



Office of Education
Standards
Cayman Islands Government

INSPECTION REPORT

NOVEMBER 2025



CREEK & SPOT BAY PRIMARY SCHOOL

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Creek and Spot Bay Primary School

JUNIOR SCHOOL

Table of Contents

Inspections Commencing in 2024	3
School Information	5
Context	6
Overall Judgement History	6
Next Steps	7
Current Performance Summary	8
Performance Standard 1 (Early Childhood)	8
Performance Standard 6	10
What the School Does Well	11
Recommendations	11
Inspection Findings	12
Performance Standard 1 (Early Childhood) Helping our children to achieve in key areas of their learning and development	12
Performance Standard 1 (Compulsory) Helping our students to achieve in key areas of their learning	16
Performance Standard 2 Promoting our children's emotional well-being and civic and environmental understanding / Promoting our students' personal and social development	20
Performance Standard 3 Ensuring effective teaching to support our students' learning	22
Performance Standard 4 Offering a curriculum that meets the educational needs of all our students	24
Performance Standard 5 Keeping our students safe and always supported	26
Performance Standard 6 Leading and managing our school and developing links with the community we serve	28
What Happens Next?	33
Further Information	33
The Office of Education Standards	35

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.

Additionally, 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.

Inspections Commencing 2024

Inspection Tool

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	Creek and Spot Bay Primary School
	Address	Creek Campus - 28 A Student Drive, Creek, PO Box 3, KY2-2301 Spot Bay Campus - 107 Spot Bay Road, Spot Bay, PO Box 142, KY2-2401
	Telephone number	Creek Campus - (345) 948 0226 Spot Bay Campus – (345) 948 0225
	Website	https://schools.edu.ky/csbs
	Name of principal	Mrs. Margaret Juman
	Date of this inspection	November 24 – 26, 2025
	Date of last inspection	October 16 – 18, 2023
Children		
	Number of students on roll	105
	Age range of the students	3 to 11 Years
	Grades or year groups	Nursery, Reception, Years 1-6
	Number of Caymanian children	75
	Number of children with additional learning support needs	23
	Number of EAL students	0
	Largest nationality group of children	Caymanian
Curriculum		
	Main curriculum	Cayman Islands National Curriculum & Early Years Foundation Stage
	External tests and assessments	Key Stage 1, Key Stage 2, CAT, Phonics Screening Test Check
	Accreditation	None
Staff		
	Number of licensed teachers	9
	Number of teaching assistants	9

	Number of other staff	6
	Teacher-child ratio	1:12
	Teacher turnover	7%

Context

Creek & Spot Bay Primary School is located on the eastern side of Cayman Brac and operates on split sites. The Creek campus accommodates Nursery to Year 2, while the Spot Bay campus houses Years 3 to 6. A Nursery class was added to the Creek site in October 2019 and currently has an enrolment of 23 children. Overall, the school has 105 students from Nursery to Year 6, with an equal gender distribution of 50% female and 50% male.

The school's motto, "Achieving Greater Heights Together," reflects its commitment to collaborative learning and holistic development. The mission of Creek and Spot Bay Primary School is to create a progressive learning environment, utilising dynamic teaching provided by a committed and qualified staff, in partnership with parents and the community, to produce well-rounded individuals, who possess a strong sense of cultural identity, and will make a positive contribution to society.

The principal was appointed in August 2021, after serving as Deputy Principal for nineteen years. Caymanians make up the majority of the student population, but the school proudly embraces a diverse community that includes students from Jamaica, Honduras, India, Guyana, Dominica, and the Philippines. This diversity is mirrored in the staff, which is multicultural, comprising professionals from the Cayman Islands, Trinidad and Tobago, Jamaica, Canada, Barbados, and Britain.

The school benefits from small class sizes and fosters an inclusive, supportive learning environment that enhances the well-being and holistic development of all students. Prior to this inspection, the school was last inspected in October 2023 and received a satisfactory judgement. In the current inspection, the school was judged good, with particular improvements noted in student progress across core subjects, reflecting improved teaching and enhanced learning outcomes.

Overall Judgement History

Cycle 1 Inspection	January 2019	Satisfactory
Cycle 2 Inspection	May 2021	Satisfactory
Cycle 3 Inspection	October 2023	Satisfactory
Cycle 4 Inspection	November 2025	Good

Next Steps

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

Current Performance Summary

Performance Standard 1 (Early Childhood) Helping our children to achieve in key areas of their learning and development				
Quality Indicator		Early Childhood Inspection Judgement	Change	
Cognitive development	1.1 Attainment	Good	N/A	
	1.2 Progress	Good	N/A	
Social Emotional development	1.1 Attainment	Good	N/A	
	1.2 Progress	Good	N/A	
Communication and Language development	1.1 Attainment	Good	N/A	
	1.2 Progress	Good	N/A	
Physical development	1.1 Attainment	Good	N/A	
	1.2 Progress	Good	N/A	
Performance Standard 1 (Compulsory) Helping our students to achieve in key areas of their learning				
Quality Indicator		Primary Inspection Judgement	Change	
English	1.1 Attainment	Satisfactory	↑	
	1.2 Progress	Good	↑	
Mathematics	1.1 Attainment	Satisfactory	↑	
	1.2 Progress	Good	↑	
Science	1.1 Attainment	Satisfactory	→	
	1.2 Progress	Good	↑	
Performance Standard 2 Promoting our children's emotional well-being and civic and environmental understanding / Promoting our students' personal and social development				
Quality Indicator	Early Childhood Inspection Judgement	Change	Primary Inspection Judgement	Change
2.1 Social emotional learning/ Positive behaviour for good learning	Good	→	Good	↑
2.2 Civic and environmental understanding	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	→	Good	↑
3.2 Learning	Good	↑	Good	↑
3.3 Assessment	Good	↑	Good	↑

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

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

Performance Standard 5 Keeping our students safe and always supported

Quality Indicator	Early Childhood Inspection Judgement	Change	Primary Inspection Judgement	Change
5.1 Health and safety	Good	→	Good	→
5.2 Support and guidance	Excellent	↑	Excellent	↑
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	Excellent	→
6.4 Staffing and the learning environment	Good	↑

What the School Does Well

- Students' progress in English, mathematics and science was good.
- In Early Years, children's achievement and progress in the four domains were good.
- A strong ethos of care and inclusion promoted positive relationships and good behaviour.
- The school provided a safe, inclusive, and well-kept environment that supported learning, with established routines that ensured calm transitions and readiness to learn.
- Students' civic and environmental understanding was excellent.
- The curriculum was wide-ranging and well balanced, providing rich and engaging learning experiences.
- The quality of support for students with Additional Learning Support Needs (ALSN), including those with special educational needs, was excellent, with highly effective practice evident in most areas. A qualified and dedicated core SEN team provided targeted support to students with additional needs

Recommendations

- 1) Continue to raise attainment in core subjects by:
 - Consistently planning challenging tasks that deepen students' learning and enable a greater proportion of students to make better-than-expected progress;
 - Embedding responsive teaching strategies, adapting lessons in real time to address misconceptions, and ensuring feedback is consistently actionable, specific, and used effectively to improve learning outcomes;
 - Structuring regular opportunities for students to check their own learning and improve their work.
- 2) Reduce variability in the quality of teaching by enhancing instructional quality and strengthening teachers' practice in the gradual release methodology.
- 3) Further develop students' independent learning skills by providing more opportunities for them to engage with problems and tasks without immediate adult support, encouraging resilience, critical thinking, and problem-solving across subjects.

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

Attainment in the Cognitive domain was good. Evidence from observation records, assessment information, and work samples confirmed that most children met or exceeded the expected standards for cognitive development. Children demonstrated secure knowledge of colours, accurately naming and applying them when colouring leaves and tree trunks. They showed understanding of spatial awareness by using positional phrases such as “on top of,” “behind,” “under,” and “next to” to describe the location of animals in their pictures. These skills reflected both conceptual understanding and the ability to apply language in context. Children engaged confidently in cultural and creative activities, such as decorating a piñata and cakes. They were able to name the piñata, explain its purpose, and describe how it was used, demonstrating both recall and application of knowledge. Almost all children interacted positively with a range of learning materials and participated well in structured activities. They displayed awareness of hygiene routines, washing their hands before breakfast and lunch, which indicated secure understanding of health practices. Almost all children showed curiosity, sustained interest, and a willingness to learn. Their engagement with tasks was purposeful, and they demonstrated resilience when completing activities.

Progress in the Cognitive domain was good. Observation records and assessment information indicated that most children made better than expected progress in relation to their developmental starting points. Children consistently drew on prior experiences to make meaningful connections between familiar and new ideas, demonstrating secure recall and application of knowledge. For example, during a discussion about the weather, one child described a windy day and recalled that, while playing outside over the weekend, the wind had blown up her skirt. This illustrated the ability to link personal experiences to classroom learning and to articulate observations with clarity. Children also demonstrated independence in making purposeful choices. After breakfast, they selected the learning center they wished to engage with and interacted confidently with resources. One example included fitting blocks into the correct spaces, which reflected developing problem-solving skills and spatial awareness. Such activities highlighted resilience, curiosity, and sustained interest in learning. Children were secure in their cognitive development, showing progress beyond expectations and demonstrating the ability to connect experiences, apply knowledge, and engage meaningfully with structured tasks.

Social Emotional development

Attainment was good in the Social Emotional domain. Almost all children showed age-appropriate self-regulation, confidence and cooperation across daily routines and structured activities. During activities where they engaged in the singing of songs such as “*Hallelujah*” and “*One, Two, Three, I Caught a Fish Alive*” they followed instructions attentively, joined in enthusiastically and managed their excitement well while clapping in rhythm. Outdoors, children played cooperatively, taking turns on the climbing equipment and helping one another safely. They made sensible health choices by drinking water after exercise and resting when tired. Children interacted confidently with adults, explaining their play or asking for help politely. Across the Early Years phase, most managed personal needs independently, followed familiar routines and understood expectations with minimal reminders, washing hands and using the bathroom appropriately. These behaviours promoted a calm, positive ethos where respectful relationships and secure emotional development supported readiness for learning.

Progress in the Social Emotional domain was good. Children showed appropriate self-control and confidence in managing emotions and social interactions. Many children engaged confidently with peers and adults. Children regularly engaged in cooperative play, sharing ideas and taking turns with increasing independence while others showed leadership and collaboration during imaginative games and outdoor activities. The latter especially was noticeable when one student used a dry leaf as a map to encourage his peers to extend their play as pirates. Children with additional learning needs including SEND made steady progress through targeted emotional coaching and peer-supported play. Overall children demonstrated developing confidence, socially awareness and emotionally security, supported by consistent adult modelling and a nurturing environment that promoted inclusion and respect.

Communication and Language development

Attainment in Communication and Language was good. Children in Nursery and Reception classes had regular opportunities to develop their skills in listening, early writing, book handing and early phonics. Review of learning portfolios and assessment information indicated most children were achieving well against development milestones for communication and language. By the end of the Reception year, almost all children reached the expected level of development in communication and language. During lesson observations, almost all children demonstrated strong speaking and listening skills. Most followed instructions and expressed ideas confidently. Children in Nursery, used increasingly rich vocabulary and discussed their learning thoughtfully as they engaged in a birthday celebration for a giraffe outdoors. Consistent language modelling by staff supported children's language development well. During a Circle Time activity, most children followed instructions accurately, responded appropriately to questions, and confidently expressed their predictions about what they thought was inside an egg. Children in Reception confidently engaged in conversations with staff and their peers during their Thanksgiving Lunch. Most children demonstrated age appropriate book handling skills and engaged in picture reading. While attainment in communication and language was good, there was scope to further strengthen provision by ensuring that all adults consistently use high-quality questioning and sustained shared thinking to extend children's spoken language, particularly for those children who are already confident speakers. This would support children in developing more complex sentences, reasoning skills, and deeper explanations of their ideas across a wider range of learning contexts.

Progress in the Communication and Language domain was good. Observations and assessment information showed that children made strong gains in their ability to listen attentively, follow instructions, and communicate their ideas clearly. Teaching approaches such as storytelling, role play, and purposeful questioning effectively supported the development of children's vocabulary and comprehension skills. They also participated eagerly in prediction activities, sharing their thoughts about what might be hidden inside toy eggs. In Reception, collaborative learning experiences provided regular opportunities for children to practise turn-taking, focused listening, and clear communication. For example, during an authentic Cayman Thanksgiving dinner activity, children engaged in meaningful discussion; one child commented that he had eaten turkey for dinner. Children progressed well in their understanding of new vocabulary. When they reviewed a word wall after listening to a story, one child remarked, "I have never tried pumpkin pie at school before," demonstrating effective use of newly encountered language. Staff modelled appropriate language and extended children's responses through guided prompts and effective scaffolding. Consequently, children progressed well in their ability to participate actively in conversations and their demonstrable understanding of spoken language across a range of contexts.

Physical development

Attainment in the Physical domain was good. Most children demonstrated age-appropriate gross and fine motor skills, moving safely and confidently indoors and outdoors. During outdoor activities, children displayed good upper body strength through activities such as climbing, hanging from bars and throwing balls up in the air. Almost all children showed good balance and coordination as they ran long distances around the track without falling. Their fine motor skills were well developed. Almost all children in Reception used correct grips when cutting and gluing paper feathers to create their Thanksgiving turkeys, showing accuracy, control and care in their work. These skills demonstrated their increasing muscle strength, coordination and spatial awareness.

Progress in the Physical domain was good. Across the Nursery and Reception classes, there was clear evidence of development in children's gross and fine motor skills. In the nursery, children were learning to balance, climb and coordinate movement with increasing confidence and required less adult support. By Reception, children demonstrated greater stamina, control and independence, using play equipment safely and with assurance. Fine motor progress was evident as older children used lateral grips to cut paper feathers accurately along curved lines and glued them neatly to create Thanksgiving turkeys. They showed improved precision when drawing and using tools, reflecting hand and eye coordination and muscle control. These improvements demonstrated purposeful progression in strength, coordination and confidence across the early years phase.

Areas for development

- Provide more opportunities for child-led problem solving and conflict resolution during play to extend children's independence in managing social challenges without adult mediation.
- Continue to provide progressive physical challenges that extend stamina, coordination and core strength, particularly for more physically able children.
- Extend opportunities for children to refine fine motor control outdoors, ensuring that mark-making and writing skills developed indoors are reinforced through purposeful activities and well-planned outdoor stations.

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

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

English

Attainment in English was satisfactory overall, although outcomes varied across year groups. External data indicated that most students were working at or above the expected standard in reading, with a minority achieving greater depth. Writing outcomes were stronger at Key Stage 2, where most students achieved at or above age-related expectations; however, attainment in Key Stage 1 was weaker, with fewer than a majority reaching the expected standard. Results in grammar, spelling, and punctuation (GAPS) were consistently strong, with most students meeting or exceeding expectations in recent assessments. In most observed lessons, students were confident and articulate learners. They made effective use of oral language and engaged enthusiastically in reading activities. In Year 2, for example, students read aloud letters they had written describing their rooms to a visiting friend. They demonstrated fluent reading with appropriate expression and intonation. In Year 4, students successfully identified similarities and differences in characters, themes, and plots across two texts, while Year 5 students used graphic organisers effectively to organise ideas and details in their writing. Work scrutiny showed that most students in Key Stage 2 demonstrated secure understanding of grammar, spelling, and punctuation. Year 5 students were able to identify and apply figurative language and use a range of conjunctions to extend their writing. In Year 6, students confidently explained the features and purpose of instructional writing, demonstrating a clear understanding of text structure and language conventions.

Progress in English was good. Most students demonstrated highly positive attitudes towards reading and benefited from a rich and varied range of reading experiences across the school. Early literacy provision was particularly strong, with a clear emphasis on Read Write Inc. (RWI) and systematic phonics teaching in Reception and Key Stage 1. As a result, students developed secure foundational reading skills, made good progress in phonics and early reading, and showed enjoyment in reading for pleasure. As students moved through the school, they continued to access a wide range of appropriately challenging texts and reading activities, supporting good progress in reading and in grammar, spelling, and punctuation (GAPS). Across year groups, students steadily built their reading fluency, comprehension, and technical accuracy. Year 2 students made good progress and achieved well in the Phonics Screening Check. By Year 3, students made good progress in oracy, as evidenced by recorded video presentations uploaded to an online learning platform, where they spoke confidently and clearly for a range of purposes. Evidence from workbooks and assessment records indicated that at Upper Key Stage 2 students progressed well in writing with strengths in content, style, and presentation. By Year 6, students engaged in an appropriate and varied range of writing tasks, including procedural, descriptive, and narrative writing, demonstrating increasing independence and control over language. Students made good progress in their understanding of grammatical conventions and the technical aspects of writing. Increasing cross curricular opportunities for extended writing would improve writing outcomes across all year groups enabling more students to

communicate their ideas with increasing accuracy and fluency. Most students identified as having additional learning needs (ALN) made good progress towards their individual goals.

Areas for development

- Create regular structured opportunities for students to develop their writing through authentic contexts such as poetry, short story, and essay competitions, school publications, and cross-curricular projects. These experiences would enable students to write for real audiences and purposes, thereby deepening engagement, improving quality, and fostering creativity alongside technical accuracy.

Mathematics

Attainment in mathematics was judged as satisfactory, with most students meeting or exceeding the expected standards. This represented a majority of the cohort and reflected steady improvement in outcomes, though performance remains below international benchmarks. Evidence from lesson observations and work scrutiny confirmed that almost all students demonstrated secure levels of knowledge, understanding, and skills, performing broadly in line with age-related expectations. Students engaged in rigorous learning activities, though variation in depth of understanding was noted across classes. In one observed lesson, all students successfully folded a piece of paper to model the multiplication of fractions. They then represented their findings symbolically using fraction notation, deriving the rule for multiplying fractions through practical exploration and reasoning. This activity demonstrated both conceptual understanding and the ability to generalise mathematical principles. In another lesson, students applied an area model to multiply two-digit numbers. They decomposed the numbers into tens and ones before performing the operation, illustrating secure grasp of place value and procedural fluency. These examples highlighted that students were able to apply mathematical concepts through practical and symbolic representations. While attainment overall was satisfactory, the evidence indicates that most students engaged well in structured learning, with almost all demonstrating resilience, participation, and progress in developing mathematical knowledge and skills.

Progress in mathematics was judged as good. Evidence from classwork, assessment information, and scrutiny of students' work indicated that most students made better than expected progress in relation to their starting points. The trajectory of outcomes demonstrated sustained improvement over three years, with attainment rising by forty percentage points since 2023. This reflected the impact of strengthened teaching strategies and targeted interventions, which enabled students to build confidence, fluency, and resilience in mathematical concepts. Lesson observations provided further evidence of progress. In one lesson, students demonstrated developing number sense by successfully subitising when quickly shown a series of dots, accurately identifying the quantity represented. This activity illustrated secure conceptual understanding and the ability to apply mental strategies with increasing confidence. In another observed lesson, students engaged in structured problem-solving tasks that required them to explain their reasoning and apply prior knowledge to new contexts, demonstrating growing independence and confidence in mathematical thinking. Scrutiny of students' books also confirmed that progress over time was consistent and secure. Students demonstrated understanding of the majority of mathematical concepts, with evidence of progression in complexity and depth of learning.

Areas for development

- Deepen conceptual understanding and reasoning by providing more structured opportunities for students to generalise rules, explain strategies, and apply concepts in unfamiliar contexts both verbally and in writing.
- Enhance the monitoring system to more clearly track the effect of teaching strategies and interventions on students' progress, enabling leaders to evaluate which practices most effectively raise attainment and sustain improvement.

Science

Attainment in science was satisfactory overall. Of note, over the past three years, student outcomes in the GL Assessment Progress Test in Science (PTS) have consistently exceeded both the Cayman Islands and UK national averages. However, when these external results were compared with evidence from internal assessments, lesson observations and work scrutiny, variation in attainment was apparent across year groups. Work in books at Key Stage 1 was more descriptive, focused on factual recall and showed fewer cross-curricular links. However, work scrutiny at Key Stage 2 demonstrated clear evidence of inference, analysis, and the application of scientific reasoning. Year 1 students recorded simple observations when exploring how the strength of a boat's wing affected distance. In Year 2, students identified and grouped items into living, dead and never been alive. In Year 3 they identified food groups and planned a balanced meal. Year 6 students represented gas behaviour diagrammatically, showing analytical understanding of particle behaviour. Additionally, students in Year 4 connected circuits and predicted whether bulbs would light and students in Year 5 looked at irreversible changes, solubility and thermal insulation. Increased opportunities for practical activities at Key stage 2 contributed to the higher attainment evident at the end of Year 6. In contrast, the quality and breadth of science learning in the early years of primary was not as secure, resulting in more variable attainment across the school.

Progress in science was good. Data from external assessment showed that a majority of students made better than expected progress as they advanced through Key Stage 2. Although there was some variability across year groups, progress in science overall was good. Lesson observations indicated that students built securely on prior knowledge and applied learning in new contexts, while work scrutiny showed growing understanding of scientific concepts and scientific working. For example, Year 1 students investigated how the position of a light source changed a shadow's length. By Year 2, students made predictions about materials' water absorption and recorded results systematically. In Year 3, they used physical modelling to explain bones and muscles. By Year 6, students were able to plot graphs to explore the quantitative relationship between shadow length and distance from the light source. Year 6 students demonstrated independence in applying prior understanding of electricity to practical investigations and safety posters, showing clear advancement in enquiry and analytical skills. Overall, evidence from lessons, workbooks and assessments, particularly at Key Stage 2, reflected a secure and developing understanding of scientific enquiry and reasoning. Upper Key Stage 2 students demonstrated good progress through confident application of knowledge and analytical skills.

Areas for development

- Use internal and external assessments data to ensure consistent depth and challenge across all year groups so that students in every class have equal opportunities to develop and progress their scientific understanding and working.
- Increase opportunities for students to explain scientific ideas and apply their understanding in new contexts.

Achievement and progress in other subjects

Students' achievement and progress in subjects beyond the core were good overall. The broad and balanced curriculum provided students with authentic and engaging learning experiences that promoted creativity, independence, and cultural awareness. Student achievement in Physical Education was good as they participated enthusiastically in lessons and demonstrated positive attitudes towards physical activity and teamwork. They developed age-appropriate physical skills, including coordination, balance, and control. In Computing, students' digital skills developed well. In a Year 3 class, students clearly explained how to stay safe online, including not sharing personal information and involving their parents in their online activity. Their responses showed a developing understanding of online risks and how to protect themselves. Younger students used devices independently to support their learning, while older students handled data and produced digital presentations effectively. In music, learning was progressive, building securely on students' understanding of beat and rhythm. For example, children in the Early Years were able to tap confidently to a steady beat, while older students sang in tune during music lessons. In Religious Education, students could discuss religious symbols and describe the features of a Christian church. Social Studies lessons promoted strong engagement with Caymanian history and culture through research, discussion, and project-based work.

Areas for development

- To further improve achievement across subjects beyond the core, leaders should ensure that expectations for progress, challenge and assessment are consistently high enabling students to demonstrate deeper understanding and skills across the curriculum

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

Social emotional learning and positive behaviour for good learning was judged as good. Across the school, students demonstrated positive attitudes and respectful relationships that supported a calm and orderly learning environment. In the Early Years, most children were settled, confident, and familiar with class routines. They followed instructions well, waited their turn during circle time, and showed growing awareness of their own and others' feelings. Children used picture cards to identify emotions and accessed calm areas when upset, reflecting their developing ability to manage behaviour with adult support. They collaborated effectively in play, such as joining imaginative group games or helped one another to share resources. In the Primary phase, most students maintained appropriate focus in lessons and often worked cooperatively in pairs and small groups. Behaviour was generally positive and students responded promptly to adult direction. The use of ClassDojo and restorative conversations promoted consistent expectations, while the Zones of Regulation framework helped students reflect on their emotions and actions. Staff modelled empathy and mutual respect and relationships between adults and students were warm and supportive. Almost all students wore the school uniform correctly and with pride, reinforcing a sense of identity and belonging. Attendance was good across the school.

Civic and environmental understanding

Civic and environmental understanding was excellent across the school. The school promoted a holistic approach to students' civic, moral, cultural and environmental development, embedding these values across the curriculum and through enrichment activities. Students demonstrated strong Caymanian identity and national pride through regular participation in Heritage Week, Earth Day, Pirates Week and other national celebrations. Older students demonstrated a strong understanding of the importance of environmental conservation and the harmful effects of pollution on marine life. Younger students were familiar with the national symbols of the Cayman Islands and could identify artefacts made from the Silver Thatch Palm. Visits to the Heritage House and National Museum deepened students' understanding of local heritage and traditions. Additionally, children in the Early Years demonstrated an age-appropriate understanding of Cayman Thanksgiving, supported by a hands-on experience of dressing up and enjoying a Thanksgiving dinner in their classroom. Moral and spiritual values were reinforced through daily devotions and assemblies, with Christian principles reflected in students' respectful and inclusive behaviour. Environmental stewardship was actively promoted through beach and campus clean-ups, recycling and sustainability projects. Year 5 and 6 students benefited from hands-on learning at the Central Caribbean Marine Institute (CCMI) which focused on ocean conservation, and the school had earned three consecutive awards for its Eco project on sustainable living. Visits to Island Energy further strengthened students' understanding of renewable energy and environmental responsibility. Students also developed global awareness through International Day and cross-curricular activities celebrating diversity and inclusion. Civic education in Upper Key Stage 2 helped students understand governance, rights and responsibilities, preparing them to contribute positively to their community. Participation in the National Children's Festival of the Arts promoted cultural pride and creativity. Collectively, these experiences fostered respect for heritage, empathy for others and environmental responsibility.

Areas for development

- The school should further strengthen its excellent civic and environmental provision by systematically evaluating and extending opportunities for students to take increased responsibility for leading civic and environmental initiatives that have a clearly defined and measurable impact within the school and the wider community.

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

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

Teaching

Teaching was judged as good. Most teachers demonstrated secure subject knowledge, which was evident in the quality of their planning, preparation, and delivery of lessons. Lessons regularly identified clear learning objectives and success criteria, and teachers accommodated the varying needs of students, including those with additional learning support needs (ALSN) and special educational needs and disabilities (SEND). This ensured that most students were able to access learning effectively and made progress in line with expectations. A majority of lessons incorporated the effective use of digital technology, which motivated students' effort and enhanced their engagement with learning. Almost all classrooms were characterised by a climate conducive to learning, predicated on high expectations for academic achievement and behaviour. The deployment of assistant teachers (ATs) supported learning well. ATs were effectively integrated into lessons, providing targeted support to individuals and groups, thereby reinforcing understanding and enabling students to remain engaged and successful. Across most classes, teachers used questioning and feedback to support learning effectively. Where practice was strongest, students acted promptly on verbal feedback to improve their work. However, written feedback varied in both quality and effectiveness. In Nursery and Reception classes, staff used effective questioning to extend and support children's learning and opportunities for language, literacy and numeracy were well supported by staff interactions. There was scope to reduce variability in teaching quality by the systematic sharing of effective practice, so that all students benefit from consistently high-quality teaching.

Learning

Students' learning was judged as good. Observation records and lesson visits confirmed that students showed eagerness to learn and demonstrated responsibility for their own progress. In most lessons, students rated their attainment and progress at the end of lessons by completing success criteria slips, although this practice was not implemented consistently across all classes. Where it was used effectively, students provided examples of their learning and reflected on their achievement, thereby developing metacognitive awareness and ownership of outcomes. Collaboration was evident in a majority of lessons. Students talked with peers, shared ideas, and built on each other's contributions. In mathematics, students worked together to jointly arrive at solutions to problems, rating their knowledge and understanding of concepts both at the beginning and end of units. This process enabled them to track their progress and identify areas for further improvement. In science, students appropriately used hands-on resources to predict which materials would absorb the most water. Through guided questioning and structured discussion, they were encouraged to think critically, test their ideas, and conduct practical investigations. Students were active participants in most lessons and responded positively to the tasks and activities provided. In one lesson students were so eager to participate and answer questions that they showed disappointment when they did not get an opportunity to share. These activities promoted inquiry-based learning and strengthened conceptual understanding. Overall, most students collaborated well when given the opportunity, demonstrating resilience, responsibility, and engagement.

Assessment

Assessment was judged as good. The school employed a wide range of assessment practices to monitor students' learning and progress. Teachers routinely checked understanding during lessons through questioning and observation, and consolidated this at the end of lessons using exit slips. At the conclusion of each unit, students' attainment was measured through unit assessments, whilst termly assessments provided a broader evaluation of progress across subjects. In addition, leaders implemented standardised assessments, including the Progress in Understanding Mathematics Assessment (PUMA), the Progress in Reading Assessment (PIRA) the Grammar, Punctuation and Spelling Screening (GaPS) and the Standardised Assessment Tests (SAT), to benchmark outcomes and ensure consistency in measuring attainment against national and international expectations. Collectively, these varied approaches enabled staff to track progress systematically, identify gaps in learning, and inform subsequent planning and intervention. Most students understood their strengths and areas for development and engaged in goal setting based on their assessed progress. This practice was particularly evident in mathematics and English classes, where the goal-setting process had involved students, parents, and teachers working collaboratively to establish targets and monitor achievement. Students routinely received appropriate feedback on their work, which identified what they had done well and what they needed to do in order to improve further. This was especially evident in English lessons, where feedback had been detailed and constructive. However, feedback practices were not always implemented with full fidelity across all subjects, and greater consistency was required to ensure that all students benefited equally from high-quality formative assessment.

Areas for development

- Enhance students' use of information technology by ensuring that digital tools are used more regularly across all subjects to strengthen conceptual learning and develop students' research skills.
- Increase opportunities for enquiry and problem solving through the provision of structured tasks that promote higher-order thinking and critical reasoning, enabling students to apply knowledge in unfamiliar contexts.
- Strengthen collaborative learning by introducing role cards and clear expectations for interaction, facilitation, recording, and reporting to ensure students collaborate effectively during lessons.
- Embed responsive teaching strategies by adapting lessons in real time to address misconceptions and ensure feedback is consistently actionable, specific, and used to improve learning outcomes.

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 judged as good. In addition to core subjects, students accessed a broad and balanced curriculum that included social studies, physical education, Information and Communication Technology (ICT), Spanish, and music, enriching their overall learning experience. The school made strong efforts to expand learning beyond the classroom walls. For example, students had visited Scott's Dockyard where they observed a cruise ship and used this experience as a stimulus for writing. They produced narratives of their visit and other creative responses, thereby linking real-world experiences to classroom learning. Students also engaged in projects that integrated learning across subjects, such as musical productions and the creation of an eco-city. Evidence of curriculum progression was clear across the school and provided coherence and alignment with national standards. Staff ensured that the curriculum included engaging and relevant learning experiences for students. The thoughtful use of external specialists and members of the community, enhanced the curriculum considerably. Teachers planned learning successfully around high-quality texts and novels. Additionally, the curriculum provided for the development of digital literacy through ICT courses offered from Year 1 to Year 6, and embedded instructional software such as *Math Whiz* and *Shine*. Leaders periodically reviewed, assessed, and developed the curriculum to meet emerging needs. Recent additions included the Hamilton Trust English Curriculum and the implementation of the Zone of Regulation programme. Social emotional learning programmes such as Apple and Friends, Zippy and Friends and Passport were integrated into the curriculum to build emotional resilience and support coping skills. There was scope to broaden interdisciplinary opportunities for extended writing across subjects, including scientific reports, reflective journals, and persuasive pieces. Systematic phonics teaching built firm foundations for early reading. In the parent interview, parents were highly positive about the range of planned opportunities to extend and enrich students' learning.

Areas for development

- Broaden interdisciplinary curriculum links to integrate writing development across subjects by embedding purposeful tasks in science, social studies, and the arts to strengthen literacy across the curriculum, promote higher-order thinking, and ensure progression in writing skills beyond English lessons.

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	Excellent	Excellent
5.3 Student Well-Being	N/A	Good

Health and safety

Health and safety were judged good. The school consistently maintained a safe, orderly, and supportive environment across both campuses, underpinned by robust health, safety, and safeguarding systems. Full-time security officers and an electronic check-in system ensured secure access, while clearly structured duty rotas and visible staff presence supported calm behaviour, trust and an orderly atmosphere. Safeguarding procedures were well established, with Designated Child Protection Officers on each site and the Deputy Principal providing Ministry level training to staff. Student awareness of personal safety was strengthened through “You’re in Charge” sessions delivered by Department of Children and Family Services. Rigorous risk assessment processes governed all trips and site activities, supported by oversight and standardised documentation. Incidents were reported promptly, reviewed daily by senior leaders and communicated to parents the same day, ensuring transparency and accountability. Surveys indicated that students and staff felt safe and well supported. All Early Years staff were certified for cardiopulmonary resuscitation (CPR) and automated external defibrillators (AEDs). The outdoor spaces contributed positively to students’ physical activity, and students enjoyed a good balance of food groups provided during break and lunch periods.

Support and guidance

Support and guidance were judged excellent. School leaders demonstrated a well-coordinated and highly effective approach to meeting the needs of students with Additional Learning Support Needs (ALSN) and Special Educational Needs and Disabilities (SEND). Staff received regular, targeted professional development, including training on the Code of Practice and sessions led by the SENCO and external specialists, ensuring confidence in early identification and intervention. Systems for identifying and supporting students were timely, rigorous and collaborative. Regular School-Based Support Team (SBST) meetings facilitated early intervention and multi-agency involvement. Specialists such as a Speech and Language Therapist (SALT), an Occupational Therapist (OT), a School Inclusion Specialist (SIS), the school counsellor and the Educational Psychologist, provided a range of responsive support for students across the school. Impact was evident in the successful reintegration of a student previously at risk of exclusion. Of note, students at the Beacon Learning Centre benefitted from personalised, tailored interventions that were regularly reviewed and adapted to ensure continued relevance and impact. All students on the ALSN register had detailed Learning Support Plans (LSPs) with SMART targets, co-developed and reviewed termly with teachers, parents and specialists. Monitoring and evaluation were systematic and data-driven, incorporating lesson observations, walkthroughs and analysis of intervention outcomes. This culture of nurture and support ensured almost all students with ALSN and SEND made better than expected progress from low or challenging starting points, with interventions closing gaps and promoting full curriculum access.

Student Well-Being

Student well-being was judged good. The school maintained a strong commitment to supporting students' emotional, social and physical well-being. Staff were well trained to identify early signs of distress, and interventions were timely and structured, reflecting a caring and responsive culture. A wide range of proactive programmes, including the Zones of Regulation, SNAP and the Young Gentlemen's Group, promoted emotional literacy, resilience and empathy. Additionally, daily emotional check-ins and the provision of calm spaces supported the early identification of concerns and promoted emotional regulation. Positive recognition systems, such as "Shout Outs" and intentional praise, reinforced prosocial behaviours and a strong sense of belonging. Systematic tracking of student wellbeing, using data from Pupil Attitudes to Self and School (PASS) surveys, the Student Risk Screening Scale (SRSS), and school-based surveys, enabled the identification of at-risk students and informed targeted programmes to strengthen support. Clear referral pathways ensured timely access to internal and external services, and student voice was gathered through surveys and class discussions to inform provision. Anti-bullying practices were in place and reinforced through assemblies, restorative approaches and Social Emotional Learning Strategies that promoted kindness and respect. The June 2025 Well-being Survey indicated that 96 per cent of students felt safe and over 80 per cent had a trusted adult in school. The school worked well with other agencies and placed a strong emphasis on the wellbeing of students.

Areas for development

- Further strengthen the evaluation of well-being initiatives by systematically measuring their impact on students' academic progress and engagement.

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	Excellent
6.4 Staffing and the learning environment	Good

Leadership

Leadership was judged as good. Leaders were reflective and demonstrated a strong commitment to developing a culture of collaboration and innovation. A shared focus upon raising standards was evident across the school. The principal and deputy principal actively motivated staff to lead developments in key priority areas, thereby strengthening leadership capacity throughout the school community. Systems and processes were becoming embedded and were functioning effectively. Leaders strategically supported staff through targeted professional development, which had contributed to improvements in the quality of teaching, increased learner engagement, and demonstrable gains in student outcomes over time. Leaders should continue to build on these effective practices by using professional learning to sustain and further improve teaching and learning. Teachers reported that teamwork and collaboration were actively encouraged in all aspects of school life. Survey responses showed that most collaborated effectively and all teachers agreed that the school was well led and that their views are valued in decision-making processes. Similarly, almost all parents indicated through questionnaires that the school provided a good quality of education and that they felt welcome and involved. These views were strongly reinforced during the meeting with parent representatives. The school improvement advisor provided effective external support, working closely with leaders to sharpen priorities, strengthen self-evaluation, and improve the quality of teaching.

Leading and supporting emotional well-being

Leading and supporting students' and staff's wellbeing and mental health was judged as good. Leaders and staff fostered an inclusive and nurturing environment where most students received individualized support, contributing to both their personal development and academic success. The school demonstrated a strong commitment to student well-being, supported by clear systems and practices. These included regular communication with parents, integration of well-being into daily routines through movement breaks and emotional check-ins, and the consistent use of the Zones of Regulation to support students' emotional awareness and self-regulation. Additionally, the school's well-designed outdoor areas, including the newly installed outdoor gazebos, supported students' well-being, offering spaces for sports, social interaction, relaxation and quiet reflection. The school had adopted a proactive, data-informed approach to monitoring emotional well-being. Termly surveys, assessments, and observational tools were used to identify emerging needs and inform targeted, multi-tiered interventions. Behaviour expectations were clearly communicated through visible charters and restorative conversations, while kindness and empathy are actively taught and modelled across all year groups. Through a comprehensive professional development programme, which included training in trauma-informed practice, de-escalation strategies, and inclusive teaching approaches, staff were well-equipped to provide students with the necessary support. An emphasis on a distributed leadership structure supported staff work life balance and wellbeing. In addition, staff social events and treats provided by the Parent Teacher Association offered valuable opportunities for staff to relax and decompress. Leadership also continued to explore additional strategies to further promote staff emotional wellbeing.

Self-evaluation and improvement planning

Self evaluation and improvement planning was judged as good. Leaders had placed increased focus upon assessment of impact rather than description of provision in self-evaluation processes. As a consequence of this forensic approach, they had a clearer understanding of what was working well, those aspects requiring further improvement, and were able to make more informed decisions that directly enhanced the quality of teaching, learning and student outcomes. The quality of school self-evaluation (SSE) was good overall. Within the school community there was evident commitment to reflection on practice and to setting targets for improvement through the school improvement planning process. As part of the ongoing SSE process, comprehensive data sources have been considered and improvement goals and actions were clearly outlined. The school improvement plan was well structured, with well-defined and appropriate priorities. Parental involvement in SSE was commendable but there was the need to re-examine how the summary outcomes of SSE are conveyed to the parent body. The school had responded carefully to the recommendations of the previous inspection reports in the context of its overall planning process and had implemented mechanisms and strategies to develop its effectiveness further. There were systematic arrangements in place to monitor the quality of teaching and learning including lesson observations, learning walks and work scrutiny. To ensure more consistent teaching practice, leaders should continue to use monitoring outcomes to inform professional development and coaching.

Links with parents and the community

Links with parents and the community was judged excellent. Leaders and staff had cultivated strong and sustained partnerships with parents that directly enhanced students' academic progress and personal development. Established links with the community impacted positively on students' learning by providing them with a breadth of rich and varied experiences linked to curriculum topics. Leaders maintained an open-door policy and actively promoted transparent communication through multiple channels, including phone calls, WhatsApp, Class Dojo, emails, newsletters, and face-to-face interactions. There were regular engagements with parents through structured events such as parent-teacher conferences, Back-to-School meetings, and target-setting sessions, as well as informal daily exchanges at drop-off and pick-up.

Reporting on students' progress was regular and detailed. Parents were active participants in the work of the school contributing time, resources, and expertise to support key initiatives. High parental involvement had led to measurable improvements in student behaviour, punctuality, and attitudes to learning. School leaders expressed that the high level of parental participation reinforced the school's inclusive ethos and strengthened the home-school partnership as a key driver of student success.

Staffing and the learning environment

Staffing and the learning environment was judged as good. There was an appropriate number of suitably qualified teaching and support staff to support students' learning. The recent addition of a music teacher and a mathematics specialist had strengthened provision, ensuring that students benefited from targeted expertise in both creative and core subjects. Leaders also prioritised professional learning - implementing structured development cycles of observation, feedback, training, and re-observation. These cycles were delivered by senior leaders, subject specialists, and DES officials, and had included subject-specific training, visible learning strategies, trauma-informed practices, emotional coaching, and the use of Zones of Regulation. Such opportunities had improved teachers' capacity to support students' academic progress, emotional well-being, and behavioural competence, thereby strengthening the overall quality of provision. Classrooms provided a print-rich environment with word walls, anchor charts, and authentic student work, carefully organised by subject. Displays celebrated Caymanian leaders and culture, reinforcing identity and pride. In addition, the provision of a library, computer lab, science lab, music room, and a one-to-one computer programme enhanced access to resources and promoted strong learning outcomes across the curriculum. The track and field facilities and play equipment, along with newly installed outdoor gazebos, enhanced opportunities for physical activity and supported students' emotional wellbeing. In the Early Years, indoor and outdoor learning environments were effectively organised to maximise the provision of purposeful and meaningful play experiences for children.

Areas for development

- Strengthen professional development provision to reduce variability in teaching quality and secure improved outcomes for all students.

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	17	Parents	67	Staff	22
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Students

Student responses to the online survey were highly positive and supported a judgement of good quality of education with several notable strengths. All students reported that they made good progress, enjoyed their learning, felt safe in school, and received effective support from their teachers. Lessons were described as engaging, and students highlighted positive relationships with staff, indicating effective teaching, learning, and assessment practices.

Behaviour and personal development were viewed positively, with almost all students confirming that behaviour was good and all stating that they felt safe and supported. Students also valued enrichment activities and opportunities to engage with the wider community, reflecting strong provision for wider learning and inclusion. Almost all students endorsed the breadth of the curriculum and the quality of school facilities, although a small number identified areas for improvement, such as playground enhancements and the introduction of additional subject options.

Leadership was perceived favourably, with students reporting that they felt listened to and well guided. Overall, student feedback confirmed a caring and inclusive school environment characterised by effective teaching, strong pastoral support, and meaningful enrichment opportunities, alongside manageable priorities for improvement related to facilities and ongoing attention to student wellbeing.

Staff

Staff perceptions of Creek and Spot Bay Primary School were highly positive, with all or almost all respondents affirming key aspects of the school's provision. High levels of agreement (91–100%) across areas such as teaching quality, assessment practices, curriculum breadth, inclusion, behaviour, safety, communication, and community engagement indicate a cohesive and well-functioning school culture. Staff feedback consistently highlighted strong collaboration, supportive leadership, and a safe and respectful learning environment for students.

Most staff (85%) viewed leadership favourably, valuing the accessibility of senior leaders and the quality of continuous professional development. A small minority, however, raised concerns relating to transparency in decision-making processes, workload demands, and staff wellbeing. While resources and staffing were rated positively by almost all (94–97%), few staff identified limitations in specialist resources and facilities. Overall, 94% of staff believed the school provides a good quality of education, describing it as welcoming, inclusive, and professionally rewarding. The limited concerns raised focused mainly on clarity of communication, workload balance, and equitable access to resources. Taken together, staff survey responses confirmed a strong, student-centred school characterised by effective teaching, robust support systems, and positive professional relationships, alongside manageable priorities for improvement. In the open-response sections of the surveys, staff shared comments such as: *"The teachers are the school's greatest strength. Because they truly care about the students and help them succeed"* and *"The school's greatest strength lies in its strong community partnerships and its commitment to providing an inclusive, supportive learning environment."*

Parents

Responses to the online parent survey indicated a strong level of confidence in the quality of education provided by the school. Almost all parents affirmed the quality of teaching, the breadth of the curriculum, civic education, and the overall provision, reflecting high levels of satisfaction with key aspects of learning and student development. Parents frequently described staff as committed and supportive, and many reported clear academic progress for their children.

Most parents confirmed that their children feel safe at school, receive regular feedback on their learning, and benefit from effective leadership and well-planned school improvement. A small minority, however, raised concerns relating to consistency in behaviour management, aspects of SEN provision, and communication. Specific issues included short-notice communications, clarity of information, and a desire for more detailed reporting. While these concerns point to areas for refinement, they did not detract from the overall positive perception of the school. Enrichment and extra-curricular opportunities were viewed favourably by the majority of parents, although a notable minority expressed a desire for a wider range of clubs and after-school activities. Facilities and resources were also rated highly, with only a few practical suggestions for improvement, such as increased shaded areas and improved wet-weather arrangements.

Overall, almost all parents (94%) agreed that the school provides a good quality of education. Their feedback highlights strong teaching, a supportive ethos, and meaningful community engagement, alongside clearly defined priorities for improvement in communication, enrichment provision, and aspects of leadership transparency. In the open-response sections of the surveys, parents shared comments such as: *“The school has a strong sense of community and inclusion, as parents and community members are actively involved in many school activities,”* and *“I believe the school’s greatest strength is its staff, who are well led by the principal.”*

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

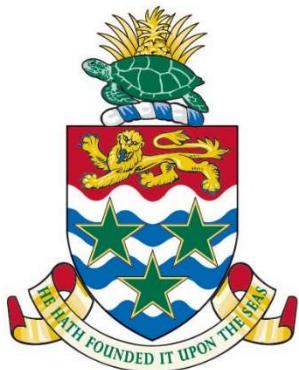
You can contact us using the following e-mail address: adminOES@gov.ky

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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