



Office of Education  
Standards  
Cayman Islands Government

# INSPECTION REPORT

OCTOBER 2025



West End Primary School



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### Successful Schools and Achieving Students 3 (SSAAS3)

In response to new and emerging developments in education, the Office of Education Standards (OES) has revised the inspection framework for compulsory provision to ensure that our approach to quality assurance remains both sustainable and adaptable. The last revision of the inspection framework was five years ago. Education is a dynamic field, continually shaped by global trends, emerging pedagogies, technological advancements, and the diverse needs of students. Consequently, the revised inspection framework is designed to not only uphold rigorous standards but also to promote continuous improvement and innovation across schools. The updated framework reflects ongoing efforts to ensure that school evaluations remain relevant, comprehensive, and aligned with the evolving educational landscape in the Cayman Islands.

The framework's revision was grounded in broad-based stakeholder consultation, reflecting our commitment to inclusivity and shared ownership. The inclusion of emotional wellbeing as a core element of the revised inspection framework was strengthened significantly through the expertise of both the local OES inspection team and our dedicated Well-being Committee. The inspection team brought deep professional knowledge of quality standards and local context, ensuring that wellbeing indicators were accurately defined and effectively integrated. Working alongside us, the Well-being Committee contributed specialist insight into mental health and pastoral care, helping to shape a framework that keeps emotional wellbeing at the forefront of practice. Together, our collaborative expertise ensured a balanced, evidence-informed approach that embeds wellbeing as a fundamental component of educational quality. Additionally, consultations with educators, parents, students and the Department of Education Services all contributed valuable insights.

At the core of Successful Schools and Achieving Students 3 is an enhanced focus upon emotional wellbeing, acknowledging it as a fundamental pillar of effective teaching, learning, and leadership. There is increasing recognition that emotional well-being and mental health are pivotal to learners' lifelong success, shaping their ability to learn, build relationships, and contribute to society. Prioritising mental health within our education system through inclusive practices, family engagement, and teacher training ensures that all learners, particularly those with developmental, intellectual, and behavioural challenges, have access to inclusive and supportive learning environments where they can thrive. Schools play a vital role in nurturing not only academic excellence but also the holistic development of every learner. By embedding emotional well-being and the leadership of well-being within the inspection process, we aim to strengthen school cultures that are compassionate, inclusive, and resilient.

As part of the enhancements introduced in the SSAAS 3 framework, inspectors will now include a qualitative evaluation of how students progress and achieve in areas of learning beyond the core subjects. This addition aims to make the evaluation of educational standards more inclusive and holistic, recognising and valuing achievement across a broader spectrum of disciplines such as the arts, physical education, information technology and personal development. By doing so, the revised framework acknowledges the diverse talents and skills of all learners and reinforces the importance of providing a well-rounded education that supports academic, social, and emotional growth.

Successful Schools and Achieving Students 3 aspires to guide schools toward excellence that is both measurable and meaningful; an excellence that values the whole child, supports the whole educator and empowers the entire school community to thrive.

## Inspections Commencing in 2024

### First Steps to Success Early Childhood Inspection Framework

In January 2024, the Office of Education Standards commenced inspections of early childhood settings using the 'First Steps to Success: Nurturing Environments and Thriving Children' framework (Cayman Islands Government, 2023). Before the introduction of this tailored framework for the early childhood sector, inspections of educational institutions, including early childhood settings, were conducted using the 'Successful Schools and Achieving Students 2' framework. Owing to the minor disparities between these two frameworks, any change in judgement for early childhood settings in this inspection cycle will be denoted as 'N/A' (not applicable).

### Developmental Domains

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.























### Early Childhood Setting

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 of 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.

## School Information

General Information		
	School name	West End Primary School
	Address	10 East West End Road, Cayman Brac
	Telephone number	1 (345) 948-1425
	Website	<a href="https://schools.edu.ky/weps">https://schools.edu.ky/weps</a>
	Name of principal	Mrs. Susan Aaron-Abel
	Date of this inspection	October 29 – 31, 2025
	Date of last inspection	October 16 – 18, 2023
Children		
	Number of students on roll	70
	Age range of the students	4 – 11 years
	Grades or year groups	Reception – Year 6
	Number of Caymanian children	57
	Number of children with additional learning support needs	24
	Number of EAL students	1
	Largest nationality group of children	Caymanian
Curriculum		
	Main curriculum	Cayman Islands National Curriculum, Early Childhood
	External tests and assessments	PIRA, PUMA, PTS, GAPS, KS1 and KS2 SATs, Year 1 Phonics Screening Check, CAT
	Accreditation	None
Staff		
	Number of licensed teachers	7 plus 3 specialists (PE, Music, Spanish)
	Number of teaching assistants	9
	Number of other staff	8
	Teacher-child ratio	1:4.4
	Teacher turnover	10%

## Context

West End Primary School is a small government primary school located on the western side of Cayman Brac, serving a close-knit community of around 70 students from Reception to Year 6. The school benefits from small class sizes and strong family engagement, with parents and the local community playing an active role in school life. Each class is taught by a single teacher supported by an assistant, and specialist input provided centrally by the Ministry of Education.

It is one of two primary schools on the island and is the smaller. The Principal has been in post for just over four years. The school's vision promotes the development of "confident, competent citizens". Behaviour is supported through ClassDojo and a nurturing ethos that reflects the island's community values. There has been a period of instability since the previous inspection. The Deputy Principal has now returned to work following a long-term absence, she was also the mathematics leader. There are two new leaders of science. The previous science leader had ensured a smooth transition. There were three specialist teachers of PE, Music and Spanish. The proportion of students with special educational needs and/or disabilities (SEND) is significant at 34%, with the majority of students having additional learning support needs (ALSN). Three of these students also attend the 'Beacon School'. In October 2023, West End Primary School was graded satisfactory, and it remained satisfactory, with some improvements in October 2025.

## Overall Judgement History

Cycle 1 Inspection	January 2019	Satisfactory
Cycle 2 Inspection	May 2021	Satisfactory
Cycle 3 Inspection	October 2023	Satisfactory
Cycle 4 Inspection	October 2025	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	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	Weak	→
	1.2 Progress	Satisfactory	→
Mathematics	1.1 Attainment	Weak	→
	1.2 Progress	Satisfactory	→
Science	1.1 Attainment	Satisfactory	→
	1.2 Progress	Satisfactory	→

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

Performance Standard 3 Ensuring effective teaching to support our students' learning				
Quality Indicator	Early Childhood Inspection Judgement	Change	Primary Inspection Judgement	Change
3.1 Teaching	Good	→	Satisfactory	→
3.2 Learning	Good	→	Satisfactory	→
3.3 Assessment	Good	↑	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	→	Good	→
5.2 Support and guidance	Good	→	Good	→
5.3 Student Well-Being	N/A	N/A	Good	N/A



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

Quality Indicator	Whole School Inspection Judgement	Change
6.1.1 Leadership	Good	↑
6.1.2 Leading and supporting emotional well-being	Good	N/A
6.2 Self-evaluation and improvement planning	Good	→
6.3 Links with parents and the community	Good	→
6.4 Staffing and the learning environment	Good	↑

## What the School Does Well

- Children's social and physical development in the Early Years was judged as good.
- Leaders promote positive behaviours for learning and students respect rules and display self-regulation in almost all classes.
- Consistent and effective assessment processes enable teachers to understand students' strengths and weaknesses and the majority of teachers adapt learning to meet their needs.
- Tailor made support and interventions enable students with ALSN to make effective progress.
- The curriculum has improved significantly through digital literacy, emotional wellbeing and the promotion of Caymanian heritage.

## Recommendations

Build upon work already started to support those students identified as emergent readers in Reception so that they rapidly catch up and develop their readiness for compulsory education, by:

- continuing to refine early assessment processes to identify gaps in phonological awareness and pre-reading skills
- ensuring targeted interventions, such as structured phonics and oral language enrichment, are closely monitored for impact.

Raise attainment in English and mathematics in school-based assessments and external tests by

- ensuring that the quality of teaching in English and mathematics in Key Stage 1 matches the quality of that seen in upper Key Stage 2
- using assessment data to identify and address persistent areas of weakness across year groups.
- accelerating progress, particularly of the most able students, so that they reach their full potential.
- improving the frequency of learning activities which develop students' higher order and critical thinking.

Increase the proportion of good and better teaching in mathematics, English and other subjects by:

- Providing more targeted professional development that focuses on subject knowledge and pedagogy.

# 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	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

Children’s attainment in the Cognitive domain was satisfactory. Lesson observations and assessment records showed that most children demonstrated age-appropriate skills and understanding broadly in line with expected levels. Most children could easily count to 10 and a minority were able to add one to seven to make eight. Through purposeful, play-based learning such as tracing letters in sand and forming the letters with play doh, staff provided rich opportunities for early literacy understanding. In mathematics during an assessment activity, most children were able to count sets of teddies to determine which had more or less, using the mathematical language with increasing accuracy. Assessment information was obtained discreetly but used effectively to plan next steps in learning.

Children’s progress in the Cognitive domain was good. Despite having had a very low baseline attainment on entry into Reception in the cognitive domain, lesson observations and developmental records showed that most children were making expected progress. Through a range of planned activities, most children were confident in exploring key concepts such as comparing quantities and recognising rhyming words.

## Social Emotional development

Children’s attainment in social and emotional development was satisfactory. In lesson observations, their social and emotional development was well supported through the nurturing relationships and positive learning environment established in the classroom. Most children demonstrated age-appropriate behaviours. They played together with clear set boundaries, showed empathy towards each other and took turns and shared. Staff modelled respectful interactions and used consistent classroom routines to promote emotional regulation and independence.

Children made good progress in social and emotional development. Whilst this was one of the stronger areas in the baseline assessment, there were still significant gains in self-regulation. Most children were able to manage their emotions in lessons and in outdoor play. Most children demonstrated age-appropriate behaviours, regularly showing empathy and cooperation during play and group activities. The staff initiated daily check-ins enabled children to clearly identify and express their feelings. The children were increasingly confident in managing their emotions and building positive peer relationships.

### Communication and Language development

Children's attainment in communication and language was satisfactory. Most children were able to listen attentively during adult-led activities and clearly described pictures and actions in independent tasks. Lesson observations and assessment records further showed that most children could follow simple instructions, responded appropriately to questions and engaged in longer conversations with staff and their peers during play. Staff supported language development through storytelling, singing and used probing questions. All children were regularly encouraged to express their ideas and feelings with visual aids used effectively to support understanding.

Children made good progress in communication and language. Lesson observations recorded skilled adult interactions. These helped almost all children gain the necessary confidence to engage in longer conversations with their peers and staff. Most children demonstrated age-appropriate listening and speaking skills, asked thoughtful questions and clearly expressed their ideas during role play and structured activities. Most children demonstrated increasing understanding by linking new knowledge to prior learning.

### Physical development

Children's attainment in physical development was good. Most children demonstrated coordination and control across a range of fine and gross motor skills. All children showed growing independence in their personal hygiene routines, washing their hands and using the bathroom independently. All children confidently engaged in dancing along to the devotion song. They used the play doh tools with increasing precision and strength. The indoor and outdoor environments had scooters, games, a tunnel to promote active play and physical challenges, with staff providing support when needed.

Progress was good in the Physical domain. In fine motor development, most children were able to use a pencil to draw their letters and numbers. They used a variety of writing instruments to colour numbers and to create art. Most children enjoyed building rockets and trucks out of magnetic connecting blocks and using playdoh to create numbers and letters. Outside the children played running games and climbed through a tunnel. Inside they danced and followed movements which developed their gross motor skills.

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### Areas for development

- Further integrate learning in both the indoor and outdoor environments so children transition between learning environments more effectively.
  - Review the curriculum to ensure children are provided with sufficient opportunities to learn about other cultures and world religions.
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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	Weak
	1.2 Progress	Satisfactory
Mathematics	1.1 Attainment	Weak
	1.2 Progress	Satisfactory
Science	1.1 Attainment	Satisfactory
	1.2 Progress	Satisfactory

### English

Attainment in English was weak. Outcomes were broadly in line with Fischer Family Trust predictions, but the overall outcomes were consistently below national and international benchmarks. In Key Stage 1 English, only a significant minority of students met the expected standard in reading, grammar, punctuation and spelling. Only a few attained expected levels in writing and these were significantly below students' predicted levels. Notwithstanding, in 2025 in Year 1, most students mastered the standardised level required to pass the phonic screening test demonstrating significant strength in this area. There were similar trends in Key Stage 2, with only a significant minority of students meeting the expected standard in reading and writing, whilst a majority achieved the expected standard in grammar, punctuation and spelling. Although attainment over time showed an upward trend, the proportion of students achieving age-related expectations remained low. Targeted interventions, including guided reading, phonics teaching and 'Read Write Inc' had been incorporated into the curriculum and there was a focus on promoting cross-curricular writing opportunities. At the time of the inspection, these had yet to yield consistent impact across cohorts.

Progress in English was satisfactory, with most students making expected gains from their starting points. Lesson observations and work scrutiny revealed a strong emphasis on reading comprehension and grammatical accuracy, which had led to increased gains in these areas alongside improved oral fluency and vocabulary acquisition. However, whilst there was some evidence of extended written pieces in Key Stage 2, the predominant focus on grammar, punctuation and spelling had limited opportunities for students to engage in longer writing tasks that promoted further mastery of composition, editing and redrafting skills. In the majority of lessons observed, the frequent use of worksheets constrained creativity and reduced the potential for meaningful progress in written expression. Nevertheless, recent gains in phonics had led to responsive adjustments in Year 2 planning, successfully addressing identified gaps and accelerating progress. Cross-curricular links were also being effectively utilised to provide purposeful contexts for longer written pieces. Students with ALSN, including those with SEND, made expected progress from their starting points, supported by personalised and well-targeted interventions that promoted confidence, independence and improved progress in literacy.

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### Areas for development

- Ensure a greater emphasis on independent writing across a broader range of genres and increase opportunities for students to apply and refine their skills through purposeful, extended tasks.
  - Continue to focus on providing cross-curricular extended writing opportunities, with editing and redrafting as routine elements of the writing process to deepen learning.
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### Mathematics

Attainment in mathematics was weak. This was reflected in the school's internal assessments, standardised tests and students' workbooks where only a majority of students met the expected standard. In 2024 and 2025 a majority of students in Year 6 achieved the expected levels in mathematics. This was also evident in tracking information kept by the school. In Year 1 students could solve number bonds to 10 but only a few could work up to 20. In Year 3, students were learning to identify place value for three-digit numbers but only a majority were secure. In 'Maths Whizz' activities, assessment information showed that only a minority of students were working at age related levels. In Year 4 only a majority could recall multiplication and division facts for multiplication tables up to  $12 \times 12$ . Students less confident in mental calculation added and subtracted using their fingers because they lacked other strategies. In Year 5, students could recall equivalences between different types of fractions. By Year 6, most students could multiply multi-digit numbers up to four digits by a two-digit whole number using the formal written method.

Progress in mathematics was satisfactory because in almost all lessons observed during the inspection most students were making improvements to their understanding. Students' progress had been declining over the last three years from almost all in 2023 to only a majority making expected progress in 2025. Much of this decline was due to the weak progress in Years 2 and 3 and the lack of stable leadership. Leaders' assessment data did show their targeted interventions were having an impact on improving progress for targeted individuals. The progress students made during lessons was typically satisfactory and this was reflected in the amount and quality of work in their books. In Years 2, 5 and 6 progress was most evident in books because of the successful implementation of the new curriculum. The impact of new digital mathematics elements of the curriculum was beginning to give teachers more assessment information to target individuals who were behind with their understanding of number. This was in the early stages of implementation. The new White Rose curriculum had recently been implemented in all classes and had resulted in a good start to securing students' fluency in number.

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### Areas for development:

- Use assessment information more precisely to plan learning for individuals to close gaps.
  - Plan practice activities that require students to apply their skills appropriately in unfamiliar contexts.
  - increase opportunities for students to solve problems and work independently.
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## Science

Attainment in science was satisfactory. Students demonstrated secure knowledge of key scientific ideas within biology, chemistry and physics. In Key Stage 1, most students could identify body parts, classify living things and describe simple habitats. By Key Stage 2, students increasingly applied correct scientific vocabulary when describing changes of state, materials and electrical circuits. Written work and displays reflected coverage of the full National Curriculum and book scrutiny confirmed that students had regular opportunities to record investigations and present data using tables and graphs. A majority of students could record fair tests accurately and explain results using appropriate terminology. Although the most able students produced more detailed reasoning, some written responses were over-scaffolded or teacher-led, limiting evidence of independent recording and explanation. Overall, students' attainment was broadly in line with age-related expectations, though variation between year groups indicated that higher-level scientific reasoning is not yet consistent across the school.

Progress in science was satisfactory. From their individual starting points, most students made expected gains in knowledge, enquiry and application. Book scrutiny and lesson observations showed steady improvement in how students recorded predictions, methods and conclusions, with increasing precision in Years 5 and 6. Practical learning contributed strongly to engagement and conceptual understanding, particularly in investigations about dissolving materials, electrical circuits and the properties of rocks. Students with ALSN made comparable progress to their peers through well-adapted tasks and effective support. However, progress for the most able was variable, as tasks did not always extend their reasoning or require them to design or evaluate their own enquiries. Nonetheless, the progressive curriculum sequence, emphasis on practical enquiry and use of scientific language in written work indicated that most students were developing the necessary skills and understanding to meet curriculum expectations.

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### Areas for development

- Increase the proportion of students achieving above expected levels by ensuring greater depth and independence in how they record and explain scientific findings.
  - Accelerate progress, particularly for the most able, by strengthening opportunities for reasoning, evaluation and designing their own scientific enquiries.
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## Achievement and progress in other subjects

Achievement in other subjects was variable. Achievement was stronger in Religious Education (RE) and physical education (PE) because most students made progress in lessons. In RE, they learned about world religions including Islam, Christianity and Judaism. In PE, they developed their skills in football, basketball and netball, with the assistance of a specialist teacher. Students knew how to warm up to prevent injuries. The PE curriculum promoted healthier lifestyles; for example, students learned about staying hydrated.

Spanish achievement was satisfactory because students in Year 1 learned to count from one to ten. In Year 6, students were motivated to learn about Spanish culture and showed positive engagement. Achievement in computing was satisfactory because the sequential curriculum built students' skills in animation software. In the lesson observed, most students made progress in planning their animations.

Achievement in some other subjects was weaker because the curriculum lacked clear sequencing over time across classes. Teachers' subject knowledge was less secure in a few subjects. For example, in art, the Year 6 curriculum did not apply students' line drawing skills to unfamiliar contexts.

## Areas for development

- Improve students' skills and knowledge in some foundation subjects to the standards in the core.
- Raise expectations of what the most able students are capable of.

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

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



## Social emotional learning / Positive behaviour for good learning

Students' behaviour was good. Behaviour expectations were clear and consequently almost all students demonstrated appropriate behaviour during lessons and at break times. In Key Stage 1, the transitions from carpet to independent learning had clear routines that the students understood and followed. In Key Stage 2, students engaged in oracy activities respectfully, took turns and showed self-control and engagement when working independently. Students were respectful and courteous because of trusting relationships between them and their teachers. This was evident at the end of breaktimes when support staff had high expectations of tidying away and students responded respectfully. Students were keen to learn in almost all lessons observed during the inspection. They wore the required school uniform and sports kit with pride. They were punctual for school at the start of the school day. Attendance had been 96% for the last three years. Almost all students arrived in good time for lessons and at the start of the day. For example, during devotion almost all students were present and on time.

## Civic and environmental understanding

Students' civic and environmental understanding was good. Almost all students had a good knowledge of their culture, religion and national identity and demonstrated age-appropriate understanding of some of the Caymanian traditions and culture. They sang the National Song confidently and talked positively about nature because of the reading they did about the Blue Iguana Conservation Project. Students' growing spiritual awareness was supported through morning devotion and weekly Religious Education lessons. Visits from a local pastor and RE trips to the local synagogue also supported students' understanding of religion. Students helped to take good care of their immediate environment by tidying away after break-time activities and disposing of litter, as a result the school is spotless. The science curriculum included school trips to the Cayman Lighthouse when they were studying light. The local police taught the students about anti-bullying, and the Heritage Week forms part of the curriculum. In Early Childhood there is an inspiring Caymanian heritage corner for the children to learn from.

### Areas for development:

- Continue to reduce persistent absenteeism to below 8% through targeted family support to achieve excellent attendance.
- Strengthen early attendance intervention in Reception through partnerships with families.
- Facilitate ways for students to initiate and lead schemes which support sustainability and conservation.

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

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

#### Teaching

Teaching was satisfactory in Primary and good in Early Childhood. In Primary, most lessons observed were judged satisfactory, with a minority judged good or better. In Early Childhood, most lessons were good with a significant minority that were excellent. Teaching in science was good because teachers had modelled how to conduct practical experiments, and almost all students were successful. In Early Childhood, most lessons were good due to effective planning where staff had provided rich opportunities for early literacy development using their deep subject knowledge of early reading. Excellent teaching occurred when teachers identified children who needed support and adapted their approach during free-flow play.

In Primary, teachers demonstrated secure subject knowledge in all core subjects and in most other areas, such as Year 3 Religious Education, where different religions were compared accurately. The school's improved lesson planning methodology had been used consistently in most lessons and ensured the effective use of time and resources. In most lessons, students had been active participants, engaging in think-pair-share discussions, group work and targeted small-group teaching. Effective classroom management was evident in most classes; for example, in a Year 2 mathematics lesson, Class Dojo was used to recognise and reinforce positive behaviour. Teachers had employed a variety of strategies to meet individual learning needs, including adapted tasks, small-group differentiation and individualised feedback. In a Year 5 English class, the teacher had used tiered questioning to stretch the more able students. In almost all lessons, assistant teachers had used their recent training effectively and had been highly proactive in supporting identified students and facilitating progress. In Early Childhood, staff had modelled respectful interactions and used visual supports to promote emotional regulation and independence.

## Learning

Learning in Primary was satisfactory and good in Early Childhood. In Early Childhood, most children learned well because teaching was good with a significant minority being excellent. In most classrooms, students showed positive attitudes to learning. This was an improvement since the previous inspection. They were enthusiastic, cooperative and increasingly responsible for their own learning. In Early Childhood, most children were able to listen attentively during adult-led activities and showed self-control during independent free-flow activities. In Primary science lessons students developed independent enquiry skills and collaborated well. For example, Year 5 science, students chose different materials and made a prediction as to which ones would dissolve in water. Feedback and assessment for learning were effective in most classes, enabling students to understand their strengths and next steps. In Year 3 mathematics, students used digital tools, for example, Maths Whizz, to independently choose an activity that they needed to practice, deepening their understanding. They received instant feedback. In English lessons teachers routinely helped students make meaningful connections to prior learning through their starter activities, which supported consolidation and a more thorough understanding. Most students were able to work effectively in groups, particularly in social science lessons where collaboration was explicitly taught. The integration of interactive digital technology was a strength at the school because in almost all lessons students were using their laptops to research and extend their knowledge. In Year 1, an ALSN student independently setup their laptop to undertake digital tasks. Homework was set regularly and students displayed self-discipline and perseverance in completing it every week.

## Assessment

Assessment was good in both the Primary and Early Childhood phases. This was because in most lessons teachers used a wide range of feedback strategies effectively, including the use of digital tools such as Maths Whizz. In most subjects, written feedback in books was regular and consistent, with teachers using different coloured pens to indicate strengths and next steps. In a few subjects written feedback was inconsistent in explaining to students how to improve their work. The school delivered training to teachers in effective questioning which had led to good quality questioning being applied consistently across subjects. For example, in science teachers asked almost all students about new vocabulary to ensure they understand. In mathematics lessons, all teachers use mini white boards to gauge whether all students understood how to solve a problem then some teachers acted on the evidence to re-explain the solution so that students understand better. Overall, teachers made real-time adjustments to their teaching based on live assessment in the majority of lessons. Examples included and targeted questioning in English that prompted students to refine and deepen their explanations. Teachers also maintained clear and detailed assessment records in core subjects and the early years, which provided accurate information on students' attainment and progress. As a result, teachers had a secure understanding of where students were in their learning and the gaps that needed to be filled. In Early Childhood, observation and assessment information was used effectively to adapt planning and provide targeted support. For example, in phonics lesson teachers would remodel the sounds if they heard students pronounce them incorrectly when blending.

### Areas for development

- Increase the proportion of good teaching by providing effective coaching for a few teachers.
- Ensure that all teachers use assessment information to inform their planning and adapt their teaching.
- Improve lesson planning to include more higher order and critical thinking skills so that it becomes a common feature of all lessons.
- Fine tune the assessment cycle to raise the profile of target grades and written feedback for writing.
- Provide teachers with CPD to support the development of their subject knowledge in subjects beyond the core so that more challenging lessons can be planned.

### 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 school's curriculum in both Early Childhood and Primary was broad, balanced and compliant with national requirements. This ensured appropriate coverage across linguistic, mathematical, scientific, technological, human and social, physical and creative domains. Leaders had systematically reviewed all subject areas to secure progression of skills and knowledge, with recent timetable adjustments determining dedicated time for art and design technology. The curriculum provided coherence and alignment with national standards, while teachers were afforded autonomy through adaptable planning to respond to class needs. Technological learning was a key strength. Structured programmes such as *Teach Computing* and *Code.org* promoted consistent teaching and built teachers' confidence. Peer mentoring through IT "buddies" further strengthened staff expertise. The revised social studies programme had eliminated duplication and improved progression, while developing areas such as art, design technology, and life skills reflected leaders' continued focus on embedding new approaches.

Curriculum review operated on a two-year cycle, supported by reflective monitoring within subjects. Differentiation and targeted intervention, including *Fresh Start*, *Reading Recovery*, and *Maths Whizz*, supported students at risk of underachievement, though greater consistency was required in providing challenge for the most able.

The curriculum increasingly reflected the Caymanian context through cultural and community engagement, including quadrille dancing, beach clean-ups and participation in the National Children's Festival of the Arts. Cross-curricular links, particularly between mathematics and science, enriched learning and promoted transfer of skills, though structured planning for interdisciplinary learning was at an early stage.

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## Areas for development

- Enhance the systematic evaluation of curriculum outcomes and impact by strengthening review processes and using measurable evidence of students' knowledge and skill development to inform ongoing improvement.

Performance Standard 5 Keeping our students safe and always supported		
Quality Indicator	Early Childhood Inspection Judgement	Primary Inspection Judgement
5.1 Health and safety	Good	Good
5.2 Support and guidance	Good	Good
5.3 Student Well-Being	N/A	Good

### Health and safety

Health and Safety arrangements were good. The school provided a safe and well-maintained environment for all students and staff. The buildings and outside areas were accessible to all and were secure, clean and generally kept in a good state of repair. This was because of the regular recorded maintenance checks which were undertaken and through the school janitor who cleaned throughout the day. Robust health and safety procedures were consistently implemented and regularly reviewed to ensure compliance with statutory requirements and best practice. Risk assessments were thorough and completed for off-site visits. There were clear protocols in place for the managing, storing and administering of medication alongside the recording of any incidents and emergencies. Supervision was effective across the site, with sufficient staff on duty at break and lunch times. Furthermore, the school had a full-time security guard who carefully managed the arrival and dismissal of students and, during the school day, monitored the entrance to the site. All these measures contributed to a calm and orderly atmosphere. All staff were fully trained in Child Protection safeguarding procedures, and all Early Childhood and other relevant staff were first aid trained. All students were encouraged to choose healthy options at snack times such as drinking water, and all parents were encouraged to send in healthy snack options.

### Support and guidance

Support and Guidance were good. Staff consistently maintained positive and supportive relationships with students and demonstrated a clear understanding of their individual needs. This contributed to an inclusive and nurturing environment in which most students received individualised support, promoting their personal development and academic success. Through these strong connections, staff promoted a sense of belonging, enabling students to feel valued, respected and well cared for throughout the school. Robust systems for identifying and responding to individual needs were well-established, with clear referral pathways and protocols for regularly monitoring and reviewing progress. Students with ALSN, including those with SEND, benefitted from personalised, tailored interventions that were regularly reviewed and adapted to ensure continued relevance and impact. The school had good links with external agencies and consequently strong pastoral care was embedded across the school with most students supported to develop self-regulation and resilience through the use of the Zones of regulation, reflection routines and guidance. Transitions between year groups and other schools, such as the Year 6 Orientation days, were carefully planned and sensitively managed, with additional support provided for vulnerable students. Learning Support Plans were well-structured and comprehensive, incorporating

student voice to ensure relevance and ownership. They were used effectively to inform provision and were appropriately shared with all stakeholders to support consistency and impact across learning environments.

## **Student Well-Being**

Student wellbeing was judged as good. The school demonstrated a clear commitment to promoting student well-being, with clear systems such as the 'Students' Attitudes to Self and School' survey in place to quickly identify students' emotional needs and to provide support in a timely manner. Well-being is integrated into daily routines using brain breaks, guided emotional check-ins and the use of the Zones of regulation. This helped students build resilience and self-awareness. Most support staff were attuned to students' emotional cues and responded promptly and sensitively to emerging needs and all students had access to the school counsellor who worked with individuals or with small groups to support as needed. Vulnerable students were fully supported through tailored interventions to provide the much-needed emotional stability. Most students reported feeling safe and supported in school and they were confident in seeking help for themselves and their peers when needed. The school promoted student voice through the student council and through the ownership of the Learning Support Plans which ensured that students were involved in decisions that affected them. The emphasis on well-being at the school contributed to ensuring that all students were well-equipped to thrive both within and beyond the school community.

### **Areas for development**

- Upgrade the rear and side perimeter fencing to improve site security and fit a fully operational fire bell system to enhance emergency preparedness and meet statutory health and safety standards.
- Further develop whole-school well-being strategies, including structured staff training and regular parental workshops, to strengthen emotional literacy, resilience and home-school partnerships.

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

Quality Indicator	Whole School Inspection Judgement
6.1.1 Leadership	Good
6.1.2 Leading and supporting emotional well-being	Good
6.2 Self-evaluation and improvement planning	Good
6.3 Links with parents and the community	Good
6.4 Staffing and the learning environment	Good

### Leadership

Leadership was judged as good. Leaders demonstrated a clear and purposeful vision for school improvement grounded in the school's values and aligned with national expectations. The Principal and her team effectively communicated this to staff and stakeholders, creating a shared understanding of priorities. Strategic planning reflected the school's commitment to continuous improvement and high expectations for all learners.

The Principal provided strong professional guidance, balancing ambition whilst remaining realistic. She particularly recognised the need to raise attainment in English and mathematics while sustaining progress in other areas. Distributed leadership was developing well, with middle leaders taking increasing responsibility for monitoring curriculum impact and driving subject-specific improvement. Leadership meetings focused on data analysis, curriculum and student progress, focusing on accountability and collaboration across the school.

The school's improvement journey was underpinned by reflective self-evaluation, informed by lesson observations, assessment data and stakeholder feedback. Professional development, coaching and mentoring supported leaders' capacity to lead their areas effectively. Although leaders' resilience had been tested, the school maintained stability through some challenging periods. Leaders demonstrated growing consistency and confidence, ensuring that school priorities were understood and translated into practice. The school improvement officer had supported and helped strengthen the strategic direction of the school, contributing to a positive culture of improvement and shared responsibility. He worked in the school alongside leaders to bolster leadership and to help with strategic decision making.



## **Leading and supporting emotional well-being**

Leading and supporting emotional wellbeing was judged as good. The well-being of students and staff was a clear leadership priority and had quickly embedded in the school's ethos. Leaders created a caring and inclusive culture in which staff and students felt valued, respected and supported. Communication was open and wellbeing initiatives were proactive. Regular assemblies and pastoral sessions supported students' emotional literacy, self-regulation and confidence. Wellbeing and safeguarding policies guided practice across the school and were understood by staff. Mental health awareness was beginning to be integrated into the curriculum helping students to build resilience, empathy and emotional literacy.

Staff wellbeing was well supported through open communication, workload management and strong pastoral oversight. Leaders were visible and approachable, ensuring early intervention when concerns arose. A staff well-being committee and the use of informal check-ins encouraged feedback and contributed to a sense of belonging. Positive staff morale and collaboration were evident throughout the school.

Well-being was also integrated into leadership development and performance management. Staff were asked to identify personal development areas to help improve their life/work balance. There were plans in place to add these to the performance management for all staff. Coaching, mentoring and professional dialogue enabled staff to reflect on workload, while middle leaders benefited from ILM training and peer networks that built confidence and supported retention. Regular professional development around mental health awareness enhanced the school's supportive culture and further embedded the importance of well-being in school improvement planning.

## **Self-evaluation and improvement planning**

Self-evaluation and improvement planning was judged as good. Leaders maintained an honest understanding of the school's performance. Self-evaluation drew on assessment data, lesson visits, work scrutiny and stakeholder feedback to form accurate judgements. The Principal demonstrated a realistic grasp of strengths and weaknesses, particularly regarding attainment in English and mathematics, while recognising emerging strengths within cohorts and subjects such as science.

The school improvement plan was clearly structured, with appropriate priorities selected. Actions were measurable and monitored through regular review. Leaders ensured that responsibilities were distributed across the leadership team, with middle leaders increasingly involved in data analysis and subject evaluations.

While leadership capacity was still developing, the leadership team showed growing cohesion and shared accountability. Professional dialogue, coaching and mentoring supported reflection and follow-through, helping middle leaders to develop confidence in self-evaluation and curriculum leadership. Leaders were transparent about progress against targets and used performance data effectively to inform next steps.

Although recent initiatives had not yet had a full impact on outcomes, there was clear evidence of improvement. The reflective, evaluative culture positioned the school well for continued improvement. As a result, there was good progress in addressing almost all aspects of the recommendations from the previous inspection.

## **Links with parents and the community**

Links with parents and the community was judged as good. Communication and engagement with stakeholders were strong features of the school's work. Leaders maintained open, transparent and frequent dialogue with parents, staff and the wider community, contributing to high levels of trust and effective partnerships. Parents consistently reported feeling valued and well-informed, particularly regarding their children's progress and how the curriculum reflected Caymanian culture and identity.

Regular newsletters, parent meetings and digital communication platforms ensured that families were kept up to date on school events, learning initiatives and achievements. Feedback from parents was actively sought through surveys and informal discussions, with leaders responding swiftly to concerns and suggestions. The positive tone of parental engagement was reflected in the most recent survey, where families expressed strong satisfaction with communication, curriculum relevance and community involvement.

Partnerships with the local community enriched the curriculum and strengthened students' sense of belonging. Alumni visits, cultural performances, environmental projects and collaborations with local organisations extended learning beyond the classroom. These opportunities deepened students' understanding of Caymanian heritage and values while promoting pride in their local identity.

Staff communication was equally effective. Leaders encouraged a culture of collaboration, ensuring that information was distributed effectively. Regular briefings and professional dialogue supported shared knowledge across the school.

## **Staffing and the learning environment**

Staffing and the learning environment was judged good. The school had a very generous staff to student ratio, and all staff were well-deployed across the school to meet the diverse academic, social and emotional needs of the students. The added capacity within the staffing enabled seamless cover arrangements when needed. Teachers and support staff were suitably qualified, demonstrated strong subject knowledge, and all staff knew their students well. Staff-student relationships were positive and respectful, contributing to a safe and inclusive learning environment.

The school was well-organised, stimulating and purposefully resourced to support differentiation and independent learning, with the use of information technology fully integrated into school life. Classroom displays, recognised students' achievements, reinforced key concepts and promoted self-regulation and celebrated Caymanian heritage. Specialist areas such as the library, outdoor spaces and intervention rooms were used effectively to embed learning and to support targeted interventions.

The school's physical environment was safe, accessible, well maintained and conducive to learning, with clear routines that promoted calm transitions and a readiness to learn. Collaborative planning and regular professional development were aligned with the curriculum expectations. Staff were given the opportunity to undertake personalised professional development such as the ILM and courses online through the Civil Service College.

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### Areas for development

- Enhance mechanisms for measuring the impact of well-being and staff development initiatives to further support a culture of continuous improvement.
  - Continue to refine self-evaluation processes to ensure that actions are fully embedded and demonstrably have an impact on student outcomes.
  - The outdoor learning space for Early Childhood could be further enhanced through potential expansion and improved resourcing to better support physical development, exploratory play and curriculum enrichment.
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# Summary of Student, Parent and Staff Survey Results

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

Students	19	Parents	42	Staff	10
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## Students

A total of 18 students completed the survey compared to 23 in the previous inspection. Students in Year5 and 6 were the respondents. The results of the student survey reflected a highly positive view of the school among its students. Almost all students reported that they enjoyed school, felt safe and believed that their teachers helped them to learn effectively. One student said, “I would like to say that the teachers do so much for us”. another said, “The teachers are kind and help us get on with our work”. Similarly high proportions indicated that lessons were interesting and that they were encouraged to work hard and do their best. Students expressed strong agreement that they received help when needed and that teachers had high expectations of their behaviour and learning. Most students felt that behaviour among their peers was always good with one quoted as saying “Everyone is very lovely and loving and caring”. Most students also said that they were consistently involved in decisions that affect their school life with one saying, the school council helped with “more equipment on the field and for people who don’t want to play on the field, they could play on their laptop or play with boardgames”. Overall, the findings demonstrated that students were highly positive about their experiences at the school.

## Parents

Parents expressed a very high level of satisfaction with the school and its work. They reported that communication between home and school was clear, regular and purposeful, particularly regarding how the curriculum reflected Caymanian culture, heritage and community values. Families felt well informed about school projects, special events and how their children's learning connected with the wider community. Parents strongly agreed that the school listened to their views and responded quickly to any concerns. They felt that leaders were visible, approachable and genuinely valued their partnership. Parents described the school as welcoming, inclusive and caring, with frequent opportunities to participate in assemblies, exhibitions and community celebrations that showcased student learning and cultural identity. Almost all parents stated that they knew how well their child was doing and received regular updates through reports, meetings and digital platforms. They believed that teachers knew their children well and provided strong academic and emotional support. Parents particularly valued the range of extracurricular and enrichment activities available, including clubs, community visits and cultural events, which they believed enhanced their children's understanding of local identity. They praised the school's commitment to developing confident, respectful and well-rounded students. They saw the curriculum as both meaningful and relevant, successfully combining academic rigour with a strong appreciation of local culture and values. Many commented that the school had become an important part of their family's life and that their children were thriving both personally and academically.

## Staff

All staff responses to the survey indicated that the school provided a good quality of education, with all staff in agreement that teaching was of high quality, assessment systems were effective, and students behaved well. The curriculum was described as broad, relevant and appropriately challenging, with all staff affirming that students, including those with Additional Learning Support Needs, including Special Educational Needs, were well supported. The school environment was considered safe, inclusive and conducive to learning and staff expressed confidence in the qualifications, experience and professionalism of their colleagues. A majority of staff agreed that the school was well led, although a small minority expressed some reservations, highlighting areas for further leadership development and communication. Most staff reported feeling involved in school improvement planning and valued the opportunities for professional development, which were seen as relevant and useful. All staff agreed that communication with parents was good and systems for reporting student progress were viewed as clear and effective. However, only a few staff believed that parents were actively engaged enough in wider school life. Overall, the survey results reflected that staff morale was high and that the school had strong teaching, inclusive practices and a positive, collaborative climate.

## 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. 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. 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.



## Judgements

The inspection framework is organised around judgements using a four-point scale. The four levels are defined as follows:

<b>Excellent</b>	Exceptionally high quality of performance or practice.
<b>Good</b>	The expected level for every educational institution, including early childhood settings, in the Cayman Islands.
<b>Satisfactory</b>	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.
<b>Weak</b>	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	Early Childhood Numerical Value	Compulsory Numerical Value
All	The whole - as used in referring to quantity, extent or duration	100%	100%
Almost all	90% and more	90%-99%	90% to 99%
Most	70% or more but less than 90%	75%-89%	70% to 89%
Majority	Half or more but less than 70%	50%-74%	50% to 69%
Significant minority	A quarter or more but less than a half	25%-49%	25% to 49%
Minority	15% or more but less than a quarter	15%-24%	15% to 24%
Few	Up to 15%	0%-14%	0% to 14%

# 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	Glynis Bradley-Peat	International Associate Inspector
Team Inspector	Suzanne Goodwin	Inspector, Office of Education Standards
Team Inspector	Simon Webb	International Associate Inspector



# Office of Education Standards

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