



External Evaluation Report

Savannah Primary School

April 2008

Lead Evaluator: Pachent Smythe



Savannah Primary School



INVESTOR IN PEOPLE

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Information about the school and the evaluation team

School contact information

Type of school: Government primary
Age range of students: 4 years 9 months – 11 years
Gender of students: Mixed
Number on roll: 269
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The evaluation team

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Introduction

The aim of the Education Standards and Assessment Unit is to contribute to the continuous improvement of education in the Cayman Islands, through rigorous independent evaluations and by providing high quality advice and research.

Each school receives an external evaluation every four years. The evaluation identifies the school's strengths and the areas that need to be improved. In some cases, schools will be visited within four years in order to check on the progress that has been made in the areas identified as needing to improve. External evaluations are guided by the criteria in the ESAU *Handbook for the Evaluation of Educational Provision*.

External evaluations provide schools, parents and the community, the Department of Education Services and the Ministry of Education, Training, Employment, Youth, Sports and Culture with an external and impartial evaluation of the quality of a school's work and its impact on students' learning and the standards they achieve. Through the publication of reports, external evaluations contribute to accountability, transparency and openness within the education system.

This external evaluation for Savannah Primary School took place from the 7th to 11th April, 2008, and involved a team of four evaluators. The following aspects of the school's work were looked at:

- Standards achieved and progress made by students in language arts and mathematics
- The effectiveness of teaching and how well students learn
- The quality of students' personal development
- The quality of the curriculum
- How well the school is led and managed and how students are assessed
- The quality of the support and guidance offered to students, the level of care for their welfare, and support for their attendance and punctuality
- The effectiveness of links with parents and the community
- How well the school is preparing students to become 'Educated Caymanians'
- How well teachers help students to learn and use their literacy, numeracy and information technology skills across all of their school work

The evaluation team gathered evidence in the following ways:

- Forty-one lessons, or parts of lessons, were observed, mainly in language arts and mathematics, but including most subjects offered.
- School documents, including teachers' planning, curriculum statements (semester plans) and guidelines, were looked at and students' work was scrutinised.
- Evaluators observed assemblies, morning registration, breaks and lunch times and after-school activities.
- Evaluators spoke with students, and took their views from the questionnaires into account and heard students read.
- Discussions took place with teachers, other members of staff, and a representative from the Parent Teachers Association.
- Comments from students' and teachers' questionnaires, parents at the meeting before the evaluation and from their questionnaires were taken into account.

The evaluators used the following grading scale to describe aspects of the school's work:

Grade		Description
1	Very good	Good in nearly all respects and exemplary in some significant areas
2	Good	Good in most respects. Weaknesses are minor and not in significant areas
3	Adequate	Satisfactory in most areas, no significant weaknesses, but no major strengths
4	Unsatisfactory	Some significant weaknesses (might be only one or two) that have negative impact on learning and standards

Evaluators also used the following criteria from the 'profile of the Educated Caymanian' to evaluate how effective the school is in helping students to develop these attributes:

The 'profile of the educated Caymanian' states that an **Educated Caymanian** will:

- Be enthusiastic and motivated about learning, and will continue to extend his/her knowledge and skills after leaving school
- Be literate, numerate and adept at using information and communication technology
- Be a good communicator
- Be creative and appreciative of the arts
- Have a positive outlook and a high self-esteem
- Be well-rounded, good at finding solutions to problems, flexible and adaptable to changing circumstances and demands
- Have a strong work ethic and willingness to become an honest, reliable and responsible member of the work force
- Be respectful of God, him/herself, others, people from different backgrounds, the environment and property
- Be proud of and knowledgeable about the Caymanian culture, whilst respectful of other cultures and beliefs
- Be a good team player, civic-minded and willing to serve
- Have an awareness of global issues affecting aspects of life in the 21st century

The Education Standards and Assessment Unit hopes that this external evaluation will contribute in a positive way to helping Savannah Primary School become even more effective.



Mary Bowerman
Acting Director
Education Standards and Assessment Unit

Executive summary of the report

Background

Savannah Primary is a government school that caters to students from ages four years and nine months to 11 years. Classes range from Years 1 through 6. There are 269 students on the roll. Thirty-nine students have been identified as having special educational needs (SEN) and 14 have English as a second language (ESL). Approximately 76 per cent of the students are Caymanian.

The mission statement of Savannah Primary School is “to provide a dynamic multi-cultural learning environment dedicated to developing confident, tolerant, and disciplined lifelong learners who can attain their full potential and interact effectively in the global community.”

There are 18 full time staff including the principal and deputy. The school also benefits from the services of a wide range of peripatetic staff. These include a speech and language therapist, specialists for second language speakers and children with visual impairment, an educational psychologist, occupational therapist, counsellor and teachers of physical education, music, and information and communication technology (ICT).

The school has been keen to implement the International Baccalaureate (IB) framework, which the government is introducing to the education system. Some members of staff and a parent visited IB schools in the United States and all staff have received the level one training in the use of the framework. The school was also one of the first to start implementing the new national curriculum.

Savannah Primary school was last inspected in 2004. This current evaluation was carried out during the week beginning 7th April 2008, by a team of four evaluators, including one from overseas.

How effective is the school overall?

Savannah Primary provides an adequate education for its students. Teachers are committed to the work in their individual classes. Most of them promote a positive classroom ethos through their enthusiasm, supportive manner and good relationships with their students. Students enjoy learning and behave well in lessons and around the school. They are polite and respectful to adults and to each other. They have access to a wide range of extra curricular activities and these are effective in promoting their personal development. Provision for special educational needs and students for whom English is a second language is adequate.

The support of parents who volunteer their services enables the school to run smoothly on a daily basis. The school day begins promptly and students settle quickly to their work. Overall, standards of achievement are adequate.

The issues for improvement identified in 2004 were:

- A clear vision for the development of the school, as staff, students and parents do not have an understanding of the school's priorities and goals
- Policies and management procedures to support the smooth running of the school
- The effectiveness of the teaching and the quality of students' learning, which vary too widely across the school
- The curriculum does not meet the needs of all students and lacks balance and relevance in key areas
- The school does not have effective assessment arrangements and does not make good use of assessment information to support the teaching and learning

During the last four years, the school has made progress against only one of these: the curriculum is more balanced and relevant to students' interests and experience. The addition of specialist teachers for the enrichment programme and for visual arts and dance has added to students' academic and personal development. Senior managers still have not addressed the other areas. These remain key issues and point to significant weaknesses in the leadership and management.

An awareness of the need to raise standards of achievement led to the introduction of the IB framework and the national curriculum, but the leadership has not followed this up to ensure that all staff are involved, or provided guidelines for taking these initiatives forward. The school has some skilled and experienced teachers who, at present are not deployed and managed effectively enough to drive improvement. The school does not have the capacity to improve without the active collaboration of all staff, and support from the Department of Education Services to help the leadership to monitor provision and practice across the school, prioritize issues for improvement and develop a plan for addressing them.

What the school does well

- The school provides opportunities for students to develop their social skills and their personal development is good
- The school's library provision is helping to improve students' reading and research skills
- Teachers use a range of strategies to enthuse students about their learning and encourage good behaviour
- The school provides very well for its high achievers through the enrichment programme
- The school has established effective links with parents and the community to support students' education

What needs to improve

- Direction for the development of the school so that staff, students and parents have a clear view of the school's priorities and goals
- Policies and procedures to ensure consistency and accountability in carrying out the work of the school
- The monitoring and evaluation of the work of the school
- Procedures for assessing students' performance and the way the school uses the data to raise standards of achievement

Commentary on evaluation findings

How well do students achieve and make progress?

1. Overall, the standards that students achieve at Savannah Primary School are adequate. Students' performance in language arts and mathematics is broadly as expected for their ages at the end of both key stages (Years 3 and 6). More information on standards of achievement in language arts and mathematics can be found on pages 13 – 18. Test data show that Year 6 students have exceeded national expectations in the past, but in lessons seen, and from looking at students' work, the evaluation team found that the current Year 6 students are working at levels that are broadly in line with those expected for their age.
2. The progress made by students varies according to the quality of the teaching they receive. Students with special educational needs make some progress in class and often good progress when taught in small groups. Higher achieving students develop their learning very well in enrichment classes but only adequately in regular lessons. This is so because the work often lacks enough challenge to allow them to make the progress of which they are capable.

What is the quality of students' personal development?

3. Students' personal development is good, and their social development, in particular, is a strength of the school. In many lessons, teachers give students the opportunity to work collaboratively, express their opinions and listen respectfully to others. Positive relationships between students and their teachers contribute greatly to a classroom ethos where students enjoy learning.
4. Teachers encourage and reinforce character development successfully in various ways. For example, teachers introduce a 'character word' each week at assembly and there are reminders of these on the walls in some classes. There is a notice board in a prominent place at the entrance to the school to remind students of the desired characteristics of an Educated Caymanian. Students generally behave well in lessons and at break and lunch times they play or chat happily together. The classrooms and play areas are clean and attractive, with a minimum of litter.
5. In some lessons, teachers encourage students to reflect on what they have learnt or on what their next steps should be. The enrichment programme and library lessons, in particular, provide times when students' natural curiosity is encouraged and they are able to choose for themselves how they will find out more about something that interests them. Some language arts lessons give students a chance to reflect on and write about such things as what makes a good friend, or why grandparents can be special. Prayer is a part of the school day, but rarely do students reflect on what is being said as they just recite words they have learnt.
6. There are some missed opportunities for students to learn how to take on responsibility. For example, prefects do little more than collect mail from the staffroom for their teachers. The student council has not functioned since the end of the last school year. Students say they would like to have more of a voice in the school, but they are not given the opportunity.
7. Students are learning about their own and other cultures. The school encourages participation in the local festivals such as Pirates' Week. Students hear about other cultures through some of the 'Read Aloud' sessions, and are encouraged to appreciate and show respect for cultures that are different from their own. A school trip to Washington DC provided an excellent opportunity for students to learn about the American constitution, government and way of life. They visited the national monuments and places such as the White House and some of the museums.
8. Teachers compiled an interesting and helpful workbook, which students took along with them. They then used the information they had gathered to put together their own journal of all the things they had learnt.

9. The school participates in the 'Be Active' programme. The canteen usually serves well-balanced meals at lunch times and staff encourage students to bring a healthy snack from home. The school nurse reinforces healthy habits when she talks to classes. After school activities such as the dance and aerobics clubs, cricket, football and netball provide good opportunities for students to be involved in extra physical activity, which compensate to some extent for the limited time in physical education lessons.

How effective is the teaching and what impact does it have on students' learning?

10. The quality of teaching at Savannah Primary School is adequate overall. Less than half was judged to be good or very good.
11. In most classes, teachers have established positive relationships with students. Students are attentive, well behaved, respectful and often excited about their learning. Some teachers are enthusiastic about what they teach and make lessons interesting and relevant. Classrooms are generally attractive. Teachers work hard to create a stimulating learning environment, with displays of children's work, informative posters and interesting exhibits, such as a collection of tadpoles and frogs, or caterpillars at different stages of development.
12. Teachers generally use a variety of approaches in their lessons, for example, role-play, discussions or 'stations' where groups of students move from one activity to another after a set time. There is also a regular 'read aloud' time when students are introduced to a range of fiction and non-fiction materials. Students often work together in groups, developing their speaking and listening skills as well as their social skills. Many of these strategies are effective in moving students on in their learning.
13. The most effective lessons were those that were carefully planned, and where teachers shared learning objectives with the students. In a Year 1 lesson, the teacher made it very clear to students right at the beginning what they were expected to learn. Her enthusiasm encouraged the students to think deeply as they tried to "prove" the statements they were making. The students were very eager to give their responses and the teacher's excellent questioning enabled her to assess their understanding of the lesson.
14. Students in the enrichment programme, were given a real-life problem to investigate: how to persuade more tourists to visit Pedro Castle. They visited the castle and the surrounding area and began their investigations, most of which were of a practical nature, involving interviews and research. The teacher encouraged students to challenge and question each other about their hypotheses and to decide for themselves what resources to use in their ongoing investigations. Students thoroughly enjoyed this and were becoming independent learners in the process.
15. Some teachers have started to use the national curriculum and have adopted the IB framework. Their individual plans show that they are at different stages in their understanding and use of these. At present, although teachers generally have a good understanding of what their class should be doing, they are less knowledgeable about exactly what classes above and below their level are expected to know, understand and be able to do. There is no system for ensuring that all staff are consistent in implementing these initiatives.
16. Expectations are sometimes too low and result in slower progress being made, particularly by the higher achievers, in regular lessons. Resources are not always well used. Very little use is made of ICT in lessons. Teachers' aides are, for the most part, not well deployed and are rarely involved in the planning of lessons.

17. There is no whole-school policy on marking or assessment, and so the quality of marking varies tremendously across the school, with some students' books not being marked for long periods of time. A few teachers offer helpful feedback to students, and there were some examples of this in Year 1 and in a Year 2 movement lesson. Generally, however, teachers have no consistent system for tracking and recording students' progress. They are not, then, able to adjust their teaching effectively to take into account students' different levels of attainment.

What is the quality of the curriculum?

18. The curriculum is sufficiently broad and balanced to give students a reasonable educational experience. Timetables provide an adequate range of opportunities to support students' personal, creative and academic development. An appropriate amount of time is spent on core subjects and all other aspects of the curriculum are included. However, although the school shows a good commitment to the 'Be Active' programme, students do not spend enough time on physical education (P.E) during the normal school timetable. Teachers plan suitable activities in a range of subjects so that students can practise and refine their literacy skills but there is very little use of numeracy and ICT across the curriculum.
19. Teachers arrange a good number of field trips to make learning relevant and interesting for students. Visits to the 'castle' of Pedro St James and to George Town make learning come alive for students. They begin to understand more about their culture and about the importance of promoting their island's heritage. Students in the enrichment programme also begin to understand the importance of supporting the island's economic development as they seek to find ways that more tourists could be attracted to Pedro St James.
20. The school is in the early stages of implementing the IB framework, which has the potential to increase the relevance of the curriculum for students. The implementation of the national curriculum and the use of the accompanying attainment levels are also in the early stages. Staff are still developing an understanding of what the different levels look like in students' work, to enable them to make an accurate assessment of their performance and progress.
21. In a few cases, for example in social studies, teachers continue to rely too heavily on textbooks, however, most teachers are becoming confident in using their own subject knowledge to prepare appropriate experiences for students. The enrichment programme, where students are withdrawn for weekly sessions, is exceptionally beneficial to their development. The lessons stimulate their interest and promote excellent research and independent learning skills. The teacher is beginning to extend opportunities to other students during regular library sessions to develop these skills. Students with special educational needs receive good support in small groups, which helps them to catch up on gaps in their learning.
22. The school offers a good range of extra-curricular activities, which adds breadth and interest to students' learning. Good social development is encouraged through team sports such as cricket, netball and football. Some students get the chance to learn to swim and sail.

How effective is the provision for students with special educational needs?

23. Students with special educational needs make adequate progress overall. Teachers help them to cope in lessons, and they cooperate well in groups with their peers. They make better progress when specialist staff work with them in withdrawal sessions as these useful experiences help them to fill the gaps in their learning. The specialist teachers assess students as they work with them and use this information to inform their planning and to track students' progress. Although they share this information with class teachers, it is rarely used to provide work in regular lessons to meet students' individual needs. The special needs coordinator monitors the overall provision for these students, makes recommendations, and provides support as necessary.

24. The provision for students with English as a second language (ESL) is adequate. The school's system for identifying these students and providing support enables them to make progress. In withdrawal sessions, the visiting specialist provides extra support twice a week. This teacher provides feedback to staff and suggests strategies for continued support in regular lessons. Some teachers use these suggestions more effectively than others do.

How well is the school led and managed?

25. The ethos of the school is a caring and supportive one in which students feel safe and want to learn. This has a positive impact on their personal development.
26. The leadership team consists of the principal, vice principal, the head of juniors, head of infants and the special needs coordinator. This is an improvement since the last inspection, when there was no recognized senior team. There are also teachers with responsibility for coordinating some subjects. Although there are some written job descriptions, not all of those with responsibilities have specific guidelines as to what is expected of them and these roles are, at present, underdeveloped.
27. The 2004 inspection identified the following key issues for improvement:
- There is no clear vision for the development of the school, and staff, parents and students do not have a clear understanding of the school's priorities and goals
 - Policies and management procedures do not support the smooth running of the school
 - The effectiveness of the teaching and the quality of students' learning vary too widely across the school
 - The curriculum does not meet the needs of all students. It lacks balance and relevance in key areas
 - The school does not have effective assessment arrangements and does not make good use of assessment information to support the teaching and learning

There has been some improvement in the balance and relevance of the curriculum with two teachers being given responsibility for the enrichment programme and for dance and visual arts, respectively.

28. However, the following areas still have not been addressed:
- Staff, students and parents still do not have a clear understanding of the school's priorities and goals. The school improvement plan has not been updated since 2006.
 - The voluntary support from parents, particularly when the secretary or members of staff are away, enables the school to function smoothly on a daily basis. However, there are still no written management procedures to ensure that all staff know what to do when the regular routine is disrupted.
 - The quality of teaching and learning still vary too widely across the school. Teaching was good or very good in less than half the lessons seen. If standards of achievement are to rise, the proportion of good or very good teaching must rise also. At present there is not enough monitoring of the teaching to give a clear view of what needs attention.
 - There has not been enough improvement in assessment procedures, and there is still no clear picture of students' strengths and weaknesses or any effective method of tracking their progress over time. The way that teachers assess and mark students' work is not monitored regularly or rigorously enough to ensure consistency across the school.
29. The IB framework was introduced and Savannah Primary was one of the first schools to begin to use the national curriculum. However, there is no clear guidance as to how to take these forward. For example, not all teachers are involved in the implementation of these initiatives, and the school's leadership does not insist on it.
30. There is still no strategic direction for the work and development of the school or the establishment of crucial policies. Many of the issues for improvement identified in 2004, (and in previous inspections) remain key areas that need to be addressed. This clearly indicates that the way the school is led and managed is unsatisfactory.

How effective are other aspects of the school's work?

The support and guidance offered to students and level of care for their welfare

31. The school provides adequate care, support and guidance for its students. The school's approach to managing behaviour is generally effective. Students are well behaved in lessons and at break and lunch times, working and playing together amicably.
32. Students' records are filed in the main office and most are kept up to date. They include family and medical information as well as progress reports. They are accessible to staff, but currently are not used effectively enough to monitor, plan or implement support for students.
33. Support staff are available for students who need occupational or speech therapy or support because they are learning English as a second language. However, these staff also work in other schools and the amount of time they can give is limited. As a result, students do not always receive as much specialist support as is needed.
34. The school nurse spends two days a week at the school. As well as dealing with minor injuries, she carries out a screening programme, mainly for Year 6 students. Letters are sent home to parents if there are any concerns, and these are followed up. She is also available to talk to classes about health issues. Not all teachers take advantage of these opportunities, however, and there is no whole-school approach for scheduling such sessions.
35. Students are encouraged to bring healthy snacks from home. School meals are nutritious and balanced and students are provided with fruit each day. Students participate in the 'Be Active' programme and in the Drug Abuse Resistance Education (DARE) programme facilitated by the police. These programmes, while providing useful information for encouraging healthy lifestyles, are not monitored well enough to ensure that students are gaining the maximum benefit from them.
36. The counsellor, who spends three days a week at the school, is responsible for supporting students individually and providing group sessions. Teachers and parents refer students who need support and the special needs coordinator usually monitors this. Group sessions are not regularly timetabled and take place on an 'ad hoc' basis. This arrangement is disruptive to the regular routine and less effective as a result. The counsellor has established links with outside agencies such as Children and Family Services. He talks with parents and other support staff, for example, the educational psychologist and special educational needs coordinator when necessary. The quality of this service is not as effective as it might be.
37. Students' attendance is satisfactory. Teachers monitor attendance and punctuality well, and students know they can aim to get a 'never absent, never late' certificate at the end of each school year. This encourages them to attend regularly and punctually and has a positive effect on their learning.

Links with parents and the community

38. Savannah Primary School has established and maintained good links with parents and the community. The school provides helpful information to the parents in key areas such as curriculum and important activities and developments, on a regular basis. This is done through a weekly newsletter entitled 'Keeping Connected' and weekly or biweekly memos, 'Parent Link', sent out by class teachers. 'Back to School Night' is held during the first week of each new school year, when teachers share curriculum plans and the behaviour policy with parents.
39. There are written reports which detail students' test results and grades and provide general comments from the teacher about the students' performance. Except for those distributed by the Year 1 classes, these reports are limited in the extent to which they show how a student could improve and what the parents could do to help. The school's reporting sessions provide useful opportunities for parents of students who need additional help, to meet with teachers to discuss progress and the way forward.

40. Parent - Teacher Association (PTA) meetings are well attended and parents are supportive of the school. The PTA oversees the canteen, uniform shop and all fund raising activities very efficiently. It provides invaluable funds for educational trips locally and overseas and materials for individual classes, which enhance teaching and learning. Its fund-raising events include activities such as walkathon and movie nights that involve the whole community. Some local businesses donate funds and goods as well.
41. Parents are in regular contact with class teachers and feel comfortable in addressing any issues with the school. Parents often volunteer their time to read to classes and assist with field trips or wherever they are needed within the school.
42. Members of the community are actively involved in the school and contribute much to students' personal development. Visitors such as National Trust personnel, Monetary Authority representatives and Police Officers participate in assemblies and special presentations.
43. The school is involved in events such as Batabano and the National Children's Festival of the Arts and also participates in local church services.

What is the quality of teaching and learning in subjects?

Language arts

44. Standards of achievement are broadly in line with those expected for students' ages at the end of both key stages. Students start school with communication and language skills at expected levels for their age. They receive a good start in Year 1 where the curriculum is relevant to their needs and experience. They extend their vocabulary successfully because teachers identify specific language to be taught and give the students a good range of opportunities to use it in their discussions and written work. Students in Years 2 to 6 make steady and sometimes good progress according to the quality of teaching they receive. Girls and boys progress at similar rates. Students with special educational needs make satisfactory progress in class lessons but often make more rapid gains in their learning when they receive specialist support in small groups. Although the higher achieving students benefit greatly from the school's enrichment programme, they are capable of much more in class lessons, where often the work lacks enough challenge to enable them to achieve at higher levels.
45. Students develop confidence and fluency in spoken language, especially when teachers provide good role models and give them opportunities to discuss their work and present their findings. In Year 6, for example, students worked well in groups to compare and contrast the features of posters, photographs and T-shirts, then presented their findings to the rest of the class. Opportunities are often missed however to teach subject-specific vocabulary and display it prominently so that students are encouraged to use it in their work and discussions. The after-school drama and speech club is a useful vehicle for interested students to extend their spoken language skills. They act out scripts with clear diction and good expression. The enrichment programme focuses very effectively on helping students think 'outside the box' and ask questions of themselves and others. These skills are beginning to be transferred to all students through library classes, but there is not enough focus on this in normal class lessons.
46. Reading skills progress steadily as students become older. There is no doubt that the school's very well resourced and organised library is helping to enthuse students about reading and is supporting their research skills successfully. 'Operation Read Aloud' enables teachers to demonstrate effective expression, introduce different types of books and share their enthusiasm for books with students. Younger students build effectively on their early knowledge of letters and sounds, quickly developing secure phonic skills. They learn to use a variety of strategies to attempt new words. Guided reading sessions help students of different capabilities make steady progress. Older students are able to practise and refine their reading skills when they research science and social studies topics in books and on the internet.

47. A firm grounding in phonic skills in Key Stage 1 paves the way for good spelling in older classes, as most students understand common spelling patterns. Simple punctuation is usually accurate although older students sometimes have more difficulty in the use of apostrophes and speech marks. Writing is well structured with a clear beginning, middle and end but few students are confident in the use of more complex sentences. Students seldom use adventurous or exciting vocabulary in their work and this restricts achievement at the higher levels. Presentation and handwriting are weak throughout the school. Very few students are able to write in the clear, joined script that is expected by Year 6.
48. The quality of teaching is adequate but varies widely across classes. In most cases, discipline is good and there is a pleasant and purposeful learning atmosphere in classrooms. Some teachers use a good range of strategies to interest and motivate students. In one Year 3 class, for example, the teacher used a bingo game to help students consolidate and extend their understanding of phonic blends. They were desperate to 'beat the teacher' and, though excited, behaved extremely well and learned a great deal. Teachers often use overhead projectors to demonstrate and clarify teaching points and this helps the students to understand them more easily. Lesson plans are broad and often lack specific detail about exactly what students will learn. This means that often the focus is on the completion of activities rather than the development of skills, knowledge and understanding. Teachers seldom shared learning objectives with students to involve them more closely in the learning process and channel their motivation.
49. Assessment procedures are weak. Teachers rely too heavily on end of term tests to determine students' overall grades. Students' performance is not monitored carefully enough over the year to pinpoint individual strengths and weaknesses. This makes it difficult for teachers to plan lessons that match the different needs of students in their classes, especially the higher achievers.
50. The subject is not led or managed effectively. Although an action plan was drawn up following an audit of provision in 2006, it has not been reviewed and a new plan agreed. Consequently, provision in the subject remains satisfactory but shows no signs of improvement. There are no established monitoring and evaluation procedures to gauge students' and teachers' performance and therefore no clear view of the current strengths and weaknesses.

Literacy across the curriculum

51. Students write for a range of purposes in different subjects. Year 1 students wrote simple sentences about Caymanian culture, describing for example, traditional forms of employment such as turtling, as well as traditional clothes and houses. Year 2 pupils wrote sensitive accounts of the Easter story, reflecting about how Jesus might have felt when arriving in Jerusalem. In many classes, teachers provide useful opportunities for students to use their literacy skills to support their research into science and social studies. Year 2 pupils for example, researched different districts on Grand Cayman, and presented their findings on charts and posters. Year 6 pupils carried out a very useful project on different sources of power, working effectively in groups to construct PowerPoint presentations of their findings. Occasionally, the development of literacy skills is hindered by the use of worksheets, which prevents students writing at length for themselves.

Mathematics

52. Many students from Years 1 to 6 identify mathematics as a favourite subject. They enjoy mathematics lessons because of the many resources teachers use to develop their understanding of concepts taught. Students are keen to learn. They participate well in lessons and are confident at explaining their understanding of a concept or what they have learnt from a lesson. The standards that students achieve are as expected for their ages, although higher ability students could do even better if they were challenged more. Students with special educational needs receive effective withdrawal support and some of them keep up with their peers when in class.

53. Students make satisfactory progress overall. They make most progress when teachers plan carefully to meet their different needs. For example, in a Year 5 lesson on probability, students worked on different activities using concrete and semi-concrete materials. The high achievers solved problems, which incorporated their knowledge of social studies facts.
54. Teaching is satisfactory overall with some that is good. Most teachers share lesson objectives with students but few use them to help students track their progress throughout the lesson. One good feature of lessons at both key stages is that teachers provided opportunities for students to explain their understanding of concepts taught. In a Year 6 lesson, the teacher asked students to explain in writing their understanding of factors and prime numbers and this extended their thinking skills successfully. Teachers generally use good questioning techniques to help students make connections in their learning. One Year 6 teacher challenged the students by asking, "How do you know?" and she helped students think through their answers.
55. In most classes, students are beginning to develop inquiring minds. They ask questions for clarification and respectfully challenge the ideas of their peers and their teachers. Throughout the school, students are involved in collaborative work and discussion. They have good attitudes to learning and are usually on task. Key Stage 1 students are confident with simple calculations and by Year 6, students comfortably use numbers to millions and use the language of mathematics freely and correctly. They engage in regular mental mathematics activities but do not always apply these skills during lessons. Mathematics lessons start with lively warm-up activities that motivate students and get them ready for the day's work and this is a common feature throughout the school.
56. The implementation of the new national curriculum is helping to ensure that teachers cover more aspects of mathematics, and this is an improvement since the last evaluation. Previously, the focus was mainly on number work. Now students are studying a range of topics such as measurement, geometry and statistics. They are involved in practical activities including collecting and analysing data, using standard and non-standard measurement, making predictions, and connecting their learning to everyday life. For example, in one lesson the students, with teacher's guidance, brainstormed ways in which they could use probability. They made predictions about the sale of raffle tickets and discussed the probable chances of each winning the prize.
57. Monitoring of the teaching and learning in mathematics throughout the school is unsatisfactory. The mathematics coordinator is new in this position and her role has not yet been clearly defined. Her full time teaching responsibilities make it difficult for her to effectively monitor teaching and learning in mathematics across the school. There is no systematic practice of assessing and documenting students' progress to enable teachers to plan how to help students improve further or to tell how well they are achieving.

Numeracy across the curriculum

58. Overall, numeracy across the curriculum is unsatisfactory. Teachers do not provide many opportunities for students to develop and reinforce numeracy skills in other subject areas. There is no whole-school numeracy policy to drive this and only a few teachers take the opportunity to reinforce numeracy concepts in other lessons.

Information and communication technology (ICT) across the curriculum

59. The school is well resourced with a wireless network, computer lab, and computers in all classrooms, LCD projectors, a mimeo board, and an interactive white board. Students were given memory keys during the first term, but very few have used them to save their work for editing and other purposes. Some teachers use the digital camera and overhead projectors effectively in lessons. However, they are not as successful in the way they use more modern technology, for example, the mimeo board.

60. Students demonstrate good skills in ICT lessons. For example, Year 2 students successfully logged on, retrieved their work, and proceeded to insert a picture from 'clip art' into the text. However, classroom teachers do not often capitalise on these skills in the day-to-day work in other subjects. An exception was seen in a Year 6 class where students confidently and competently made PowerPoint presentations about energy sources.
61. There is no whole-school policy on the use of ICT across the curriculum. The ICT teacher has documented ways in which ICT can enhance lessons but this initiative has not yet been shared and agreed across the school. Teachers' lesson plans do not highlight opportunities for students to apply ICT skills in different subjects.

The school is expected to modify its existing improvement plan or to prepare a supplementary action plan to address the areas for improvement identified above. The amended plan or supplement should be sent to the Department of Education Services and the Education Standards and Assessment Unit within 40 working days of receipt of the final report. The school is required to provide parents with an annual update on the progress that is being made in addressing the areas identified as needing to improve.