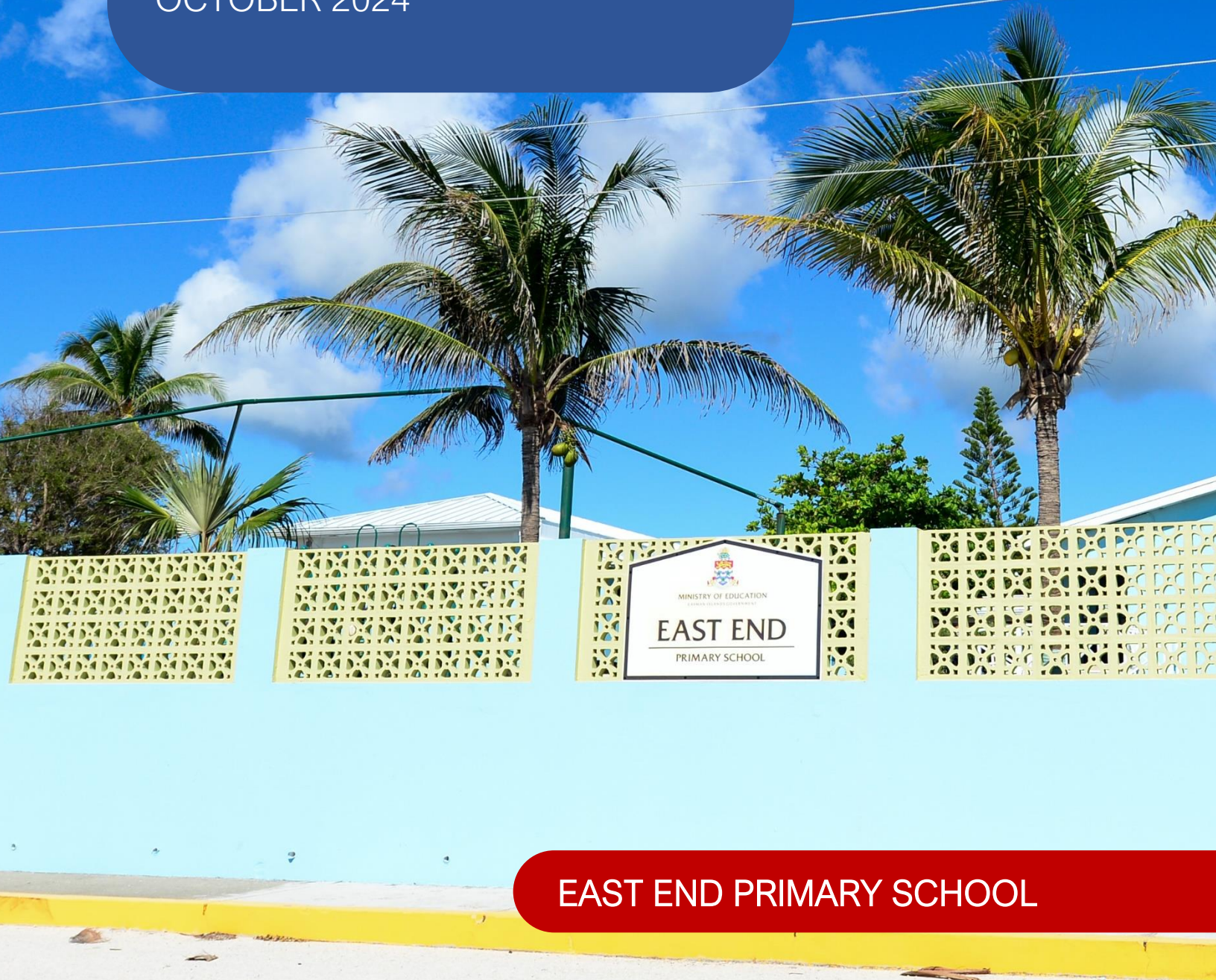




Office of Education
Standards
Cayman Islands Government

INSPECTION REPORT

OCTOBER 2024























EAST END PRIMARY SCHOOL

Table of Contents

- School Information 2
- Context 3
- Overall Judgement History 3
- Next Steps..... 3
- Current Performance Summary 4
- What the School Does Well 6
- Recommendations 6
- Inspection Findings 7
 - Performance Standard 1 (Early Childhood) Helping our children to achieve in key areas of their learning and development 7
 - Performance Standard 1 (Compulsory) Helping our students to achieve in key areas of their learning 9
 - Performance Standard 2 Promoting our children’s emotional well-being and civic and environmental understanding / Promoting our students’ personal and social development 12
 - Performance Standard 3 Ensuring effective teaching to support our students’ learning..... 14
 - Performance Standard 4 Offering a curriculum that meets the educational needs of all our students.... 16
 - Performance Standard 5 Keeping our students safe and always supported 17
 - Performance Standard 6 Leading and managing our school and developing our links with the community we serve 19
- Summary of Student, Parent and Staff Survey Results..... 22
- What Happens Next? 24
- Further Information 24
- About the Office of Education Standards 27

This report provides a comprehensive account of the school’s quality of provision. A **summary report** offering an overview of the inspection judgements and main inspection findings is available at www.oes.gov.ky/education-institutions.

School Information

General Information		
	School name	East End Primary School
	Address	17 Sea View Road, East End
	Telephone number	947-7428 / 925-0164
	Website	https://schools.edu.ky/eeps
	Name of principal	Dr. O'Neil Duncan
	Date of this inspection	7 to 9 October, 2024
	Date of last inspection	20 September to 22 September, 2022
Students		
	Number of students on roll	110
	Age range of the students	3 -11 years
	Grades or year groups	Nursery to Year 6
	Number of Caymanian students	95
	Number of students with additional learning support needs	32
	Largest nationality group of students	Caymanian
Curriculum		
	Main curriculum	Cayman Islands National Curriculum, Early Years Foundation Stage
	External tests and assessments	End of KS1& KS2 National Assessments, Phonics screening check
	Accreditation	N/A
Staff		
	Number of teachers	9
	Number of teaching assistants	9
	Teacher-student ratio	1:6
	Teacher turnover	22%

Context

East End Primary School, located in the East End District of Grand Cayman, was first opened in 1968. The school serves students from age three to 11, in Nursery to Year 6, mostly from local communities in the district of East End. It has recently expanded its early childhood provision by opening admissions to children in Nursery since October 2023.

Students are grouped into two phases, Early Childhood and Primary. Early Childhood consists of the Nursery and Reception classes. In the Primary school, there are six classes, one for each year group. Years 1 and 2 are in Key Stage 1 and Years 3 to 6 are in Key Stage 2. The number of children and students enrolled at the school has increased since the previous inspection. Currently, the school has three students with special educational needs (SEN) on roll.

The Senior Leadership Team consists of the Principal, Deputy Principal and the Special Educational Needs Coordinator (SENCO). There are two middle leaders, one who is new to the school and the other who is new to the role.

The school follows the Cayman Islands National Curriculum and the Early Years Foundation Stage.

East End Primary School’s vision is to be a caring community where all stakeholders are R. E. A. C. H.E.D.: Respected and respectful, Enthusiastic about effective teaching and learning, Appreciated, Committed to Excellence, Honest in an Environment which is Diverse, all to benefit the holistic development of every child.

Overall Judgement History

Cycle 1 Inspection	January 2020	Satisfactory
Cycle 2 Inspection	September 2022	Satisfactory
Cycle 3 Inspection	October 2024	Satisfactory

Next Steps

The school is judged satisfactory or better and therefore, will be inspected within 2 years.

Current Performance Summary

Performance Standard 1 (Early Childhood) Helping our children to achieve in key areas of their learning and development			
Quality Indicator		Early Childhood Inspection Judgement	Change
Cognitive development	1.1 Attainment	Good	N/A
	1.2 Progress	Good	N/A
Social Emotional development	1.1 Attainment	Good	N/A
	1.2 Progress	Good	N/A
Communication and Language development	1.1 Attainment	Good	N/A
	1.2 Progress	Good	N/A
Physical development	1.1 Attainment	Good	N/A
	1.2 Progress	Good	N/A
Performance Standard 1 (Compulsory) Helping our students to achieve in key areas of their learning			
Quality Indicator		Primary Inspection Judgement	Change
English	1.1 Attainment	Satisfactory	↑
	1.2 Progress	Satisfactory	→
Mathematics	1.1 Attainment	Weak	→
	1.2 Progress	Satisfactory	→
Science	1.1 Attainment	Satisfactory	→
	1.2 Progress	Satisfactory	→

Performance Standard 2 Promoting our children's emotional well-being and civic and environmental understanding / Promoting our students' personal and social development				
Quality Indicator	Early Childhood Inspection Judgement	Change	Primary Inspection Judgement	Change
2.1 Social emotional learning / Positive behaviour for good learning	Good	→	Good	→
2.2 Civic and environmental understanding	Good	→	Good	→

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

Quality Indicator	Early Childhood Inspection Judgement	Change	Primary Inspection Judgement	Change
3.1 Teaching	Good	→	Satisfactory	→
3.2 Learning	Good	→	Satisfactory	→
3.3 Assessment	Good	→	Satisfactory	→

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

Quality Indicator	Early Childhood Inspection Judgement	Change	Primary Inspection Judgement	Change
4.1 Curriculum quality	Good	→	Good	↑

Performance Standard 5 Keeping our students safe and always supported

Quality Indicator	Early Childhood Inspection Judgement	Change	Primary Inspection Judgement	Change
5.1 Health and safety	Good	→	Good	→
5.2 Support and guidance	Good	→	Good	↑

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

Quality Indicator	Whole School Inspection Judgement	Change
6.1 Leadership	Good	→
6.2 Self-evaluation and improvement planning	Good	→
6.3 Links with parents and the community	Excellent	↑
6.4 Staffing and the learning environment	Satisfactory	→

What the School Does Well

- School leaders had successfully improved many aspects of the school since the previous inspection. For instance, in English, students' progress over time and their overall attainment had improved.
- Students behaved well, were keen to learn and were respectful to their peers and adults.
- Staff across the school provided effective support and guidance to students, including those with SEN, and actively promoted their well-being.
- The school's involvement with the local community had a positive impact on the community and enriched students' learning.
- The Nursery had a positive impact on starting points for children in Reception and provided an invaluable resource for parents in the local community.

Recommendations

- Improve students' attainment and progress, in all subjects, but particularly in mathematics, by:
 - ensuring that teachers use assessment information to plan lessons and tasks that build on the prior attainment of students;
 - reviewing curriculum plans so that they meet the needs of all students;
 - planning challenging tasks so that students can deepen their knowledge and more students can make better than expected progress;
 - planning regular opportunities for students to check their own learning and improve their work.
- Improve teaching by:
 - ensuring teachers manage time well and use resources effectively to maximise students' progress towards learning objectives;
 - improving teachers' ability to adapt their lessons to help students achieve or exceed the learning objective;
 - refining the monitoring of teaching practices and the use of resources to better assess their impact on students' progress;
 - supporting all middle leaders, including those new to their roles, to focus on raising attainment and progress in lessons.

Inspection Findings

Performance Standard 1 (Early Childhood) Helping our children to achieve in key areas of their learning and development		
Quality Indicator		Early Childhood Inspection Judgement
Cognitive development	1.1 Attainment	Good
	1.2 Progress	Good
Social Emotional development	1.1 Attainment	Good
	1.2 Progress	Good
Communication and Language development	1.1 Attainment	Good
	1.2 Progress	Good
Physical development	1.1 Attainment	Good
	1.2 Progress	Good

Cognitive development

Children’s attainment in the Cognitive domain was good. Younger children could follow two-step instructions. Older children could repeat letters and sounds and blended them to form names of animals. However, they had not yet learnt these systematically. Children recognised shapes and older children could draw and describe repeating patterns. They recognised and could count objects up to ten, checking their work by counting them again.

Children made good progress as they were curious and explored their environment, making meaningful connections in their learning. For example, in an art activity, children made links to what they learned about their lungs as they blew paint across paper using straws. They applied what they knew through adult-led and child-initiated activities and could solve simple problems. For instance, a younger child with two leaves recognised that giving one away would leave her with just one, demonstrating early problem-solving and a growing understanding of quantity.

Social Emotional development

Attainment in the Social Emotional domain was good. Children who had recently started school had quickly settled into routines. Almost all children were managing their emotions at age-appropriate expectations and could tell staff how they felt. Older children had developed strong friendships and enjoyed the company of their peers. Children took turns, shared resources and engaged in play collaboratively.

Children made good progress with their social skills in role play areas, for instance when exchanging money for goods. They showed empathy by playing gently with dolls and caring for them. Children could eat independently and knew when to ask for help. They demonstrated an increasing ability to recognise and regulate their emotions. For instance, they introduced a new child to the calming area and explained that it was a place they could use whenever they felt sad. Children were well aware of the rules when engaging in free-flow activities in the outdoor area.

Communication and Language development

Attainment in communication and language development was good. Children spoke clearly and engaged in conversations with their peers, adults and visitors. They communicated with their peers and staff on the playground, often sharing what they had found. They included adults in role play, for instance, checking their heartbeat and prescribing medicine, with detailed instructions of how often to take it. Older children could negotiate with each other about which learning area they could choose to play in.

Children made good progress in their communication and language as they listened to adults reading stories. They learned new vocabulary through stories and songs. Younger children joined in singing when lining up to wash their hands. Most could join in with familiar words and repeated phrases. They asked questions which demonstrated their curiosity and reflected on the answers given. Children shared their observations with each other and with adults. For example, complimenting someone on their shoes and making comparisons with their own shoes.

Physical development

Attainment in physical development was good, as children demonstrated well-developed fine and gross motor skills. They could adeptly use fishing rods with magnets to collect numbers. Using magnifying glasses, they looked for treasure in the sandpit and could bury it again using spades so that others could find them. Children could hang paper clothes on a line, although a few needed help with manipulating the pegs. Almost all demonstrated age-appropriate motor skills when using playdough to make a given shape.

Progress in physical development was good. Children enjoyed music and movement, following movements modelled by their teacher. They learned how to regulate their breathing after physical exercise which also had an impact on their well-being. Children safely ran, jumped and slid on outdoor equipment. Most children made good progress playing with sand and water to develop their sensory skills. They used a range of resources to help them form letters and numbers.

Areas for development

- Equip children with the skills to regularly recognise their own emotions and develop strategies to self-regulate independently.
- Ensure children learn letters and sounds systematically, so as to accelerate progress as they move through the school.

Performance Standard 1 (Compulsory) Helping our students to achieve in key areas of their learning

Quality Indicator		Primary Inspection Judgement
English	1.1 Attainment	Satisfactory
	1.2 Progress	Satisfactory
Mathematics	1.1 Attainment	Weak
	1.2 Progress	Satisfactory
Science	1.1 Attainment	Satisfactory
	1.2 Progress	Satisfactory

English

Attainment in English was satisfactory overall. At the end of Key Stage 1 and 2, external assessments indicated that students attained below international expectations. In grammar, punctuation and spelling in Key Stage 1, attainment was in line with expectations. In lessons and in their work, most students attained in line with curriculum expectations. Students in Key Stage 1 used their phonics knowledge to read and write. In Key Stage 2, students read with increasing fluency and used clues in pictures and in the text to make predictions and inferences. Students listened to stories and answered questions related to the text. Their higher order comprehension skills were less developed. Students spoke confidently to adults and their peers, but rarely asked questions. Students learned the rules of grammar and punctuation. For instance, in Year 1, students could identify and classify nouns by looking at words and objects in the outdoor environment. In Year 5, they understood how suffixes can change the meaning of root words. Work in students' books showed that they now write independently more often. However, they did not always use correct grammar and punctuation in their writing.

In lessons and in their work, most students including those with SEN, made expected progress from their starting points. Students in Key Stage 1 used appropriate strategies to help them blend sounds to write words. A majority could check their own work and make corrections to improve their work, using sound charts displayed in the room. They read books linked to the sounds to consolidate what they learned. Students used their phonics knowledge and practiced their reading skills in lessons across the curriculum. In Key Stage 2, students used resources such as vocabulary lists and sentence openers to help them write stories. They planned and discussed success criteria to structure their writing but this practice was inconsistent. They read and listened to age-appropriate texts which helped them to improve their vocabulary. Students learned strategies to improve their comprehension and applied these to answer questions about a text. Although students used expanded noun phrases in sentences in grammar exercises, they infrequently applied these while reading or writing independently.

Areas for development

- Improve students' higher order comprehension skills.
 - Ensure students apply what they learn in grammar, punctuation and spelling in their writing.
 - Allow students time to discuss and plan what to write, against appropriate success criteria.
-

Mathematics

Attainment in mathematics was weak. External assessments at the end of Key Stages 1 and 2, indicated that students attained below international standards. However, in lessons and in their work, a majority of students attained in line with curriculum expectations. In Key Stage 1, most students were proficient in comparing numbers using mathematical vocabulary. They compared two sets of numbers and could say the number that was greater than, less than or equal to a given number. The majority were able to add two-digit numbers and knew number bonds up to 20. In Key Stage 2, a majority of students demonstrated competence in recognising positive and negative integers and were becoming more adept at applying these concepts to real-world situations. Throughout the school, the majority of students displayed confidence in performing mental calculations appropriate to curriculum expectations. A minority of students could independently interpret and explain mathematical problems.

Progress in mathematics was satisfactory. Most students gained a basic understanding of mathematical concepts. In lessons and their work, most students, including those with SEN, made expected progress from their starting points. Across the school, students used practical resources such as counters, number lines, ten frames and charts to aid their understanding of place value and number concepts. Additionally, students used technology in engaging starter activities, which effectively promoted their confidence and fluency in mental mathematics. Occasionally, more able students attempted more challenging tasks to deepen their subject knowledge. Intervention sessions, with targeted learning goals, had a positive impact on students' understanding and application of mathematical concepts. Students infrequently checked their own work, for example by using inverse operations.

Areas for development

- Improve students' ability to check their own work using inverse operations.
 - Ensure students apply what they know to solve problems at the appropriate level.
-

Science

Attainment in science was satisfactory. At the end of Key Stage 2, students' attainment in external tests was satisfactory. Students demonstrated an understanding of the scientific method, effectively planning experiments, testing hypotheses, making predictions and recording results. Their ability to draw conclusions and apply their knowledge to real life situations was less developed. Students often took part in practical scientific activities, indicating a genuine enjoyment of exploration and experimentation. Work in students' books indicated that students covered a range of scientific topics, including living things and life cycles, properties of rocks, forces and magnets and Earth and the solar system. In Key Stage 2, students assembled electrical circuits with bulbs, buzzers and motors. Students conducted experiments using a light source and various objects to explore how light travels. Students infrequently drew accurate conclusions and applied their knowledge to real-world scenarios. Most students used appropriate scientific vocabulary during lessons.

Progress in science was satisfactory. In lessons and in their work, most students, including those with SEN, made satisfactory progress from their starting points. They took part in investigations and recorded findings. However, students did not routinely discuss or critically analyse their results to help them gain a deeper understanding of scientific concepts. Students made better progress when they drew conclusions in investigations. For instance, in Key Stage 1, they used magnifying glasses to examine objects found around the school. They used their knowledge of living things to draw conclusions about whether inanimate objects were once alive or never alive. Key stage 2 students could solve problems by adding or removing components from circuits. Occasionally, students made links to real life, for example, by attempting to find out how a sun dial worked. A few students used research to further develop their understanding.

Areas for development

- Structure regular opportunities for students to draw conclusions and discuss results in order to gain a deeper understanding of scientific concepts.
- Ensure students use research to apply scientific knowledge to real life scenarios more often.

Performance Standard 2 Promoting our children’s emotional well-being and civic and environmental understanding / Promoting our students’ personal and social development

Quality Indicator	Early Childhood Inspection Judgement	Primary Inspection Judgement
2.1 Social emotional learning / Positive behaviour for good learning	Good	Good
2.2 Civic and environmental understanding	Good	Good

Social emotional learning / Positive behaviour for good learning

Behaviour was good throughout the school, contributing to a positive learning environment. In Early Childhood, children, including those in Nursery who were attending school for the very first time, developed positive relationships with both staff and their peers. Children learned rules and followed them well, including when playing in outdoor areas. In the Primary phase, students were consistently able to collaborate effectively in small groups, demonstrating teamwork and cooperation. Students exhibited care, tolerance and respect towards their peers, which resulted in a culture of inclusivity and mutual respect. Throughout the school, children and students showed empathy towards each other, including when helping new students settle in well.

Instances of bullying were rare and students enjoyed nurturing, positive relationships with their teachers, enhancing their overall well-being. All students adhered to the uniform policy. Attendance had improved to 96% as students understood how this affected their learning. Students consistently arrived to lessons on time, demonstrating responsibility and readiness to learn. Although a few students needed reminders to make good choices, they responded well to these. When required, students responded well to adult interventions which helped them to regulate their behaviour. Most students displayed good self-discipline, resulting in a safe environment for all.

Understanding of and appreciation for culture, religion and the environment / Civic and environmental understanding

Civic and environmental understanding were good in both phases. Children in Early Childhood recognised the National Song and demonstrated an early awareness of national pride as they stood respectfully during its performance. Children were aware of recycling practices. They knew that plastic snack bags should either be reused or recycled, reflecting their developing understanding of environmental responsibility.

Students in Primary engaged in a range of community-focused activities, highlighting their involvement and contribution to society. They participated in initiatives such as beach clean-ups and Christmas carolling, which strengthened their sense of community responsibility. Students learned about sustainability through participation in the Eco Club and recycling in the school. The Flex Farm provided hands-on experience in growing crops like lettuce. Students were proud to have donated their produce to people within the community. The Student Council played a key role in promoting leadership and civic responsibility. Students engaged in campaigning and voting processes which helped them to understand democracy. In social studies, students discussed traditional Caymanian food and wore the National Dress. Participation in school devotions and church services deepened their understanding of the significance of Christianity in Caymanian society. However, students' understanding of how economic decisions affect sustainability and global environmental issues was less developed.

Areas for development

- Improve students' understanding of how economic decisions impact sustainability in their local environment and beyond.

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

Quality Indicator	Early Childhood Inspection Judgement	Primary Inspection Judgement
3.1 Teaching	Good	Satisfactory
3.2 Learning	Good	Satisfactory
3.3 Observation, assessment and planning / Assessment	Good	Satisfactory

Teaching

Teaching was good in Early Childhood and satisfactory in Primary. Relationships with adults and students were positive throughout the school. All teachers were responsive to students' social and emotional needs, promoting positive behaviour and creating an inclusive classroom environment.

Teachers and teaching assistants worked well together to support students' learning. In Early Childhood, there was a good balance between adult-directed and child-initiated activities. In the Primary, specialist teachers demonstrated strong subject knowledge, engaging students in active learning and helping them make better progress. In better lessons, time was well-managed and teachers planned tasks which were challenging. This enabled students to accelerate their progress.

Teachers used a range of resources, including technology, although these were not always used effectively to accelerate progress. Lessons were sometimes teacher-directed, with questioning used mostly to check for understanding. Occasionally, teachers employed questioning strategies to stimulate critical thinking. Teachers had a good knowledge of their students' strengths and weaknesses. In better lessons, teachers ensured that the tasks set were helping students meet or exceed the learning objective. However, planned tasks did not always build on prior attainment which hampered students' progress. Most teachers planned engaging lessons and used a variety of teaching strategies. However, in both Early Childhood and in Primary, teaching strategies were less effective when they were not adapted to meet the needs of individual students.

Learning

Learning was good in Early Childhood and satisfactory in Primary. Children in Early Childhood actively engaged in learning and enjoyed hands-on activities. Most students responded promptly to teacher instructions. Students across the school generally enjoyed learning and worked well in groups, showing good cooperative skills. They worked independently for brief periods without teacher intervention. This reflected their growing confidence in self-directed learning. However, students were sometimes passive learners, waiting for teachers to move their learning forward. This was evident at the beginning of the lesson when waiting for the teacher to start, or when they finished a task. In better lessons, students used resources around the room such as sound charts, word lists or counters in mathematics, to help move their own learning forward. In art, students were inspired by famous artists and enjoyed creating their own artwork, using a range of media. They followed up on feedback to improve their work.

Children and students took pride in their work and, when asked, explained what they had learned. Students made meaningful connections between subjects demonstrating effective cross-curricular thinking. For instance, during a social studies lesson on the characteristics of a good citizen, students made links to the Bible story of the Good Samaritan. Students did not routinely self-reflect on their progress towards the learning objective in lessons to understand how they could improve.

Observation, assessment and planning / Assessment

In Early Childhood, observation, assessment and planning was good. In Primary, assessment was satisfactory. Early childhood staff made and recorded observations using the required assessment tools to record children's achievement. However, they did not always adapt their teaching to meet the unique needs of all children. In Primary, external assessments were carried out and these were regularly analysed by leaders. Teachers and leaders used this information to plan interventions as necessary in the core subjects. However, data was not consistently used to plan lessons or refine tasks to meet the needs of the students, including the more able.

In more effective lessons, students were encouraged to evaluate their learning against the lesson objective and success criteria. Verbal feedback in lessons and in books helped students improve their work. However, these practices were inconsistent across the school. Where teachers did give helpful written suggestions for improvement, students did not routinely follow up and act on feedback to improve their work. Teachers asked questions to assess students' understanding. In better lessons, teachers asked open-ended questions to encourage students to think critically. Self-assessment in phonics lessons was effective in helping students check their own work and improve. Self-assessment to develop students' ability to identify their next steps to improve their work was less developed.

Areas for development

- Adapt teaching and use resources effectively to meet the needs of individual students in Early Childhood and Primary.
 - Use assessment information to plan tasks that build on individual students' prior attainment.
 - Design more challenging tasks that deepen learning and enable more students to make better than expected progress towards the learning objective.
-

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

Quality Indicator	Early Childhood Inspection Judgement	Primary Inspection Judgement
4.1 Curriculum quality	Good	Good

Curriculum quality

The quality of the curriculum in Early Childhood and Primary was good. The school followed the requirements of the curriculum in both phases. In Early Childhood, the curriculum nurtured curiosity, exploration and imaginative play. Children developed their socialisation and language skills while they completed open-ended activities. The curriculum was not yet adapted to provide seamless progression from Nursery through to Primary in all areas, for example, in phonics.

The primary curriculum had improved to good with enhanced provision in art and specialist provision in music and physical education (PE). Life skills lessons helped students develop positive relationships and friendships. They learned ways to self-regulate their emotions in lessons and in special activities led by the counsellor and the Special Educational Needs Coordinator (SENCO). Curriculum reviews had resulted in improved attainment, for instance, in English. There were increased opportunities for investigations in science. In Key Stage 1, phonics lessons built on students' prior attainment. However, the curriculum was not routinely adapted to meet the needs of all students and to enable more students to make better progress. Cross-curricular themes strengthened students' understanding. Planned extra-curricular activities and clubs across the school were varied, offering choices for students to learn within the community and in the local environment. Social studies and Spanish lessons gave students a good understanding of life in Cayman and the region. The curriculum at all phases of the school effectively integrated aspects of Caymanian culture and heritage, fostering a deeper understanding of local traditions.

Areas for development

- Review the curriculum in both phases so that clear progression is provided in all areas of learning.
- Ensure the curriculum is adapted to meet the individual needs of students in both phases.

Performance Standard 5 Keeping our students safe and always supported

Quality Indicator	Early Childhood 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 arrangements were good in both phases. In Early Childhood, appropriate child-to-staff ratios were maintained and staff closely supervised children to ensure their safety. The environment was hygienic and play areas were secure, providing a safe space for young children to learn and play. Children engaged actively during activities and play and enjoyed healthy meals and snacks provided by the canteen. Younger children rested at appropriate times.

All staff at the school had completed required child protection training. However, new staff required information about health and safety procedures in the school delivered to them more promptly. In both phases, buildings were well maintained. Students were well-supervised in various areas of the school. The school promoted healthy lifestyles through extra-curricular initiatives where students learned about different aspects of how to look after their physical and mental well-being. Most students carried water bottles and recognised the need to stay hydrated, although their understanding of how to stay safe in the sun was less developed. Leaders had introduced various measures to ensure that instances of bullying were rare, including through partnerships with appropriate external agencies. Students were taught how to stay safe online in computing lessons. Efforts to improve attendance were evident, with effective initiatives to encourage and celebrate regular attendance.

Support and guidance

Support and guidance were good in both Early Childhood and Primary. In Early Childhood, there was timely identification of individual children's needs, with staff completing baseline assessments and using Learning Support Plans (LSP). When necessary, referrals were made to the Early Intervention Programme. Positive and nurturing relationships existed between staff and children, allowing staff to respond readily to the emotional and developmental needs of the children. However, staff were yet to implement effective strategies for new children with Additional Learning Support Needs (ALSN).

In Primary, staff were responsive and caring and knew their students well, which ensured early identification of needs and appropriate support. The school implemented the Student Risk Screener Scale, which assisted staff in identifying students with behavioural or emotional challenges and monitoring the impact of interventions. Staff engaged with families to provide support including access to external agencies offering mentoring and mental health care. An At-Risk Register was maintained and LSPs were created for students with ALSN, including for students with SEN. While progress on LSP goals was monitored, monitoring methods did not always provide valid measures of impact. Regular meetings between teachers, the SENCO and the School-Based Support Team (SBST) ensured a collaborative approach. Targeted support was provided by suitably qualified staff for those students with SEN. Social-emotional development initiatives were in place to provide a proactive approach to well-being.

Areas for development

- Provide timely induction for new staff so that they are fully aware of all health and safety protocols at the school.
 - Ensure LSPs are monitored for impact using appropriate measures and staff are supported with appropriate strategies.
-

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

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

Leadership

Leadership was judged good. Leaders in the school established an inclusive ethos within the school and the wider community. Senior leaders had successfully improved many aspects of the school. The establishment of the Nursery had a positive impact on the community and on children's learning. As a result, children made a stronger start in Reception this year. Student overall attainment in English had improved. Students took part in more practical investigations in science. Student achievement had also improved in non-core subjects such as art, music and PE. The guidance and support provided to students with ALSN had improved.

Most middle leaders in the school were new to their roles and had yet to have an impact on planning or implementing improvements in their subjects. They were supported by senior leaders to help them understand their roles and priorities to action. Leaders tracked and analysed attainment data to plan interventions. However, measuring progress against the learning objective in lessons, and in students' work, was less developed.

Leaders worked closely with other stakeholders and appropriate external agencies to improve aspects of the school. The Senior School Improvement Officer supported the Principal and engaged in discussions about strategic plans to improve the school. Support did not yet include measuring the impact of teaching on students' progress. School leaders were held to account through discussions about data. Overall, leaders demonstrated good capacity to improve.

Self-evaluation and improvement planning

Self-evaluation and improvement planning were good. The school self-evaluation was detailed and reflective and written collaboratively. Leaders gathered the views of children, staff and parents to help them plan school improvement. They understood the school's priorities and challenges and took steps to overcome them. However, self-evaluation was not always accurate. They identified next steps and these were linked to school development plans which were evaluated regularly. School development plans were also linked to the recommendations in the previous inspection report and leaders had made progress towards all the recommendations. Some actions were yet to be fully embedded and have the desired impact.

Leaders monitored teaching and learning and scrutinised students' work systematically and regularly. Data was analysed regularly and shared with staff and parents. Leaders had been successful in improving some aspects of teaching through effective coaching. However, not enough emphasis was given to measuring the impact of teaching on students' progress in lessons.

Professional development for staff, provided internally as well as through external providers, was regular and targeted. The school had developed a close partnership with a nearby school. Teachers benefitted from moderation exercises with their hub school and from professional discussions with other colleagues.

Links with parents and the community

Links with parents and the community had improved since the previous inspection and were now excellent. School leaders had extended their connections with local businesses which had a positive impact on students' learning. For instance, through partnerships with local organisations, resources such as books and science resources were available to enhance students' learning. Speakers invited to the school enriched students' knowledge about a range of topics such as healthcare, bullying, sports and caring for animals.

Outreach programmes organised by the school gave students opportunities to contribute to their local communities. They distributed vegetables to senior citizens and sang songs to them. The parent teacher association (PTA) worked closely with senior leaders to raise funds to provide rewards to students. They helped to organise events within the school such as cultural day, spelling bees and displayed students' artwork in local community venues. Events were held in public spaces so that the wider community could attend. The establishment of the Nursery provided an invaluable resource for local residents, with extended hours to accommodate working parents.

Communication with parents was regular and parents were kept informed through parent booklets, emails and social media channels. Senior leaders and PTA members ensured that parents who were hard to reach were made aware of necessary information. Parents received regular reports about their children's learning and their next steps.

Staffing and the learning environment

Staffing and the learning environment were judged satisfactory. The school had an increased number of staff since the previous inspection including an additional member of staff to provide interventions for students with SEN. Premises and facilities, including the Nursery were well-maintained. Outdoor areas in the Nursery and Reception were well-equipped with appropriate resources for children to learn through play. The Nursery was equipped with sufficient equipment and staffing to offer extended hours to parents in the community.

Improvements had been made to the surfaces in the playgrounds used in Primary. The school did not have specialist rooms to teach music, art or perform science investigations. However, leaders created a small art area which was well-equipped to teach engaging lessons to small groups of students. The computer suite housed a collection of books but this area was not used to promote reading. Leaders ensured that classroom areas were well-stocked with books that students could read in school. Students who arrived early at school read silently in a central area. Teachers used technology in their lessons and students used their devices to improve their mental mathematics or occasionally, for research. However, teaching resources were not always used to maximise learning. A few staff had been supported by leaders to improve their provision and practice through effective coaching.

Areas for development

- Support new middle leaders to carry out their roles effectively and improve student achievement.
- Monitor the impact of teaching on students' progress to gain a more accurate picture of self-evaluation.
- Ensure that existing resources are used effectively to promote high quality learning.

Summary of Student, Parent and Staff Survey Results

Before the inspection, the views of students, parents and staff were obtained through surveys. The number of participants that completed the surveys was as follows:

Students	19	Parents	37	Staff	14
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Students

Nineteen students responded to the survey. Almost all respondents agreed that they progressed well in most areas of their learning across subjects and met or exceeded their attainment targets. Students felt that they had a good understanding of civic and environmental issues, enjoyed learning and were able to take responsibility for their own learning. All students felt they were provided with opportunities to assess their own work and were therefore aware of their own strengths and areas of improvement. Almost all students agreed that they received regular feedback from their teachers so they knew how they could improve. Almost all students felt safe and supported at the school. A majority felt that the behaviour of most students was good and that the school premises were well-maintained and supported learning and activities. There were a few comments regarding children’s behaviour requiring improvement. All students agreed that they were effectively guided and supported in their learning by staff who helped them to make progress. Almost all students agreed the school was well led and most answered that they were asked how the school could improve. Most students felt that the school provided a good quality of education.

Parents

Thirty-seven parents responded to the survey. Almost all parents felt their child progressed well in most areas of learning and met or exceeded attainment targets. Almost all parents also agreed that staff provided quality teaching and supported their child’s learning. A majority of respondents felt that the behaviour of most students was good and that there were good systems to support children with ALSN and SEN. Almost all parents agreed that their child demonstrated a good understanding of civic and environmental issues. Most parents felt their child received regular feedback on their work and was therefore aware of their own strengths and areas for improvement. Most responded that the curriculum was broad, relevant and challenging and that their child had regular opportunities to learn through a range of extra-curricular activities and within the wider community. Most agreed that there was effective communication between parents and the school, although a few open comments indicated that a few parents required more advance notice of information. Most parents agreed that their child felt safe and supported at school and that the school had suitably qualified and experienced staff. Almost all parents agreed that the school premises were well-maintained and supported learning activities and that the school provided a good quality of education.

Staff

Fourteen members of staff completed the survey, the majority of whom were relatively new to the school. All staff agreed that the school provided a good quality education and that students made good progress in most areas of learning. Similarly, all staff agreed that students were provided with high-quality teaching and that effective systems were in place to track and monitor students' achievement. A few staff disagreed that the curriculum was broad, relevant and challenging although they all agreed that there were regular opportunities for students to learn through extra-curricular activities. All staff concurred that students participated in activities that promoted their understanding of civic and environmental issues. Most staff felt that the behaviour of students in the school was good and that the school provided a safe and supportive environment for all. All staff agreed that there were good systems to support students with ALSN which helped them to progress well. Most staff agreed that the school was led well which resulted in improvements in certain aspects. All staff felt that their professional development was well-supported, they had good quality resources to support their teaching and that staff were suitably qualified. Regarding communication with parents, all staff agreed that systems enabled regular and effective communication. Similarly, all staff felt that parents were well informed of their child's progress. Most staff agreed that parents were effectively involved in school events and attendance at these events was good. All staff agreed that there were links with the wider community that positively impacted students' education.

What Happens Next?

The school should prepare an action plan within four weeks of the publication of this inspection report.

This should consider and 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.

Further Information

Inspections of Educational Institutions in the Cayman Islands

As determined by the 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 educational institution and also to provide rigorous, impartial and comprehensive information to parents, government officers and to 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 educational institution for between two and five days.

Inspection Frameworks

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 inspectors when they visit compulsory educational institutions while 'First Steps to Success: Nurturing Environments and Thriving Children' (Cayman Islands Government, October 2023) is used by inspectors when they visit early childhood settings. For multiphase schools that include an early childhood phase, both inspection frameworks will be used to inspect the respective phases, 'Successful Schools and Achieving Students 2' for the compulsory phases and 'First Steps to Success: Nurturing Environments and Thriving Children' for the early childhood phase. Educational institutions also use the respective inspection framework(s) to review their own work.

Inspection frameworks are a central feature of different educational institution 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 educational institutions regarding the major determinants of educational success.
- Exemplars provide educational institutions with clarity regarding expected standards of provision.
- The indicators can be used by educational institutions for **self-evaluation purposes** and can be linked to 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 settings to see inspection as a **transparent** process.

Developmental Domains in ‘First Steps to Success: Nurturing Environments and Thriving Children’

When used in relation to human development, the word “domain” refers to specific aspects of growth and progress. The universal domains of development in early childhood, and also reflected throughout this inspection report and the inspection framework, are:

- **Cognitive** – Refers to the developmental aspect of children’s mental and intellectual abilities. It encompasses the processes of thinking, learning, problem-solving, reasoning and understanding the world around them.
- **Social Emotional** – Refers to the development aspect of children’s ability to understand, manage and express their emotions, as well as their capacity to interact and form relationships with others. This domain encompasses a wide range of skills and behaviours that contribute to children’s social and emotional well-being, including self-awareness, self-regulation, sensory processing, empathy and building connections with peers and adults.
- **Communication and Language** – Refers to the developmental aspects of children’s ability to communicate effectively and develop language skills. It encompasses a range of skills and milestones related to language acquisition, comprehension, expression, writing and interaction.
- **Physical** – Refers to the developmental aspect of children’s gross and fine motor skills and overall physical well-being. It includes the development of both large muscle groups (gross motor skills) and small muscle movements (fine motor skills) as well as eye-hand co-ordination.

Judgements

Both inspection frameworks, ‘Successful Schools and Achieving Students 2’ and ‘First Steps to Success: Nurturing Environments and Thriving Children’ are organised around judgements using a four-point scale. The four levels are defined as follows:

Excellent	Exceptionally high quality of performance or practice.
Good	The expected level for every educational institution, including early childhood settings, in the Cayman Islands.
Satisfactory	Partially effective in achieving positive outcomes for children but requires improvement. All key aspects of performance and practice in every educational institution, including early childhood settings, should, however, exceed this level.
Weak	Well below expectations and requires significant improvement. Any educational institution that receives a weak judgement will be expected to take urgent measures to improve the quality of those aspects of their performance or practice.

Consistency in Quantitative Terminology

Inspectors use quantitative terms in reports, as follows:

Term	Definition	Numerical Value
All	The whole - as used in 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 a quarter	15% to 24%
Few	Up to 15%	0% to 14%

Definitions

The term '**early childhood setting**' is used throughout this inspection report and the inspection framework, 'First Steps to Success: Nurturing Environments and Thriving Children'. Early childhood setting is defined as:

An entity or establishment which provides services for the care and education of children under compulsory school age as registered by the Education Council and/or approved by the Ministry of Education.

Early childhood settings include privately owned and operated Early Childhood Care and Education Centres, Nursery and Reception programmes and classes in government schools and early childhood provision in primary or all-through schools.

As per the Education Act (2016), **school** is defined as:

An institution for providing compulsory education and includes:

- (a) a unit for that purpose but established in an institution that caters to other categories of education; and
- (b) a Government school, an assisted school and an independent school

As per the Education Act (2016), **educational institution** is defined as:

- (a) a school; or
- (b) an institution that provides part-time or full-time:
 - i. early childhood care and education;
 - ii. compulsory education;
 - iii. post-compulsory education and training;
 - iv. technical and vocational education and training;
 - v. education to prepare for the award of any degree, qualification or certification; or
 - vi. education provision for persons with special education needs and disabilities

About the Office of Education Standards

Who Are We and What Do We Do?

The Office of Education Standards is part of the Portfolio of the Civil Service within the Cayman Islands Government. Our function is to inspect early childhood care and education centres, public and private schools and report upon standards in all educational institutions in the Cayman Islands.

How to Contact Us

You can contact us using the following e-mail address: adminOES@gov.ky

Where to Read our Reports

Our reports are published regularly and are currently available on the Cayman Islands Government website. Please use the following link to read our latest publications: www.oes.gov.ky

Information About the Inspection Team

Role	Name	Affiliation
Lead Inspector	Francesca Affleck	International Associate Inspector
Team Inspector	Carol Bennett	Office of Education Standards
Team Inspector	Bernice Scott	Cayman Islands Associate Inspector



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