



Office of Education  
Standards  
Cayman Islands Government

# INSPECTION REPORT

MAY 2025























SIR JOHN A. CUMBER 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	Sir John A. Cumber Primary School
	Address	44 Fountain Road, West Bay, Grand Cayman
	Telephone number	1(345) 949-3314
	Website	<a href="https://schools.edu.ky/jac">https://schools.edu.ky/jac</a>
	Name of principal	Mrs. Jovanna Wright
	Date of this inspection	6 May to 8 May, 2025
	Date of last inspection	10 October to 13 October, 2022
Students		
	Number of students on roll	525
	Age range of the students	4-11 years
	Grades or year groups	Reception to Year 6
	Number of Caymanian students	467
	Number of students with additional learning support needs	92
	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 and KS2 SATs, PIRA, PUMA, GAPS, Phonics Screening check
	Accreditation	International Baccalaureate Primary Years Programme (PYP)
Staff		
	Number of teachers	47
	Number of teaching assistants	32
	Teacher-student ratio	1:10
	Teacher turnover	6%

## Context

Sir John A. Cumber Primary School, the largest government primary school in the Cayman Islands is situated in West Bay on a large, well-maintained, rural site. The Principal, Mrs. Jovanna Wright, has been in post since August 2019 with the exception of the 2023 to 2024 academic year during which she was seconded as the Senior School Improvement Advisor for private schools. Since the previous inspection, the senior leadership team had undergone changes and now comprised, in addition to the Principal, a Deputy Principal (and mathematics lead), an Acting Deputy Principal (and English lead), an Acting SENCO, a PYP curriculum coordinator (and social studies lead), and a science lead.

The school has also experienced growth since the last inspection, with 525 students on roll, an increase of 33 students. Students come from a range of diverse backgrounds. The school comprises the following phases: Reception, Key Stage 1 (Years 1 to 2) and Key Stage 2 (Years 3 to 6). Two classes for students diagnosed with Autistic Spectrum Disorder have been in place since September 2024 (the first ASD class commenced in 2023 and the second was introduced in 2024): one for students in Year 1 and one with students from Year 2 and Year 3. Approximately 10 per cent of students had special educational needs. There was support for a small number of students for whom English was a second language, mainly Spanish speakers.

Specialist staff supported provision in a number of areas including computing, music, pottery, Spanish, PE and the library. A range of support services included those provided by an Educational Psychologist, Speech and Language Therapist, Occupational Therapist and a staff member dedicated to English as a Second Language. A full-time dental nurse and a part-time school nurse were on site and available to support students. The school's management of safeguarding was effective and secure.

In Years 1-6, the school integrated the Cayman Islands National Primary Curriculum with themes of inquiry related to the International Baccalaureate Primary Years Programme. The school followed the Early Years Foundation Stage Curriculum alongside the IB units of enquiry in Reception. The school facilities included an ICT lab, a well-resourced library, a school hall, sensory room and three separate play areas, two of which had newly installed, modern play equipment, one of which had not yet been put into use.

## Overall Judgement History

Cycle 1 Inspection	November 2020	Satisfactory
Cycle 2 Inspection	October 2022	Satisfactory
Cycle 3 Inspection	May 2025	Good

## Next Steps

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



## Current Performance Summary

Performance Standard 1 (Early Years) Helping our children to achieve in key areas of their learning and development			
Quality Indicator		Early Years Inspection Judgement	Change
Cognitive development	1.1 Attainment	Satisfactory	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	Satisfactory	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	Good	↑
Mathematics	1.1 Attainment	Satisfactory	↑
	1.2 Progress	Good	↑
Science	1.1 Attainment	Good	↑
	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 Years 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 Years Inspection Judgement	Change	Primary Inspection Judgement	Change
3.1 Teaching	Good	↑	Good	↑
3.2 Learning	Good	↑	Good	↑
3.3 Assessment	Satisfactory	→	Good	↑

Performance Standard 4 Offering a curriculum that meets the educational needs of all of our students				
Quality Indicator	Early Years 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 Years 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	Excellent	↑
6.2 Self-evaluation and improvement planning	Good	↑
6.3 Links with parents and the community	Excellent	↑
6.4 Staffing and the learning environment	Excellent	↑

## What the School Does Well

- The Principal and senior and middle leaders had effectively implemented improvement plans resulting in improved attainment outcomes.
- Relationships throughout the school were positive, supportive and community focused.
- There was effective two-way communication with parents, and their feedback was actively valued as a key driver for improvement.
- Teachers employed targeted questioning strategies to encourage deeper exploration of knowledge and understanding among students.
- The library provided a multipurpose learning environment in which students thrived.
- The new provision for children and students with Autistic Spectrum Disorder was effective in meeting their needs.
- A spirit of entrepreneurialism was ensuring that facilities and resources were updated and improved.

## Recommendations

- Continue to improve attainment in all subjects, with a particular focus on mathematics, through the effective embedding of curriculum initiatives.
- Further strengthen the consistency of effective teaching by regularly utilising pedagogical tools which support student interaction and engagement
- Continue to build capacity in Autistic Spectrum Disorder provision to ensure sustained student progress.

# Inspection Findings

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

## Cognitive development

Attainment in the Cognitive domain was judged as satisfactory. Most children could blend sounds to read and write simple words. However, a significant minority still needed to develop their phonological awareness skills to build a strong foundation for reading. Children demonstrated an understanding of numeral-to-quantity correspondence, recognised three-dimensional shapes and were able to identify examples in their environment. They confidently used their senses to explore the world around them, explaining, for example, which senses they used to feel leaves or hear birds. Children engaged with digital tools like microphones and phone cameras to record weather reports.

Progress in the Cognitive domain was judged as good. Children were developing skills in sound discrimination, word segmentation and emergent writing through their play. Children were beginning to create and extend patterns and compare quantities. Children took part in imaginative role play, such as preparing meals in the outdoor kitchen. Opportunities for investigative learning and creative expression were emerging but needed to be strengthened through more targeted open-ended play activities.

## Social Emotional development

Attainment in the Social and Emotional domain was judged as good. Almost all children demonstrated a strong sense of self and confidence during exploration and interactions. They maintained secure relationships with adults and peers and welcomed new adults into their environment with ease. Children were able to manage their emotions effectively, even in moments of disappointment, such as when a preferred learning centre was already full. They showed a clear understanding of turn-taking and shared fairly during group tasks. For example, when doing activities on the Promethean Board, children managed a turn taking system very well without adult support. Most children responded appropriately to expectations and showed awareness of boundaries within the learning environment.

Progress in the Social Emotional domain was judged as good. Children collaborated successfully during shared tasks and imaginative play, such as when preparing meals for one another or completing tabletop activities. Conflicts among children were infrequent and when these did arise, they were typically resolved quickly with minimal adult support. Children appeared comfortable expressing their feelings. They showed increasing independence and self-regulation in both structured and free play situations. However, opportunities to strengthen their autonomy were still needed.



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### Communication and Language development

Attainment in the Communication and Language domain was judged as satisfactory. Children communicated effectively with their peers and adults. Almost all children demonstrated active listening across a range of contexts, including whole group activities, peer conversations and outdoor learning. They responded appropriately to most requests and instructions, showing good levels of understanding. Children spoke confidently about their experiences and engaged in meaningful dialogue with others. For example, while drawing on whiteboards, two children shared information about their siblings. During exploratory play activities such as with fake snow, children used descriptive language to express their thoughts and observations.

Progress in the Communication and Language domain was judged as good. Children wrote weather reports and then articulated them in front of a camera. Almost all children were able to demonstrate sustained attention to learning activities, during play and conversations. Children sang along with familiar songs in music class and when watching videos. Children asked questions which demonstrated their curiosity, such as when one child asked the teacher what her favourite kind of tea was so he could prepare it in the play kitchen.

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### Physical development

Attainment in the Physical domain was judged as good. Almost all children exhibited age-appropriate gross and fine motor skills. They confidently ran, jumped and climbed on outdoor equipment and successfully pedaled and steered tricycles along a circular track. Children used tools like tongs with precision during table-top activities. During sensory play, they stirred, scooped and poured with coordination. Children manipulated playdough using rolling, pinching and pounding motions to create recognisable objects and letters. They also used a pincer grip to build with smaller blocks and to arrange shapes when making patterns. Children attended to their self-care needs at age related expectations.

Progress in the Physical domain was judged as good. Children demonstrated increasing control in fine motor tasks, such as writing and drawing. Children steadily developed their ball skills, showing increasing control when throwing and aiming during physical education and outdoor games, such as shooting mini-basketballs into hoops. They demonstrated awareness of spatial boundaries and how to move safely among peers in varied settings, both indoors and outdoors, with very few incidents observed.

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### Areas for development

- Provide open-ended play opportunities consistently to promote autonomy, imagination and creativity.
  - Expand activities that build phonological awareness.
  - Ensure a variety of rich opportunities for scientific investigation where children can work through the scientific process.
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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	Good
Mathematics	1.1 Attainment	Satisfactory
	1.2 Progress	Good
Science	1.1 Attainment	Good
	1.2 Progress	Good

### English

Student's attainment in English was satisfactory. Most students entered the school with literacy skills that were below age-related expectations when measured by a full range of external and internal assessments. A majority of students in Years 1 and 2 learned to read and spell words appropriate to their age but a significant number were identified to receive regular intervention to improve weaker literacy skills. The positive impact contributed to 59 per cent whose reading was at the expected level by the end of Year 2. Most Key Stage 2 students attained levels in reading comprehension that were closer to national but below international standards. A minority of students participated in an accelerated programme to support reading fluency and comprehension. In recent years, a majority of students across the school raised attainment in knowledge, skills and understanding aligned with curriculum standards. Most students made significant gains in spelling, punctuation and grammar because analyses identified each student's area of weakness and teaching time was increased across the school. From Year 1 there was a noticeable gap between students' use of spoken language and their reading and writing skills. This deficit did reduce by Year 4 where most students' reading and writing skills benefited from a greater range of vocabulary and accuracy in structured writing that showed attainment broadly in line with curriculum standards.

Progress in English was good for all students including those with special educational needs. Lesson observations and samples of all students' work showed reading and writing made rapid progress because they had more opportunities to read a full range of fiction and non-fiction texts and to write with increased accuracy. Access to the library and the school's online resources supported most students' progress in understanding, widening their vocabulary and ability to write longer, more interesting pieces. In Year 1, all students made rapid progress in learning about the characters, how they spoke and the story of the Three Little Pigs where they made an impromptu drama script in which they all acted. The practical activity supported their memory of events in the story. In Year 6, students used Lego to construct a model table to clarify their understanding of a main idea and supporting ideas in their writing by comparing the table top to a main idea and the legs as supporting ideas. Accelerated progress in almost all students' spoken language was the result of the many opportunities to discuss and refine their thoughts before putting them into writing. The increased range of students' vocabulary across the school was the result of students' inquiry into areas that interested them, such as the solar system.

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### Areas for development

- Raise the proportion of students at age-related standards in Key Stage 1.
  - Close the gap between students' spoken language and writing.
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### Mathematics

Attainment in mathematics was satisfactory. Although statistical data indicated that students did not perform well in Standard Assessment Tests (SATs), most were working at the expected standard in class. A review of student workbooks confirmed this standard of attainment. In Year 1, most students could count confidently in fives and apply this knowledge well when counting money in five-dollar bills. Students in Year 3 were skilled at adding fractions and could discuss their work using technical terms such as 'denominator' correctly. Most students in Year 4 could add, subtract, multiply and divide two-digit numbers. A few at this stage did not have a secure knowledge of number bonds to 100. This lack of knowledge made it difficult for them to work accurately with fractions expressed in hundredths. Year 5 students collaborated well when working together to solve problems on the perimeter of complex shapes. Most Year 6 students could extract data accurately from line graphs. They could draw this type of graph from a table of data and use it to compare temperatures at different times of the year. Throughout the school, students found solving problems less challenging when teachers used visual cues to support their understanding of problems.

Progress in mathematics was good. Data showed an improving trend in performance. In lessons, students from Reception to Year 6 were making good progress in developing their knowledge and skills in mathematics. The new primary mathematics course effectively supported students' understanding of numbers and overall progress through the use of visual supports, diagnostic tests and rich learning resources. The visual models helped students gain an in-depth understanding of fractions and mixed numbers. The course provided good coverage of the curriculum which was evidenced in student workbooks. At each stage, teachers provided many opportunities for students to talk about their work. This enhanced their progress, their ability to internalise mathematical concepts, use correct terminology and collaborate with others. Students developed well their knowledge of metric and imperial units of measurement. They progressed well from comparing and measuring the size of objects in Year 2 to converting temperatures between Centigrade to Fahrenheit in a Year 6 accelerated learning class. Students identified at just below expected standards received specialist teaching to boost their progress. Students with special educational needs made good progress from their starting points. Those with more profound learning needs had made steady progress in number, shape and measure in the two specialist classes.

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### Areas for development

- Practise mental arithmetic daily to improve fluency, knowledge of number bonds and speed of calculation.
  - Further develop students' ability to solve written problems by placing more emphasis on comprehending the questions.
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## Science

Attainment in science was good. Student attainment had improved over the past three years in both internal and external assessments. The GL Progress Test in Science (PTS) showed that the majority of students were performing above international standards. Knowledge and understanding consistently emerged as strengths, and, through targeted support and a clear focus on inquiry-based learning in science lessons, the school had seen improvements in the area of working scientifically. During a Year 3 science lesson on light, students investigated how the number of holes in a box affected their ability to observe an object inside. They were encouraged to explain their reasoning when making predictions. All students participated, with most offering thoughtful explanations and a minority beginning to recognise the limitations of the methodology. A Year 5 science lesson involved students exploring balanced and unbalanced forces through a tug-of-war activity. They were prompted to explain their thinking, and the majority successfully connected the concept to real-life situations. Most students were able to identify the factors that influenced these forces.

Progress in science was good. Students displayed a genuine enthusiasm for the subject and collaborated well during inquiry-based learning activities. In most lessons, teachers used questioning effectively, which contributed to the majority of students making better than expected progress. For example, in a Year 4 lesson, students quickly developed a good understanding of the structure and function of teeth due to skilful questioning, which encouraged them to revisit prior learning, make links and develop their responses. Comparisons in student work showed development and progression across year groups in students' scientific enquiry skills. Students in Years 5 and 6 were encouraged to consider variables and to present data in graphical form, including linear scales and labelled axes. Internal data tracking highlighted the progress students were making in knowledge and skills. The GL Progress Tests in Science (PTS) showed that the majority of students were making better than expected progress based on their starting points.

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### Areas for development

- Ensure that students consistently develop and apply a strong understanding of key scientific terminology, enabling them to communicate their findings effectively in all science lessons.
  - Strengthen teachers' confidence in delivering scientific knowledge and teaching approaches to working scientifically such as through collaboration with specialist secondary school teachers.
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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 Years 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**

Students' behaviour was good in Reception and in Primary. In Reception, almost all children demonstrated a sense of security and emotional well-being. Relationships between adults and children were nurturing and positive and children interacted well with each other. Almost all children were able to self-regulate and manage their own behaviour. Students throughout the inspection were self-disciplined, attentive and ready to learn in lessons. Students followed teachers' instructions well. Survey results showed that students thought highly of their teachers and of the support they received from them. Students liked coming to school and appreciated the friendly and relaxed start to the day in the very well attended breakfast club. When moving through the school, students were orderly and well behaved. Relationships between adults and students were positive. Students and teachers demonstrated mutual respect. Students related to each other well and this provided a good foundation for learning from each other in class. Incidents of bullying were rare. If students had any concerns about behaviour, they would readily share their concerns with their teacher, the counsellor or one of the other specialist members of staff. Students with special education needs integrated well with other students. A few who attended the special classes joined the Jumpstart after school activities. They made friends with other students. Almost all students wore the school uniform well. They were proud of their school. Despite the positive relationships in the school, attendance and punctuality were below expected levels.

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

Civic and environmental understanding were judged as good in both the Reception and Primary phases of the school. In Reception, children had opportunities to learn about and celebrate Caymanian culture such as learning the traditional Quadrille dance. In Primary, students demonstrated a good awareness of their civic responsibilities and showed respect for the values and traditions of the Cayman Islands. They participated actively in school-wide initiatives that celebrated national heritage, including cultural days and projects relating to local history. Students spoke confidently about Caymanian customs and expressed pride in their community as they shared information on various sites of importance and their historical relevance. Students were engaged in practical environmental initiatives, such as beach clean-ups and gardening projects. Students spoke knowledgeably about the recent national election, explaining its significance for the country and reflecting thoughtfully on the role of democratic participation. They also had opportunities to take part in leadership roles, such as student council and peer counselling. These roles helped develop their sense of responsibility and ability to contribute to school and wider community life. Students discussed local environmental and economic issues, including the proposed cruise berthing facility and were able to present balanced arguments both for and against such developments. Although students were now participating in decision-making regarding projects, there was still a need for development of more student-initiated activities pertaining to sustainability.

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### Areas for development

- Improve attendance and punctuality.
- Expand on student led initiatives that directly impact the environment.



Performance Standard 3 Ensuring effective teaching to support our students' learning		
Quality Indicator	Early Years 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 across the school was good. In Reception there was a good balance between adult-led and play-based activities, with warm, supportive adult-child interactions. At times, the planned activities and environment did not always support integrated learning but well planned and purposeful activities characterised stronger lessons. For example, children made 'Weather Soup' to practice numeral-to-quantity matching and fine motor skills as they used recipe cards, tweezers and tongs. The proportion of lessons across the school judged as good or better, had increased. A contributory factor was the reduced amount of teacher talk in lessons, allowing for increased time dedicated to supporting students' active learning. Teaching had also developed into a co-teaching model where all adults in the classroom worked together to increase the time where students received advice and had opportunities to consolidate their knowledge. Teachers consistently showed strong planning for the diverse abilities within their classes. This included well-designed resources for whole topics as well as smaller aids that supported students in varying their writing and evaluating the quality of their work. Year 4 students were taught how adverbials made writing more interesting when the teacher used white, black and multi-coloured pieces of paper to ask students to decide which was more interesting. In Year 3, students' understanding of adding together two fractions with the same denominator was enhanced by the teacher using visual models of fractions and whole numbers. Most teachers had secure subject knowledge including specialist teaching, for example in music and Spanish.

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## Learning

Learning in Reception and across Primary was good. Most Reception children showed motivation, interest and enjoyment in their activities and demonstrated the ability to take ownership of their learning. During play, children showed autonomy by independently selecting the activities that engaged them. They displayed confidence in making choices and settled into the class routine. Most students were confident in using digital technology for research and in finding out things for themselves. Students in Year 6 had learned more about life in the desert and how plants and animals adapted to this habitat. Most students knew how to use a graphic organiser to prepare their thoughts and ideas before incorporating these into their projects. An increased use of self and peer reflection strengthened students' reflections on the quality of their work and that of others. Lessons provided more opportunities for students to ask adults additional questions, allowing teachers to prompt deeper thinking and encourage students to justify their opinions. During the inspection some really strong examples were seen where students collaborated in groups to "question, think, talk to a partner and then share with others". This technique of working together developed most students' ability to challenge others, think critically or to deepen their own understanding. In Year 4, a student offered positive criticism of a presentation and advice on how it could be improved. Learners in all year groups were still developing their higher-order learning skills such as prediction, evaluation and solving problems. There were many opportunities to use learning technology and for students to improve their communication skills within classes and beyond.

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## Observation, assessment and planning / Assessment

Assessment was judged satisfactory in Reception and good in Primary. In Reception, staff made and recorded observations using the required assessment tools, and a variety of assessment information was collected and analysed. In Primary, the school used a range of assessment tools to gain greater insight into students' strengths and areas for development. Internal tracking systems were regularly reviewed and remained responsive, ensuring that data was both current and actionable. Leadership conducted analyses of attainment data and collaborated with relevant staff to identify key trends, using these insights to inform targeted interventions and learning support plans. Most sampling showed that teachers consistently reviewed students' work, providing ongoing support and guidance. Marking and feedback were often constructive, identifying both strengths and clear next steps for improvement. Students in Years 5 and 6 were encouraged to engage in peer and self-assessment, and, although the majority of this feedback focused around praise, there was evidence that student feedback was becoming increasingly evaluative and reflective. Additionally, students were encouraged to monitor their own understanding of key concepts taught in lessons by using tracking sheets in the front of their exercise books. Assessment through questioning was a strength in a majority of lessons. Students were often encouraged to explain answers to questions in more depth and to articulate their observations and reasoning.

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## Areas for development

- In Reception, improve the use of evaluative statements to enhance the accuracy of recorded information and better support children in assessing their own learning.
- Use assessment data during report sessions between teachers and students to set and monitor individual targets.

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

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

### Curriculum quality

The curriculum was good in both Reception and Primary. In Reception, the curriculum was inclusive, engaging, and rich in play-based learning opportunities. However, there remained scope to further enhance children's development by providing more consistent opportunities for deep exploration and meaningful integration across areas of learning. In Primary, the curriculum was broad, balanced and challenging. Core subjects were given appropriate instructional time, which had a positive impact on student outcomes, while specialist subjects extended and enriched students learning experiences. The curriculum was appropriately enhanced with a good range of extra-curricular activities, such as the Jump Start after-school programme and the Project Grow gardening club, as well as trips and visiting speakers. The school's International Baccalaureate Primary Years Programme (IB PYP) encouraged inquiry-based learning and independence. Displays around the school highlighted the IB PYP learner profile, and students were encouraged to take ownership of their own learning through generating questions. This approach was showcased in a successful in-school science fair, with three students going on to win prizes at the National Rotary Science Fair for their projects: Rates of Filtration, Do Leaves Breathe? and Juice vs. Soda. The school regularly reviewed its curriculum to ensure it met the needs of all learners, with recent initiatives such as the introduction of an Autism Spectrum Disorder (ASD) programme and White Rose mathematics and White Rose science already showing signs of having a positive impact on student support and learning outcomes. A variety of online platforms, such as TT Rockstars, Numbots, myON, Pobble and Letter Join, were used both in school and at home to enhance and deepen students' learning experiences.

### Areas for development

- Embed new curriculum initiatives to ensure that they are having a sustained impact on student outcomes.

Performance Standard 5 Keeping our students safe and always supported		
Quality Indicator	Early Years 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 in Reception and Primary were judged as good. Reception classes were well staffed, meeting required ratios and had spacious classrooms and outdoor provision that supported rest and active play. All child protection training requirements were met, though timely renewal of certifications required greater focus. There was a cadre of security guards who worked diligently to support the security of the school. Fire, earthquake and tsunami drills were conducted regularly and the campus was clean and well-maintained. Students were well supervised throughout the day and arrival to, and departure from school generally calm and well-organised. Students benefited from nutritious meals and regular physical activity. They had regular access to a nurse and dental nurse who also supported older students with, for example, lessons relating to puberty and self-care. The school counsellor offered a valued full-time support service, while a small team of trained peer counsellors provided an additional layer of care. Adults across the school knew the students well, using clear systems to identify those in need of additional support or intervention. Students reported feeling safe at school and expressed trust in adults to act appropriately if concerns were raised, noting that bullying incidents were rare.

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### Support and guidance

The quality of support and guidance was good. In Reception, interactions between staff and children were positive and supported self-regulation. Staff collaborated to meet the needs of all children, but the development and use of Learning Support Plans at this phase required strengthening. The Principal and other members of staff placed a high priority on the educational and personal well-being of students. The school systematically monitored students' attendance, academic progress and pastoral needs. Class teachers regularly risk assessed their students and tracked their progress across the curriculum. Class teachers, the counsellor, the nurse and other staff with pastoral responsibilities were trusted by students and provided sound advice to them as they progressed through the school. A wide range of effective programmes was available to support students' personal development and behaviour. The school had very good arrangements for students with special education needs. Teachers, the special education needs coordinator (SENCO) and psychologist identified students' learning needs. At the Primary phase, staff created well-structured learning support plans (LSPs), that contained suitable targets and support programmes. Staff tailored these to meet individual learning needs. Assistant teachers monitored students' progress effectively in addressing these targets. Parents were fully involved with the specialist team in setting and reviewing their children's programmes. Overall, students with special education needs made good progress. Students with profound learning needs had personalised programmes and were taught well in the two specialist classes. They made good progress across the curriculum and were fully included in extracurricular activities, music and physical education classes.

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### Areas for development

- Ensure required timelines are met for all health and safety training, including renewal courses.
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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	Excellent
6.2 Self-evaluation and improvement planning	Good
6.3 Links with parents and the community	Excellent
6.4 Staffing and the learning environment	Excellent

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### Leadership

Leadership was judged as excellent. Significant progress had been made in the areas recommended at the last inspection because the strategic plan had a laser-like focus on Reception, attainment across the school and the quality of teaching. The Principal had shown strong, consistent and purposeful leadership and a strengthened leadership team had provided more capacity to deliver improvements. The roles of senior leaders were well-defined. Leaders were motivating and influential, successfully securing staff buy-in and driving impact through the school's improvement priorities. The leadership team's ambition had led to an entrepreneurial philosophy permeating the whole school community. Staff confirmed that leaders were highly visible in school. Distributed leadership, combined with high expectations, was empowering for teachers and support staff. Consequently, teachers benefitted from professional autonomy while feeling directly connected to, and inspired by, the school's vision and mission. Leaders' approach to performance evaluation was transparent and fair and ensured an excellent balance between accountability and well-being. Morale throughout the school was high. Regular whole staff professional development kept priorities in the spotlight and support for individual professional learning initiatives led to further innovation. Many examples of provision, such as the ASD base, curriculum resources and the Project Grow school garden have been directed by leaders and enhanced students' experiences. An ambition to extend provision into nursery was active. The regular engagement with external agencies and specialist support was exemplary. Partnership working was delivering benefits for students and enhancing the school's reputation. The school had very strong capacity to continue to improve.

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### Self-evaluation and improvement planning

Self-evaluation and improvement planning were good. Evidence pointed to leaders providing accurate, detailed and ambitious self-evaluation in most performance standards. Leaders used data effectively to confirm their evaluations in documentation. This meant that they had a good understanding of the school's progress in its improvement journey and that appropriate planning was in place for next steps. Areas of improvement related to recommendations from the last inspection had been effectively evaluated. In a few areas self-evaluation was overly optimistic although ambition was clear. Stakeholder views had informed the evaluation. School improvement planning, which was also linked in a dedicated way to the three recommendations from the previous inspection, was robust and detailed and had enabled gains in all areas identified in the last inspection. The improvement plan was rated using red/amber/green colours which enabled leaders to identify where strategy was being successful and, conversely, where further effort or resource was needed. Actions arising from the school improvement plan had led to better outcomes for students. Appropriate professional development, targeted at embedding actions from planning, was a strength and was commented on favourably by staff.

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### Links with parents and the community

Links with parents and the community were excellent. The school has achieved an excellent balance of communication with parents so that exchange of information, views and ideas supports children's learning and overall experience in school. In addition to email and messaging applications, the school made effective use of platforms such as Class Dojo and Seesaw. Parents were very supportive of the staff at the school. A significant number of parents attended the meeting during the inspection and many spoke passionately about their positive relationship with leaders and teachers. Parents felt that their children were really "known" by staff. Feedback from the school about children's learning and progress was widely appreciated. Parents felt that leaders took note of points they raised and that, as a result, parental voice contributed to the school's improvement. Several parents who have had more than one child at the school recognised improvements in their children's well-being and learning over recent years. Parents showed great pride in the Cumber University, set up by the school to help parents gain a greater understanding of how their children are educated. A recent event centred around modern teaching methodology was well received.

Staff in school have forged many strong and meaningful relationships with external partners and were using these links extremely well to enhance the curriculum, learning experiences and facilities. Students had the opportunity to meet an impressive range of visitors from diverse backgrounds either online or in person throughout the school year. During the inspection both the National Trust and the Cayman Islands only living National Hero gave interactive presentations to students. The school PTA has continued to be a driving force within the school community and robustly supports school improvement.

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### Staffing and the learning environment

The staffing and the learning environment were excellent. Staff turnover remained low and the school achieved an impressive teacher: student ratio. The school was fully staffed with appropriately qualified teachers and support staff. Leaders deployed staff very effectively and in a way that maintained high levels of continuity in learning. In lessons, teaching assistants used their skills to support one or more students in a way which consistently enhanced access to learning. Specialist teaching and support staffing, including an Educational Psychologist, Speech and Language Therapist, School Inclusion Specialist, School Counsellor, ESL Teacher and Occupational Therapist, promoted social and emotional learning and well-being and ensured that all students' needs were being met.

The school made excellent use of its learning spaces although, with the addition of two ASD classrooms, had reached its capacity. The number of students in classes was appropriate for the size of classrooms. Students frequently used laptop devices to support their studies. The school's library was used especially well and enabled rich learning experiences through very high-quality text provision, numerous symposia, and creative modelling in areas of the library such as Miss Lassie's House. The ASD classrooms and related provision have added breadth and capacity to the school's provision in Reception and Years 1 and 2 and children and students were benefitting from bespoke programmes and specialist teachers in these learning environments.

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### Areas for development

- Increase engagement with families which are hardest to reach.
- Develop a specialist space in which to conduct science experiments.
- Adapt the School Improvement Plan to show rated progress in actions each half term.

# 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 were as follows:

Students	231	Parents	262	Staff	79
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## Students

Two hundred and thirty-one students from Years 4, 5 and 6 responded to the survey. Almost all said the school provided a good quality education. They felt that lessons were good and teachers provided them with regular feedback which helped them to learn. Students said they enjoyed learning and took responsibility for it. They had opportunities to assess their own work. Almost all thought that they progressed well in most of their subjects and they met or exceeded the targets that were set. Almost all students thought that the senior leaders do a good job and made improvements to the school. However, a majority indicated that they had not been asked to help the school improve. Most students felt safe and supported in school. Those with additional learning needs said that the school was providing the right kind of support for them. Most students thought the school provided the subjects they wished to study and they could join a good range of extracurricular activities. Most reported that they had a good understanding of civic and environmental issues and they could take initiatives in this area and give back to the community. Overall, most students thought the behaviour of other students was good, but about a quarter disagreed with this view. A few students commented on poor behaviour. Other comments were received on the limited play areas and the conditions of the toilets. Overall, students provided a very positive view on the quality of education provided by the school.

## Parents

Two hundred and sixty-two parents responded to the survey, with participation levels consistent with the previous inspection. Almost all parents felt that their child was progressing well in most areas of learning and was meeting or exceeding their attainment targets. Almost all believed that the staff at the school provided high-quality teaching and supported their child’s learning. Almost all parents agreed that their child received regular feedback on their work, which helped them better understand their strengths and areas for improvement and that students with special educational needs were served well. The school’s broad, relevant, and challenging curriculum was praised by almost all parents, and most agreed that it was enriched through a range of extra-curricular activities. Furthermore, almost all parents believed that the school had established links with the wider community and that this had a positive impact on their child’s learning experiences. Most parents agreed that student behaviour in the school was good, and almost all agreed that the school provided a good quality of education. Comments were positive, recognising the leadership of the Principal and senior leaders, the support from teachers, and the school’s strong sense of community. Parents also highlighted communication from the school as a particular strength.

## **Staff**

Seventy-nine staff members participated in the survey which is a slight increase from the previously reported result. There were many strengths in the results, including all staff reporting that communication with parents was excellent. Almost all staff commented on the high quality of the school's resources to help them teach and students to learn. Almost all staff said the school environment was safe and a supportive environment in which to learn. Professional development opportunities had strengthened teachers' views that high-quality teaching results in strong learning outcomes for the vast majority of students. Whilst there were no notable areas of concern to staff, their responses to the systems that supported the progress of students with special educational needs stood out as significantly lower percentages of staff who agreed or strongly agreed that this was an area to strengthen within an overall picture of improved provision. There were a few staff who expressed concerns about student behaviour. The standout in staff responses was that despite the increasing workload, almost all were highly complimentary about the strength of the school's leadership and the place of the school within the local community it served. Ninety-nine per cent of staff said the school provided a very good quality of education for its students.

## 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	Paul Topping	International Inspector
Team Inspector	Carol Bennett	OES Senior Inspector
Team Inspector	Terry Carr	International Inspector
Team Inspector	Ben Joannou	Cayman Islands Associate Inspector
Team Inspector	Jo Jones	International Inspector



# Office of Education Standards

Cayman Islands Government

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