

INSPECTION REPORT

OFFICE OF EDUCATION STANDARDS
CAYMAN ISLANDS GOVERNMENT

MAY 2021



MINISTRY OF EDUCATION
CAYMAN ISLANDS GOVERNMENT
WEST END
PRIMARY SCHOOL

West End Primary School

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INTRODUCTION

INSPECTIONS OF SCHOOLS 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	West End Primary School
	Address	10 East West End Road, Cayman Brac
	Telephone number	1-345-948-1425
	Website	https://schools.edu.ky/wep/Pages/Home.aspx
	Name of the principal	Mr. Paul Samuel
	Date of this inspection	May 18 - 20, 2021
	Date of the last inspection	January 2019





Students

	Number of students on roll	66
	Age range of the students	4 to 11 years
	Grades or year groups	Reception to Year 6
	Number of Caymanian students	57
	Number of students with special educational needs	29
	Largest nationality group of students	Caymanian






SCHOOL INFORMATION



Staff

	Number of teachers	9
	Number of teaching assistants	6
	Teacher-student ratio	1 : 7
	Teacher turnover	0%

Curriculum

	Main curriculum	Cayman Islands National Primary Curriculum
	External tests and assessments	PIRA,PUMA,PTE,PTS, GAPS, KS1&KS2 exams
	Accreditation	none







School inspection overall performance history

Cycle 1 Inspection	October 2018	 Satisfactory
Cycle 2 Inspection	May 2021	 Satisfactory



SUMMARY



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

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






SUMMARY

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

Quality Indicator	Current Inspection Judgement	Change in judgement since last inspection
2.1 Positive behaviour for good learning	 Good	▶
2.2 Students' civic and environmental understanding	 Good	▶

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

Quality Indicator	Current Inspection Judgement	Change in judgement since last inspection
3.1 Teaching	 Satisfactory	▶
3.2 Learning	 Satisfactory	▶
3.3 Assessment	 Weak	▼





SUMMARY

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

Quality Indicator	Current Inspection Judgement	Change in judgement since last inspection
4 Curriculum	 Good	▲





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

Quality Indicator	Current Inspection Judgement	Change in judgement since last inspection
5.1 Health and safety	 Satisfactory	▶
5.2 Support and guidance	 Good	▶



SUMMARY

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

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



OVERALL PERFORMANCE

What the school does well

- There were good standards of behaviour and attendance. Students had positive attitudes to learning and enjoyed school.
- Students were proud to live in the Cayman Islands. They had an age-appropriate knowledge of culture and traditions. They had a good awareness of Christianity and environmental issues.
- The curriculum was good. It was regularly reviewed and provided a wide range of extra-curricular activities and opportunities for learning in the community. Transitions between years and phases ensured all students were well prepared for the next stage of their education.
- The school was a caring learning environment. Student well-being was a priority and students with special educational needs were provided with a range of additional support.
- The school had good links with parents and the community. Communication was strong and the parents were highly supportive of the work of the school. This partnership benefited students' development.

Recommendations

1. Continue to raise attainment and improve progress in all core subjects.
2. Improve the consistency of good teaching and ensure students become active independent learners with higher-order and critical thinking skills.
3. Review and fully implement the school's assessment, marking and feedback policy so that assessment supports learning effectively.
4. Ensure all health and safety policies are followed consistently and accurately by all staff, for example, the lunchtime signing out policy, staff/students' supervision duty rotas, and child abuse /neglect reporting procedures.

What has improved since the last inspection?

- Attainment has risen in mathematics due to improvements in arrangements for monitoring and support.
- Students' progress in science and social studies had improved and was now satisfactory.
- The curriculum, including the early years curriculum was now good.



OVERALL PERFORMANCE

Satisfactory

The overall performance of West End Primary School was satisfactory. This was because students' achievement in all core subjects was satisfactory. Teaching and learning were satisfactory. Health and safety, leadership, self-evaluation and improvement planning, and staffing and the learning were all judged satisfactory.

The strengths of the school were students' attitudes and behaviour and their good attendance rates. They were polite and respectful and enjoyed learning. Civic and environmental understanding was judged good. Students had an age-appropriate understanding and knowledge about Caymanian history, culture, and traditions. They had a good awareness of Christianity and environmental issues. The curriculum had improved since the last inspection and was now good, and links with parents and the community remained good.

The school had made satisfactory progress in addressing all the recommendations from the previous inspection report. Arrangements for monitoring and support to raise students' achievement in mathematics had resulted in improvement to satisfactory. Students' progress in science was now satisfactory due in part to the introduction of more practical hands-on experimental and investigative work. The curriculum had improved, and the Early Years Curriculum in the Reception class successfully promoted children's independent learning through exploration, movement, and sensory experience. It was an example of good practice for the rest of the school. The role of the senior leaders had been refined and strengthened, but this had not yet resulted in improved standards in teaching and students' achievement.




Assessment had reduced from satisfactory to weak. Despite rigorous tracking and recording of individual students' progress and detailed analysis by senior leaders, the information was not used effectively by teachers to influence classroom practice. Marking and assessment were not always supporting learning and students did not know how to improve their work. More able students were not always sufficiently challenged, and in a few classes, expectations were low. Students with special needs were provided with a wide range of additional support, but the deployment of assistant teachers and other adults was not always effective. In some classrooms, students were too dependent on adults for help and were not encouraged to be independent active learners, finding things out for themselves.

Leadership was judged overall to be satisfactory. The Principal was a strong leader, despite having been in the post a relatively short time. He had provided a sense of direction and a clear vision for the school. He had the full support of staff and parents. There was a strong commitment to the ethos and values of this small community school. However, several initiatives had not yet been fully embedded, and the roles of senior and middle leaders and the impact of distributed leadership were still in the early stages of development.



ACHIEVEMENT

Students' attainment in relation to international standards

Quality Indicator	Current Inspection Judgement
1.1 Attainment in English	 Satisfactory
1.1 Attainment in mathematics	 Satisfactory
1.1 Attainment in science	 Satisfactory

English

Attainment in English was satisfactory. Most students were working in line with curriculum standards. In Reception, they developed their speaking skills. They knew the days of the week and the months of the year and could describe the weather. The teacher structured planned opportunities to reinforce their phonics knowledge. Students were able to write and form letters. By Year 1 they could apply their phonic knowledge of letters and sounds to read and decode words. In their Read, Write Inc. (RWI) lessons most could speedily read all letters. They blended sounds and had started to write simple sentences. RWI lessons were too long for some students and they lost concentration. Handwriting in all year groups was clear and legible. By Key Stage 2 students knew the features of procedural writing and were able to make reasonable inferences. DEAR (drop everything and read) sessions after lunch every day supported students' reading skills. Reading recovery classes in lower grades were effective in strengthening students' reading and comprehension skills. There was little evidence of extended creative writing and comprehension exercises of a range of genres at Key Stage 2.



ACHIEVEMENT

Students' attainment in relation to international standards



Mathematics

Attainment in mathematics was judged as satisfactory. In assessments and classroom work, most students attained levels that were in line with curriculum standards. In Reception, students could count, estimate time, and add numbers when playing in the “Garage” learning centre and ‘repairing’ customers’ vehicles. In Year 1 students calculated picture and word problems using manipulatives such as toy cars and math cubes. By Year 4 they could find the unit fraction of an amount by dividing it into equal groups. They used base ten blocks to find the fraction of objects and bar model charts and diagrams to solve problems. In Year 6 students were able to recall and use equivalences between simple fractions, decimals and percentages. Students used mental math skills in timetables, for example, to work out division problems and to help them calculate percentages. Students’ attainment in mixed fractions was not strong. A majority found it difficult to use estimations, appropriate to their age, to check answers and calculations.



Science

Attainment in science was satisfactory. Lesson observations, work samples and school-based assessments indicated that most students attained levels that were in line with curriculum and international standards. Students were given opportunities to deepen their knowledge through practical and limited investigative work in almost every year group. Observation skills were a strength. In Year 1 students used thermometers to measure weather temperatures. They first discussed words used to describe the weather. They were made aware of the different components of a thermometer and then measured the temperature both indoors and outdoors. They predicted whether it would rise or fall. In Year 2 students observed the growth of seedlings that were kept in areas with and without light and were aware of the conditions and components needed for plant growth. In almost all lessons there was a focus on subject-specific vocabulary, with students in Year 3 discussing pollination and Year 6 referring to diffusion and osmosis. Their scientific subject knowledge was satisfactory. Students’ investigative, recording skills, prediction and hypothesising were not as effective.



ACHIEVEMENT

Students' progress in key subjects

Quality Indicator	Current Inspection Judgement
1.2 Progress in English	 Satisfactory
1.2 Progress in mathematics	 Satisfactory
1.2 Progress in science	 Satisfactory



English

Students' progress in English was satisfactory. Students were steadily increasing their skills in writing, reading, spelling and grammar as they moved up the school. Students in Key Stage 1 wrote letters to storybook characters to express opinions. Students in Reception, Year 1 and Year 3, in particular, had made progress in their phonics, writing and speaking skills. Most students made satisfactory progress in lessons because teachers used stimuli to draw out what students knew and supported them effectively to link their experiences of real life to the topic. Most lessons were pitched at the appropriate level, but activities sometimes lacked challenge, particularly for more able students, which slowed their progress. In Year 2, where the attainment level was not at the expected level, students participated in daily reading recovery interventions. The reading recovery unit worked with students daily and their progress was assessed and recorded daily. The Drop Everything And Read initiative helped progress students' fluency and fostered their reading for enjoyment.



ACHIEVEMENT

Students' progress in key subjects



Mathematics

Progress in mathematics was satisfactory. Classwork and assessment information indicated that most students made expected progress. Most students demonstrated age-appropriate skills in key areas of learning. Younger students made satisfactory progress in recognising and writing numbers and steadily developed their counting and computation skills. Students made progress in understanding the concept of time, ordering the days of the week to telling the time. Students in Year 1 learned to count forwards and backwards from 0 to 100, and then progressed to addition and subtraction problems. Students in Year 4 learned to calculate fractions of whole numbers, and by Year 6, students were able to calculate percentages. Most found it difficult to apply their knowledge and skills in unfamiliar situations. Students were not given sufficient opportunity to apply their learning to real-life problems, or to use information communication technology to support their learning. Progress in critical thinking and problem-solving skills was slow.





Science

Students' progress in science was satisfactory. It had improved since the last inspection. Assessment and classwork information for all year groups indicated that most students make expected progress from their starting points. As students moved up through school, they make acceptable gains in scientific knowledge and understanding and their scientific skills and vocabulary. Actively participating in practical activities promoted their curiosity and basic scientific investigative and observation skills and consequently their progress. Links with real life and their environment ensured relevancy and enhanced progress. Younger students could identify and classify animals who lived in cold and hot climates. By Year 6 they knew that diffusion and osmosis were processes to move nutrients and water around the body. They conducted several experiments using coloured Skittle sweets, a jelly worm, gelatine and an egg. They observed, measured and recorded the different rates and amounts of absorption of water. They were able to make predictions and had started to frame hypotheses. They were able to apply their knowledge of the digestive and circulation systems. However younger students had insufficient opportunities to explore and discover for themselves.



STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT

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



Behaviour

Positive behaviour for good learning was good. The school motto **Show respect, positive Attitude, Follow Directions, Engage in learning**, was evident in students' behaviour throughout the school. Students demonstrated good manners both inside and outside of the classroom. They interacted well with one another around the campus. During break and lunch recess, different age groups were observed playing games together on the playfield. School attendance was good. Students arrived at school punctually for lessons and those students who are signed out during lunchtime promptly returned before the end of the lunch period. Almost all parents who completed the parent survey indicated their child was inspired to learn and wanted to come to school. Almost all students adhered to the school uniform code. Younger students participated in classroom jobs on a rotational basis. All students had the opportunity to become members of the student council as well as act as school monitors who, for example, went around the campus to ensure that classroom lights were turned off when rooms were unoccupied.



STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT






Civic and environmental understanding

Civic and environmental understanding was good. Students had an age-appropriate knowledge of Caymanian culture and traditions. Students spoke about learning to plait thatch and of their learning activities at the Heritage House and during cultural celebration days such as “All Things Caymanian Day”. They expressed pride in living in the Cayman community. Students of other nationalities also had opportunities to share their culture. Students recognised the importance of Christianity to the Caymanian society and had knowledge of other religions and how they were similar and different to Christianity. A Reception student recognised a Bindi in a picture of a Hindu woman in a story she was reading. A Hindu student in the class explained to her peers what the Bindi is, and what it represented. The confidence with which even the youngest students in the school could ask questions and shared information on different religions and cultures demonstrated respect and tolerance for others. Students understood the importance of caring for the environment and participated in activities such as beach clean-ups and projects with the National Trust. Students also participated in fundraising activities for charities. There were few opportunities for them to take responsibility or to initiate activities.



TEACHING, LEARNING AND ASSESSMENT

Quality Indicator	Current Inspection Judgement
3.1 Teaching	 Satisfactory
3.2 Learning	 Satisfactory
3.3 Assessment	 Weak

Teaching

Teaching was satisfactory across all key stages. Teachers' subject knowledge was sound. Lessons were planned and almost always started with learning objectives, which were shared with students. Consequently, students knew what was expected of them. However, not all teachers used time effectively and planned lesson plenaries to check and consolidate learning did not always happen. A few teachers talked too long and there were limited opportunities for students to be active independent learners. Teachers' questions were not always focused, targeted, open or probing. In a few lessons, there was a lack of pace and challenge. Teacher-student relationships and interactions were positive and purposeful. Clear classroom routines, rules and staff teamwork ensured an orderly and caring learning environment in which students felt safe. Classrooms were well resourced, with bright stimulating displays. In Reception, there was a rich array of play-based apparatus and discovery stations which allowed children to explore, feel, and investigate. In music and physical education, there was a range of instruments and equipment for students to experience hands-on practical learning. However, not all teaching strategies fully met the needs of all students. There was insufficient challenge in a few classes for the more able students.



TEACHING, LEARNING AND ASSESSMENT



Learning

Learning was satisfactory throughout the school. Students demonstrated engagement and enjoyment in their learning. In most classes they worked in groups, learning to work alongside and with others, took turns, discussed, shared their work and respected the views of others. Older students learned to collaborate and support each other when conducting scientific investigations or giving a class presentation. Through the consistent application of classroom routines and behaviour expectations, most students learnt how to manage their behaviour and respect the rights of others to learn. Limited use of information communication technology (ICT) supported their learning when used. Students' communication skills were strong. They were able to explain what they had learnt. When given the opportunity they were able to find things out for themselves and could relate learning to real life. In Reception, children role-playing in a garage used their mathematical skills to predict the time and add and subtract the costs of repairs. But too often, students were passive and compliant learners and not encouraged to take responsibility for their own learning. The development of students' critical thinking skills, creativity and problem-solving skills were underdeveloped.



Assessment

Assessment was judged weak. There was detailed tracking of individual students' progress, and although senior leaders regularly analysed data from summative assessments and discussed this information with staff, there was little evidence of staff using this information to modify their teaching to meet the needs of all students. There was a school assessment policy and a marking and feedback policy which was reviewed annually. The policy was not consistently applied across the school. Assessment of learning in lessons by teachers was weak. There was little evidence of student self and peer evaluation. There was little evidence in books of rubric to help students plan and assess their own work. The marking of books by teachers was largely cursory, and most books did not provide feedback consistently to help students understand neither the level they were working at, nor how to improve their work. There was limited use made of benchmarking either national or international to review students' performance in a wider context. While teachers had sufficient knowledge of individual students' strengths and weaknesses, this knowledge was too infrequently and ineffectively utilised.



CURRICULUM

Quality Indicator	Current Inspection Judgement
4 Curriculum	 Good





Curriculum

The curriculum was judged to be good. It had improved since the previous inspection, and particularly the Early Years curriculum. It was broad, balanced and challenging. Progression was planned through medium-term planning documents produced initially by the Principal, and then later through staff collaboration. The school had developed half-term units of work for every year group in Key Stage 1 and Key Stage 2. A topic-based approach had been used to ensure that there were strong cross-curricular links and provided good opportunities for students to develop key skills in all subject areas. Curriculum coverage was tracked on a termly basis to ensure any gaps were addressed. Teachers also made amendments to their medium and short-term plans to meet the individual needs of students and addressed any issues identified in the analysis of students' performance data. There was a wide variety of extra-curricular activities, such as the opportunity to learn an instrument, swim and participate in sports teams. The curriculum also provided opportunities for learning in the community, such as field trips to the Bluff, the caves, the museum and the ponds. In Reception, the curriculum provided an appropriate balance between teacher-led and child-initiated play opportunities. Children were able to participate in a variety of learning centres where they used imaginative play and developed their socialisation and language skills while they completed open-ended activities.



SAFETY AND SUPPORT

Quality Indicator	Current Inspection Judgement
5.1 Health and safety	 Satisfactory
5.2 Support and guidance	 Good



Health and safety

Health and safety were judged as satisfactory. Requirements for meeting the health and safety of students were met, with policies and appropriate safety checks completed. The premises were in sound repair, clean and hygienic. Although students were generally kept safe throughout the day, the monitoring and the supervision of students at break and lunchtimes were not always sufficiently vigilant, despite detailed staff supervision rotas. Healthy living was not yet a regular feature of the school; student lunches largely consisted of “fast food” and unhealthy snacks. All staff had recently participated in a child protection refresher course and senior leaders were visible around the school campus and checked that health and safety protocols were being followed. The school, however, needed to ensure that all policies were followed consistently and accurately by all staff and at all times of the day. For example, the lunchtime signing out policy was not fully implemented for students being collected to have lunch off-site, and the child abuse/neglect reporting procedure was not accurately followed by all mandated reporters at the school. The school still did not have an installed fire alarm system or smoke detectors, noted at the least inspection, despite the Principal’s ongoing request for these systems.



SAFETY AND SUPPORT







Support and guidance

Support and guidance were good. Staff had good relationships with students. Students' educational and personal well-being was a priority for all school staff. There were well-developed systems for tracking behaviour, attendance, and students' academic outcomes. Leaders had effective systems for tracking students' progress. Teachers and support staff knew their students' learning needs well. As a result, a number of students were receiving interventions. In this small school, pastoral care and guidance were good with most teachers demonstrating appropriate care and support for all students. The school counsellor, special educational needs coordinator (SENCO)/school inclusion specialist and a range of external providers provided support for students' emotional, social, psychological, and academic needs. The School Inclusion Officer provided effective support to teachers and students through the use of Behaviour Improvement Plans. Learning Support Plans were in place for students with special educational needs and monitored termly by the SENCO. Parents and students were involved in the Learning Support Plans process and all members signed off on targets. While the school offered several opportunities for student academic support through pull out/push in programmes in mathematics and literacy, scheduling and time allocated were not always appropriate and removed a few students from core classes, which occasionally hindered their progress.



LEADERSHIP AND MANAGEMENT

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



Leadership

Leadership was satisfactory. The Principal was a strong leader despite having been in the post a relatively short time, due in part to school closures during the COVID 19 pandemic. He had provided a sense of direction and a clear vision for the school. He had the full support of staff and parents as indicated in the surveys and interviews. Staff morale was high. All staff believed the school was well-led, and they displayed a strong commitment to the ethos and values of this small community school. Appointed after the last inspection, the Principal had addressed the key recommendations from the report. There was now a new senior leadership team. They had not yet had a significant impact on student achievements. They had clearly defined roles and responsibilities. These were embryonic but coherent and committed. The professional needs of all staff had been identified and in-school training programmes had been implemented. Relationships in the school were positive and the staff was emerging as an effective team. However, several initiatives had not yet been fully embedded, and the roles of senior and middle leaders and the impact of distributed leadership were still in the early stages of development.



LEADERSHIP AND MANAGEMENT



Self-evaluation and improvement planning

Self-evaluation and improvement planning was satisfactory. The school's self-evaluation was detailed and thorough. An appropriate range of strategies and sources were used to gather information. Responsibility for each of the performance standards had been systematically allocated to different members of staff which ensured all felt consulted and involved. The parents' association had recently become involved in the discussions. There was a rigorous analysis of student performance data. However, the interpretation of the grade descriptors for student achievement was not always accurate. Leaders knew the school well and had identified key priorities. The post inspection action plan and the recovery plan set appropriate specific and realistic targets. These, plus teaching and learning, were regularly monitored and reviewed. The school had made satisfactory progress in addressing recommendations from the previous inspection, such as, improving attainment in mathematics and progress in science and the implementation of an effective Early Years curriculum in Reception.



Links with parents and the community

The links with parents and the community were good. Parents' links with the school impacted positively on students' learning. For example, the school had responded to parents' concerns about the amount and timing of homework, by producing a new homework policy and schedule. There were many systems in place for communication which included weekly newsletters, text messaging, telephone calls and face-to-face contact. Reporting sessions were well-attended, and parents felt that reports were of good quality and accurately reflected their child's achievement and offered recommendations on how they could improve. Links with the community were strong. All classes participated in field trips to consolidate and enhance classroom learning opportunities. Students, for example, went to the museum to see artefacts of the Caymanian seafaring heritage. The school recently linked with the local Optical Centre to evaluate the vision of students and discovered forty three per cent of the students needed glasses or further testing. Guest speakers were invited into the classrooms to further enhance the curriculum where needed. Students participated in beach clean-ups with Rotary club and Earth Day initiatives and the National Festival of the Arts and Inter-Primary Sports Day.





Staffing and the learning environment

Staffing and the learning environment were satisfactory. The school was fully staffed with qualified teachers, assistant teachers, interneers and peripatetic specialists for subjects, such as music, Spanish, PE and counselling. The ratio of adults to student was high and there was a low turnover of staff each year. However, the effectiveness of the deployment of assistant teachers and interneers was inconsistent and there was scope for better-focused intervention arrangements to support different groups of students. Surveys and interviews showed staff morale and commitment to the school to be strong. The premises were dated, but adequate. There was a computer-suite and a library which was stimulating and well-stocked. There was no canteen which resulted in unhealthy eating habits by a minority of students. An adjacent cottage on the school grounds was being used by the Year One class due to maintenance work elsewhere, but it was cramped and not an ideal teaching space. In general, classrooms were bright and inviting, with displays which celebrated students' work and reinforced learning. There was a wide range of resources including manipulatives, games, books, and ICT equipment.

SURVEY RESULTS

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

Students	24	Parents	34	Staff	16
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Students

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

Twenty-four students completed the online survey. Most students felt that they made good progress in English and science, while almost all felt they were making good progress in mathematics and overall, in their learning.

A majority of the students felt that the behaviour of most students in the school was good, and most students felt safe at school. A majority of students agreed that they were treated fairly at school and that the school dealt effectively with incidents of bullying.

Almost all students felt the school was well led and most students felt that the school had appropriately qualified and suitably skilled staff. Most students felt that they received regular reports on their progress and that they were given opportunities to learn in a wider community.

Almost all students felt that, overall, they were satisfied with the quality of education provided at the school. There were no significant changes since the last inspection. There was a slightly higher response rate and one student disagreed about the quality of education.



92%

of students

Strongly Agree and Agree

-8%

Decrease the last inspection.



SURVEY RESULTS

Parents

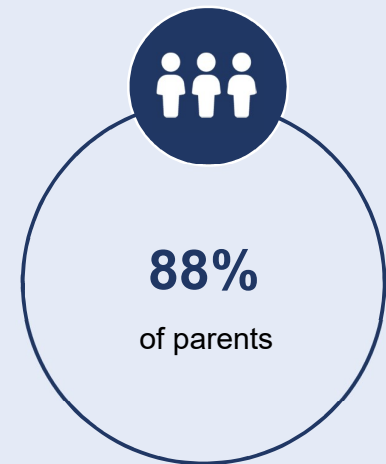
Survey: “I am satisfied with the quality of education provided at this school.”

Thirty- four parents answered the parent survey. This amount was slightly greater than the number of parents responding to the 2019 survey. Currently, almost all parents felt their child was making good progress in mathematics, science, English and other subject areas. This was in line with the last school inspection parent survey.

A majority of parents felt that the behaviour of most students in the school was good and that most students understood their responsibilities as members of a wider community. Parents have indicated a more positive trend for student behaviour when compared to the previous 2019 survey.

All parents felt the quality of teaching was good and the most students were inspired to learn. A minority of parents did not feel they were effectively involved in the work of the school. This result was also in line with the previous inspection finding.

There was also a slight increase in the parental feedback on how the school dealt effectively with incidents of bullying. The last inspection survey indicated 70% of parents felt the school provided good support for students with special learning needs compared to the recent finding of 95% parents. Overall almost all parents felt the school was well led.



Strongly Agree and Agree

3%

Increase since the last inspection

SURVEY RESULTS

Staff

Survey: “This school provides a good quality of education.”

Sixteen staff completed the survey. They were all positive about the school. All agreed that the overall quality of education was good, teachers were well-qualified and that the school was well led. In the written comments, teachers mentioned teamwork, a proactive, knowledgeable, and supportive leader, and supportive parents and said it was a good place to work. They described a school that was continually evaluating itself and getting the best for its students.

In the survey questionnaires, all believed the school was safe and caring, that bullying was effectively dealt with and that the support for students with special educational needs was good. All staff thought there were good assessment systems and that the school prepared students well for their next steps in education.

Most staff thought students’ behaviour was good and they had a sense of responsibility and an awareness of the community and environmental issues. They agreed that the school made students aware of healthy lifestyles and treated students fairly.

Most said they had been involved in the process of school self-evaluation and school development planning. They were happy with the provision for continuous professional development and that the school was well resourced. Most were positive about the degree of parental involvement and agreed that parent-teacher meetings were well attended.

The main and only concern, raised by a significant minority of staff, was regarding the provision of extra-curricular activities.

There have been no significant changes since the last inspection. Slightly, more staff responded and the percentage of staff who strongly agree, as opposed to just agree, that the school provides a good quality of education, had risen from 33% to 69%



Strongly Agree and Agree

0%

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 West End Primary School was judged to be providing a **satisfactory** quality of education, there will be no further inspections until the next cycle which commences in 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

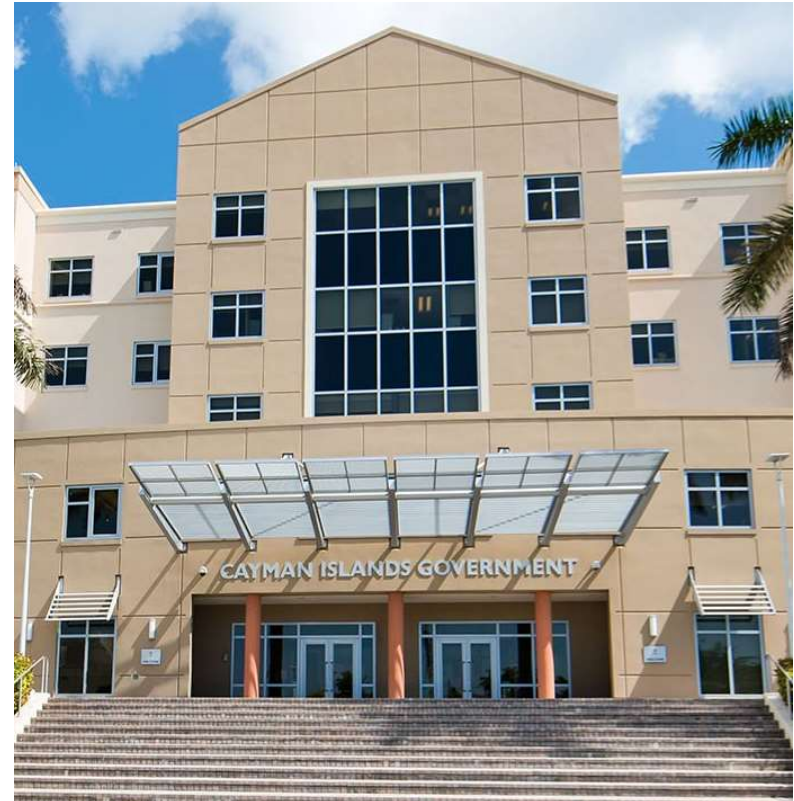
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Where to read our reports

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.

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