

INSPECTION REPORT

OFFICE OF EDUCATION STANDARDS
CAYMAN ISLANDS GOVERNMENT

SEPTEMBER 2022



JOANNA CLARKE PRIMARY SCHOOL

TABLE OF CONTENTS

Introduction	3
School Information	5
Key Strengths and Recommendations	7
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
Achievement	13
Students' attainment in relation to international standards	13
Students' progress in key subjects	15
Students' Personal and Social Development	17
Teaching, Learning and Assessment	19
Curriculum	21
Safety and Support	22
Leadership and Management	24
Survey Results	27
Next Steps	30
About the Office of Education Standards	31



INTRODUCTION

INSPECTIONS OF SCHOOLS AND COLLEGES 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:

Excellent - exceptionally high quality of performance or practice	 Excellent
Good - the expected level for every school in the Cayman Islands, both public and private.	 Good
Satisfactory - 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
Weak - 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:

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









SCHOOL INFORMATION

General information





	School name	Joanna Clarke Primary School
	Address	1659, Shamrock Road, Savannah, Grand Cayman
	Telephone number	1 (345) 947-1344
	Website	https://schools.edu.ky/sav
	Name of the principal	Delton Pedley
	Date of this inspection	September 13 - 16, 2022
	Date of the last inspection	February 2019

Students




	Number of students on roll	461
	Age range of the students	4-11
	Grades or year groups	Reception to Year 6
	Number of Caymanian students	392
	Number of students with special educational needs	29
	Largest nationality group of students	Caymanian

SCHOOL INFORMATION



Staff

	Number of teachers	25 FTE
	Number of teaching assistants	19
	Teacher-student ratio	1:13
	Teacher turnover	8%

Curriculum

	Main curriculum	Cayman Islands English National Curriculum
	External tests and assessments	PIRA, PUMA, GAPS and end of KS1 & and KS2 Examinations; National Assessment: Phonics screening check
	Accreditation	International Baccalaureate Primary Years Programme (PYP)

School inspection overall performance history

Cycle 1 Inspection	February 2019	 Weak
Cycle 2 Inspection	September 2022	 Satisfactory

SCHOOL INFORMATION

Joanna Clarke Primary School is located in Savannah. It was formerly Savannah Primary and renamed in February 2021, in honour of past Principal, Dr Joanna Clarke. There were 461 students on roll with ages ranging from 4 to 11 years. There were three classes in each year of the Primary School and two classes in Reception. The school population was similar to the last full inspection in February 2109. Attainment on entry to the school is low. The current Principal was appointed in the summer of 2019, shortly before the follow up inspection in October 2019.

The school population has altered over the years with much new housing in the area and it now serves a collection of growing and changing communities that include Savannah, Newlands, Lower Valley and other adjoining areas all located in the district of Bodden Town. The school has a flourishing and enthusiastic PTA.

The school's mission is:

'in partnership with parents and other stakeholders, to provide a dynamic multi-cultural learning environment that is dedicated to developing confident, tolerant and disciplined lifelong learners who can attain their full potential and interact effectively in the global community.'

The school follows the Early Years Framework and the Cayman Islands English National Curriculum and is accredited for the International Baccalaureate Primary Years Programme.







SUMMARY

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





Quality Indicator	Early Years Inspection Judgement	Change in judgement since last inspection	Primary Inspection Judgement	Change in judgement since last inspection
1.1 Students' attainment in English	 Good	NA	 Weak	►
1.1 Students' progress in English	 Good	NA	 Satisfactory	▲
1.1 Students' attainment in mathematics	 Good	NA	 Weak	►
1.2 Students' progress in mathematics	 Good	NA	 Satisfactory	▲
1.2 Students' attainment in science	 Good	NA	 Weak	►
1.2 Students' progress in science	 Good	NA	 Satisfactory	▲

SUMMARY

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

Quality Indicator	Early Years Inspection Judgement	Change in judgement since last inspection	Primary Inspection Judgement	Change in judgement since last inspection
2.1 Positive behaviour for good learning	 Good	NA	 Satisfactory	▲
2.2 Students' civic and environmental understanding	 Good	NA	 Good	▶



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

Quality Indicator	Early Years Inspection Judgement	Change in judgement since last inspection	Primary Inspection Judgement	Change in judgement since last inspection
3.1 Teaching	 Good	NA	 Satisfactory	▲
3.2 Learning	 Good	NA	 Satisfactory	▲
3.3 Assessment	 Satisfactory	NA	 Satisfactory	▲







SUMMARY

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





Quality Indicator	Early Years Inspection Judgement	Change in judgement since last inspection	Primary Inspection Judgement	Change in judgement since last inspection
4 Curriculum	 Good	NA	 Good	▲

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

Quality Indicator	Early Years Inspection Judgement	Change in judgement since last inspection	Primary Inspection Judgement	Change in judgement since last inspection
5.1 Health and safety	 Good	NA	 Good	▶
5.2 Support and guidance	 Satisfactory	NA	 Satisfactory	▲



SUMMARY

Quality Indicator	Overall 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

- Students were proud of their Caymanian heritage and culture which was fostered well through the school's curriculum and many special events
- The curriculum provides highly effective specialist teaching in the non-core subjects
- The school offered students a wide range of extra-curricular activities and projects to broaden their understanding of the world and deepen their interests and knowledge
- Health and safety were a priority, and the school environment was well ordered, safe and a pleasant place in which to work.
- Relationships between the school, parents and the community were very productive. The school gave parents a good amount of information about their child's learning and the parents reciprocated with practical and useful support.

Recommendations

To improve attainment and progress:

Ensure all teachers increase opportunities for learning with a greater sense of urgency by,

- Ensuring teachers' plan lessons that identify every opportunity for learning.
- Increasing the pace of lessons and creating more opportunities for independent and group learning with more interesting tasks to engage students.
- Using assessment data to help select tasks that match students' ability so that next steps in learning can be identified and planned for
- Strengthen curriculum planning and the sequencing of tasks so that they build on previous learning and maximise the opportunities to increase students' knowledge, skills and understanding.

To improve teaching:

- Programme systematic, regular, and rigorous monitoring to hold all staff accountable for the progress and attainment of their students
- Address the issue of underperforming teachers by making expectations clear and managing performance more rigorously
- Share good practice in teaching so that teachers can learn how to improve their own skills in supporting students of varying abilities to make progress in every lesson.



OVERALL PERFORMANCE

What has improved since the last inspection?

- Students' progress in English, mathematics and science
- Positive behaviour for learning.
- Teaching, learning and assessment
- The curriculum
- Support and guidance
- Leadership, self-evaluation and improvement planning and links with parents.



OVERALL PERFORMANCE

► Satisfactory

Joanna Clarke Primary was judged satisfactory overall. Although attainment in English, maths and science was still weak, improvements had been made to students' progress in English and science. The rate of progress has risen through improvements to learning in a majority of classes. Behaviour around the school was good, students walked calmly and were courteous and considerate of others in class and out. Students were ready to help if they saw another in need, whether to help them understand a task or sooth a bump during play. They were friendly and welcoming to visitors and answered their questions readily and articulately.

Whilst teaching and learning were satisfactory overall, there was considerable room for improvement to help students attain at more appropriate levels. Additionally, the good amount of assessment data collected was not used sufficiently to plan work at an appropriate level of difficulty. In too many lessons students all did the same work and some completed it in a few minutes without having to think hard, whilst others struggled to read the first few questions. The curriculum had improved and was now good with clear progression in learning evident through a rich and balanced curriculum offer.

Caymanian culture was celebrated and threaded well through the school's yearly cycle. Students were proud of their Caymanian heritage. The environment, and issues of sustainability fascinated and involved students who had grown native and introduced plants. Opportunities to take part in activities to support the community were actively and enthusiastically participated in. The school was properly maintained and provided a good environment for all to work in safely. Students had access to appropriate support from a range of qualified adults although in a minority of classes this was not always used well.







The school was led by a capable and effective leadership team, however, an insufficient number of people actively monitored agreed actions relating to performance plans, to check they were taking place and having an impact on students' achievement. Staff were committed to the values of the school, its students and its success. The quality of the school's self-evaluation was satisfactory, mostly accurate and identified the important areas that needed to change. Progress had been made in a number of key areas since the last inspection, but students' achievements are not good enough. This was because a minority of teachers did not match teaching to students' needs and needed to be held to account more rigorously.

The school worked well with parents and the community. Parents valued the frequent and useful amount of information they received about their child's work and about events in the school and beyond. There were strong links with community groups and local and national events. The school provided a well-ordered environment for learning with large grounds, attractive rooms and corridors. Some areas such as the hall were too small to accommodate all students, but there were plans to address this. Support staff and others contributed a great deal to the experience of the students. There were enough teachers and assistants with the requisite qualifications and experience, but a minority struggled to change their practice to better help students learn.



ACHIEVEMENT

Students' attainment in relation to international standards

Quality Indicator	Early Years Inspection Judgement	Primary Inspection Judgement
1.1 Attainment in English	 Good	 Weak
1.1 Attainment in mathematics	 Good	 Weak
1.1 Attainment in science	 Good	 Weak

English



Attainment in English was good in Reception and weak in Primary. In the early years it was good where there was an emphasis on developing children's phonological awareness from the start of their time at school. The majority of students in Year 1 were able to use their phonic knowledge to segment and blend letter sounds to pronounce unfamiliar words. There was a consistent approach to the teaching of spelling, grammar and punctuation, and students were developing confidence in using the technical aspects of writing across all key stages. In English at Key Stage 2 most students' writing skills were significantly below those expected for their age. Whilst the school has a handwriting policy, most students do not routinely use joined handwriting with fluency in their work to enable them to write at length. Their writing was weak in content, technical accuracy and knowledge of letter size and formation. There was an over-reliance on scaffolded writing frames and worksheets to produce their writing. This restricted students from writing creatively with stamina and independence. The majority of students demonstrated confidence in expressing their ideas and opinions in discussions. Whilst students enjoy reading, few can make predictions, retrieve information, or draw inferences from the texts they read.



ACHIEVEMENT

Students' attainment in relation to international standards



Mathematics

Attainment in mathematics was good in Reception and weak in Primary. Children's attainment in Early Years was good. By the end of Key Stage 2, students' attainment in mathematics was below international standards. In internal assessments, most students attained below expected standards. In lessons and in their work, a majority of students understood and applied mathematical vocabulary and concepts, related to number and place value, independently. They could order, compare and round numbers. When asked, a majority could articulate their reasoning and justify answers, although they did not always use mathematical vocabulary to do so. Children in Reception could recognise the number 5 in different contexts and represent it in different ways. Students in Year 1 demonstrated simple addition using cubes. Students in Year 4 were more fluent with mental mathematics questions related to place value compared to addition in mental mathematics tests. In lessons, Year 6 students understood how to use negative numbers in context. A majority could solve problems independently and explain their reasoning in their written work. However, in most year groups, students found it difficult to interpret and solve mathematical questions independently.



Science

Attainment in science was good in Reception and weak in Primary. Students had developed understanding across a wider range of topic areas since previous inspections and in all year, groups understood some concepts from biology, chemistry and physics. For example, Year 6 students had investigated how light travels and in Year 3, students had studied what factors animals, and humans need to survive and could discuss these knowledgeably. Other groups had worked on identifying scientifically patterns and characteristics of living things. They had learnt about fair testing and how to research using secondary resources using their laptops. Too often, particularly for younger students, science work was too easy, or consisted of completing a simple worksheet and they could not discuss the scientific principles they were meant to understand. This resulted in a lack of knowledge and skill for a minority of students, stifled independent learning and contributed directly to a reduced level of attainment. A significant minority of students remain at the working towards level and not enough students achieve greater depth. Given opportunities for practical experiments students' interest in science was increased and they could use the correct scientific language and explain



ACHIEVEMENT







Students' attainment in relation to international standards

principles. Students' knowledge and understanding of how to use a range of scientific resources and equipment was limited and impacted on their attainment.



ACHIEVEMENT

Students' progress in key subjects

Quality Indicator	Early Years Inspection Judgement	Primary Inspection Judgement
1.2 Progress in English	 Good	 Satisfactory
1.2 Progress in mathematics	 Good	 Satisfactory
1.2 Progress in science	 Good	 Satisfactory



English

Progress in English was good in Reception and satisfactory in Primary. Lesson observations and work samples indicated that most students made satisfactory progress from their starting points. In Reception, children were able to identify rhymes, join in with rhyming patterns and make basic predictions about a story. All students were given regular opportunities to engage in reading and use the well-resourced library to change their books. They read with confidence and fluency. In a minority of classes students with special educational needs and the more able did not make sufficient progress. For example, in Key Stage 2 whilst more able students quickly grasped the use of suffixes and prefixes using root words, students with special needs required more support and guidance to fully access the learning objectives. This resulted in both groups of students not making the rate of progress of which they were capable. Work scrutiny showed very little evidence of students writing creatively and independently or editing writing to improve accuracy or quality.



ACHIEVEMENT

Students' progress in key subjects



Mathematics

Progress in mathematics was good in Reception and satisfactory in Primary. Children in Reception made good progress towards their early learning goals from their starting points in mathematics. During free play, they made practised number formation and recognition. They used their knowledge of number in a range of activities which enabled them to deepen their understanding. Most students made expected progress in internal assessments. In lessons and in their work, students made expected progress. In Key Stage 1, students used Ten Frames to represent numbers and could use blocks and counters to show one less and one more. In Key Stage 2, students used number lines, Base Ten Blocks and place value cards which helped to grasp the concept of place value. Year 5, students developed their understanding of place value by using it in a geographical context when comparing population of cities. Year 6 students used and compared different strategies such as rounding and benchmarking to solve problems. Throughout the school, students used their Power Maths books to apply what they learned. Less able students and those with SEN, were not always supported to make expected progress and more able students infrequently made the progress they were capable of.







Science

Progress in science was good in Reception and satisfactory in Primary. Data indicated that progress in some year groups was better than others but overall, there was improvement since the last full inspection. In the Reception classes they made good progress in understanding the world through role play. There was a 'medical care centre' in each classroom and children adopted the roles of doctors and nurses. They made progress in understanding medical terminology and what x-ray images were for. In the rest of the school where students had the opportunity to do practical science, it boosted their interest and enabled them to make greater progress. Older students given the opportunity to undertake some practical experiments in addition to recording their findings could use a scientific method, stating the aim, equipment they used, what they did and what they discovered. This encouraged students to think like scientists and resulted in them working with added enthusiasm. Where progress was limited, this was because work in class, both written and oral, lacked challenge. Worksheets were also often too basic and did not stretch students' scientific knowledge or understanding.



STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT

Quality Indicator	Early Years Inspection Judgement	Primary Inspection Judgement
2.1 Positive behaviour for good learning	 Good	 Satisfactory
2.2 Students' civic and environmental understanding	 Good	 Good



Behaviour

Students' behaviour was good in Reception and satisfactory in Primary. Students behaved well around the school. They knew how to conduct themselves well and movement around the buildings was undertaken in an orderly and respectful manner. This contributed to a safe and well-ordered environment. Relationships between staff and students were positive. Students were polite and responded equally well to teaching and non-teaching staff. Students work collaboratively in class, providing mutual support to their peers when necessary to help them with their learning. Most students were punctual to lessons and were keen to learn. In lessons, most students displayed a positive attitude to learning although, at times, low-level disruption by a few students interrupted the work of others. Students were proud of their school and most adhered closely to the school uniform policy. Rules and values were widely displayed around the school, for example the STARR values, and these are understood and adopted by most students. Good learning behaviours were rewarded with Dojo points which students valued, particularly as these were directly relayed to parents.

STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT









Civic and environmental understanding

Civic and environmental understanding was good. Almost all students had a strong sense of national heritage, culture and Christian religion. Students participated in a number of acts of devotion and remembrance in addition to school assemblies. They could relate significant events in the history of the islands, for example, the Wreck of the Seven Sails, and had a sound understanding of local food and customs, such as Pirates Day. They were equally proud of the school, its place in the community and their Caymanian identity. They respected the premises and there was no litter around the school. Students took part in a wide range of charitable events contributing effectively to supporting members of the wider community. They presented food parcels to elderly people's homes and to frontline workers at the hospital, acknowledging their work during the pandemic. The school promoted the importance of environmental sustainability and students enthusiastically encouraged recycling and other initiatives. The different garden areas around the school were used to grow a range of indigenous plants which students had the responsibility to maintain and harvest. Produce was sold to raise funds to buy more plants and seeds as well as being distributed as described above. A few students have formed the environmental club to oversee and maintain the garden project under the guidance of staff members. Students were aware of the importance of preserving the global environment and of Cayman's place in the world and its vulnerability to climate change.



TEACHING, LEARNING AND ASSESSMENT

Quality Indicator	Reception Inspection Judgement	Primary Inspection Judgement
3.1 Teaching	 Good	 Satisfactory
3.2 Learning	 Good	 Satisfactory
3.3 Assessment	 Satisfactory	 Satisfactory

Teaching



The quality of teaching was good in Reception satisfactory in Primary. It was good in Reception where staff demonstrated a good understanding of how children learn. They planned a wide range of activities which enabled children to deepen their knowledge and understanding of number and make connections in their learning. Most teachers had sound subject knowledge and planned lessons collaboratively, including with their teaching partners. Lesson plans were clear and well-structured with clear learning objectives, tasks and appropriate resources. However, in a few lessons, all students were given the same work and resources rather than a targeted approach to support the least able students to engage in learning and make progress. Most teachers managed their classrooms well and students had clear routines and settled to learning appropriately. In better lessons, and in PE and music, teachers' questions were open ended and tasks allowed students to progress at their own pace and enabled more able students to accelerate their progress. A minority of teachers took too long to explain simple concepts that students already knew. Teachers occasionally developed critical thinking and problem-solving skills but a few missed opportunities to do so. Opportunities for students to lead their own learning, be curious and ask questions, be creative and present their work in different ways, or be reflective and suggest ways to improve their work were inconsistent across the school.



TEACHING, LEARNING AND ASSESSMENT



Learning

Learning was good in Reception and satisfactory in Primary. Children in Reception had settled quickly into routines and demonstrated growing independence. They were actively engaged in learning whilst developing their communication and social skills. Throughout the rest of the school, most students worked collaboratively in lessons as well as independently for short periods of time. A few students were passive learners and were dependent on the teacher's instructions. Students occasionally engaged in activities that enabled them to think critically or find things out for themselves, including through the use of technology. They took pride in their work, engaged in conversations and could communicate their learning when asked. Most students demonstrated enthusiasm when learning things in practical, purposeful ways in better lessons and in Physical Education, music. They made links in their learning to other subjects and to real life when taking part in practical tasks and investigations. For example, in mathematics, Year 6 students could say when negative numbers were used in real life. International Baccalaureate (IB) values such as confidence and resilience are discussed but are not always practised in learning experiences.



Assessment

Assessment was satisfactory in both phases. The school used Fischer Family Trust for benchmarking so that they could track student progress, the systems were in place, but the teachers were not using the system effectively to plan for learning. Students completed a range of regular tests in mathematics, reading, writing and science to assess students' progress in core subjects. In reception, teachers and teaching assistants asked appropriate questions to check children's learning. There were clear systems and procedures to record and analyse the data. Whilst senior leaders used this information to identify strengths and weaknesses in students' achievement, the data was not used consistently by teachers to plan lessons and refine tasks which met the needs of the students, including those with special needs and the more able. Best practice was seen when questioning involved teachers asking open-ended, scaffolded questions to assess students' understanding. Whilst there was evidence of marking in most students' workbooks, it was inconsistent and often just a series of ticks. Where teachers did give helpful suggestions for improvement, students did not routinely follow up and act on feedback to improve their work. There was little peer-marking or self-assessment to develop students' ability to identify their next steps to improve their work and become more actively involved in their own learning. Written reports were provided to parents bi-annually, and parent conferences established a forum for discussion about students' overall achievement and academic progress. Furthermore, the school had developed additional ways to inform parents about the children's learning such as workshops and events.

CURRICULUM





Quality Indicator	Early Years Inspection Judgement	Primary Inspection Judgement
4 Curriculum	 Good	 Good

Curriculum

The curriculum was good and provided a rich range of varied learning experiences through the Cayman Islands National Primary Curriculum as well as the Cayman Island Early Years Curriculum. The curriculum was broad and balanced with clear progression pathways. The school had begun to use the International Baccalaureate Primary Years Programme (PYP). The IB values have had a positive impact on students' behaviour and well-being as they learnt to become more confident, reflective and resilient learners. The curriculum is reviewed on a regular basis and adapted as necessary. Across the curriculum, programmes such as social studies developed students' knowledge, understanding and appreciation of Cayman culture, heritage and tradition. Students had highly effective specialist teaching in music, physical education and Spanish together with regular library and computing lessons. The curriculum was enhanced by a good range of extra-curricular activities including Caymanian dance, taekwondo, environment club, girls' and boys' football and many more. Students enjoyed participating in local sports, arts and cultural events with some success in fixtures and competitions. Additionally, students benefited from a range of field trips linked to the curriculum. For example, the school's community links and partnerships with Health City facilitated a virtual field trip for Key Stage 2 students in science. Students were given the opportunity to take a virtual tour of the human heart, to speak to doctors, to take a tour of the facilities and find out about the range of jobs within the medical profession. Design technology and art were not robustly integrated across the planned lessons that students experienced. Information technology was insufficiently used in cross-curricular learning. Whilst the curriculum met the needs of most students, planning did not always take their needs into account. The school has plans to adapt it to meet the needs all students more securely more consistently across the school.



SAFETY AND SUPPORT

Quality Indicator	Early Years Inspection Judgement	Secondary Inspection Judgement
5.1 Health and safety	 Good	 Good
5.2 Support and guidance	 Satisfactory	 Satisfactory



Health and safety

Health and safety were good. Accommodation, inside and out, is attractive, secure and clean. Diligent, friendly security, grounds and support staff play a key part in this. Records of checks and maintenance are in place. Leaders respond diligently to address any deficits. Safeguarding and child protection policies and training are up to date and securely in place. Staff know procedures well ensuring students are well supervised in classrooms and at play areas. The school provided students with healthy snacks and lunch. Open discussion and an effective partnership between school leaders and parents had resulted in a broad choice of food which most students enjoyed. Arrangements for all the students to eat in the canteen at lunch time were developing. Staff currently spend too much time distributing pack lunches which a minority of students have brought to school and do not always see or encourage a few students, especially younger ones, to eat enough school lunch. Students frequently exercised and played outside. The outdoor learning area in Reception provided a safe and stimulating environment for children to learn through play. This contributed to their good health. Students were not always encouraged to follow and learn good habits for sun safety. Almost all students who used school transport felt safe because of the escorts and drivers.





SAFETY AND SUPPORT



Support and guidance

Overall, support and guidance were satisfactory in both phases. Policies and systems to encourage good social behaviour were effective, for example, all students kept to the left-hand side of walkways creating a calm, orderly and safe environment. Staff had positive relationships with students and support was consistent, consequently poor behaviour was tackled. The SEND team were always on hand to support those staff members who are still learning to deal with challenging behaviour at times. On occasion, too -frequent calls did not help in-class support and curtailed the actual work of the SEND team. Staff knew students well and were able to talk about their learning and personal development. Not all staff used this knowledge effectively to respond to students' differing academic needs by adapting work or answers to questions and explanations students gave. This slowed progress, which was too variable overall, especially for those students with SEND. The SEND team were skilled, knowledgeable and experienced. Learning, behaviour, and therapy support plans were suitable, practical and relevant, but class teachers and their teaching partners did not always implement these well enough in class. Records showed that the SENDCo's advice to the parents of most of the students with SEND had helped improve their attendance, attention and progress. A case study showed that where learning support plans were implemented well a student with SEND made good progress. Attendance was carefully monitored and followed up.

LEADERSHIP AND MANAGEMENT

Quality Indicator	School Wide
6.1 Leadership	 Satisfactory
6.2 Self-evaluation and improvement planning	 Satisfactory
6.3 Links with parents and the community	 Good
6.4 Staffing and the learning environment	 Satisfactory



Leadership

Leadership was satisfactory. The school had made important improvements since the last inspection. Senior leaders had a clear vision, were reflective, well planned and carried out their roles energetically. Important developments and initiatives designed to improve teaching quality were well researched, designed and implemented but their impact had not been fully realised. There were insufficient teacher leaders tasked with supporting and driving these improvements by carrying out increased and frequent monitoring to ensure work was consistent. Performance management was well organised, systematic and staff were appreciative of the feedback and development opportunities they were given. However, this had not impacted on a group of teachers who persistently demonstrated they did not have the capacity to develop students' learning. This lessened the impact of the clear and consistent plans used to drive forward the necessary improvements that had resulted in better student outcomes and more effective teaching in most classes. Teachers were not always effectively held to account for the performance of their students. Staff and parents were systematically involved in refining and developing the school's priorities and proposed development plans. They fully supported the vision and the values of the school.



LEADERSHIP AND MANAGEMENT



Self-evaluation and improvement planning

Self-evaluation and improvement planning were satisfactory. The process was appropriately organised, and thorough, and covered all important areas of school life. It was a yearlong developmental cycle that allowed for review and development within a practical time frame. The plans identified the necessary priorities, such as improving teaching, learning, and behaviour and the actions taken had made improvements or were likely to have an impact when followed through. Parents and staff had the opportunity to make suggestions in the school's self-evaluation processes. The initiatives were appropriate and had led to the improvements since the last full inspection. The recommendations from the last report had all been met except for raising achievement which remained weak. This was in part because the plan's focus on teaching and learning had not made sufficient difference in a minority of teacher's classrooms to students' attainment. Increased and frequent monitoring to ensure agreed changes were taking place needed to be instigated.



Links with parents and the community

Links with parents and the community were good. Opportunities for parents to learn about and be involved in their children's learning were plentiful and useful. These include emails, written reports, consultations, workshops and social events. These were informative but not sufficiently detailed to enable all students to progress well. Over 150 parents responded to the parent survey. Most were positive about the school. All the parents and carers spoken to during the inspection were positive and appreciative of all that the school provided for their children. The SEND team developed close links with most parents of students with additional needs and attempted to work in close partnership with them. Discussions and records show examples of how the SENDCo's advice to parents has helped the attendance, attention, and progress of most students with SEND. Parents were actively involved in the school community through the Parent Teacher Association which is involved in a range of activities including raising money for the school, organising social events and advising on snack and school lunch menus and provision. The school plays a strong part in its local community. Students raise money for charity, share produce which they grow and bring food into school, pack and deliver this to older neighbours.

LEADERSHIP AND MANAGEMENT



Staffing and the learning environment

Staffing and the learning environment were satisfactory. Staffing levels at the school were appropriate for the school. Teachers were well-qualified which ensured that all year groups were taught by qualified teachers and the curriculum could be successfully applied. Staff retention was high, although there were a few teachers who lacked the capacity to enhance students' learning. The premises were clean and well-maintained, which created a learning environment that was welcoming and a place where students wanted to learn. Access to the school was adequate for most students but improvements could be made to better accommodate those with additional needs. The school was well-resourced, with a range of first-class facilities which included a well-stocked library, computer suite and Astro-turf sports area. Staff did not routinely consider ways to further exploit the plethora of facilities at their disposal to have an even greater impact on students' learning experiences. The garden and therapeutic areas promoted students' wellbeing as well as encouraging and informing them about caring for their environment. While a few students used technology to support their learning, insufficient numbers used this to gain greater independence if carrying out research.



SURVEY RESULTS

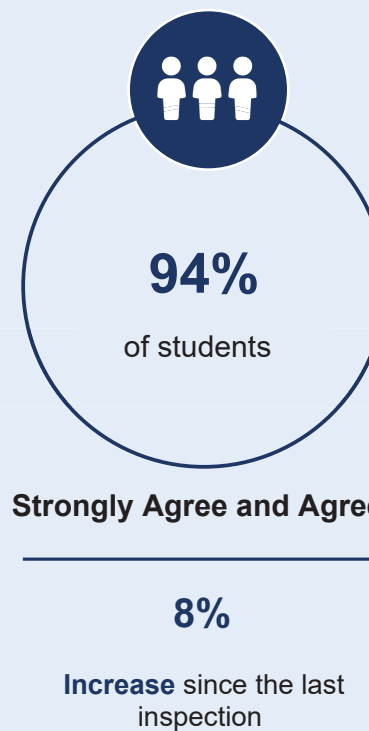
Before the inspection, the views of parents, staff and students were surveyed. The numbers of participants that completed the survey were:

Students	123	Parents	162	Staff	37
----------	-----	---------	-----	-------	----

Students

Survey: "I am satisfied with the quality of education provided at this school."

One hundred and twenty-eight students from Years 5 and 6 submitted the on-line survey. This is over a quarter, a significant minority, of the whole school. Most were satisfied with the quality of education which Joanna Clarke Primary School offered. Almost all these students said they enjoyed their learning, thought that most lessons were good, that their teacher helped them understand how well they are doing in school, that teachers explained to them how they can do better, that they had access to good quality resources for their learning and that the school was well led. The majority thought that the behaviour of most students in the school was good, that most students understand their responsibilities as members of a wider community and that most students at the school showed good environmental understanding. A minority did not agree with these statements. The majority of students stated that they felt safe while on the school bus whilst a minority did not agree with this. These responses are better than those given for the full inspection in February 2019.

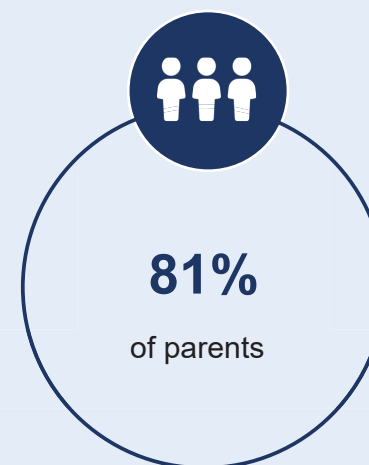


SURVEY RESULTS

Parents

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

162 parents completed the on-line survey. Most parents felt that their children made most progress in English, maths and other subjects because of the strong quality of teaching. A majority felt they made good progress in science. Most parents felt that the school promoted a strong sense of responsibility, community and environmental understanding. Most parents felt that their children enjoyed lessons which inspired them to learn. Most parents felt that their children were safe in school and were encouraged to adopt a healthy lifestyle. Whilst most parents agreed that the school responded well to their concerns because of good channels of communication a few raised concerns. Most parents said they received regular reports and there were opportunities to meet with teachers. Most parents were happy with the qualifications of the staff. The majority felt that behaviour was strong and that there were a good range of extra- curricular activities. The majority felt the school provides good subject choice and were happy with the homework the children were set. Most felt that there are plentiful resources, and the school provides a good quality of education. Most parents felt that the school was well- led. On the whole, written comments were positive, but a few parents voiced concerns about the provision for students with special needs. The responses were considerably better than at the last inspection.



Strongly Agree and Agree

13%

Increase since the last inspection

SURVEY RESULTS

Staff

Survey: This school provides a good quality of education.

Almost all staff felt the school provided a good quality of education, including extra-curricular activities. Almost all felt the school was well-equipped with staff and resources. A few were either unsure or felt that assessment systems were not yet good and that students were not aware of their next steps in learning. Almost all felt students behaved well. Most staff felt they were treated fairly and that the school was well led. A few who made comments said that they worked in a collaborative environment with support from leaders and the parent teacher association. Only a minority felt they were not included in school self-evaluation and improvement planning. A significant minority felt they were not given enough opportunities for professional development. Most said that the school provided a safe and caring environment for all and gave them a sense of belonging. Most stated they had support in dealing with bullying and with special education needs. Only a minority felt that students were not given enough support to choose a healthy lifestyle or develop their understanding of the environment. A majority felt that parent teacher meetings were helpful. There responses are significantly more positive than those at the last inspection.



Strongly Agree and Agree

16%

Increase 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 the school is judged to be providing a **satisfactory** quality of education, there will be no further inspections until the next cycle which commences in September 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

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





www.oes.gov.ky | adminOES@gov.ky

Office of Education Standards
Government Administration Building
133, Elgin Ave, George Town
Grand Cayman