



Office of Education
Standards
Cayman Islands Government

INSPECTION REPORT

NOVEMBER 2025



Prospect Primary School

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Inspections commencing Cycle 4 (October 2025)

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 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 report 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 | Prospect Primary School |
|  | Address | 169 Poindexter Road, Prospect |
|  | Telephone number | 1 (345) 947-8889 |
|  | Website | https://schools.edu.ky/pps |
|  | Name of principal (Acting) | Ms. Keisha-Ann Tingle |
|  | Date of this inspection | November 03 - 05, 2025 |
|  | Date of last inspection | November 06 – 08, 2023 |
|  | Number of students on roll | 347 |
|  | Age range of the students | 4-11 years |
|  | Grades or year groups | Reception to year 6 |
|  | Number of Caymanian children | 330 |
|  | Number of children with additional learning support needs | 63 |
|  | Number of EAL students | 5 |
|  | Largest nationality group of children | Caymanian |
| Curriculum | | |
|  | Main curriculum | Cayman Islands National Curriculum; Early Years Foundation |
|  | External tests and assessments | Key Stages 1 and 2 exams, Phonics screening Check |
|  | Accreditation | International Baccalaureate Primary Years Programme |
| Staff | | |
|  | Number of licensed teachers | 19 |
|  | Number of teaching assistants | 21 |
|  | Number of other staff | 13 |
|  | Teacher-child ratio | 1:15 |
|  | Teacher turnover | 10% |

Context

Prospect Primary School serves the Prospect and Patrick’s Island communities in Grand Cayman. It is a two-form entry school for children between 4 and 11 years of age. Students were organised across two phases: Early Years and Primary. A Learning Support Classroom, established in 2022, catered for students with mild learning difficulties from Years 4 to 6. Student enrolment has decreased since the previous inspection. Most students are Caymanian. Approximately twenty-six per cent of students had additional learning needs or special educational needs and/or disabilities (SEND). The school follows the Cayman Islands National Curriculum for Primary and Early Years Foundation Stage Curriculum for Reception, supported by the International Baccalaureate Primary Years Programme (IB PYP) philosophy and practices.

There have been changes in leadership since the previous inspection. The school is currently being led by an acting principal and a deputy principal who joined the team at the beginning of the 2025-2026 academic year.

Overall Judgement History

| | | |
|--------------------|---------------|--------------|
| Cycle 1 Inspection | January 2019 | Satisfactory |
| Cycle 2 Inspection | May 2021 | Satisfactory |
| Cycle 3 Inspection | November 2023 | Satisfactory |
| Cycle 4 Inspection | November 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 | Good | ↑ |
| | 1.2 Progress | Good | ↑ |
| Social Emotional development | 1.1 Attainment | Good | ↑ |
| | 1.2 Progress | Good | ↑ |
| Communication and Language development | 1.1 Attainment | Good | ↑ |
| | 1.2 Progress | Good | ↑ |
| Physical development | 1.1 Attainment | Good | ↑ |
| | 1.2 Progress | Good | ↑ |
| Performance Standard 1 (Compulsory) Helping our students to achieve in key areas of their learning | | | |
| Quality Indicator | | Primary Inspection Judgement | Change |
| English | 1.1 Attainment | Satisfactory | → |
| | 1.2 Progress | Satisfactory | → |
| Mathematics | 1.1 Attainment | Satisfactory | → |
| | 1.2 Progress | Satisfactory | → |
| Science | 1.1 Attainment | Satisfactory | → |
| | 1.2 Progress | 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 | Excellent | ↑ | Excellent | ↑ |

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 | Satisfactory | → | Satisfactory | → |
| 5.2 Support and guidance | Satisfactory | → | Satisfactory | → |
| 5.3 Student Well-Being | N/A | N/A | Satisfactory | 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 | Satisfactory | 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

- Good teaching in the Early Years, responsive to children's needs, provides them with a strong start to their education.
- Students demonstrate a strong sense of responsibility in caring for their school and fostering a vibrant learning environment. Caymanian culture is central to the school's curriculum and teaching.
- Comprehensive systems are in place for collecting, collating and sharing assessment information and using this to inform planning.
- The new senior leadership team has quickly and accurately evaluated the school's performance and created coherent plans for further improvement.

Recommendations

Raise attainment and progress in English, mathematics and science by:

- requiring students to think more deeply about the language they hear, say, and write;
- creating more opportunities in mathematics lessons for students to talk together about their understanding of problems and strategies and requiring them to explain their thinking;
- giving students the freedom to design, carry out, and evaluate their own investigations in science to solve class questions.

Improve the consistency of classroom management and teaching quality in lessons by:

- keeping all students focused throughout lessons, especially when teachers are giving them guidance and asking questions;
- increasing the use of open questioning and tasks by teachers that require students to use and apply their increasing knowledge;
- setting time limits for the completion of tasks so that the pace of learning is maintained.

Identify and provide for the needs of all students in lessons by:

- Modifying tasks and offering targeted support to students with identified needs who require assistance to complete them.

Inspection Findings

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

Cognitive development

Children's cognitive development was good. Assessment records and attainment data over time showed that almost all children attained expected learning outcomes by the end of the Reception year. At the end of the previous academic year, the majority of children in Early Years were at the expected level of development. In Early Years most children could replicate modelled patterns, using shared coloured blocks. They could also thread beads to make patterns and say which colours they had used. In lessons, almost all children had a secure understanding of the mathematical AB patterns that were being taught due to the well planned range of purposeful activities such as threading beads and using cubes to reinforce the concept in real life contexts. Consequently, a minority of children were able to use the correct mathematical terminology with increasing accuracy due to the intentional practice afforded. Almost all children were able to recognise letters and their sounds and could form some letters with increasing confidence.

Observations and developmental records showed that almost all children were making expected progress, supported by a variety of differentiated learning experiences. In a mathematics lesson, three different ability groups engaged in purposefully planned activities tailored to their individual learning needs, with targeted support provided to reinforce understanding where necessary. Additionally, during afternoon free-flow activities, staff discreetly delivered small-group interventions to further consolidate key concepts such as letter and sound recognition and letter formation to ensure that all children received the support required to progress confidently. Children in Early Years showed an understanding of the world of nature. In a free-flow activity, they developed their scientific skills by mixing colours using paint and pipettes.

Social Emotional development

Children's social and emotional attainment was good. All staff had very positive, caring relationships with the children, so most children accepted guidance and affirmation from staff when needed. Furthermore, there were many rich opportunities seen in lessons, in which all staff modelled appropriate and respectful relationships expected in the classroom. Consistent classroom routines were evident with some explicit teaching of the school's ethos 'CARE' (Cooperation with each other, showing a good attitude, respect and excellence in everything they do) during circle time to remind the children of the school's expectations and to encourage emotional regulation and independence. While most children demonstrated age-appropriate behaviours, including playing cooperatively, taking turns and showing empathy, this remained an area for further development.

Children made good progress in social and emotional development. There had been some notable gains in the area of self-regulation, with most children being able to manage their emotions appropriately in lessons and in outdoor play. Most children could engage with their peers in games and role play interactions, developing friendships and empathy for each other. Most children showed compassion to their peers by volunteering to help them log on to the iPads or by signposting them to where the coloring sheets were. The calming corners were a prominent feature of the classrooms and as a result, the children were becoming more adept at managing their emotions.

Communication and Language development

Children's attainment in communication and language was good. Most children were able to participate with relative ease in adult led activities in which they had to describe mystery objects for their peers by being able to speak clearly and confidently. Furthermore, most children were able to actively listen to the 'Rainbow Fish' and 'I hear a pickle' stories and follow simple instructions such as inhaling and exhaling as part of their daily well-being routines. Lesson observations and assessment records further showed that most children could engage in longer conversations with staff and their peers during role play interactions and a majority of children confidently led devotions and guided their peers when fulfilling assigned student leadership roles.

Children made good progress in communication and language. Lesson observations noted that staff supported language development through storytelling, singing and through the effective use of questions. Circle time provided good opportunities for most children to engage in recounting events that had happened at the weekend and to express their feelings. The classroom learning environment was used effectively to provide areas for creative play to promote communication and language acquisition and most children enjoyed role playing being doctors, shop assistants and servers gaining confidence and the necessary language skills to engage in longer conversations with their peers and staff.

Physical development

Children's attainment in physical development was good. Most children demonstrated good coordination and control across a range of fine motor skills such as the ability to use scissors, glue and pencils with increasing confidence and accuracy. Most children enjoyed threading beads, using building blocks to construct 'robotic people and houses' and using play dough to cut out animals and various other shapes. In lesson observations, almost all children demonstrated strong gross motor skills by being able to follow dance routines and through the use of the outdoor equipment which was well resourced with tricycles, climbing equipment and games to promote active play and physical challenges.

Progress was good in the Physical domain. Most children showed secure fine motor control, confidently holding pencils and crayons to form letters and colour the scales on the 'Rainbow Fish'. A few children demonstrated greater precision by carefully applying glitter to enhance their artwork. Outside, the children further developed their gross motor skills by playing running games, climbing and sliding on the play equipment and riding on the tricycles. Indoors, almost all children followed well-being routines which involved stretching, hopping and jumping and dance routines during devotion time.

Areas for development

- Strengthen leadership capacity in the Early Years to further improve the overall quality of teaching and learning. Enhance oversight to support more effective assessment practices and foster a culture of continuous improvement through structured professional development and regular peer observations.
- Increase the use of the Early Years outdoor learning environment to enhance scientific exploration and promote seamless transitions between indoor and outdoor learning.

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

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

English

Attainment in English was satisfactory. In the Primary School, most students attained standards in line with international standards. While still satisfactory, standards in grammar, punctuation and spelling were higher than those in reading and writing. Standards in writing had been falling. Increased fidelity to the Read Write Inc phonics scheme was raising standards for students in Key Stage 1. In a Phonics lesson, most students read accurately and with expression when reading the text *Off Sick* in pairs, demonstrating attainment above expectations for the majority. A literature-based approach, with the emphasis on rich text, enabled students to see how writers used grammatical techniques to enhance their writing. For example, students studied expanded noun phrases in Michael Morpurgo's 'Kensuke's Kingdom'. Good library lessons enhanced the topics students were learning and raised standards, for instance when finding out about habitat loss following a hurricane. Oracy was a feature of some lessons, where students had opportunities to make short presentations to their peers. In one class, a student said what they inferred from an illustration and was questioned by the teacher and other students. Across the school, students developed a neat handwriting style and took pride in their work.

Progress in English was satisfactory. Students in the Learning Support Centre made good progress in reading and writing. Staff knew them very well and brought out the best in them, so that they were willing to focus and show resilience. There were examples of good progress in Key Stage 2 writing where teachers had high expectations. This was evident in Year 5 descriptive writing where, for instance, a student wrote about, 'the multi-coloured, expressionless iguana'. A focus on key vocabulary in the text, such as 'buoyancy' and 'tempestuous', supported students in making progress in their understanding. Consistently strong planning in English established the foundations for students to make improved progress, although this did not always happen in practice. Occasionally, the teacher did not make clear what they wanted from the students, which meant they were unable to achieve the best outcomes. Progress in Key Stage 1 was slower than in Key Stage 2, because time was often taken up with class management issues and less

learning took place. Books showed that most students made expected progress in relation to their starting points.

Areas for development

- Improve progress for students in Key Stage 1.
- Ensure students fully understand what they are learning to enable them to make better progress.

Mathematics

Attainment in mathematics was satisfactory in Primary. Attainment in Primary had improved in the 2024-2025 school year. Attainment remained satisfactory when compared to international standards but this gap was closing. In lessons, most students' attainment matched curriculum standards. In Year 3, students used data about the Cayman Islands to complete subtractions with regrouping. They could determine, demonstrate and explain their own choice of method. Where helpful, they independently used practical equipment to guide themselves through the process. Students in Year 4 were confident naming right angles, acute and obtuse angles and were beginning to build knowledge of reflex angles. In Year 6 students worked collaboratively to calculate the perimeter of a 2-part shape and work out how much fencing was needed to enclose it. They could demonstrate and explain the strategies they used to the rest of the class and compare them. Students questioned each other effectively such as when one said 'so what are you going to do with that remainder?' Most students were beginning to use mathematical terminology correctly when explaining their answers or offering ideas.

Progress in mathematics was satisfactory in Primary. In Primary, most students made expected progress. Good progress was made in interventions when additional sessions were provided for students who were uncertain about the learning in the earlier lesson of the day. A group of students in a Year 6 intervention revisited the calculation of the perimeter of rectangles they had encountered to secure this knowledge and prepare them to tackle more complex shapes. In the preceding main lesson, students were able to build on and add to each other's answers when prompted by the teacher. They recorded the core knowledge they had to know in their books so they could refer to it in the future. Most students in a Year 5 lesson made expected progress when they built on their prior learning to draw and label line graphs of rainfall in Cayman. They overcame the challenge of determining the scale on each axis so that they could enter all the data and realised that accuracy was needed in their drawing. In some lessons students with additional needs struggled to start the tasks set and learning time was lost, limiting their progress. Most students, including those with ALSN, made expected progress which was visible in their books.

Areas for development

- Create more opportunities for students to work collaboratively, talking together to reason and explain their thinking.
 - Ensure all mathematical language and terminology are used correctly and accurately by staff and required by students in their answers.
 - Ensure that all tasks are accessible to all students, with adapted start points where needed.
-

Science

Students' attainment in science was satisfactory Primary. Internal and external assessment data showed that attainment was broadly in line with expected curriculum standards. In lessons and in their recent work, most students worked at expected levels and showed evidence of scientific thinking and skills development, although this was limited in some cases. In Year 1, students classified objects according to whether they were alive, once alive or never alive. They used magnifying glasses to examine leaves in detail and report their findings. In Year 3, work on nutrition involved students identifying examples of foods from different food groups and explaining the importance of a balanced diet. In a Year 5 class, students could hypothesise and predict the outcome of a practical experiment on solubility, before checking their predictions using a practical test, whilst Year 6 students used models to demonstrate how periscopes worked. Most students could use topic-specific language and scientific terminology with a degree of confidence. In Year 4, for example, they explained which materials were conductors and which insulators and gave examples of each. However, students' independent, problem-solving skills remained under-developed, because they had few opportunities to take the initiative and think for themselves.

Students' progress in science was satisfactory in Early Years and in Primary. Children in Early Years used outdoor areas to explore the world of nature, making increasingly detailed observations over time. In Primary, external assessments showed that the progress of most students was largely at expected levels relative to their age and starting points, although there was variation between year groups. There was an improving trend, especially in internal assessments. Students showed satisfactory progress overall in most lessons. Frequently, they began by reinforcing previous learning, identifying key points and then successfully applying their knowledge in practical tasks or in new contexts. For example, Year 6 students learned about the properties of light, and then explored how light bends with mirrors. In the better lessons, students progressed to creating their own hypotheses or suggesting possible outcomes to experiments. In lessons and in their written work, students made satisfactory progress over time. At the start of Key Stage 1, they could identify body parts and sense organs. By the start of Year 2, they described different habitats, such as ocean, Arctic and rainforest, and described the flora and fauna of each. In Key Stage 2, Year 3 students learned about the body's nervous system and skeleton. By Year 6, they could apply this knowledge to talk about different species of vertebrates and invertebrates in much more detail, using accurate scientific vocabulary.

Areas for development

- Enable students to explore topics in depth by the use of effective questioning and classroom organisation which facilitates discussion
- Continue to develop students' practical skills and their capacity to design investigations
- Challenge students, particularly the more able, to work independently and solve problems
- Ensure that all students make good progress in lessons through careful planning of activities.

Achievement and progress in other subjects

Students' achievement and progress in other subjects was good. The wider curriculum provided students with broad and engaging experiences that promoted creativity, independence, and cultural awareness. In PE, students were active and collaborative, when dribbling footballs in teams. Computing was effectively linked to life skills and art, with students showing confidence in using technology and understanding digital safety. Music built on students' appreciation of notation and local Cayman traditions in singing and musical instruments. Spanish lessons were well structured, linking language learning to geography, when students were asked to find Spanish-speaking countries across the world. In the library, purposeful teaching connected literacy to real-life events and class topics, such as hurricanes and habitats, fostering empathy and high-level discussion. Social Studies lessons promoted deep engagement with Caymanian history and culture through research and presentation. Religious Education encouraged creativity and reflection, particularly in exploring moral themes such as forgiveness. Life Skills lessons supported emotional intelligence and practical problem-solving. For example, students had to consider different scenarios relating to conflict and what strategies they could use to de-escalate it. Across all different subjects, students responded positively, enjoyed learning, and benefited from strong cross-curricular connections that made learning meaningful and relevant.

Areas for development

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 | Excellent | Excellent |

Social emotional learning / Positive behaviour for good learning

Positive behaviour for good learning was good. Relationships between students and staff were respectful and agreeable. In the aftermath of Hurricane Melissa in Jamaica, the closeness of the school community was revealed as students and staff supported one another. Students asked how they could provide supplies for the victims of the disaster. Students were well aware of appropriate ways to use digital and online platforms in and out of school. This was evident in computing lessons, where students learned about the permanence of digital footprints. Most students were eager to learn and worked hard in lessons. In Year 6, for example, you could hear a pin drop as students wrote diary entries about enduring a violent storm. Behaviour in the corridors and around the school, including outside, was good. Students greeted visitors with a cheery 'Good morning, how are you?' and walked sensibly in line. In the Early Years, children followed consistent classroom routines. Teachers explicitly taught the school's ethos 'CARE' (Compassion, Accountability, Respect, and Excellence) to encourage emotional regulation and independence. In Key Stage 1 there was some variability in behaviour management, resulting in some unacceptable behaviour by a few students. Almost all students wore the school uniform with pride. Attendance had risen very close to 96% and almost all students came to school punctually. School staff diligently monitored attendance and punctuality and promptly followed both up with parents if either dipped. Unauthorised absence was higher than expected because the absence of some students who had left the school was still marked as unauthorised until the Ministry of Education had closed their files.

Civic and environmental understanding

Civic and environmental understanding was excellent. Throughout the school, Caymanian life, culture and heritage was celebrated. Attractive displays, including students' work, were evident in corridors and classrooms, and this was reinforced in lessons. In Year 5 social studies, students showed a real knowledge of the importance of national symbols, and why they thought these were important. A music lesson focused on Cayman rhythms and instruments, and a science class on nutrition highlighted Caymanian food. The school marked events such as Heritage Day and students and parents participated enthusiastically. Students of all ages were environmentally responsible, keeping their school tidy and creating a pleasant learning space. They took part in recycling projects and cultivated school gardens and hydroponic plants. Parents, teachers and students were involved in many community projects such as Saving the Sharks and Mangrove Protection, and also active in fund-raising for good causes. Student leadership was strong, from Early Years children taking responsibility for classroom tasks and leading in prayers to prefects, who actively embraced their leadership roles. They showed commitment and proactively explored ways in which they could make a positive contribution to the school and also to the wider community. For example, students took the initiative in creating links with a Jamaican school in order to offer support following the recent hurricane, knowing they would be supported by school senior leaders. The newly-formed Student Council ensured student representation in key areas of school life.

Areas for development

- Ensure consistency of behaviour management in Key Stage 1
- Continue to monitor attendance closely and intervene to ensure it rises further.

| 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 good in Early Years and satisfactory in Primary. In Early Years, effective classroom management enabled teachers to ask children carefully targeted questions to extend their listening, thinking and speaking such as in circle time. Teaching was responsive to ongoing assessment of children's needs in the lesson. In Primary, lessons were well planned as a result of collaboration between teachers supported by subject leaders. This led to well defined learning objectives and appropriate activities in lessons. Subject specific vocabulary was always planned for the lesson to extend students' knowledge. In stronger lessons, teachers allowed time for questioning and modelling of their strategies. This generated reflective class discussions so that students learnt from each other and deepened their understanding. Progress was best when teachers used questioning and set time limits efficiently. In a Year 5 English lesson, students were given clear instruction and were required to make inferences from an illustration within a short time limit. This was also a quick and efficient assessment tool for the teacher. In a minority of lessons, explanations of new learning and tasks at the beginning of the lesson were not always clear so that some lower attaining pupils were then unsure how to start. In these lessons, teacher questions were often closed, requiring simple recall for answers. As a result, the learning moved on quickly and some students did not have opportunity to explore and understand it fully. Assistant teachers made the best impact when they were deployed to support specific groups of students to reach their planned learning outcomes. The effectiveness of behaviour management was variable across Primary classes which slowed progress in a minority of lessons.

Learning

The quality of learning was good in Early Years and satisfactory in Primary. In Early Years, children responded confidently to class routines and were excited to participate. They engaged enthusiastically in class discussions, listened well and had a good attitude to their learning. In Primary, students had a positive attitude but the quality of learning was variable, often dependent on the quality of classroom management. Where high teacher expectations of listening and attention were made clear, students took responsibility for their own learning and applied themselves quietly and diligently. Most students knew what they were learning and how to improve. This was evident in a Year 6 computing lesson where, after complex instructions, students worked independently at terminals logging on, creating an animated document to promote awareness of digital footprints, and emailing it to the teacher. The quality of learning was inconsistent across different primary classes. In a minority of lessons, students were more passive because tasks were less demanding, or teacher input did not engage them fully. In these lessons, there were fewer opportunities for collaborative working. At times, this led to inattention and students calling out responses to class questions which distracted others and slowed progress. When given opportunities, students worked well together. In a Year 3 class one child in turn was 'hot seated' so that others could ask challenging questions about 'what makes a good friend'. Students were able to respond to questions such as 'why is it important to listen to other people's ideas?'

Assessment

Assessment was good. The school had clear and robust systems in place for collecting and recording assessment data. External assessments were thoroughly analysed and aligned with international standards and with the school's internal teacher assessments. Six-weekly data drops allowed senior leaders to share information with subject leaders and class teachers and this was used to facilitate whole-class action planning and to identify students for whom specific interventions were needed. Professional development to ensure teachers understood and could use assessment information had been a priority for the school. To a degree this was still a work in progress, but there was evidence of the impact of these initiatives as shown in improved student progress following intervention classes. Most teachers successfully used systems such as Aspire to track and monitor progress. In lessons, teachers used a range of strategies to assess students' knowledge and understanding. In the more successful lessons, questioning was targeted and encouraged students to develop ideas, justify opinions and extend their learning. The use of 'traffic light' systems and mini-whiteboards enabled teachers to gather responses quickly from the whole class. In an English class, students self-assessed their work and the teacher then adapted subsequent activities to maximise progress. However, this was inconsistent. Teachers' assessment of students' written work was regular and, in most cases, provided helpful advice on how they could improve. There was some evidence of students self-assessing their own work, particularly in Key Stage 2.

Areas for development

- Raise the effectiveness of classroom management in some classes so that consistent progress is maintained and learning time is not lost by inattention.
- Engage students more frequently in partner, group and class talk so that they have to reason, and explain their understanding.
- Use assessment for learning consistently to inform and adapt teaching in lessons

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

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

Curriculum quality

The curriculum was good. It was broad, balanced, and well-aligned to the Cayman Islands Curriculum and the International Baccalaureate Primary Years Programme (PYP), providing a framework that promoted inquiry, creativity, and cultural awareness. It integrated digital literacy through a 1:1 laptop initiative supporting hybrid and home learning. Specialist teaching in Spanish, music, computing, and PE enriched learning, and Key Stage 2 students benefited from structured opportunities such as chess lessons. The curriculum was dynamic, reviewed annually through audits that used assessment data to refine the scope and sequence. This ensured that the curriculum was relevant and responsive to students' needs. Collaboration between teachers and subject leads strengthened planning, with, for instance, renewed emphasis on scientific inquiry and literature-based instruction. The curriculum extended beyond classrooms through project-based learning, environmental initiatives, and strong community links, including hydroponic farming, tree planting, and partnerships with local organisations. Co-curricular and extra-curricular activities such as cultural celebrations, sports, art, chess, and environmental clubs nurtured holistic development and leadership. Students also benefited from trips overseas to Panama and Florida. Cayman heritage was woven throughout the curriculum, fostering a sense of identity and belonging. In the Early Years, the rich classroom learning environment was used effectively to provide areas for creative play and to promote communication and language acquisition. Emotional well-being was promoted through life skills programmes like Apple, Zippy, and Passport, along with 'calming corners' and pastoral care. Overall, the curriculum delivered engaging, relevant, and meaningful learning experiences that prepared students effectively for future education and life.

Areas for development

- Further develop the use of laptops in classrooms to support learning across the curriculum.
 - Consolidate recent changes to curriculum design in order to bring about the best outcomes for students.
 - Review the curriculum to ensure children are provided with sufficient opportunities to learn about other cultures and world religions.
-

Performance Standard 5 Keeping our students safe and always supported

| Quality Indicator | Early Childhood Inspection Judgement | Primary Inspection Judgement |
|--------------------------|--------------------------------------|------------------------------|
| 5.1 Health and safety | Satisfactory | Satisfactory |
| 5.2 Support and guidance | Satisfactory | Satisfactory |
| 5.3 Student Well-Being | N/A | Satisfactory |

Health and safety

Health and safety were judged satisfactory. The school provided a safe, secure and well-maintained environment. With the help of the staff on duty at the start and end of the school day, the security guard effectively policed and managed the arrival and dismissal of the students and consequently the parental drop off and pickups were orderly and safe. The buildings and outside areas were accessible to all students and were generally kept in a good state of repair, due to the regular maintenance checks undertaken and through the use of a cleaning team who cleaned the school throughout the day. Records were kept of regular fire drills, evacuation procedures and relevant medical information and more robust health and safety procedures had been implemented, such as the completion of risk assessments for off site visits to ensure compliance with statutory requirements. Moreover, all staff had received recent refresher training for whole school safeguarding procedures and all relevant staff, including all Early Years staff, had the required First aid training, though not all staff had yet acquired the necessary child protection certification. Supervision was adequate across the site, with sufficient staff on duty at break and lunch times, though more active supervision was needed at times. As a result of these updated measures the school had a calm and orderly atmosphere. Most students received free school meals aligned with the school's healthy food policy and the curriculum supported students in learning how to stay safe and healthy. However, greater parental engagement is needed to promote healthier snack choices during snack time, as these were frequently inconsistent with the school's nutritional expectations.

Support and guidance

The support and guidance of students was satisfactory. The school's provision was characterised by strong teamwork, targeted intervention, and a commitment to inclusive education. Staff were well trained in identifying and supporting students with additional learning and special educational needs, supported by a clear Code of Practice and regular refresher training. The SENCo, counsellor, and School Improvement Support team collaborated closely to monitor and adapt provision through well-written learning support plans, behavioural intervention plans, and regular reviews with parents. Students benefited from structured emotional and social programmes such as Sunshine Circles and Zones of Regulation, which promoted resilience and self-regulation. In the Early Years, the 'calming corners' were a prominent feature of the class and, as a result, the children were becoming more adept at managing their emotions. The Learning Support Centre catered for up to twelve Key Stage 2 students and provided high-quality, differentiated teaching in a calm and purposeful environment, resulting in better than expected progress in English, mathematics, and science. Mainstream inclusion

was actively promoted, with students from the Centre participating in PE, music, and science lessons. However, support for students in Key Stage 1 was less consistent, with a lack of timely interventions for a few students when they became dysregulated. Partnerships with parents and external agencies, including the Family Resource Centre and educational psychologist, strengthened the school's ability to respond to diverse needs. Continuous reflection and data analysis informed further improvements in practice and provision. While there were links with local high schools, and Year 6 students had a 'Taster Day' at secondary school, students with SEND did not have the personalised transition experience that would allay any concerns and prepare them well for their next stage of education.

Student Well-Being

Student Well-Being was judged satisfactory. There were supportive and caring relationships evident between staff and students in the school and the teachers knew their students' well. A majority of staff effectively used the tracking systems such as the Pupil Attitudes to Self and School Survey to support the early identification of the individuals' emerging emotional needs. These tools were used to inform targeted support strategies and assistant teachers were generally responsive to students' emotional needs, but the consistency and depth of support varied across all year groups. Elements of well-being were integrated into daily routines, such as through the use of calming corners in all classrooms. These were beginning to help students' self-awareness and emotional regulation and through the delivery of the life skills curriculum the students learned important skills about how to deal with challenges when they arrive. Furthermore, targeted programmes such as Sunshine Circle, Snap, Passport, Zippy and Apple provided differentiated programmes for groups of students. All students had access to the school counsellor, who provided individual and small group sessions along with staff training to ensure compliance with safeguarding procedures. Most students reported feeling safe and supported in school and were able to identify trusted adults they could approach when needed. Student voice was emerging, with some involvement in offering ideas on how to improve the canteen area and early steps have been taken to establish a student council. While the school's emphasis on well-being was evident in its ethos and some practices, a more strategic and whole-school approach was needed to ensure consistency, impact and sustainability.

Areas for development

- Share the expertise of staff in the Learning Support Centre in managing students with complex needs more widely, especially in Key Stage 1.
- Make timely provision for students who may not be on the register yet, who display needs, especially in Key Stage 1.
- Enhance the transition experience of students with SEND for high school by coordinating more targeted visits and enabling them to meet with key support staff.
- Embed well-being more effectively by enhancing staff training, evaluating intervention impact and expanding meaningful student participation.

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 | Satisfactory |
| 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 good overall. The recently appointed acting Principal and Deputy Principal, working with other senior leaders had a strong and coherent vision for further raising standards across the school. This had been translated into precise and practical strategies for monitoring and evaluating student performance data, and led to collaborative lesson planning and subject action planning. This also drove the agenda for professional development, tailored to individual teacher needs. The quality of teaching and learning had already been impacted positively. All leadership roles and responsibilities had been reviewed and refined so that all colleagues knew what was expected of them and were held supportively to account. Senior leaders had already generated a positive staff culture with full commitment to further improving the school. The impact of this is emerging in some rising data outcomes and the quality of the majority of teaching. Regular analysis of assessment data was fed back into collaborative planning. Significant impact had been made in the short time senior leaders had been in post. They recognised that the next step was to ensure that this good planning was consistently impacting the quality of teaching on a day to day basis. As a result of this good senior leadership there was a vibrant and ambitious culture across the school where staff were committed to success and proud of what the school was already achieving.

Leading and supporting emotional well-being

Leading and supporting students' and staff's emotional well-being and mental health was judged satisfactory. The school leadership team demonstrated an ongoing commitment to promoting emotional well-being by providing a safe, caring culture with a dedicated staff team. Most staff were supported by the strong pastoral team working in liaison with the Special Educational Needs Coordinator (SENCO), the school inclusion specialist, the counsellor and external agencies to provide specialist input that addressed the emerging emotional needs of the students. Systems such as the Student Risk Screening Scale and the Pupil Attitudes to Self and School survey were used appropriately to identify vulnerable students and to ensure timely, targeted support. Student voice was sought and plans were in place to establish a student council to further capture students' perspectives and respond to ongoing needs. All classrooms were equipped with calming corners to support emotional regulation and senior leaders had created similar spaces within their offices to provide decompression opportunities for students requiring time away from the classroom. These strategies contributed to building resilience and self-awareness among the learners. Staff emotional well-being and support were also prioritised, with the leadership providing birthday and celebratory shout outs to staff members, team building activities to increase a sense of belonging and team spirit along with responding to individual needs through providing personalised support and workload adjustments as needed. As a result, staff morale had shown signs of improvement under the new leadership. While the school's approach to well-being was developing positively, further strategic coherence and whole-school consistency were needed to ensure sustained impact. Continued investment in staff training, more parental engagement opportunities and student-led initiatives would further strengthen the school's capacity to embed emotional well-being as a key element of its provision.

Self-evaluation and improvement planning

Self-evaluation and improvement planning were good. In a short time, the new leadership team had carried out robust and accurate self-evaluation so that the school had a sound basis for further improvement. This evaluation was being continuously updated through cycles of assessment and monitoring so that leaders and teachers knew what had been achieved and what their next steps were. The self-evaluation, identification of priorities and school improvement plan were all closely aligned and coordinated with the inspection framework. Highly collaborative systems for reviewing student performance informed ongoing teacher planning to ensure that learning objectives in lessons were relevant and ambitious. The results of this ongoing assessment cycle were fed back into school self-evaluation. Senior leaders were fully aware of the variability of quality of teaching and were taking supportive action to improve it through staff professional development and coaching for individual teachers. They were also focused on further developing all leaders so in the improvement plan one of the success criteria was that 'Leaders have an accurate overview of coverage, skills progression and outcomes in their subjects' in order to empower them to be more effective developing the quality of education. As a result, the morale of staff and the overall quality of lessons had already moved on significantly since the beginning of the new school year. The raising of standards through the improvement of teaching was central to senior leaders' ambitions. Each priority objective in the school improvement plan had been broken down into smaller intended outcomes, linked to implementation actions and success criteria. Senior leaders had planned in how to monitor progress against each priority in detail. This provided a convincing and comprehensive leadership programme.

Links with parents and the community

Links with parents and the community were good. Parents were extremely positive about the school's direction under the new senior leadership team, and said that they felt welcomed and valued in the school. Parents and grandparents frequently visited the school for special events such as concerts, to read with children or to have lunch with students. The school benefited from parents' contributions, for example, asking parents into school to speak to students for careers day, and inviting a parent who is a local pastor to lead devotions from time to time. The school communicated in many ways, ensuring parents were well informed about students' progress. Formal reports, which were discussed at parent teacher review days gave detailed information about students' progress and academic work but also covered broader issues such as personal and social development. Parents were engaged as partners in their children's learning, and appreciated the approachability of all staff, and the care and support their children received. Less formal communication through social media was welcomed by many parents, but a minority said they were unhappy with this, preferring newsletters sent by e-mail. The school's Parent-Teacher Association (PTA) was very active in supporting the school, raising funds for equipment and helping to improve the facilities. They also initiated or supported a wide range of community initiatives, which had a positive effect on students' self-esteem and personal development. These included environmental projects and charity events to raise money for those in need. However, not all parents were aware of, or involved in, such activities.

Staffing and the learning environment

Provision for staffing and the learning environment was good. The learning environment was supportive, tidy and stimulating for staff and students. Despite the number of students, the extent of the grounds and prevailing winds, there was no litter anywhere. Corridors shone with cleanliness, and floors and walls held colourful displays and prompts. Classrooms had a stimulating learning environment, including in the Early Years, with interesting displays and information for students on the walls. Every classroom had a 'Cayman Corner', an interactive cultural and heritage space, that celebrated all things Cayman, drawing on history, culture and nature. Well-qualified teachers were assisted by at least one member of support staff in every classroom. They were generally deployed well, although occasionally they could have been better involved. Leaders have deployed more support staff in the Early Years this year, because of the high level of need. The school building was spacious and in good condition with plenty of space for teaching and learning. It included dedicated computing and music rooms, a large well-stocked library and outdoor all-weather pitch. There were plenty of shaded areas for students to shelter from the sun. The Learning Support Centre benefited from highly experienced staff and good resources. This enabled students with more complex special educational needs to thrive. There was a good range of resources for students across the school, particularly in the Early Years. Children had all they needed to learn inside and out, with a wide choice of materials to use, and equipment to support their fine and gross motor skills. All primary students had laptop computers to support their learning. Children in the Early Years had easy access to a good supply of devices too.

Areas for development

- Support some staff to manage the attention and learning behaviour of their students so that the benefits of systematic planning and preparation are fully impacting their progress.
- Ensure that the quality of teaching envisioned by senior leaders is consistently implemented across all classes and subjects.
- Review communication systems to ensure all parents are fully informed about school policies and initiatives.

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 | 103 | Parents | 107 | Staff | 38 |
|----------|-----|---------|-----|-------|----|

Students

There were 103 students who fully answered the survey.

Overall, the students perceived the school as a nurturing and effective learning environment. Students felt respected and supported and their opinions, through both the survey and comments reflected a strong sense of belonging and pride, alongside constructive suggestions for continued improvement. Almost all students reported a highly positive experience at school, with almost all agreeing that their school provided a good quality of education. Furthermore, almost all said that the teachers effectively guided and supported their learning, with almost all agreeing that they were provided with opportunities to learn from and give back to the community.

In the comments, students frequently praised their teachers, describing them as “helpful,” “always there,” and “capable,” with one student noting, “They guide us and train us for a bright future.” Most students felt safe and supported at school with many comments reflecting appreciation for the school’s safety and leadership, such as “Prospect Primary School was the best school in the whole wide world,” and that there were “Good leaders.” Most students valued the range of extracurricular activities, with sports frequently cited as a strength. A significant minority also highlighted mathematics as a particular strength, with comments like “I love math” and “math and math intervention.” However, a minority identified areas for improvement, most notably the bathrooms, food options and the length of break times. Several students also called for quieter hallways and better behaviour.

Parents

Most parents identified communication as the school's greatest strength, praising improvements under new leadership and the effectiveness of WhatsApp group updates. Teachers and support staff were also highly commended for being caring, dedicated, and approachable. Other noted strengths included a sense of community, academic standards, student support, and inclusive values. A few highlighted location, spirit, and commitment to improvement.

Key areas for improvement focused on communication consistency, security and traffic management, and bathroom facilities. Several parents mentioned a need for better supervision, extra-curricular activities, and more teacher accountability. Some expressed concerns about bullying, classroom control, and younger teachers' experience levels. Others mentioned infrastructure, playground access, and better feedback systems. A small number felt the school was already improving steadily with no major issues.

Many parents expressed overall satisfaction and pride in the school's direction. They appreciated the teachers' dedication, improved communication, and supportive environment. Some noted the need for more financial and security support, more frequent progress reports, and better balance in academic demands. A few raised concerns about discipline, teacher experience, and student behaviour. Several praised the school's leadership and community spirit, calling PPS one of the best schools on the island.

Staff

Staff feedback revealed consistent strengths in leadership, teamwork, and community spirit. Many praised the leadership team for providing clear direction, accountability, and renewed motivation, noting that recent leadership changes have energised the school. Collaboration among staff was widely recognised, with teachers describing a supportive, collegial atmosphere that fosters academic excellence and personal growth. Respondents highlighted teacher professionalism, high-quality teaching and learning, and a shared dedication to student achievement. Additional strengths included effective communication, active parental and community engagement through the PTA, and an inclusive, holistic approach to student development.

Areas for improvement centred on support for students with special educational needs and disabilities (SEND), discipline, and consistency across year groups. Staff expressed concern about the adequacy of SEND provision, large class sizes, and the limited number of specialist staff. Some noted the need for stronger early intervention and a more structured approach to behaviour management. Others pointed to inconsistencies in implementing new systems, teaching standards, and assessment practices introduced by the new leadership team. Practical issues - such as limited classroom space, shortages of supplies, and insufficient time for planning - were also mentioned.

Despite these challenges, staff expressed optimism and satisfaction with the school's direction. Many noted visible progress in literacy, numeracy, and student engagement through creative and interactive teaching. Respondents commended the school's emphasis on Caymanian and Christian values, inclusivity, and holistic education. There was a strong sense of pride, professionalism, and collective commitment to continuous improvement, with staff confident the school is on an upward path.

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:

| | |
|---------------------|---|
| 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 | 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

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

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| Role | Name | Affiliation |
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