

# INSPECTION REPORT

OFFICE OF EDUCATION STANDARDS  
CAYMAN ISLANDS GOVERNMENT

SEPTEMBER 2022



**RED BAY 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:

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

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









# SCHOOL INFORMATION

## General information

	<b>School name</b>	Red Bay Primary School
	<b>Address</b>	271 Shamrock Rd, Grand Cayman
	<b>Telephone number</b>	1 (345) 947-6333
	<b>Website</b>	<a href="https://schools.edu.ky/rbp">https://schools.edu.ky/rbp</a>
	<b>Name of the principal</b>	Ryan Dale (Acting)
	<b>Date of this inspection</b>	September 28 - 30, 2022
	<b>Date of the last inspection</b>	January 2020





## Students

	<b>Number of students on roll</b>	411
	<b>Age range of the students</b>	4-12
	<b>Grades or year groups</b>	YR-Y6
	<b>Number of Caymanian students</b>	308
	<b>Number of students with special educational needs</b>	Total - SEN 60 SA - 47 SA+ 13
	<b>Largest nationality group of students</b>	Caymanian






# SCHOOL INFORMATION



## Staff

	<b>Number of teachers</b>	21
	<b>Number of teaching assistants</b>	11
	<b>Teacher-student ratio</b>	1:12
	<b>Teacher turnover</b>	12%

## Curriculum

	<b>Main curriculum</b>	Revised Caymanian Islands National Curriculum Cayman Islands Foundation Stage Curriculum
	<b>External tests and assessments</b>	UK Assessment for Key Stages 1 and 2 (SATs) Granada Learning Progress Score Tests (GL PTS) Progress in Understanding Mathematics Assessments (PUMA) Progress in reading assessments (PURA)
	<b>Accreditation</b>	n/a

## School inspection overall performance history

<b>Cycle 1 Inspection</b>	January 2020	 Satisfactory
<b>Cycle 2 Inspection</b>	September 2022	 Satisfactory

## SCHOOL INFORMATION

Red Bay Primary opened in 1993 and serves the community of Red Bay on the south-east side of Grand Cayman. The school was previously inspected in January 2020 and graded satisfactory. The acting Principal of the school has been in post since March 2020. He was supported by a Deputy Principal and a senior management team of six. Four new substantive teachers had joined the school since the last inspection.

The school has had a Reception class since August 2019. There were 411 students on roll, which was a reduction in numbers since the last inspection. Of these 60 had special educational needs, 47 at school action and 13 at school action plus. The school's curriculum has the following phases;

- Reception
- Primary – Key Stages 1 and 2













For the purposes of this report inspectors provided two judgments; one for Primary Years 1-6 and one for the Reception Class. The school followed the Cayman Islands National Curriculum from Years 1 to 6 and the new Cayman Islands Foundation Stage Curriculum in the Reception class.

The mission of the school is to promote 'integrity, compassion and excellence, underpinned by a commitment to academics, social skills and altruistic behaviour'.



# 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	 Satisfactory	▼	 Satisfactory	▶
1.1 Students' progress in English	 Satisfactory	▼	 Satisfactory	▶
1.1 Students' attainment in mathematics	 Satisfactory	▼	 Satisfactory	▲
1.2 Students' progress in mathematics	 Satisfactory	▶	 Satisfactory	▶
1.2 Students' attainment in science	 Satisfactory	▶	 Weak	▼
1.2 Students' progress in science	 Satisfactory	▶	 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	 Satisfactory	n/a	 Good	▶
2.2 Students' civic and environmental understanding	 Satisfactory	n/a	 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	 Satisfactory	n/a	 Satisfactory	▶
3.2 Learning	 Satisfactory	n/a	 Satisfactory	▼
3.3 Assessment	 Satisfactory	n/a	 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	 Satisfactory	n/a	 Satisfactory	▼





### 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	 Satisfactory	n/a	 Good	▶
5.2 Support and guidance	 Satisfactory	n/a	 Good	▲



## SUMMARY

**Performance Standard 6. Leading and managing** our school and developing our links with the **community** we serve

Quality Indicator	Early Years Inspection Judgement	Change in judgement since last inspection	Primary Inspection Judgement	Change in judgement since last inspection
6.1 Leadership	n/a	n/a	 Satisfactory	▶
6.2 Self-evaluation and improvement planning	n/a	n/a	 Satisfactory	▼
6.3 Links with parents and the community	n/a	n/a	 Good	▼
6.4 Staffing and the learning environment	n/a	n/a	 Satisfactory	▼



# OVERALL PERFORMANCE

## What the school does well

- Students' behaviour and attitudes to learning were good both in and out of lessons.
- Student's knowledge and experience of their heritage and environment were strong.
- Support and guidance for all students was good especially students and families who were vulnerable.
- Links with parents and the community were good. The Parent Teacher Association (PTA), which was well attended, especially remotely, played a positive role in providing additional support and finance for the school.

## Recommendations

Strengthen leadership to accelerate school improvement by;

- providing time and training for leaders, especially those who are new, to monitor their areas of responsibility accurately, focusing on the impact which provision has on students' learning
- prioritising key areas for improvement, including those for teaching and learning, so that these are manageable, easy to monitor, implement and sustain for all leaders
- reviewing and streamlining the self-evaluation form and school development plan so that these clearly reflect leaders' accurate understanding and evaluation.

Accelerate progress and raise attainment in English, maths and science by ensuring that;

- teachers know and use information from students' ongoing assessments to build on what groups of students, including the more able, already know, understand and can do
- the pace of teaching and learning in lessons help accelerate progress and students to build on previous knowledge
- tasks and activities are suitable for students' age and level of learning especially in the Reception class
- sufficient time is allowed for students' independent and collaborative work.

Improve Early Years provision and outcomes by;

- planning and providing more engaging opportunities for child-led activities to extend learning, inside and out



## OVERALL PERFORMANCE

- ensuring that resources are good quality to inspire engagement and learning as well as incentive for children to care for equipment and the environment.
- improving and refining the way adults engage with children in 'free flow' activities to extend children's learning

### What has improved since the last inspection?

- Attainment in mathematics has improved. Students, especially those who were younger or less able, benefitted from more practical activities and resources to develop their mathematical understanding and skills.
- Guidance and support had improved. The pastoral support team was highly effective and provided significant support for vulnerable students and their families which has a positive impact on behaviour and attendance.



# OVERALL PERFORMANCE

## ► Satisfactory

Red Bay Primary was satisfactory. The Acting Principal had clear priorities and was committed to bringing about the improvements needed. Leaders had worked hard to maintain the school's positive ethos, popularity, and good reputation through a period of change. Students' behaviour, positive attitudes, and safety in the Primary phase remained good. Support and guidance had improved and were now good. Pastoral care was strong and had a beneficial impact on all students especially those who were vulnerable. In a number of areas, however, school performance had declined. These included attainment in all subjects for Reception, student learning, the curriculum and self-evaluation and improvement planning. Attainment in science was now weak. Recommendations regarding improvements in attainment and progress had been met for mathematics but not for English and science.

Surveys from students, parents and staff were positive. Almost all respondents said they were satisfied with the quality of education. Almost twice as many parents responded to the survey for this inspection than the last.

Leaders had successfully bid for a grant to create a secure outdoor area for the Early Years which has been created and developed. The identification and support for students with special educational needs and transition arrangements into secondary school had improved. Attainment in mathematics had also improved. A new scheme of work has been introduced and students are more fluent in their understanding and manipulation of numbers. Although there have been improvements in teaching these have not been sufficiently extensive or sustained to be evaluated as good. Learning had dipped because work was not sufficiently well matched to students' learning needs and was too easy or difficult in a minority of lessons.

Leaders had a strong focus on students' achievement and held three priorities of raising standards in reading and writing and developing the Early Years outdoor areas as paramount. Monitoring and evaluation were plentiful and embedded. Senior and middle leaders have ample information, were not complacent and were committed to driving improvements. Monitoring was inaccurate at times and was over-positive. The written school development plan which combined all aspects raised at the last inspection and the current three priorities was too long to help leaders focus on key priorities and target and drive improvement in an effective and timely manner.







The statutory national curriculum had been adapted since the last inspection and less time was allocated to science. Additionally, teachers did not make full use of the school's extensive accommodation or plentiful resources to provide sufficient opportunities for students' practical exploration or work. As a result, attainment in science had dipped.

Leaders' strong focus on developing the Early Years' outdoor area has detracted from evaluating and improving the quality of provision as a whole. Staff were new and children's outcomes and progress had declined. Adult-led whole class teaching had led to satisfactory progress and most children reach the early learning goals. Children did not have sufficient opportunities to choose their own activities, explore the environment around them and take initiative for their learning and development. Adults did not interact in 'free-flow' sufficiently well to maximise learning and a few resources are old and not good quality.



# ACHIEVEMENT

## Students' attainment in relation to international standards

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

### English



Attainment in English in both the Early Years and Primary phases was satisfactory. In Early Years attainment in lessons was satisfactory in phonics, but weaker across other aspects of English. Children were not routinely writing their names. There was little emergent writing to assess because almost all writing was copied. In Primary, most students attained levels were in line with curriculum standards as shown in school-based assessments and standardised diagnostic assessments. Attainment was lower in comparison with international benchmarks. Most students used spelling, punctuation and grammar with increasing accuracy in writing lessons and external assessments, but a significant minority did not transfer these skills to other subjects. Students in Year 3 wrote imaginative stories with emerging structure. Those in Year 5 made predictions and identified context clues and elements in a legend before creating their own. Reading skills were satisfactory. Most students showed fluency and comprehension at expected levels. There were no significant differences in the attainment of girls and boys. Students with more severe special educational needs confidently and accurately read simple words in their well-targeted intervention lessons.



# ACHIEVEMENT

## Students' attainment in relation to international standards



### Mathematics

Attainments in mathematics was satisfactory in both phases. In Reception, most children could compare numbers using flash cards and accurately count objects but were unable to apply these numbers in diverse ways and contexts. In summer 2022 outcomes of the Key Stage 1 Standard Assessment Tests (SATs) were in line with international standards, with a significant minority attaining above this level. Outcomes of these tests at Key Stage 2 were lower. In lessons and work, most students' attainment in the Primary phase was in line with curriculum standards. Students across the Primary phase demonstrated a good understanding of place value. In Year 1, students partitioned numbers and were beginning to write number sentences. In Year 4, most students used their knowledge of place value to add and subtract numbers. Students' fluency in mental mathematics had improved since the last inspection. For example, in Year 6, they used times tables quickly to derive and find common factors. Their application to problem solving and applying what they had learned was less developed. A minority attempted problem solving questions in their specialist maths workbooks.



### Science







Attainment in Science was satisfactory in Early Years and weak in Primary. In Reception most children reached expected levels of development in their knowledge and understanding of the world. Most could talk about simple observations and make comparisons between the characteristics of night and day. Standards of attainment in science for most Primary students had dropped since the last inspection. The majority were able to record their knowledge of scientific concepts. For example, in Year 1 the majority of students could use their senses to identify a range of different objects, in Year 3 the majority could show that light travels in a straight line, and by Year 6 the majority were beginning to use scientific language to explain that objects are seen through reflected light. Attainment in practical work including investigations, hypotheses and conclusions was weaker. Students in Year 5 could make observations about light and shadow but were not able to use equipment to investigate this independently, record their observations or make conclusions. Most students did not measure with any degree of standardisation and diagrams lacked accuracy and were often poorly presented.





# ACHIEVEMENT

## Students' progress in key subjects

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

### English



Progress in English in Early Years and Primary phases was satisfactory. Children in the Reception class started school with knowledge, skills and understanding in line with expectations for this age. They made satisfactory progress and most reached early learning goals in communication and literacy by the end of the year. Children progressed their knowledge and understanding of reading through the whole class phonics sessions each day. Over time most progressed from learning sounds to matching these to pictures of objects which they rhymed with. Most successfully progressed to recognise, follow, and form letter shapes and to hold pencils correctly. By the end of Year 2 most students made satisfactory progress as they used a grid to share and collect adjectives for their descriptive writing. Students in Year 6 made progress in writing longer pieces in designated English lessons but were at early stages of using advanced writing skills in other subjects. Students with special educational needs at additional school support level made good progress through well-matched targeted intervention groups but those whose attainment was closer to age expectations sometimes floundered in class as work was too difficult and a minority had not made sufficient progress in reading.



# ACHIEVEMENT

## Students' progress in key subjects



### Mathematics

Progress in mathematics was satisfactory in both phases. Data showed that by the end of the 2022 school year, children in Reception had made satisfactory progress towards their early learning goals. In lessons children used number cards and blocks to recognise numbers but did not fully extend this to activities such as comparing quantities of numbers. 2022 international test results showed that progress in the Primary phase was uneven across year groups. Key Stage 1 students made better than expected progress due to increased opportunities to learn about number bonds through practical activities using tangible resources, such as coloured cubes and counters. In Year 1, students successfully represented numbers with blocks, or numerals, to solve practical problems. More able students progressed on to writing number sentences. In Year 3, students used place value charts and Base-Ten blocks to add and subtract three-digit numbers, bridging through tens and hundreds. Year 6 students played number games to understand common factors. Most groups of students including those with special educational needs, made satisfactory progress. More able students did not make as much progress as they were capable of as they did not have sufficient number fluency to apply to suitably challenging problems to achieve mastery.







### Science

Progress in science was satisfactory in both Reception and Primary phases. In Reception and Primary classes most students developed their scientific understanding satisfactorily through teachers' guidance, explanation or demonstration, for example in Reception through observing and discussing changes in bread over time. Opportunities for suitable hands-on explorations and comparisons were limited. In Primary, progress varied between classes and assessments. Students made slower progress in proposing realistic hypotheses and predicting outcomes because they were not sufficiently challenged to draw on past learning or apply their understanding to other contexts. In better Primary lessons, students developed their skills of observation through practical experiments. For example, students in Year 1 made good progress as they looked at and touched a range of objects which they then talked about and sorted into groups. Year 4 students made satisfactory progress as they simulated electrical circuits online but did not have the opportunity to make these themselves. In a more effective Year 6 lesson most students successfully developed their use of the 'straight line theory' of light as they explored and explained why a single room light in their home does not fill the entire house.



# STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT

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



## Behaviour

Behaviour in Early Years was satisfactory and good in Primary. Clear routines were established in Reception, but children spent too long in teacher directed tasks to develop and initiate positive behaviours and take responsibility for learning themselves. Children quickly conformed to expectations, they learned to sit still and listen in their own space on the carpet for stories and class work. In Primary students developed good relationships with each other and with staff. Students were calm and orderly as they moved to class, all responding quickly to teachers' requests. In lessons students were keen to learn and remained settled even when work was too difficult or easy for them. Their morning pledge, 'To make a difference in the way we learn', was shared and motivational. Students said they felt safe and knew who to go to for support if they had concerns. A 'no bullying' policy was in place and students spoken to said they understood how unkind actions were not acceptable. Almost all students wore their uniform with pride. Levels of attendance this term were above average. These reflected students' enjoyment of school and positive feelings of well-being. A few students were not punctual and missed the beginning of the school day.



# STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT









## Civic and environmental understanding

Civic and environmental understanding was satisfactory in Reception in good Primary. Students in Reception were taught prayers and the national song but did not have sufficient opportunities to care for resources and the environment themselves. In Primary classes most students understood and explained the importance of local Caymanian traditions. Year 4 students talked about how they plaited palm leaves and made a thatch as part of Heritage Day. Students visited a range of heritage sites, including the local mangrove wetlands. Others planted tropical trees as part of Global Social Responsibility Day. Year 3 students explained that the stars on the national flag represented the three Cayman Islands. Christian values were shared daily. These reinforced values of students' care and consideration for each other. Almost all students proudly sang the national song in their daily devotions. Each class had purposeful leadership opportunities. Year 5 students took turns to sweep their class and clean tables. Prefects were responsible for other initiatives such as recycling and helping others. Although the school had events where students learned about environmental sustainability, few students initiated such projects themselves.



# TEACHING, LEARNING AND ASSESSMENT

Quality Indicator	Early Years Inspection Judgement	Primary Inspection Judgement
3.1 Teaching	 Satisfactory	 Satisfactory
3.2 Learning	 Satisfactory	 Satisfactory
3.3 Assessment	 Satisfactory	 Satisfactory

## Teaching



Teaching was satisfactory in both phases. Reception teachers taught children basic skills and routines but did not interact or question them effectively in activities to fully extend their language and understanding. For example, they did not take full opportunities to talk about position, height and shape as children balanced on large, recycled tyres outside. Most teachers in Primary classes had sound subject knowledge. Most, but not all, lesson plans met students' needs. A minority were not sufficiently varied to accelerate learning. Activities were not always matched to students' needs. They were too hard for a minority of less able students, including those with special educational needs, and too easy for a minority of the more able. In music, computing and netball, teachers used their specialist knowledge well to adapt tasks and extend students' skills. In a few lessons, teachers gave too much direction to students about tasks. This slowed learning, especially of more able students. Teachers set high expectations for behaviour. Relationships were positive and most students confidently answered questions and contributed to discussions. The use of resources varied considerably between classes. In better lessons these supported learning. For example, ample balls and cones in an effective physical education lesson enabled students of all ages to be active and engaged throughout.





## Learning

Learning was satisfactory in both Early Years and Primary phases. Children in Reception used a range of resources in teacher led activities but did not have enough opportunities to choose and explore these themselves. Learning varied considerably between Primary classes. As a result, learning was not judged as good. Progress was occasionally slowed for more able students as work was too easy. This limited critical and higher order thinking. For example, the learning of a few more able Year 4 students was slowed in a mathematics lesson because they were only given one task to complete and then had to wait for others to catch up. In most classes students worked independently for short periods of time without teacher direction. In a Year 6 lesson students used their laptops to consolidate learning, research information and extend their knowledge of experiments. These students worked hard, took responsibility for, and were proud of, their learning. They collaborated, discussed methods, and also worked quietly on their own. Students were increasingly understanding more about their strengths and areas of development from teachers' marking as feedback was becoming more focussed and helpful to students. Students have some opportunities to relate their learning to the real world. For example, students in Key Stage 2 discussed their experiences of 'Hurricane Ian' in an English story session.



## Assessment

Assessment was satisfactory in both phases. Teachers in the Reception class assessed children against the early learning goals. They did not however, use these assessments to plan sufficient engaging opportunities for children to initiate and pursue their own learning. In the Primary phase leaders have followed school policies and collected a wealth of up-to-date assessment information across international benchmarks. This enabled teachers to know and understand students' learning. A minority had not used this information well enough to plan, vary and implement work which was well matched to students' various learning levels. The new special needs coordinator (SENDco) was beginning to use a range of diagnostic assessments to select suitable interventions for students who received additional support. The school's marking and feedback policy was implemented inconsistently between classes. Almost all Primary student's workbooks included a self-assessment tracking sheet. This was used inconsistently by teachers and students. Teachers' marking generally referred to 'what went well' and 'even better if' although, most teachers' comments were summative and did not move students' learning on. Next steps were generally editing previous work rather than information about improving or developing learning.

# CURRICULUM

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







## Curriculum

The curriculum was satisfactory in both phases. In Reception the curriculum provided a broad, balanced framework for teacher led activities but aspects promoting children’s exploration and play were not implemented sufficiently. In the Primary phase the National Curriculum was recently adapted. Statutory guidance allocated additional hours for English and mathematics but a significant reduction in science. This had a negative impact on attainment and as a result the judgement had reduced from good to satisfactory. Art and Design Technology were integrated into the wider curriculum. Music, pottery and Spanish were taught well by skilled specialists, helping students’ behaviour, attitudes and motivation for learning. Ongoing transition arrangements ensured smooth movement between phases for most students. The curriculum was regularly reviewed by leaders who did not always ensure that all elements were fully implemented. There were some adequate cross-curricular links such as ‘literacy walls’ in most classrooms, displaying vocabulary from different subjects which helped students apply their learning across subjects. The school offered a good range of extra-curricular activities including sailing, cheerleading, sports and the choir. These were supported by parents and the local community. Remote learning was suitable for the few students who remained at home and for homework.



# SAFETY AND SUPPORT

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



## Health and safety

Health and safety were good in Primary and satisfactory in Reception. Children in Reception were safe, but some resources were jaded. Policies and procedures to ensure that students and staff were safe and well cared were embedded in both phases. The building and outside areas were secure, clean and accessible to all students, including those with additional needs. Almost all parents who responded to the inspection survey felt that their child was safe and happy at school. Students were well supervised within and across the school grounds and on transport to and from school. The school kept meticulous records of regular fire drills and evacuation procedures which were reviewed and approved by external services. The school had appropriate arrangements to ensure that medicines were stored and administered safely. Staff encouraged all the students to participate in a range of outdoor and fitness activities to support healthy living. Students often experienced success in competitive events including cheerleading, sailing and track and field events. Some needed more guidance and encouragement to choose to bring healthy, nutritious snacks and food from home. All staff who worked in and with the school understood their roles in safeguarding children through regular, approved, child protection training.











## Support and guidance

Support and guidance were good in Primary and satisfactory in Reception. In Reception relationships between children and staff were positive, and children were adequately cared for. Opportunities for children to build friendships through exploration and play were more limited. In Primary, staff successfully encouraged almost all students to help and respect each other. The pastoral team regularly monitored wellbeing and provided valued advice to students and their families. The social and emotional interventions programme has supported almost all students who participated to develop resilience and improve relationships. Provision to support students' transition were helpful. Parents who attended seminars on positive mental health and stress management spoke positively about how these helped their whole families. The school monitored attendance well. It has significantly improved systems for identifying and monitoring students with special educational needs (SEND). The SEND team provided effective programmes to support students with a range of additional learning needs. Most who have additional school action support made good progress in reading and writing through a range of targeted interventions. The quality of planning to meet individual student's needs in class varied. The school was at early stages of evaluating the impact of targeted support on students' progress.



# 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. Leaders and staff were committed to and proud of, their school. The Acting Principal has successfully maintained a positive school ethos and has retained the confidence of stakeholders during this period of change. Almost all students, staff and parents were positive about the school. Staff and parents shared his aspirations and vision. The well-established pastoral leaders have had a significant impact on their teams and on all the students, especially those who were vulnerable, and the effectiveness of support and guidance has improved. Performance management of staff was in place and helped senior leaders identify stronger and weaker teachers. This had not led to the anticipated improvements in academic provision. Whilst senior and middle leaders have monitored the quality of teaching, learning and achievement, the impact of this was variable with positive results in attainment in mathematics and a decline in science, learning and early years provision and outcomes. The focus of much of the monitoring is not sharp enough and evaluations too positive with follow-up actions too generic to raise achievement to good. Most inspection evaluations for leadership had declined.





## Self-evaluation and improvement planning

Self-evaluation and improvement planning were satisfactory. Self-evaluation processes used a range of data and evidence and was broadly accurate. It was regularly updated and shared with staff and parents. However, some evaluations in areas such as the quality of teaching were over-optimistic. The school development plan had identified a number of priorities in line with the recommendations in the previous report. A number of these such as mathematics, behaviour and parental engagement had a positive impact on student outcomes. Significant investment had also been made to support teachers' professional development with a number undertaking higher level degrees and several staff attending specialist SEND training. As a result, students with SEND made satisfactory progress and in English this was good. The positive assessment of the quality of teaching and learning had slowed improvements in these areas and whilst the quality of teaching remained broadly the same, student learning was not as strong as in the previous inspection. Several leaders were responsible for monitoring of quality of teaching of but their feedback to teachers was too board and insufficiently prioritised or targeted. This did not give weaker teachers a sufficiently clear understanding of how to improve their work. Leaders were not complacent and had a high level of commitment and drive to improve provision. Where senior leaders focused their attention, they brought about the required improvements. The school development plan was long and complex and did not help all leaders understand and focus on key priorities.



## LEADERSHIP AND MANAGEMENT



### Links with parents and the community

Links with parents and the community were good. Almost all parents spoken to were positive about, and appreciative of, the school as were parents who responded to the inspection survey. Parents were well-informed about their children's learning through frequent written reports, 'WhatsApp' messages and conversations as they brought and collected their children. Parents appreciated the way that staff helped them understand what their children needed to learn next and how they could support them at home. This partnership was not yet strong enough to raise students' attainment in the core subjects to good. Support for vulnerable students and their families was good. The Parent Teacher Association (PTA) was popular and well attended, especially when meetings were held remotely. The group raised money for the school, ran social events and was increasingly involved in aspects of the school such as the curriculum committee. Links with the community helped students' learning and development. For example, links with the church, local craftspeople and local sailing school. Links with other schools, including the two adjacent to its site, helped students with transition and provision for students with special educational needs.



### Staffing and the learning environment

Staffing and the learning environment were satisfactory. There were sufficient qualified staff, though their effectiveness varied. Some, especially specialist teachers, were highly skilled and experienced. The limited skills and experience, including subject knowledge, of a minority of teachers reduced the progress of students, especially in science. Premises, grounds, and classrooms were spacious and clean. Bright murals reminded the school community about valuing others and ways to look after the environment. All rooms were single storey enabling easy access for all. There were sufficient resources but occasionally these were not used well enough to enhance learning. For example, in Reception, resources such as brightly coloured bears were not used to support mathematics. In Primary tangible resources for mathematics had been used well to raise attainment whereas progress was limited in a Key Stage 2 science investigation about the moon because the teacher only used one torch instead of enabling all students to participate. The spacious, bright and well stocked library was used primarily as a space for intervention groups and was not seen used as a library during the inspection.



# SURVEY RESULTS

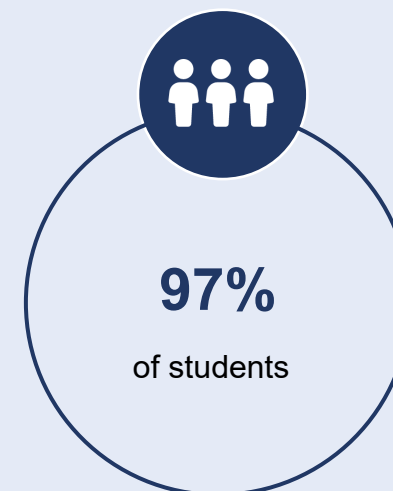
Before the inspection, the views of parents, staff and students were surveyed. The numbers of participants that completed the survey were:

Students	126	Parents	203	Staff	34
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## Students

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

One hundred and twenty-six students responded to the survey. This was very slightly fewer than at the previous inspection. The majority who responded at this inspection were Caymanian. The majority were girls. Almost all said they were satisfied with the quality of education at the school. This was in line with responses at the last inspection. Almost all said that they were making good progress in English, science and other subjects, that most lessons were good, that they enjoyed these, that teachers helped them understand how well they were doing and how they could improve, that they could study the subjects they wanted, that staff acted to stop any bullying which happened and that they were encouraged to choose a healthy lifestyle. Almost all said that they thought the school was well led, that there were enough, suitably trained and skilled teachers, sufficient good quality resources, good opportunities to learn in the wider community, that staff listen to their concerns and told them how well they were doing. Most said that they made good progress in mathematics, that most students behaved well, understood their responsibilities in the wider community, developed a good understanding of the environment, were treated fairly, that the school was well led, that they got the right amount of homework to help their learning, that staff supported any special educational needs which they had and asked for their ideas on how the school could improve. The majority said they felt safe on the school bus, almost a third skipped this question and a very few disagreed.



**Strongly Agree and Agree**

**1%**

**Increase** since the last inspection



# SURVEY RESULTS

## Parents

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

The parent survey was completed by 203 parents from all year groups. This was a significant increase from the previous inspection. Almost all parents who responded were satisfied with the quality of education at the school. This was an increase on the proportion who agreed with this at the last inspection. Almost all agreed that students enjoyed lessons in a safe environment, had developed their environmental understanding and sense of community responsibility, that progress in English was good, that teaching was good, that there were sufficient, suitably qualified staff, that staff responded to concerns in a timely, effective way, that there were good quality resources, that students were inspired to learn a wide range of subjects, were treated fairly and understood how to have a healthy lifestyle. Most felt that there was good progress in mathematics, science and other subjects, that any incidents of bullying were dealt with well, that the extra-curricular programme, links with the wider community, parent-teacher meetings and homework were good. The lowest positive response was about how safe students felt on the school bus. At a majority this was the only response where affirmation was less than three quarters. A significant minority, a third, did not respond. Only half the students use this mode of transport.



**95%**

of parents

**Strongly Agree and Agree**

**11%**

**Increase** since the last inspection



# SURVEY RESULTS

## Staff

### Survey: This school provides a good quality of education.

The staff survey was completed by 34 teaching and non-teaching staff. The majority had worked in the school for more than 3 years. Two members of staff who responded were new to the school and a further two had changed roles from assistant teacher to teacher. Slightly fewer staff members responded to the survey this year as compared to the previous inspection. Staff were equally as positive in this inspection as the last, there were no significant differences in responses. All staff felt that the school provided a good quality of education, that it was well led, that there were sufficient resources to support teaching and that staff were skilled, well-qualified and supported in their professional development. They all agreed that the behaviour of students was good, said that most students understood their responsibilities as members of a wider community and were offered a range of extracurricular activities and had good environmental understanding. Every respondent agreed that the school provided a safe and caring environment for all, good support for students with SEN and that students at the school were treated fairly. Almost all said that the school dealt effectively with bullying and felt that it helped students make good choices about their future careers. Almost all stated that they were included in school self-evaluation and improvement planning. Almost all said that parents were effectively involved in the school and that parent-teacher meetings were well attended.



100%

of staff

**Strongly Agree and Agree**

100%

**Unchanged** 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](mailto: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](http://www.oes.gov.ky)





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