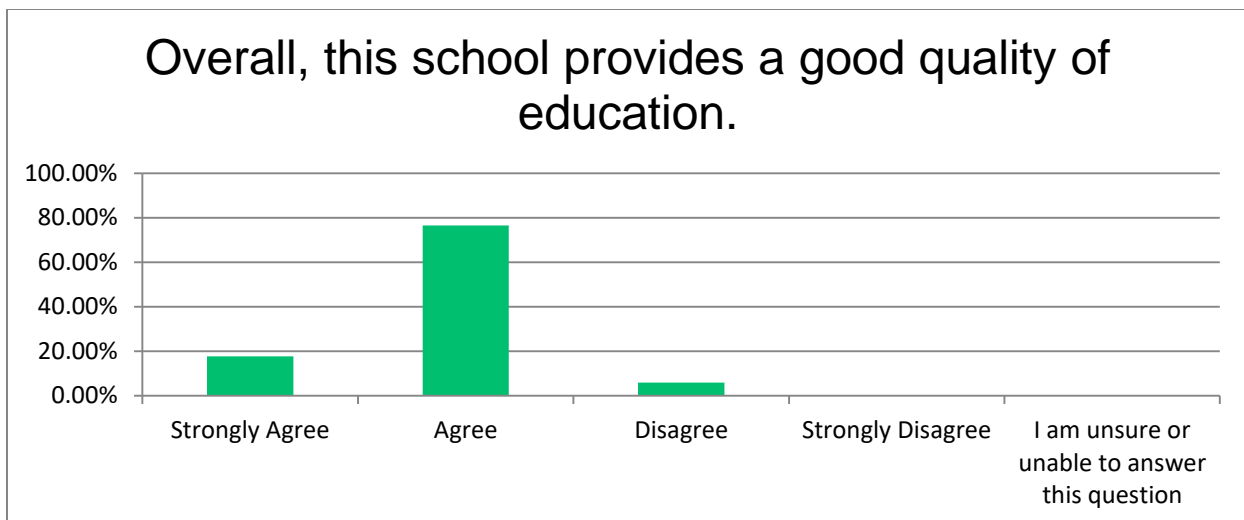
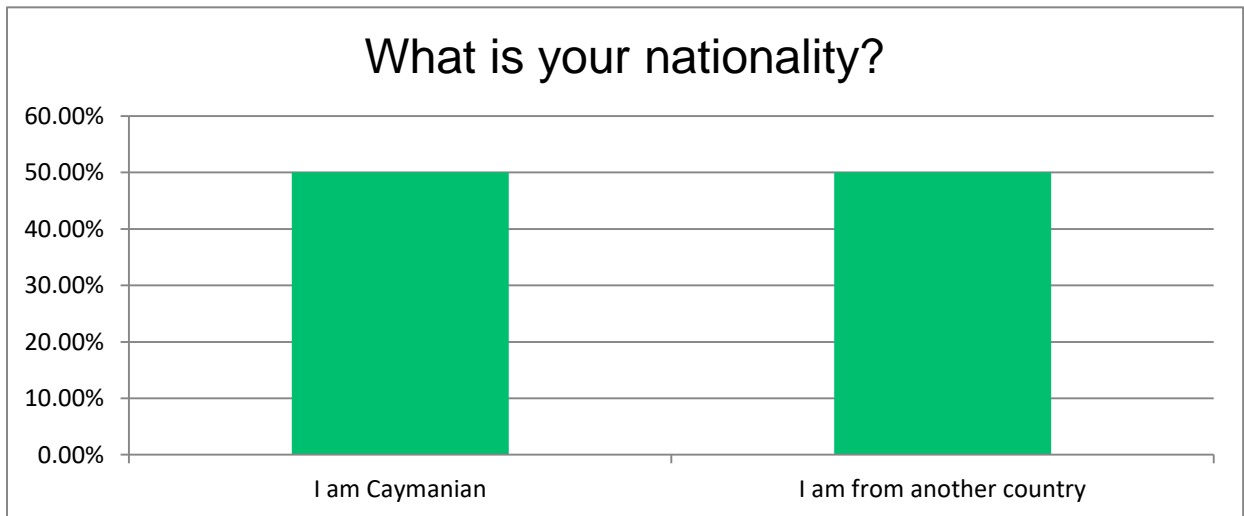




Appendix 2. Savannah Primary School. Staff Survey 2017

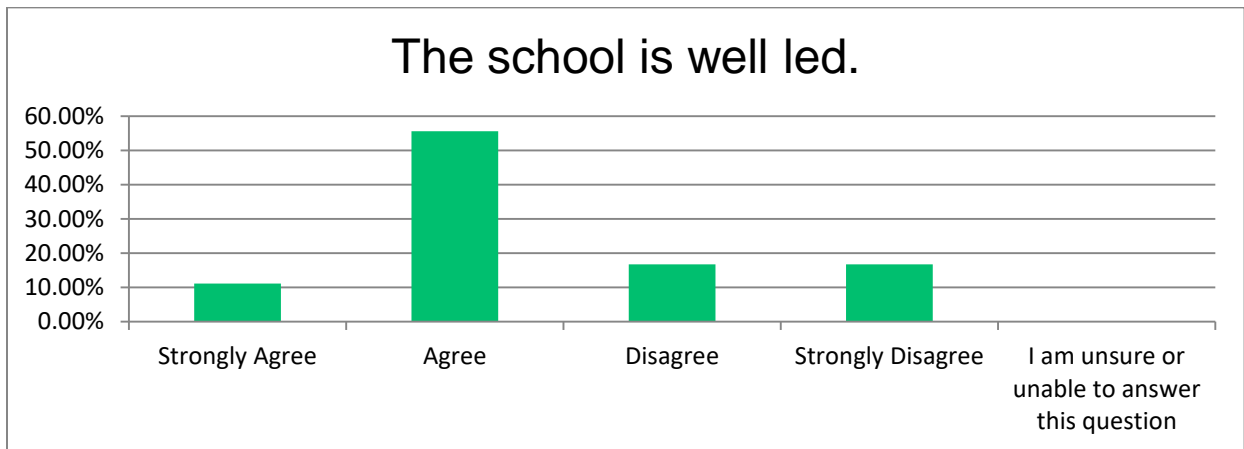
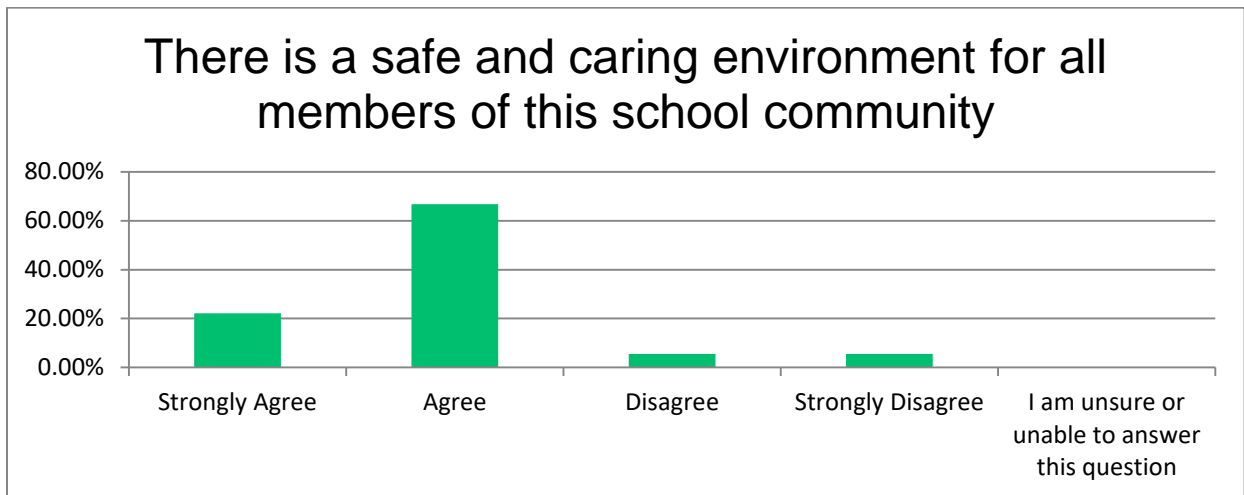
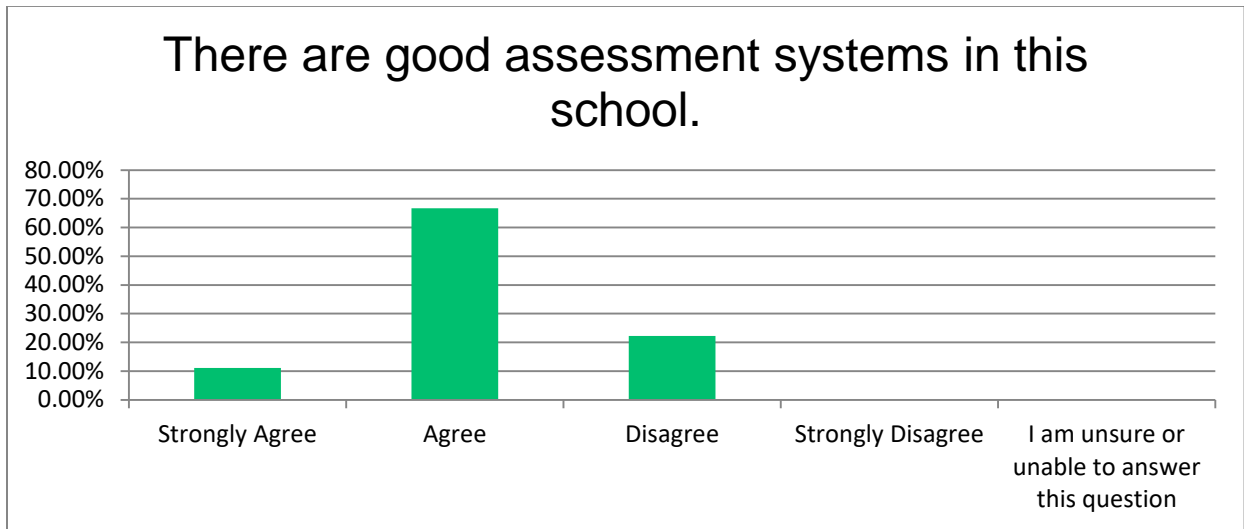
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This survey was completed by, in total, 18 teaching and support staff in advance of a Follow-Through Inspection undertaken in November 2017. Staff were able to respond to the questions stating 'strongly agree', 'agree', 'disagree', 'strongly disagree' or 'I am unsure or unable to answer this question'. Not all of the questions completed in the survey are reported in this summary.



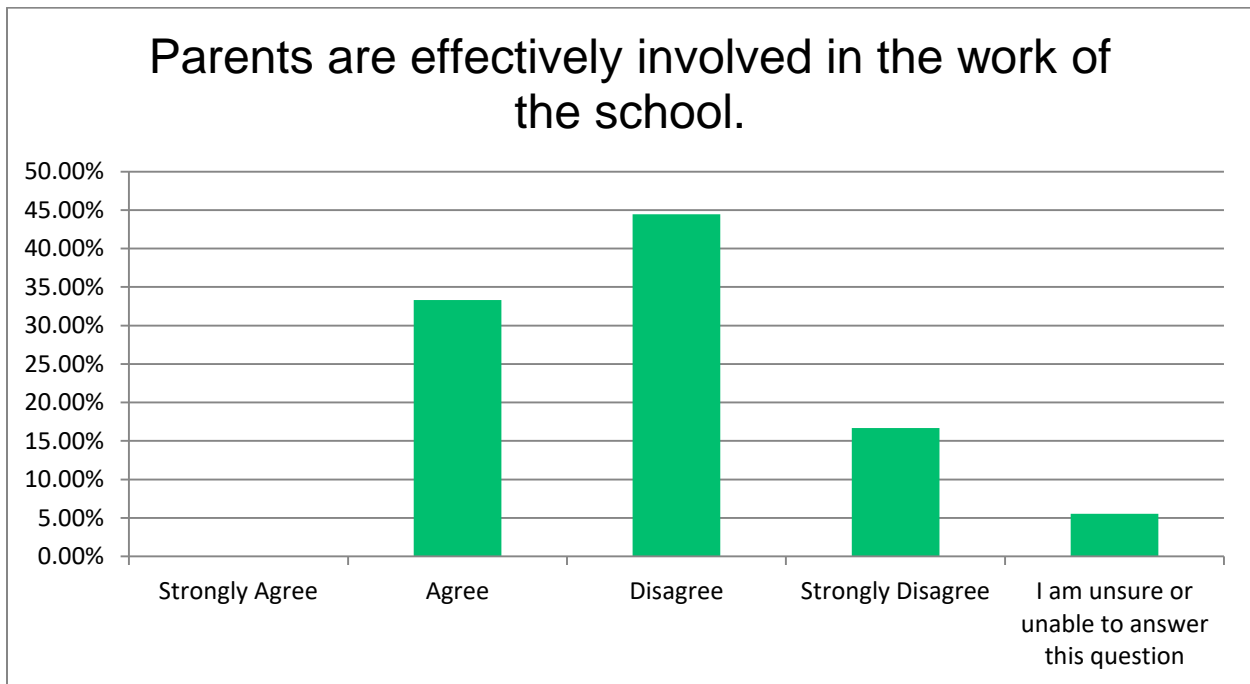
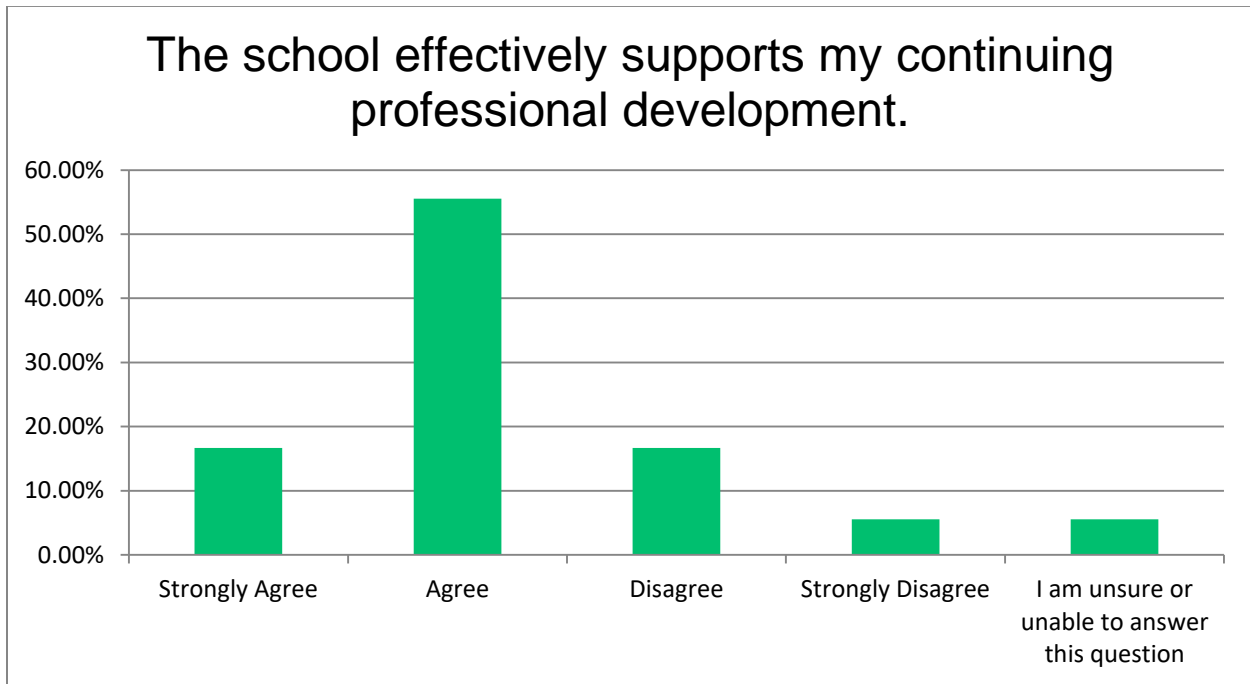
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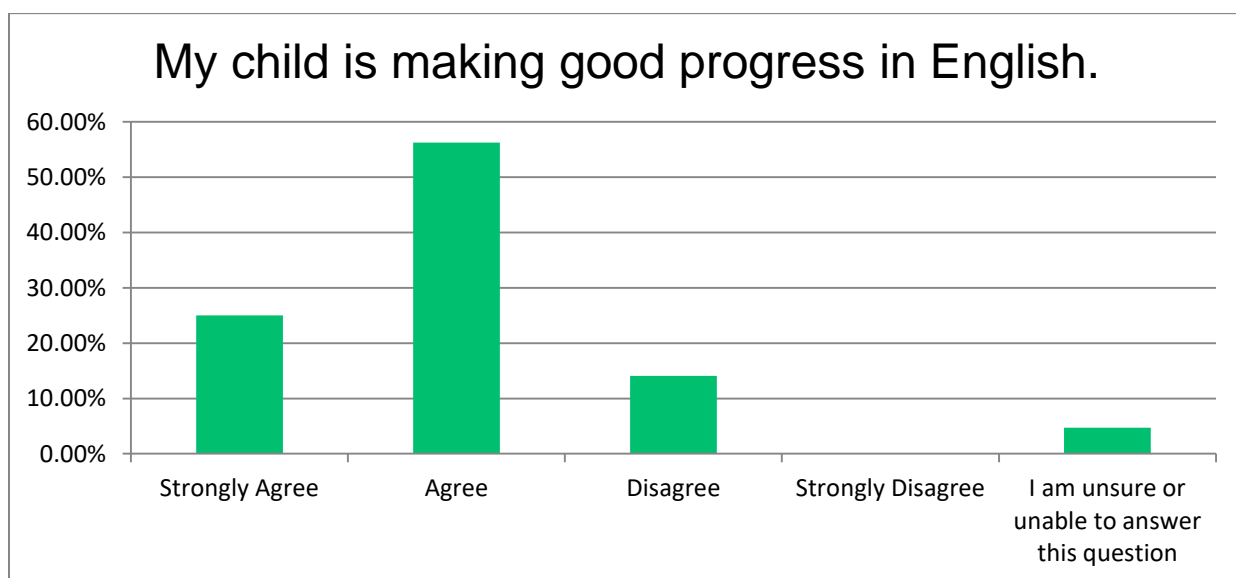
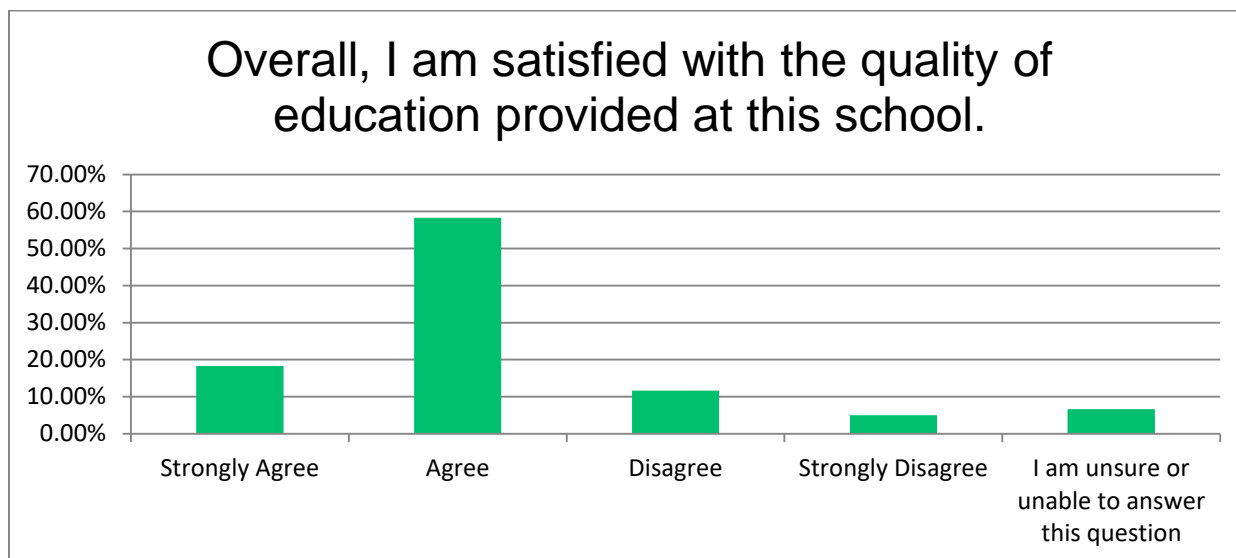




Appendix 3. Savannah Primary School. Parent Survey 2017

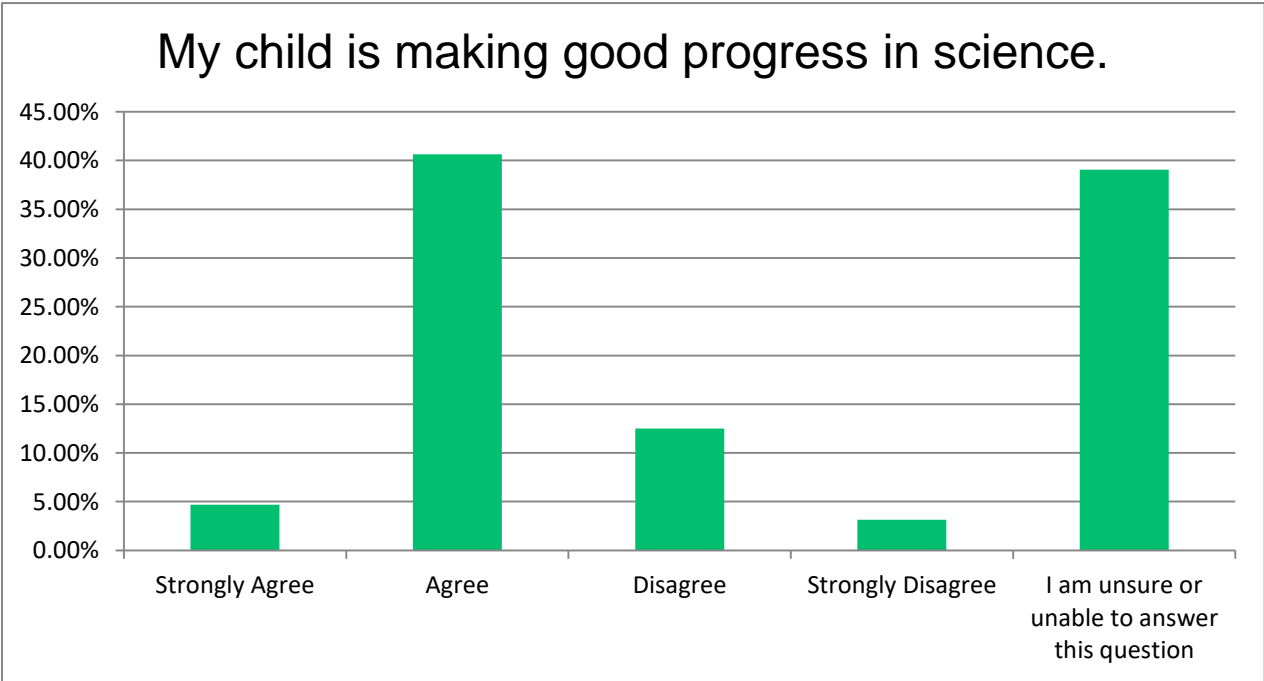
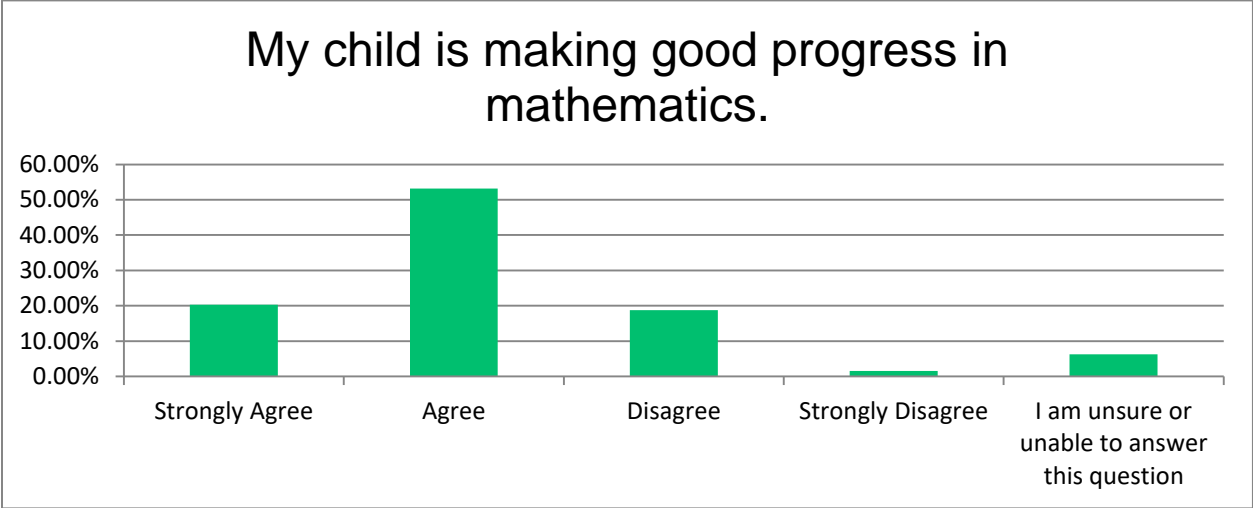
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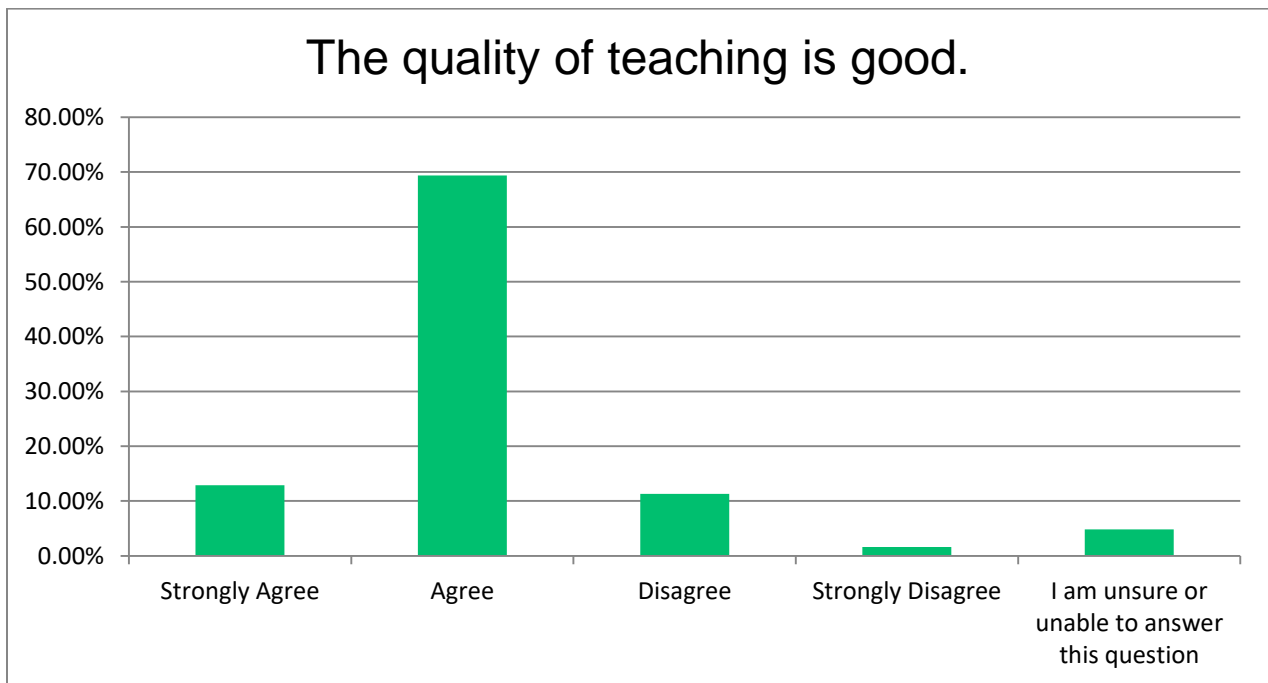
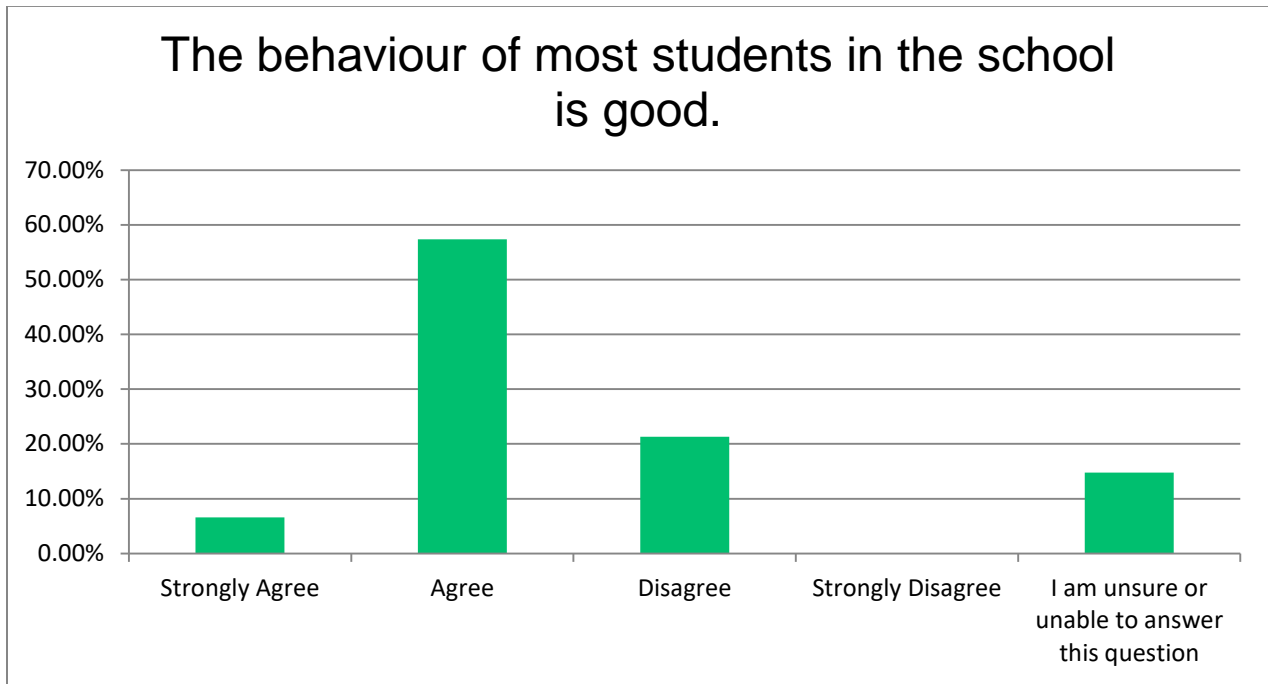
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Who are we and what do we do?

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

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