



Office of Education  
Standards  
Cayman Islands Government

# INSPECTION REPORT

OCTOBER 2024























RED BAY PRIMARY SCHOOL

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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](http://www.oes.gov.ky/education-institutions).

## School Information

General Information		
	School name	Red Bay Primary School
	Address	271 Shamrock Road, Red Bay, Grand Cayman
	Telephone number	345-947-6333
	Website	<a href="https://schools.edu.ky/rbps/">https://schools.edu.ky/rbps/</a>
	Name of principal	Dr. Ryan Dale
	Date of this inspection	14 <sup>th</sup> October – 16 <sup>th</sup> October, 2024
	Date of last inspection	28 September to 20 September, 2022
Students		
	Number of students on roll	475
	Age range of the students	4 to 11
	Grades or year groups	Reception - Year 6
	Number of Caymanian students	293
	Number of students with additional learning support needs	Total 129 Teacher action 57 School action 42 School action plus 30
	Largest nationality group of students	Caymanian
Curriculum		
	Main curriculum	Cayman Islands National Curriculum and Early Years Foundation Stage
	External tests and assessments	End of KS1 & KS2 National Assessments, Phonics Screening Check
	Accreditation	N/A
Staff		
	Number of teachers	21
	Number of teaching assistants	21
	Teacher-student ratio	1:12
	Teacher turnover	5%



## Context

Red Bay Primary established in 1993, serves the community of Red Bay on the south-east side of Grand Cayman. The school was previously inspected in September 2022 and was judged satisfactory. The Principal and two Deputy Principals had been appointed on a temporary basis until August 2024, when these roles were made substantive. The school’s vision is to provide an inclusive, caring and inspiring environment where students thrive and respect those around them.

There were 475 students on roll, which was an increase in numbers since the last inspection. The proportion of students with special educational needs had also risen from 15% to 27%. The number of teaching assistants had increased from 11 to 21.

Since the last inspection, the Reception classes had grown from one to three. A purpose-built outdoor learning area had been added. The Year 1 classes had increased from two to three.

## 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	Excellent	N/A
	1.2 Progress	Excellent	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	Satisfactory	→
	1.2 Progress	Satisfactory	→
Science	1.1 Attainment	Satisfactory	↑
	1.2 Progress	Good	↑

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	↑	Good	↑
3.2 Learning	Good	↑	Good	↑
3.3 Assessment	Good	↑	Good	↑

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	↑	Satisfactory	↓
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	Good	↑

## What the School Does Well

- Self-evaluation involved all stakeholders, including staff, parents and students and provided a secure basis for improvement planning. Staff knew the key priorities and had a shared determination to raise students' achievement.
- Students maintained positive behaviors that supported effective learning, along with a strong understanding of civic responsibility and environmental awareness.
- The recommendations from the previous inspection had been pursued rigorously, leading to improvements in,
  - provision and outcomes in reception
  - students' attainment in science
  - the overall quality of teaching, learning and assessment,
  - the quality of the curriculum in Reception and in Years 1 to 6
  - support and guidance
  - all aspects of leadership and management.

## Recommendations

- Raise students' attainment in English, mathematics, and science, by ensuring that lessons routinely include:
  - tasks which take into account students' starting points
  - support for the less able students to meet the learning objectives
  - challenge for the more able students
  - opportunities for students to take responsibility for their own learning and be more active participants during lessons
- Sharpen the use of assessment to ensure:
  - teachers provide constructive feedback, both orally and in their marking, so that students know their next steps.
  - students have opportunities to evaluate one another's work
  - teachers check students' understanding during lessons and adapt their teaching accordingly.
- Ensure full compliance with Child Protection requirements.

# 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	Excellent
	1.2 Progress	Excellent

## Cognitive development

Children’s cognitive development was judged as good. Developmental records indicated good progress in areas linked to the cognitive domain, including literacy, mathematics and understanding the world. Almost all children understood that words convey meaning. When the teacher was eliciting the date at the beginning of the day, children readily joined in with ‘January, February... .’ They had secure conceptual understanding of number, as evident during registration when they counted those present. Most showed a secure grasp of one-to-one correspondence. Almost all children demonstrated phonological awareness appropriate to their age. As the teacher was eliciting the word ‘October’, for example, they joined in with ‘Octopus’ and ‘Ostrich’ and went on to repeat the O sound. Children in Reception developed their counting skills effectively as evident as they used practical resources both inside and in the outdoor learning area.

## Social Emotional development

Children’s social and emotional development was good. Almost all children had settled into clear routines, behaved well, and followed the rules set by their teachers. They demonstrated age-appropriate management of their emotions. Most children were beginning to share. They played cooperatively and spoke to visitors with some level of confidence about what they were learning. They eagerly participated in counting aloud with their teacher and worked independently to count flowers in the flowerpots in the outdoor area. They reacted well to reminders about their behaviour and cooperated with adults and followed instructions appropriately. Children were developing empathy for others. For example, one child who was crying was comforted by another. Children enjoyed positive relationships and almost all had a healthy emotional bond with their teachers.



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## Communication and Language development

Children's communication and language development was good. Children were confident, motivated, and eager to interact through whole-class discussions and in small table groups. They were articulate and enjoyed explaining what they saw and how some objects shared similarities whilst others had different characteristics. When responding to open-ended questions, most were able to answer in full sentences and they were competent in explaining their reasoning. Children's language and communication skills were progressing well. They were making good headway, for example, in comparing objects to the characteristics of different letter formations and sounds. This indicated a growing awareness of communication by both oracy and writing.

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## Physical development

Children's attainment and progress in physical development was excellent. Almost all children exhibited age-appropriate gross and fine motor skills. Their fundamental movement abilities, such as walking, jumping, and running were well developed. Almost all children used their fine motor skills in a range of activities. They manipulated playdough using fingers, rolling pins and cutters to form shapes and figures, and applied a pincher grip to accurately place small blocks while constructing a castle. Assessment data and lesson observations showed that all children made at least expected progress from their starting points. Children refined their underhand and overhand throwing techniques in physical education, experimented with pencil grips for better drawing control and used tongs in the creative play centre with growing precision.

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## Areas for development

- Provide more opportunities for children to learn, play and interact, both inside and outside the classroom.
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**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	Satisfactory
	1.2 Progress	Satisfactory
Science	1.1 Attainment	Satisfactory
	1.2 Progress	Good

**English**

Attainment in English was satisfactory. The internal and external assessments indicated improving standards, particularly in reading and writing. Most students were working in line with curriculum expectations and international standards. In Year 1, students predicted what might happen in a simple story. Year 2 enjoyed supporting each other in paired reading and keenly discussed the story of ‘Androcles and the Lion’. They showed a secure grasp of the story as they imagined what might happen and shared ideas with each other. The older students developed creative writing skills using newly discovered extended vocabulary. They wrote diary extracts and descriptions of Seven Mile Beach which incorporated Caymanian culture and environmental awareness. Year 6 students identified basic cause and effect relationships from given texts. Most students demonstrated secure comprehension skills when discussing their current reading books.

Students made satisfactory progress in reading and writing skills. The younger students could read age-appropriate fiction, but a few struggled with phonic awareness which restricted their progress and limited writing development. Speaking and listening progress was stronger when students engaged in meaningful discussion and shared analysis of texts. As students explored the fears and excitement of literature through visualisation and sensory activities, they made secure progress in improving their comprehension and writing skills. Year 5 students, studying the poem ‘The long-haired boy who flew’, progressed from reading the text to discussing the implications of bullying, and then completed a diary extract and wrote an account in the first person. Students built on prior learning and applied their understanding to incorporate descriptive language, expression of emotion and an individualised conclusion to the story. Evidence in work books showed most students were making satisfactory progress in relation to their starting points as they moved through the school. Students with SEND were progressing well during language consolidation sessions as they learnt to blend, segment, decode and visualise when reading unfamiliar texts.

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### Areas for development

- Sustain the focus on reading and writing to raise literacy skills across the whole school.
  - Ensure enough time is allocated to writing tasks and that they are not rushed at the end of lessons.
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### Mathematics

Attainment in mathematics was satisfactory. The trend in attainment over the last three years has markedly improved with increasing proportions of students reaching international standards. Almost all students in Year 1 were able to use a number line successfully to support their calculations and could form a number sentence. In Year 3, students were able to correctly calculate the answers to multiplication and division by choosing the correct mathematical operation. Year 6 students showed a sound understanding of multiples, broadly in line with the curriculum expectations. The most able were beginning to grasp the idea of lowest common multiples. Results of Progress in Understanding Mathematics Assessment (PUMA) testing showed that most students achieved in line with curriculum standards.

Progress was in mathematics was satisfactory. School data overall showed that students made satisfactory progress from their starting points. Five year groups achieved a positive value-added score in the PUMA tests. However, the most able students made less rapid progress than their classmates. Students with SEND made the expected steps in their learning. Students in Year 2 built well on the counting skills they had acquired earlier and progressed to addition and subtraction of two-digit numbers. In Year 4, students moved onto addition using the column method and were able to clearly explain how they could use this method to solve more difficult problems. By the time students reached Year 6, their progress accelerated sharply. When investigating the definition of lowest common multiples in collaborative groups, they made brisk progress in explaining their reasoning and justifying their answers. The more able students made the progress expected of them when tackling extension activities.

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### Areas for development

- Develop students' mental agility and fluency through providing regular opportunities to answer quick-fire questions and by challenging them to make calculations mentally before using written methods.
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## Science

Attainment in science was satisfactory. While standardised tests in science indicated weak attainment in Key Stage 2, school-based assessments, lesson observations and work samples confirmed that most students across the school attained in line with curriculum standards, with a minority achieving above. Most students demonstrated sound knowledge and understanding of the key scientific concepts and effectively used subject-specific vocabulary. Students developed the essential skills in working scientifically. However, aspects such as measuring in Key Stage 1 and the use of more sophisticated methods to accurately record data and results in Key Stage 2 were less developed. Most students in Year 2 identified microhabitats and named the mini beasts found in each. Using their observation skills, they found small creatures in the environment and recorded data in a simple table. In Year 3, most students could identify major parts of the skeletal system, while most Year 4 students successfully constructed simple circuits, using correct terminology for each component. Year 6 students explored the effects of light on shadow formations, carefully observing and making insightful comments about changes in size and shape.

Progress in science was good. External data indicated that a majority of students made good progress in their scientific knowledge, skills and understanding. School-based assessments and classwork indicated that most students made expected progress with a majority making better than expected progress. In Key Stage 1, students developed foundational skills by sorting, grouping, making simple observations and recording data. By Key Stage 2, students had become increasingly independent when planning scientific inquiries. They formulated their own inquiry questions, identified variables in experiments, and conducted more complex investigations. Students in Year 3 progressed well in their understanding of the functions of skeletal parts and their role in protection, shape and movement. In Year 4, students advanced their understanding as they tested materials in simple circuits to determine conductors and insulators of electricity. More able students concluded that good conductors were metal. Practical activities enabled students in Year 6 to make conclusions about the effect of light on shadows. Progress was stronger when students engaged in the scientific method accurately, including developing inquiry questions and predictions prior to investigating. However, progress was limited for particularly the more able, who were not always adequately challenged in lessons.

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### Areas for development

- Further refine and develop students' skills in working scientifically for students in Key Stage 1 and improving the accuracy and sophistication of data recording for those in Key Stage 2.
  - Provide greater challenge for all students, particularly the more able, to accelerate the progress across all groups.
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**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

**Positive behaviour for good learning**

Positive behaviour was judged good across the school. Students behaved particularly well in lessons but also while playing and conducting themselves around the school. They were polite and courteous and wore their uniforms with pride. Students often collaborated well with each other showing kindness, consideration, and respect for others. Most students enjoyed highly positive relationships between themselves and their peers and teachers. They engaged well with visitors and spoke articulately to inspectors during the inspection. Routines in Reception were established despite the short space of time children had entered the school. In lessons they already displayed care for others and were enthusiastic about their learning. During interviews, most students said behaviour was good and were clear about what happened when it fell short of the mark. They clearly explained the behaviour expected in school. Students spoke about how the school helped them to stay safe and how they could seek help. All talked positively about the Christian ethos.



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## Civic and environmental understanding

Civic and environmental understanding was good across the school. In Reception, children were taught how to say prayers and to sing the national song. They had an early understanding of sustainability and conservation. Visitors conversed with children about the Blue Iguana and how funds were raised for conservation. Primary students were encouraged to celebrate local Caymanian customs and most showed a secure understanding of Caymanian heritage. Students demonstrated strong knowledge of the national flag and Coat of Arms and could discuss local icons in detail, explaining their significance and prominence. Older students could explain what it meant to be 'Caymanian'. They could discuss various Caymanian traditions, such as Pirate's Week and National Heroes Day. Most students could talk clearly about littering and re-cycling, and about the greenhouse effect. There was regular daily reinforcement of Christian values which fostered an atmosphere of care and consideration among students. International Literacy Day and cancer awareness were highlighted this term with students being provided with meaningful leadership opportunities to share awareness and to fundraise as appropriate. Students were made aware of what a healthy lifestyle means, and the younger students were able to talk about choosing vegetables, fruits, and protein as part of a healthy diet.

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## Areas for development

- Improve attendance figures through whole school initiatives, such as the house system, to reward improvements in attendance and to celebrate excellence.
  - Broaden students' knowledge of local issues that have a negative impact on the landscape of Grand Cayman.
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## Performance Standard 3 Ensuring effective teaching to support our students' learning

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

### Teaching

Teaching was good across the school. Teaching in Reception was consistently good. The teaching in Primary was stronger in the specialist subjects than in English, mathematics, and science. The teaching in Reception, both indoors and outdoors, capitalised on children's curiosity and independence in interacting, exploring, and discovering. Primary lessons were planned in detail, including provision for different ability levels based on data analysis and tracking information. However, the implementation of these plans in the classroom was inconsistent. Relationships between teachers and students were positive and there was a genuine desire to enhance understanding, contribution, and progression in classes. In English, for example, Year 2 teachers presented a range of tasks to develop collaborative problem-solving, improved inference skills and text-to-text connections. Teachers in Year 4 successfully engaged students in practical scientific activities to determine insulators and conductors. Teaching in mathematics often included tasks relating to real life experiences such as calculating the distance between George Town to other Caymanian landmarks. In the majority of lessons, teachers interacted well with their students. They encouraged open discussions, hot-seating, paired work, and independent enquiry. Learning objectives, success criteria and plenaries were a common feature of lessons, and teachers followed the 'Gradual Release of Responsibility' model across the school. In the more effective classes, teaching assistants worked purposefully and interchanged roles with the mainstream teacher, and students with SEND were assisted and provided with scaffolded tasks. There were inconsistencies in the challenge for high-achieving students, as some teachers were less confident in expanding the curriculum or deviating from lesson plans to foster deeper critical thinking.

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## Learning

Learning across the school was good. Students showed a keen interest in discovery. This was particularly evident in Reception where children were encouraged to apply their learning to the outside world. They talked about healthy food, exercise and keeping hydrated. They also responded with excitement as they watched a demonstration of a solid turning to a liquid. They helped make blueberry smoothies in the outdoor kitchen and watched the transformation of fruit as it liquidised in a blender. In science, Year 3 students exhibited interest and curiosity when investigating major parts of a skeleton. In English, younger students enjoyed walking trails where they analysed objects that looked the same and those that appeared different. They then applied their understanding of shared characteristics to letter shapes in preparation for reading and writing. Students were not afraid to ask for clarification or support and they eagerly took part in discussions, debates, and predictions. When asked, most were able to explain what they had learned in the lesson and what they needed to do next to advance further. Students readily made links with their learning in different subjects, building on their prior learning across the curriculum. Year 4 students, for example, listened to an extract from a text and used sequence words with illustrations to recreate the story. They linked this with their accounts of experiments in science when they also used sequence words. Students displayed problem-solving abilities when anticipating outcomes of stories, experiments and during visualisation exercises, but these skills were not generally well-established.

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## Assessment

Assessment was good in both Reception and Primary. Record keeping was thorough and used effectively to monitor the attainment and progress of different groups of students. In Reception, teachers used the Early Essence baseline assessments to check the developmental skills for each domain. They kept records of children's achievement over time. Assessment of children's achievement helped teachers to plan future learning. Leaders analysed assessment data and compared to other local schools and against international standards. Formal assessments were undertaken each term in every year group in both English and mathematics. Information was scrutinised, trends were determined, and weaknesses were identified. By the end of Year 6, students who had attended the school since Year 1 achieved closer to international standards than their peers in reading and mathematics in the End of Key Stage tests. Most teachers marked students' work regularly and provided brief comments, although only a minority provided next steps. In mathematics, a significant minority of older students commented on 'What did I do well?' and 'What I need to work on'. There was less evidence across subjects of peer assessment. Teachers' questioning in lessons helped to gauge how well students were doing. However, limited use of additional methods to assess students' developing knowledge and understanding led to missed opportunities for adapting lessons to their needs.

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## Areas for development

- Encourage teachers to share best practice, particularly in relation to meeting the needs of students who need support and those who would benefit from greater challenge.
  - Ensure teachers use a variety of ways to check students' understanding so that they can adapt and differentiate work provided for all students.
  - Improve the quality of marking to include constructive feedback so that students know their next steps.
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## 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 curriculum was good in both Reception and Primary. Since the previous inspection, the Reception curriculum included a more play-based approach, and children participated in a variety of open-ended learning activities that fostered imaginative play, socialisation, and language development. The curriculum was thematically planned, with regular adaptations based on children's interests, such as a focus on the Blue Iguana. Environmental initiatives like gardening and beach clean-ups were part of the curriculum and there were good opportunities to explore and learn about Caymanian heritage and other cultures. In Primary, the students benefitted from specialist teaching in music, physical education, Spanish and computing. Caymanian heritage was often meaningfully integrated, which contributed to its richness. Opportunities for art were integrated in other units of study and thus not as well-developed. The curriculum had been reviewed, which led to meaningful changes, such as the introduction of a literature-based approach in English. Transition arrangements into the school and between phases, including secondary, were well-organised and contributed positively to students' well-being. Cross-curricular links were thoughtfully planned using the school's newly introduced curriculum integration planner; for example, Year 4 students linked a fictional story about electricity in English to their science topic. The extensive extracurricular programme, including sports, environmental activities and the arts, further enhanced students' learning experiences. All students benefitted from community engagement through special events, visits, and off-site trips. During the inspection, a local author visited. She enhanced students' understanding whilst discussing her book about Grand Cayman's districts and landmarks.

### Areas for development

- Further adapt the curriculum to meet the needs of all students, with a particular focus on providing greater challenge and differentiation for higher-ability learners.
- Explore innovative approaches and additional resources to further enrich students' learning.

## 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	Satisfactory
5.2 Support and guidance	Good	Good

### Health and safety

Health and safety were judged good in Reception and satisfactory in Primary. In Reception, generous staff-to-child ratios ensured children were well supervised in both indoor and outdoor learning environments. Risk assessments were conducted as necessary to ensure children's safety across a range of settings. Children's home routines were taken into consideration and the newly developed outdoor learning environment contributed positively to children's good health. However, not all Reception staff were trained in First Aid and cardiopulmonary resuscitation (CPR) as required. In Primary, there were policies and procedures to keep children safe, although inconsistencies in their implementation and understanding were noted, with a few policies requiring updates to reflect recent requirements. Buildings and equipment were clean and in sound repair. They were generally well-maintained; however, internal checklists indicated that reported issues were not always addressed in a timely manner. Almost all upper Primary students and parents expressed confidence in the school's safety arrangements. Fire and Department of Environmental Health certifications were current and compliant and basic risk assessments were conducted for off-site trips. The school promoted healthy lifestyles successfully through a nutritionist-approved menu. Students also planted and harvested their own healthy food. While Child Protection policies were in place, requirements were not fully met as all staff and volunteers did not have the required training. The school proactively addressed bullying through its annual anti-bullying conference, which effectively enhanced students' understanding of bullying and fostered empathy among peers.



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## Support and guidance

Support and guidance were good. There was a strong pastoral team who worked well together and had the best interests of all students. The school counsellor provided individual and group sessions to help students with emotional and social needs. She also supported those transitioning from primary to high school. The inclusion lead focused on behavioural modification and self-regulation. Timetabled 'Sunshine Circle' sessions in Reception encouraged children to explore feelings and develop social skills. Students were expected to contribute to a positive community where emotional growth and empathy were developed. There were 'Calming Corners' in most of the classrooms as well as an outside sensory circuit. External agencies were readily available. These included the Cayman Counselling Centre, Family Resource Centre, speech and language therapists, an occupational therapist, and an educational psychologist. A tiered system using referrals, assessments and formal diagnosis identified vulnerable students with varying degrees of need. Provision was subsequently provided where appropriate. The outcomes of students with SEND were tracked rigorously. Learning Support Plans were shared with families and mainstream staff. Interactions between teachers and students were friendly and respectful, with established systems to track attendance, behaviour, and academic progress. Teachers and assistants received regular training in providing appropriate challenge for all ability levels, but this was not always evident during lessons. Survey responses were all highly positive.

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## Areas for development

- Ensure full compliance with Child Protection requirements, including volunteers, and ensure staff are fully aware of reporting arrangements.
  - Train all staff members in Reception in First Aid and CPR and improve record keeping.
  - Further embed health and safety policies and procedures.
  - Ensure all teachers and all teaching assistants provide appropriate support for the range of ability levels during lessons, including students with special needs and the more able.
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**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	Good

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**Leadership**

The quality of leadership in the school was good. The principal, the deputy principals, and core subject leaders had worked tirelessly to drive improvements. They had sustained a positive learning environment for students and a happy, caring, and purposeful atmosphere for staff. Leaders were aware of good practice and communicated expectations clearly. Their efforts in driving improvements were firmly underpinned by the need to accelerate students' progress. Recently, the number of key initiatives had been wisely reduced to help focus priorities on raising achievement. Senior leaders had clear responsibilities for implementing improvement strategies and monitoring their impact. They were aware that there was a need to pinpoint which initiatives were having the greatest impact on student outcomes. The influence of leaders on improving the quality of teaching and the curriculum in Reception was clear. Leaders acknowledged that while early signs of their impact on Primary provision were beginning to show, a sustained focus on raising achievement was necessary.

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## Self-evaluation and improvement planning

Self-evaluation and improvement planning were good. The school implemented a systematic approach to self-evaluation, gathering evidence from diverse sources, including staff, students, parents, and external stakeholders, such as the Department of Education Services. Staff met weekly to review progress towards whole-school initiatives. Senior leaders oversaw teaching plans, monitored teaching, tracked student progress, and evaluated attainment against established targets. This enabled them to identify where further training was needed, either through internal coaching or by external courses.

The school's self-evaluation adhered closely to the inspection framework. This enabled leaders to take account of central guidance when evaluating provision and outcomes. The self-evaluation document that leaders produced had an enormous amount of detail, but its length made the text somewhat inaccessible. Frequent repetition of words, such as 'inclusive' and 'holistic' indicated the school's laudable aims but detracted from the key findings of the review process. Notwithstanding, improvement plans derived from continuous review were well-founded and rightly focused on raising standards. Recommendations from the previous inspection had been pursued rigorously, with considerable success. The provision in Reception had been transformed. The overall quality of teaching and learning in Primary had improved, although there remained more to do in the core subjects. Improvements had also been made to the curriculum and assessment. All aspects of leadership and management had improved. Leaders, however, were aware that accelerating students' progress in the core subjects was vital to raising the overall effectiveness of the school to good.

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## Links with parents and the community

Links with parents and the community were excellent. Parents were highly supportive and strong advocates of the school. They had diverse volunteer roles, such as early morning supervision, volunteering as field trip chaperones, and engaging in health and well-being sessions. The active parent-teacher association contributed much to the life of the school and the local community. Parents were kept extremely well informed. Parents met senior leaders and class teachers as their children started school and close contact was sustained thereafter. The 'back to school' night in September, where teachers explained the curriculum for forthcoming year, was well attended. A WhatsApp group was set up for each class. The termly report cards provided a detailed picture for parents of their children's academic progress and personal development. Parents had many opportunities to actively support their children's learning. This included collaborative activities such as assisting with homework and projects, contributing to school event displays, participating in student-led conferences, sharing meals with students, and attending academic workshops designed to support home learning. Leaders had successfully fostered partnerships with the wider community. This had resulted in admirable initiatives such as fundraising for the Cayman Islands Down Syndrome Association, a gardening project, a lunchtime games club, and peer mentoring in reading. Extensive links with local companies enhanced both the provision and students' experiences. Participation in community events was widespread and included Christmas carol singing, quadrille dancing, and beach clean-ups. Students supported many charities, including The Cancer Society and The Veterans Association.

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## Staffing and the learning environment

Staffing and the learning environment were good. Teachers were well qualified and suitably experienced for their roles. Staff turnover was low. Learning assistants and teaching assistants were deployed in every classroom and took part in cooperative planning sessions. The deployment of specialists in music and physical education was particularly effective. All classrooms were conducive to learning, with prompts for students such as working walls and word banks. Modern technology was plentiful. Students had individual laptops and there were interactive white boards in classrooms and most other teaching spaces. The school campus was extensive and included playgrounds with sand surfaces, climbing apparatus and swings. There was lots of shade and plentiful supplies of drinking water. A large, sheltered cabana had tables for dining and relaxing. The separate library had a suitable range of books and bespoke seating. The music room was well equipped. The outdoor 'Literacy Café' had an inviting 'book nook' bench. Two large green houses had well-designed planting frames, for which a local hotel provided materials, including shrubs and seedlings for students to plant. The whole area was well decorated with colour designs, murals, and inspiring quotations. The central area between the main building was impressive, providing a 'parkland' oasis with lots of trees and shrubs, and hedged quadrangles with high quality outdoor furniture.

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## Areas for development

- Empower leaders at all levels be innovative in their approach
- Significantly reduce the length and detail of the self-evaluation form so that it simply says what the school does well and what needs to be improved. Explore the use of hyperlinks to signpost evidence.
- Take full advantage of the wealth of outdoor opportunities for learning across the curriculum

# 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	48	Parents	219	Staff	48
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## Students

Seventy-six students completed the survey. All were in Years 5 and 6. Almost all said they had made good progress, that their lessons were good. and they enjoyed learning. Equally, almost all stated that they felt safe and supported and that the leaders of the school did a good job. In lessons, almost all reported that they had opportunities to assess their own work and that they knew their strengths and weaknesses, and that they received regular feedback so they knew how to improve. Most of the students said that behaviour was good and almost all felt that they had opportunities to learn from and give back to the community. Similarly, students stated that they had a good understanding of civic and environmental issues. Most students reported that the school provided the subjects they wanted and that they could join a range of extracurricular activities. Although most students said that leaders and teachers asked them how the school could improve, a minority disagreed.

## Parents

Two hundred and nineteen parents completed the survey, which was a significantly increased number from the previous inspection. Their responses to the questions were overwhelmingly positive. Almost all were happy with students' behaviour and the progress their children were making. They felt well-informed about how their children were getting on and believed that links with parents and the community were strong. Almost all parents said their children enjoyed their lessons which they felt were well resourced. Similarly, almost all parents said that their children had developed a good sense of responsibility and community and had a good environmental understanding. Most parents said that there was good extracurricular choice. Almost all parents felt that the school was safe, well-resourced, and well led, and that they were involved in the life of the school. Similarly, parents believed that students were treated well and that the staff were well qualified. Over 90 parents submitted comments in addition to the survey. Most were highly positive about many aspects of the school. Their comments included, 'The teachers and principal treat every child as their own' and 'The school has a learning support team, which I believe is one of their greatest strengths.'



## Staff

Forty-eight staff completed the survey. Of those who participated, 29 had been at the school for more than three years, 11 for more than one year and eight had been at the school for less than a year. In their responses to every question, staff were typically highly positive. They all strongly agreed or agreed that the curriculum was broad with a wide range of extra-curricular activities. They felt the school was safe and secure and that those with SEND were well supported. Staff believed the school had strong leadership with many opportunities for training and development. They all strongly agreed or agreed that the school had effective systems for the tracking and monitoring of students. Parent involvement was another strength as were links with the community and the staff resources. Almost all were happy with student behaviour and learning progress although a few disagreed that these were strong areas. In the written comments, the greatest strengths of the school were seen as the dedication of staff, parent partnerships, school culture and ethos. Leadership featured highly. One parent commented that there was 'a spirit of camaraderie and team work amongst staff', with a leader who showed 'extraordinary vision, zeal, enthusiasm, and unwavering dedication'. Communication was also seen as a key positive factor. Overall, staff were positive, enthusiastic, and happy with the quality of education in the school.

## 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](mailto:adminOES@gov.ky)

### Where to Read our Reports

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

### Information About the Inspection Team

Role	Name	Affiliation
Lead Inspector	Robert Crompton	International Associate Inspector
Team Inspector	Glynis Bradley-Peat	International Associate Inspector
Team Inspector	Dee Russell-Thomas	International Associate Inspector
Team Inspector	Jessica Jackson	Office of Education Standards



# Office of Education Standards

Cayman Islands Government

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