

INSPECTION REPORT

OFFICE OF EDUCATION STANDARDS
CAYMAN ISLANDS GOVERNMENT

NOVEMBER 2022



Edna M. Moyle Primary School

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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	Edna M. Moyle Primary School
	Address	907, North Side Road, Grand Cayman
	Telephone number	1 (345) 947-9516
	Website	https://schools.edu.ky/emmps
	Name of the principal	Ms. Dairdie Tingle (Acting Principal)
	Date of this inspection	November 29 - 30, 2022
	Date of the last inspection	February 2020





Students

	Number of students on roll	84
	Age range of the students	4-11
	Grades or year groups	Reception to Year 6
	Number of Caymanian students	73 Caymanian
	Number of students with special educational needs	Teacher Action - 7% School Action - 17% School Action plus - 17%
	Largest nationality group of students	Caymanian 87%






SCHOOL INFORMATION



Staff

	Number of teachers	7
	Number of teaching assistants	3
	Teacher-student ratio	1:12
	Staff turnover	43%

Curriculum













	Main curriculum	CIEYFS, CIENC
	External tests and assessments	PUMA, PIRA, PTS, CAT4, KS1 KS 2 SAT
	Accreditation	CIG

School inspection overall performance history

Cycle 1 Inspection	February 2020	 Satisfactory
Cycle 2 Inspection	November 2022	 Satisfactory

SUMMARY





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

Quality Indicator	Reception Inspection Judgement	Change in judgement since last inspection	Primary Inspection Judgement	Change in judgement since last inspection
1.1 Students' attainment in English	 Good	-	 Satisfactory	▶
1.1 Students' progress in English	 Good	-	 Satisfactory	▶
1.1 Students' attainment in mathematics	 Good	-	 Satisfactory	▲
1.2 Students' progress in mathematics	 Good	-	 Good	▲
1.2 Students' attainment in science	 Good	-	 Satisfactory	▶
1.2 Students' progress in science	 Good	-	 Satisfactory	▶









SUMMARY

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

Quality Indicator	Reception 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	-	 Good	▲
2.2 Students' civic and environmental understanding	 Good	-	 Good	▲



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

Quality Indicator	Reception Inspection Judgement	Change in judgement since last inspection	Primary Inspection Judgement	Change in judgement since last inspection
3.1 Teaching	 Good	-	 Satisfactory	▶
3.2 Learning	 Good	-	 Satisfactory	▶
3.3 Assessment	 Good	-	 Satisfactory	▶






SUMMARY

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





Quality Indicator	Reception Inspection Judgement	Change in judgement since last inspection	Primary Inspection Judgement	Change in judgement since last inspection
4 Curriculum	 Good	-	 Satisfactory	▼

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

Quality Indicator	Reception Inspection Judgement	Change in judgement since last inspection	Primary Inspection Judgement	Change in judgement since last inspection
5.1 Health and safety	 Good	-	 Good	▲
5.2 Support and guidance	 Good	-	 Good	▲



SUMMARY

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



OVERALL PERFORMANCE

What the school does well

- Students made good progress in each phase in mathematics
- Students demonstrated good attitudes to their work and their behaviour was good in and around school
- Students were proud of their Caymanian heritage and culture furthermore; students were aware of issues around sustainability and the impact on the local environment
- 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.
- Provides a highly inclusive learning environment where students were given proactive care and individual attention

Recommendations

Improve teaching across the Primary phase by:

- Ensure teachers analyse the vast amount of data to provide accurate identification of the current strengths and areas for improvement for all students
- Ensure lessons are continually adapted because of the changing assessment and data picture
- Ensure all teachers consistently and effectively apply assessment information to impact and individualise the pace of learning for all students

Raise attainment in all the Primary core subjects by:

- Utilising student data to target individual student performance and set the appropriate level of challenge
- Ensuring English students can apply previous learning to more challenging tasks such as extended writing
- Continuing to improve the effectiveness and consistency of the mathematics intervention programs
- Giving science students regular opportunities to independently carry out their own investigations and experiments

Improve self-evaluation and improvement planning by:

- Ensuring the school improvement plan has enough detail for subject leaders and teachers to measure the impact of their actions
- Ensuring all quantified statements and measures are aligned to the inspection framework SSAS2.



OVERALL PERFORMANCE

What has improved since the last inspection?

- Attainment and Progress in mathematics
- Promoting students' personal and social development
- Keeping students safe and always supported
- Leadership
- Staffing and the learning environment



OVERALL PERFORMANCE

► Satisfactory

Edna M Moyle Primary school was judged to be a satisfactory school. Children in Reception achieved a good level of development and made good progress. In Primary attainment in English and science remained satisfactory however the school had made improvement in mathematics which was now judged satisfactory from previously weak. The rate of progress had improved in mathematics inline with the improved attainment, whilst progress remained satisfactory for both English and science.

Across the school Caymanian culture was celebrated and threaded well throughout the year. Students were proud of their Caymanian heritage. The environment, and issues of sustainability engaged and excited students who had taken an active part in a turtle release. 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 and visiting supporting specialists.

Whilst teaching and learning were satisfactory overall, there was considerable room for improvement to help students attain consistently at and above the curriculum standard. Additionally, the good amount of assessment data collected was not used sufficiently to plan work at an appropriate level of difficulty. In many lessons students all did the same level of work and some completed it in a few minutes without having to think hard, whilst others struggled to read the first few questions. Although, differentiation was planned for this was not always followed through in lessons.






The school was led by a capable and effective new leadership team, however many of their ideas and changes required more time to fully have an impact upon raising standards. Staff were committed to the values of the school, the students and its success. The quality of the school's self-evaluation was satisfactory, mostly accurate and identified the important focus areas. Progress had been made in a number of performance standards since the last inspection, but teaching is not consistently good enough.

The school worked very 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 attractive and well-resourced classrooms and a range of exciting outdoor spaces although, further development was needed and planned for in terms of shade. Support staff and others contributed a great deal to the experience of the students particularly the nutrue group.



ACHIEVEMENT

Students' attainment in relation to international standards

Quality Indicator	Reception Inspection Judgement	Primary Inspection Judgement
1.1 Attainment in English	 Good	 Satisfactory
1.1 Attainment in mathematics	 Good	 Satisfactory
1.1 Attainment in science	 Good	 Satisfactory

English

Attainment in English was judged as good in Reception and satisfactory in Primary. In lessons, Reception children were developing their phonological awareness and were able to identify some initial letters and their sounds. In Primary, external and internal data was contradictory however, lesson observations and work scrutiny showed most students were working in line with the curriculum standard. Students' early reading skills were developed systematically with the teaching of phonics. In Year 1 most students were able to use their phonic knowledge to segment and blend letter sounds to pronounce unfamiliar words. They displayed a love of reading and enjoyed listening to and reading stories. Students in Year 2 could identify noun phrases and use these to describe characters from a text. Most students were able to punctuate simple sentences accurately. In Year 3 and 4 most students could use intonation and expression when reading out loud. Students in Year 6 they were able to read and infer more complex texts and could find the meaning of new words independently using their laptops. They were able to plan and organize their writing, but word choices were not always interesting or varied. The majority of students' handwriting was neat and consistently joined.



ACHIEVEMENT

Students' attainment in relation to international standards



Mathematics

Attainment in mathematics was judged as good in Reception and satisfactory in Primary. Children in Reception could order numbers to ten, identify shapes and were matching numerals and amounts to at least 5. Across Primary, most students attained levels in line with curriculum standards as evidenced by data, lesson observations and work scrutiny. Year 1 students could add single digit numbers to 10 and most knew number bonds well. Year 2 students were able to use bar models to solve addition and subtraction problems and most could add three sets of 2-digit numbers. In lower Key Stage 2, most students understood the terms quarter and half and the majority were beginning to use mathematical vocabulary and could solve problems involving turns and angles. In the older classes, students could measure and calculate the perimeter of shapes and carry out operations with fractions. Students' mathematical reasoning required further development as did opportunities for greater challenge particularly for more able students. More focused work on closing the learning gaps as evidenced in data is required to improve attainment in mathematics.









Science

Attainment in science was judged as good in Reception and satisfactory in Primary. Most Reception children could develop their own narrative and used their imagination to explore traditions like Christmas both in the Cayman Islands and Sweden. They cared for scallions which they planted in raised beds and played with floating objects in water. In Year 1 most students could explain and identify the characteristics of animals such as "carnivore" and "herbivore." Year 2 students understood that habitats supported life and that they needed to be cared for. Year 3 students explored light and investigated how shadow was impacted by the distance to the light source. Year 5 students made predictions and conducted an experiment to investigate how different materials were affected by gravity. Most knew that Isaac Newton discovered gravity. In Year 6 students could build a basic circuit and predict that too many batteries would overload the circuit and cause a fire. A significant minority of older students could use more scientific vocabulary and understand terms like control, dependent and independent variables when referring to investigations.



ACHIEVEMENT

Students' progress in key subjects

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

English



Progress in English was judged as good in Reception and satisfactory in Primary. School data from the previous year showed the majority of children made better than expected progress in communication and language and literacy. Most students in Primary made expected progress from their starting points. Year 1 students used letter sounds to build words to write simple sentences. By Year 2 they were segmenting longer words into syllables to help with spelling and by this stage students could print letters neatly. By the time most students reached Year 6, they could write more complex sentences and were able to apply this to writing from personal experiences, for example, a recount of their visit to Little Cayman. However, this quality of writing was inconsistent throughout the school and the more able students were not sufficiently challenged by the work that limited potential progress. Students with special educational needs were able to take a full part in lessons as they were supported and guided well. Most felt confident to answer the teacher's questions along with the rest of the class. Most groups of students, including those with special needs, continued to make at least expected progress.



ACHIEVEMENT

Students' progress in key subjects



Mathematics

Progress in mathematics was judged as good across the school. Since the previous inspection, the school had worked on improving Primary mathematics with progress now judge good. In Reception, children were able to build on their knowledge of numbers to order them and match numerals to quantities. By Year 1 students could use tools to progress their learning; independently using counters and number frames and a few students could write their own mathematical problems with teacher support. By Year 2 students could use 10s frames to help explain the column method to their peers and show their working to the class on the whiteboard. By Key Stage 2, students could do unit conversions and progressed on to calculating the perimeter of composite rectilinear shapes. Towards the end of Key Stage 2 students applied their prior knowledge of fractions to now carry out more complex operations. Students did not always get the opportunity to think more deeply about mathematics.







Science

Progress in science was judged as good in Reception and satisfactory in Primary. In Reception children used audio sound boards to independently progress their learning during centre activity. By Year 1 students were using magnifying glasses to observe features of the animals which the visiting local veterinarian brought into the lesson. And by Year 2 these tools were used more independently to explore the creatures/insects in the world around them. By Year 3, students were using multiple tools like torches and rulers to improve accuracy and measure the changes in things like shadow size. By Year 5 a majority of students were able to accurately predict outcomes based upon their prior knowledge of gravity. A few older students were able to reflect upon their investigations and suggest how accuracy could be improved for future experiments. For instance, a student made links to the World Cup and slow-motion replays to suggest that video recording her experiments would increase the accuracy of measure. By year 6 most students could run simulations of circuits on their laptops and a minority could make individual progress and explore the impact of adding additional battery power to the circuit. A few could suggest the use of resistors to manage the overloading of the circuit.



STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT

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



Behaviour

Positive behaviour for good learning was judged as good. The school was welcoming and inviting, and warm, caring relationships were evident between children, students and staff. Students conducted themselves well and were polite and courteous as they moved around the school. This contributed to a safe and secure environment. When engaged students' attitudes to work were good and this was demonstrated in the mutual respect, they share for one another during lessons. When given the opportunity most students work collaboratively in class, providing mutual support to their peers when necessary to help them with their learning. This was particularly evident in an older class when a student helped one of his peers with his reading without being asked to by the teacher. Almost all students were punctual to lessons and were keen to learn. In surveys most students report that they feel safe, valued, and supported. Almost all students adhered closely to the school uniform policy. Rules and values were widely displayed around the school, and these were understood and adopted by almost all students. Class Dojo was used to reinforced positive behaviour. When faced with challenges or minor conflicts, most children were able to resolve these in a mature way. Most students attend school regularly.











Civic and environmental understanding

Civic and environmental understanding was judged as good. Most students could name the national symbols and could talk confidently about the symbols on the Coat of Arms. The school recently celebrated Heritage Day where the students were able to release a turtle into the sea, as well as learning some skills of the past and dressing-up in traditional Cayman clothing. All students, with regular community support took great pride in their heritage. Members of the local community, such as the RCIPS had presented talks to the children. There was an active student council who regularly meet to plan fund raising events, for example, a Seniors Rock Dress Down Day and a Crazy Sock Day to raise awareness for Downs Syndrome. There were some planned school activities which contributed to global environmental understanding and the older students had the opportunity to visit CCMI in Little Cayman where they learned about marine life, coral bleaching, and the impact of plastic pollution. Most of the older students talked about global environmental issues such as renewable energy sources and the burning of fossil fuels, and the impact global issues have on the local environment.



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	 Good	 Satisfactory

Teaching



Teaching was judged as good in Reception and satisfactory in Primary. In Reception, the teachers applied knowledge of how young children learn to create rich experiences for all learners, planning both the indoor and outdoor learning environments purposefully. Learning was integrated, such as the shopping area in the classroom where children could develop math skills, literacy and writing during role play while enhancing social interactions. In Primary, teachers knew their students' needs, but too often did not use data to ensure lessons, extensions and support were always targeted correctly. Most lessons had clarity of purpose because lesson objectives were shared with students and lesson plans were structured. However, the pace of the delivered lessons required improvement. In better lessons, questioning developed students' critical thinking and guided them to think deeply about the strategies and information they used for arriving at conclusions. Classroom rules and procedures were in place, creating calm learning environments. Teachers did not effectively or consistently capitalise on the students' good behaviour for learning to create opportunities for students to take responsibility for their own learning, evaluate their own learning or work independently for sustained periods. Teachers did not demonstrate consistently high expectations for all learners and planning was not always intentional in providing appropriate opportunities which stretched all learners, especially the higher achievers.



TEACHING, LEARNING AND ASSESSMENT



Learning

Learning was judged as good in Reception and satisfactory in Primary. In Reception, children moved confidently around the learning environment, taking responsibility for their own learning. All children, including those with Special Educational Needs, displayed an excitement about learning new tasks and interacting with a variety of materials as they progressed in their learning. In Primary, students demonstrated a positive attitude towards learning, including the students in the Nurture Hut for example, who were thoughtful in developing action plans to address the problem of pollution. Students were in the early stages of using strategies such as Learning Ladders and target setting to monitor and guide their own learning. Students demonstrated the ability to collaborate with peers, although these pairs or groups were too often dominated by the higher attaining students or the stronger personalities. Students could explain their ideas confidently and a significant minority could articulate well the strategies they used to arrive at conclusions. Students used information technology to research, complete work on online programmes and to create their own presentations. In the better lessons, students were able to think deeply and take responsibility for their own learning.



Assessment

Assessment was judged as satisfactory across the school. The school utilised a range of international assessments such as the Fischer Family Trust, GL Progress Test for science as well as teacher assessments to record and monitor students' progress in the core subjects. Although, assessment scores did not always correlate accurately between teacher assessment and external tests. Teachers knew their students well and there were organised procedures for keeping records of students' achievement. Senior Leaders had a good understanding of the data and used it to plan school wide initiatives. However, teachers and some newly appointed middle leaders needed a greater understanding of data through better analyse to support all learners. Students had made a good start at using Learning Ladders to monitor their own achievements. A system was in place for teachers to check against assessment information, work scrutiny and have conversations with students where these differed. The school had a Marking and Feedback Policy however, it was not consistency applied and required further development. Assessment for students in the Nurture Hut was used effectively to monitor their overall development. The application of assessment information had proven to contribute to the successful reintegration of the Year 5 Nurture Group back into mainstream Year 6.



CURRICULUM

Quality Indicator	Reception Inspection Judgement	Primary Inspection Judgement
4 Curriculum	 Good	 Satisfactory







Curriculum

Curriculum was judged as good in Reception and satisfactory in Primary. Children in Reception had opportunities to learn a wide range of skills. Information leading to integrated learning and cross-curricular linkages were a feature in Reception, but these were still developing in the Primary phase. Specifically, subjects such as Design and Technology and Art required more intentional integration. A curriculum audit and gap analysis had recently been completed, and senior leaders had developed actions to address the areas in need of improvement. Although there were strong transition arrangements into Reception and for students moving on to secondary school, variability in achievement between year groups indicated that transitions between classes required further development. Students benefitted from a range of extra-curricular activities including a variety of sports, Good News Club, Spelling Club, Young Gentleman's Club and Taekwondo. Teachers invited guests such as a Nurse and a Veterinarian for Science lessons. Parent and community links supported students' learning through initiatives such as the purchase of the Education City programme for all students, enhancement of cultural understanding through contributions at events such as Culture Day and volunteer programmes.



SAFETY AND SUPPORT

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



Health and safety

Health and safety were judged as good. The school had met the recommendations from the previous inspection with the uneven running track now resurfaced. The school had policies and procedures in place which helped keep students and adults safe. In the student survey and in conversations with students, most said they felt safe at school. Almost all parents surveyed concurred and indicated that their children were safe at school. The school premises, equipment and resources were checked regularly and were well maintained. The support staff were meticulous in their work, maintaining a clean and sanitary environment. Records of checks and maintenance were in place. Safeguarding and child protection policies and training were up to date and securely in place for all staff. Staff knew procedures well ensuring students were well supervised in classrooms and during break. The school provided students with a healthy breakfast, snack, and lunch. The chef cooked healthful hot lunches that the students enjoyed. Students had physical education lessons and opportunities to engage in physical activity during breaks. Childrens' play areas had soft surfaces and some shade. The school carried out effective and regular emergency drills and appropriate records were kept. Records of health and safety procedures are up to date and appropriate risk assessments were completed in relation to visits.









Support and guidance

Support and guidance were judged as good. Staff and student relationships were strong and positive. Students respected and appreciated their teachers, visiting specialists and support staff. The school monitored and rewarded behaviour through class Dojo. Guidance on behaviour management was clear, consistent, and effective. Leaders and staff knew students and their families well. The school was inclusive and there were well-developed systems in place to track and monitor the academic progress of students with special educational needs. As a result of good teaching in the Nurture Group students managed and found strategies to improve their social and emotional regulation. The Nurture Group students that were identified as requiring additional support progressed well enough to be re-integrated back into mainstream Year 6. Identifying, tracking and record keeping of students with special educational needs was good. Students with special educational needs outside of the Nurture Group made expected progress overall but this varied between classes. In better lessons students achieved well because work was adapted, and they were supported well by staff and peers. In other classes work was not sufficiently challenging for the most able students.



LEADERSHIP AND MANAGEMENT

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

Leadership



Leadership was judged as good. The school had a significant number of new appointments for the start of term. A new acting Principal, Deputy Principal, SENCO and subject leads although not all new to the school, many were new to the role of leadership. Therefore, it was too soon to judge the impact of new leadership upon raising standards. Although, the senior leadership team demonstrated the requisite capacity to improve. The new Principal had accurately identified the school's strengths and priority areas for improvement. There was evidence that improvements were beginning to have an impact for instance, progress in mathematics, behaviour and teaching. However, the latter remained inconsistent with some changes in the early stages of development and adoption. The Principal had identified the need to further support middle leaders with continued professional development to be effective in their new roles. The school had established a 'Hubmate' school partner and had already begun to share practice and resources. The senior leadership team worked well together and had quickly gained respect from parents, the PTA and students. The school had an inclusive ethos and had previously been successful reintegrating the Year 5 Nurture Group into mainstream Year 6.





Self-evaluation and improvement planning

Self-evaluation and improvement planning were judged as satisfactory. The annual process of self-evaluation involved a variety of strategies to gather evidence including observations of teaching. There was systematic consultation and collection of information and data. The process was initiated by the Principal but involved consultation with staff and the PTA. The SEF was detailed but occasionally descriptive rather than evaluative. In conversation school leaders knew their school well. However, some of the school judgements were aspirational rather than realistic. There was a centralised school action plan, which included a clear set of values and direction. The plans were often broad lacking tangible, detailed targets therefore less accessible to teachers. The school had addressed some of the recommendations in the previous inspection report and had made significant satisfactory progress overall. However, recommendations regarding the use of assessment information and the accuracy of self-evaluation needed further improvement. School improvement planning however had a positive impact on several other aspects of the school, such as behaviour for learning, health and safety and support and guidance. The consistent quality of teaching remained a focus for senior leaders. Continuous professional development for staff and the new 'Hubmate' relationship was a regular planned feature of school improvement planning.



Links with parents and the community

Links with parents and the community were judged as good. The school enjoyed highly productive relationships with parents, who supported the PTA and volunteered with offsite trips and supported learning in school time. For instance, parents came into school for Heritage Day to explain local customs and traditions and reading with students. Regular two-way communication between teachers and parents included proactive steps to support learning. Parent workshops like 'Math night out' and 'Grammar and Reading nights' ensured parents knew the methods used by their children and thus could better support from home. Although, this had not yet contributed to good outcomes in the core subjects. Parent representatives through the PTA met regularly, were involved in school planning and knew the Principals priorities and areas for improvement. Parents were pleased to regularly see the Principal at the gate offering a warm and inclusive welcome each morning. A majority of the parents surveyed were less confident that the SEN provision was of a good standard although this was not evident during the visit. Regular reporting through a variety of means ensured parents stated being well informed about their child's progress and understood the next steps for learning. The school benefited from strong links with the local community for instance sponsorship from IRG and Partners in Print, community initiatives like the turtle release, numerous trips and visits and the non-perishable food drive which was handed out during school carolling.



Staffing and the learning environment

Staffing and the learning environment were judged as good. The school had addressed the issues from the previous report. Early years now had two dedicated play-based outside areas with a wide range of resources including raised beds, a chicken coup and wet area. The running track around the astro-turf had been re-surfaced. In general, outside areas for Primary students lacked shade limiting opportunities to get out of the classroom. Teaching staff were suitably qualified and deployed efficiently to maximise students' learning. Small class sizes ensured a better than normal student to teacher ratio. Visiting PE staff including a local cricket coach, pottery and music teacher added to the staff roster. Staff retention levels in the school were previously good. There were sufficient resources, including for information technology and classrooms included colourful working walls which helped support students with their learning. Students regularly used their laptops and software applications to enhance their learning particularly in the upper school. A well stocked library to support reading development was further enhanced by the local library next to the school resulting in regular weekly timetabled visits offering a wide range of fiction and non-fiction books.



SURVEY RESULTS

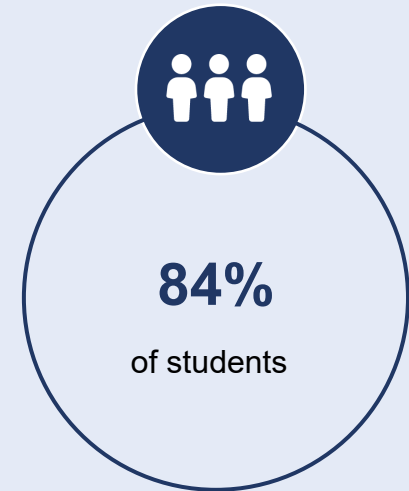
Before the inspection, the views of parents, staff and students were surveyed. The numbers of participants that completed the survey were:

Students	32	Parents	47	Staff	20
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Students

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

Thirty-two students from years 5 and 6 responded to the survey. Most students that responded indicated that they made good progress in their learning. Almost all students surveyed suggested that they make good progress in mathematics, most in English and science and a few suggested that they were not making good progress in science. Majority students suggested they understand their responsibilities as members of the wider community and most indicated that they show a good environmental understanding. Almost all students reported that most lessons were good and most enjoyed them. Almost all reported that teachers are helpful in helping students understand how well they are doing and how they can do better, and that they get the right amount of homework. Most reported feeling safe and cared for in school. Only a majority of those surveyed reported that the behaviour of most students in the school was good or that they felt safe on the school bus and that they were treated fairly at school. Most students surveyed suggested that the school will do something to stop bullying if it happens. Most indicated that the school responds to their concerns, provides regular progress reports and that they have access to good quality resources for their learning. Only a majority of students surveyed indicated that if they have a special learning need the school does a good job to help. Almost all students surveyed stated that the school was well led.



Strongly Agree and Agree

2%

Increase since the last inspection

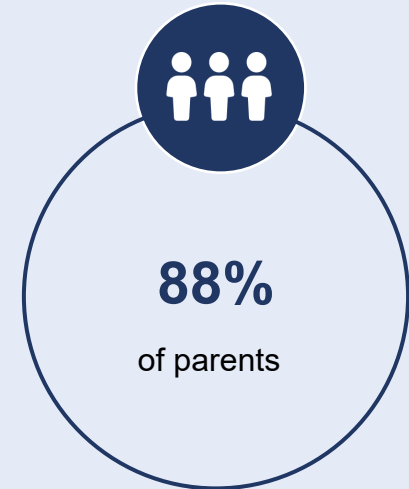


SURVEY RESULTS

Parents

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

Forty-seven parents responded to the survey. Almost all parents thought their child was making good progress in their learning with most parents indicating that their child made good progress in English and almost all in mathematics and science. Most of those parents surveyed reported that their child is developing a good understanding of the environment, has a good sense of being a community member and that student behaviour is good. Almost all parents surveyed indicate that their child is safe and cared for and treated fairly at school. However, only a majority of parent surveyed indicated that their children were safe on school buses or that the school effectively deals with incidents of bullying. Almost all report that their child enjoys most lessons and is inspired to come to learn. Most parents stated that the school had a good range of extra-curricular activities, almost all reported homework is appropriate, and the school helps children make good choices about their future. Most indicated that the school had good links with the local community, that the parents are effectively involved in the work of the school and that parent/teacher meetings are regular and helpful. Most parents suggested that the school kept them up to date with information and communication is timely and effective. Almost all parent reported that they felt the school had appropriately qualified staff and most suggested the school had a good quality of resources to learn. Only a majority of parents surveyed reported that the school provided a good level of support to students with SEN. Most parents thought that the school was well led.



Strongly Agree and Agree

5%

Increase since the last inspection



SURVEY RESULTS

Staff

Survey: This school provides a good quality of education.

Twenty staff completed the survey. A majority of respondents had worked at the school for three or more years and a significant minority were Caymanian. Staff responses were generally positive. Almost all staff agreed that the school is led well, that most students at the school understood their responsibilities as members of a wider community, that the school provided good support for students with SEN, that the school supported their continuing professional development and that there were sufficient resources of good quality to support their teaching. Almost all also felt that parent teacher meetings were well attended and helpful, but most felt that parents were effectively involved in the work of the school. All staff agreed that the behaviour of most students in the school as good and that most students at the school showed a good environmental understanding. All staff felt that there were good assessment systems in the school and that the school regularly informed students of their next steps in learning. All staff felt answered that the school was a safe and caring environment for all members of the school community, students were treated fairly at the school and that there was a good range of extra-curricula activities provided by the school. All staff also felt that the schools dealt effectively with incidents of bullying and that the school helped students make good choices about their future education and career. All staff agreed that they were involved in the process of school self-evaluation and improvement planning and that the school had appropriately qualified and suitably skilled teachers and staff. The comments which staff wrote were highly positive, with one comment, however, requesting more support for children with Special Educational Needs.



Strongly Agree and Agree

6%

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.

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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





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