

BASELINE INSPECTION REPORT

East End Primary School

16 to 17 March 2015

TABLE OF CONTENTS

1. Introduction

2. Information about the school and the inspection team

3. Executive summary of the report

4. Commentary on the inspection findings

- i. How well students achieve and make progress
- ii. The effectiveness of teaching and its impact on students' learning
- iii. How well the school is led and managed
- iv. The quality of teaching and learning in English
- v. The quality of teaching and learning in mathematics

Appendix A

Recommendations

Introduction

The Honourable Tara Rivers, Minister for Education, has requested an inspection of all government schools during the 2014-15 academic year. The purpose of these inspections is to provide a baseline assessment of the quality of teaching and its impact on students' learning, the progress students make and the standards they achieve, the effectiveness of the leadership and management of each school, and the standards being achieved in English and mathematics.

The resulting inspection report provides a clear understanding of each school's particular strengths and weaknesses, and makes recommendations for improvement where necessary.

Information about the school and the inspection team

Information about the school

Type of school:	Government primary school
Gender of students:	Mixed
Number on roll:	92 (excluding Reception)
School address:	17, Sea View Road (General Delivery East End Primary) Grand Cayman KY1-1800 Cayman Islands
Telephone number:	345-947-7428
Email address:	Allison.wallace@gov.ky
Name of Principal	Allison Wallace

The school is located at 17, Sea View Road, in the district of East End. There are 92 students on the roll, excluding Reception (which was not included in this year's inspection). The school has six teachers in Years 1 to 6 with two teachers' assistants based in Years 2 and 4. The principal, who has been at the school for 6 years, also carries out the role of special educational needs co-ordinator. The deputy principal is the full time Reception teacher. The school has had several changes of senior school improvement officers in the last few years, with the most recent only taking up the post in February of this year.

There has been a fairly recent addition to the school of a large hall, built above the area that houses Reception and Year 1. This was a welcome addition as it has provided a multi-purpose indoor area which the school previously did not have. Assemblies are now held there and it is also used as a lunch room.

Information about the inspection team

Lead:	Mary Bowerman
Team:	Kevin Roberts Natasha Chopra

This baseline inspection of East End Primary School took place from 16 to 17 March, 2015 and involved a team of three inspectors. The following aspects of the school's work were looked at.

- Standards achieved and progress made by students, particularly in English and mathematics
- The effectiveness of teaching and its impact on learning
- How well the school is led and managed

The inspection team gathered evidence in the following ways.

- Thirty-three lessons, or parts of lessons, were observed, particularly in English and mathematics
- School documents, including teachers' planning and curriculum guidelines were looked at and students' work from Years 3 and 6 was scrutinised
- Inspectors listened to students read
- Discussions took place with the principal, deputy principal, staff with specific responsibilities and students from Years 3 and 6

Inspectors use the following grading scale to describe aspects of the school's work.

Grade		Description
1	Very good	Good in all respects and exemplary in some significant areas
2	Good	Good in most respects. Weaknesses are minor and not in significant areas
3	Adequate	No significant weaknesses, but no major strengths. Improvement needed
4	Unsatisfactory	Some significant weaknesses that have a negative impact on learning and achievement. Cause for concern

In the Cayman Islands, the key stages are defined as follows.

KEY STAGE 1 – YEARS 1-3

KEY STAGE 2 – YEARS 4-6

Executive summary of the report

The overall effectiveness of the school

The overall effectiveness of the school is unsatisfactory, as students are not making sufficient progress to enable them to reach the expected levels of achievement for their ages. There is some good teaching, particularly in Key Stage 1, but the arrangement whereby teachers in each Key Stage are allocated responsibility for the teaching of English or mathematics across the key stage is not having the desired effect of raising standards of achievement. By the time students reach the end of Key Stage 2, they do not have the knowledge, skills or understanding that they need for the next stage of their education.

The primary focus of the school is on the teaching of English and mathematics, with the aim that all students will then be more able to access a broader curriculum. However, subjects such as science and social studies are currently not being covered in any depth and students are not being exposed to the breadth of learning to which they are entitled.

While teachers track students' progress through regular testing and are recording the results, this information is not used effectively to guide their teaching. In particular, the school does not provide the amount of support or challenge necessary for students of differing abilities. Expectations of what students can achieve are too low.

What the school does well

- The teaching of mathematics at Key Stage 1 is effective.
- All teachers track students' progress in reading, writing and mathematics.
- Students in Key Stage 1 make good progress in reading and mathematics.

What needs to improve

- The analysis of students' performance data in order to ensure that they make sufficient progress.
- The standards achieved by students, especially in Key Stage 2.
- The effectiveness of the teaching of English and mathematics.
- The breadth of the curriculum provided for students.

Commentary on the inspection findings

How well students achieve and make progress

Students' achievement is unsatisfactory in all classes except Year 1, and progress is too slow.

At the end of Year 6, students take Key Stage 2 tests in mathematics and English that are marked and moderated locally (apart from the grammar, punctuation and spelling sections). From 2011 to 2013, the percentage of students achieving the expected level (level 4) in mathematics remained very low – 29 percent, 19 percent and 20 percent, although results were slightly higher in English – 29 percent, 31 percent, 33 percent. In 2014, results were better – reading improved from 33 to 66 percent, writing from 20 to 47 percent and mathematics from 20 to 47 percent.

The 2014 cognitive abilities tests indicate that, according to their ability, students should have achieved much better results. The school's goal as recorded in its school improvement plan is that 80 to 85 percent in each year group should make at least one sub-level of progress a year. This expectation is too low and the school's own records of progress from September 2014 to January 2015 show far too many students not achieving even one sub-level of progress and many regressing, some as many as four sub-levels.

Observations in lessons confirm this lack of progress. Rather than catching up from a low level, students are falling further behind. In more than two-thirds of the lessons observed in Key Stage 1, achievement is below what it should be. In Key Stage 2, this was the case in almost all of the lessons seen. Less able students do not receive the support they need and the more able are not challenged and are performing well below the level of which they are capable.

The level of attainment at Key Stage 2 is a particular concern. Students in Years 4, 5 and 6 are not making enough progress and this affects their chances of being ready for the next phase of schooling. All classes in Key Stage 1 are making good progress in reading, but Years 2 and 3 are already falling behind in writing and Year 2 in mathematics as well. Students in Year 1 are making good progress in reading, writing and mathematics.

The effectiveness of teaching and its impact on students' learning

The quality of teaching is unsatisfactory.

This is a cause for concern, because it does not ensure that students learn effectively and make progress. The main focus across the school is on raising standards of literacy and numeracy. To this end, all teachers within a key stage have been allocated responsibility to teach reading, writing or mathematics across that key stage. Lesson observations, discussions with staff and with students from Years 3 and 6 and scrutiny of work from the end of each key stage confirm that standards of achievement are well below what is expected for the students' ages.

In Key Stage 2, most of the teaching and learning is unsatisfactory. Key Stage 1 is slightly better, with the teaching and learning of mathematics being at least good. However, apart from Year 1, overall, teaching and learning are unsatisfactory.

In considering the curriculum as a whole, there is limited breadth and balance because important subjects such as science and social studies are not covered in any depth, although from time to time a science topic is used as the focus for a literacy lesson. Having one teacher at each key stage teaching reading and another teaching writing has not ensured progression of learning and does not provide teachers with depth of knowledge of each individual student's specific strengths or weaknesses.

The school follows the national guidance provided for the teaching of writing. On most days all students are provided with an opportunity to write and different genres are covered. The initiative, 'Everybody Writes' takes place in the new hall every morning from Tuesday to Friday. The relatively short time allocated for this, and the fact that there are limited opportunities for the appropriate support for the various ages and abilities, restricts its value. During the inspection, for example, after listening to the story of *Rapunzel*, students were left with five minutes in which to write an alternative ending.

There is not enough independent work done, especially at Key Stage 2. Too much time is wasted when changing activities frequently within the time allocated for a lesson and, often in group work, only a few students are actually engaged with the task. Teaching assistants are not always usefully employed and, for a large proportion of the time, group work is relatively unsupervised.

Teachers' planning does not indicate specific support for the least able or how the most able students are to be challenged. Sometimes different worksheets are allocated to different groups according to their needs, but this is not always at an appropriate level. For example, there was a guided reading group in Year 6 where the students did not get beyond discussing the cover of a low-level book.

Classrooms provide an interesting and informative learning environment, with displays of posters, prompts and students' work. In lessons where the teacher is enthusiastic and learning activities are at the appropriate level, students are more engaged and behaviour is better. An attempt at positive reinforcement is evident in all classes where the 'card punch' system is in use, but students are rewarded for such things as sitting quietly, while the consequences for not co-operating or causing disruption in the class are not so evident.

Teachers track students' progress in reading, writing and mathematics through the use of regular testing. The results for the whole school are displayed on the wall of the principal's office, and in each classroom for individual classes. However, teachers do not make full use of this information to guide their teaching.

Teachers mark work regularly, but the marking is not particularly helpful in making clear what the student needs to do to improve. Corrections are generally done by the teacher, and follow up or re-doing of work by students is rarely seen. At both key stages, the work is at a low level, and standards of handwriting and presentation are poor.

How well the school is led and managed

Leadership and management are unsatisfactory because they do not ensure that students are making the amount of progress that would enable them to reach expected standards of achievement for their ages.

The principal is aware that standards of achievement in literacy and numeracy are too low, and initiatives have been introduced to raise standards. The two main changes involve regular tracking of students' progress and the allocation of specific teachers at each key stage to teach reading, writing or mathematics.

The tracking of students' progress is a move in the right direction, with the results from each class forming a 'data wall' in the principal's office. However, closer analysis of this data shows that in most classes a significant number of students have either made no progress at all or have regressed, some as much as four sub-levels since September 2014. Too many students are achieving well below the expected standards for their ages, although there is a slightly better picture in mathematics for Years 1 and 2, writing in Year 1 and reading in Key Stage 1 as a whole. Lesson observations confirm that only a small proportion of the students at Key Stage 2 and less than one third of the students in Key Stage 1 are achieving appropriate standards for their ages.

The allocation of responsibility for teaching reading, writing or mathematics across a key stage does not leave time for the teaching of other subjects such as science or social studies. The school's priority is to ensure that students are able to read and write at appropriate levels before tackling subjects other than English and mathematics. Other subjects that are provided approximately once a week for each class by visiting specialists are Spanish (paid for by the Parent/Teacher Association), art and craft, dance, life skills and instrumental music. Information and communication technology (ICT) is provided once every other week. However, these do not provide the breadth of education that students should be receiving. The minimal provision for ICT has an impact on students' ability to access electronic tests such as progress in mathematics (PiM) and progress in English (PiE) as many of them do not have the necessary skills and also do not have computers at home.

Steps have been taken to monitor the quality of teaching through lesson observations and scrutiny of students' work. However, weaknesses, particularly in the 'specialist' teaching, have not been consistently addressed. The school relies on support from the Department of Education Services or the Ministry of Education through visits from the literacy coach or workshops run by the numeracy specialist. Goals for improvement are set by the principal and peer observations have had some positive effects. The deputy principal is the full-time teacher of the Reception class and has limited time to carry out lesson observations.

The principal carries out the role of special educational needs co-ordinator because there is no one else to take it on, and schools have been instructed to appoint someone. She does not have time to fulfil this role adequately or provide the necessary support to teachers or to students. The educational psychologist makes some recommendations regarding individual education plans but there is no one to follow through on these. The principal recognises that more able students often reach the expected level for their ages and then are not challenged.

Although it is recognised that standards of achievement across the school are too low, there is not enough monitoring or evaluation of the initiatives that have been introduced for raising standards. There is no one with responsibility for the overall leadership and management of English and mathematics, and progression from one year to the next is not secure.

The quality of teaching and learning in English

The quality of teaching and learning in English is unsatisfactory and a cause for concern.

Although standards of achievement are slowly improving and there has been some progress over the past three years, this has been insufficient. Most students are not attaining the level expected for their ages in reading, writing and speaking and listening. The principal and staff are aware of the slow progress.

Students' speaking and listening skills are adequate in Key Stage 1 as teachers encourage them to share their thoughts. They use effective questioning to elicit more detailed answers and draw on reticent students to participate. Teachers have established good relationships with their students, who feel confident to join in lessons. Students in younger classes are able to express themselves freely, to ask and answer teachers' questions and respond to texts read. In one lesson, the teacher's lively reading of a story kept students enthralled and they responded with great enthusiasm. The text was well matched to their interest level. In Key Stage 2, students are eager to participate in lessons and are keen to ask and answer questions. Students are given guidance on listening and responding and teachers are beginning to plan for students to share ideas and work collaboratively in class. Teachers are encouraging the use of more interesting words through reading and writing activities, but progress is slow. Students do not always answer in grammatically correct sentences, although some teachers encourage them to do so.

The teaching of reading has shown signs of improvement. In Key Stage 1, phonics is taught systematically so that students are more able to apply these skills to help them with their reading. Teachers are now building on this at Key Stage 2. Younger students talk confidently about books they have enjoyed but have few opportunities to practise reading skills outside the classroom, and they are short of fluency and accuracy when reading aloud. There is a school library that is fairly well stocked. However, this is a shared space and students have limits on access. Higher order reading skills such as inference and prediction are beginning to be taught. Older students are developing as confident readers but are not required to study different authors. In most classrooms, teachers have tried hard to make bright and attractive reading areas but resources are limited. Students enjoy guided reading sessions and the books are well matched to the individual's level. Classrooms include 'word walls' and print-enriched displays that help promote reading. Students were often seen referring to them in lessons.

The quality of writing produced by the students is very variable and there is an inconsistency in teachers' expectations. Teachers plan to promote the systematic learning of key skills, but do not ensure that students pay enough attention to the importance of good standards in presentation, accuracy of spelling, punctuation and grammar. Students are not required to do enough writing, because of the way the

teaching of English is organised. The school has selected certain class teachers in each key stage to teach solely reading or writing at that stage. This leaves little time for other curriculum areas to be timetabled, despite teachers' attempts at making links to them. The literacy coach is helping teachers to implement the government's *Guidance on effective writing*, which focuses on teaching different categories of writing. Teachers are becoming more confident in teaching the different genres, such as report writing, poetry and narrative writing. Teachers mark students' work regularly and are beginning to show them how to improve their writing; however, often corrections are made by the teacher, not the students, so that progress is limited.

The quality of teaching and learning in Key Stage 1 and Key Stage 2 is variable. In a lesson where the teacher had a lively manner, the pace was good and clear time frames were given, which motivated students. However, this is not common practice, and there are lessons that do not motivate or encourage students to become excited about their learning. Students are not always given enough time to work independently to show what they can do. They are not always challenged and their behaviour deteriorates. In some lessons, students' attention wanders, especially if they have to wait too long for their teacher to give them more work when they have finished their tasks. In other lessons, students show positive attitudes to their work and are able to sustain concentration. Children in the younger years make better progress in lessons because the range of activities promotes higher levels of engagement and imaginative play. Overall, students do not make the progress they should, as work is not matched to meet the needs of each student. There is currently no full-time special educational needs co-ordinator, so that these students do not receive the support they need. The information gained from assessment is not always used effectively to help plan lessons that will move students on in their learning.

The quality of teaching and learning in mathematics

Overall, standards in mathematics are unsatisfactory.

The 2014 Key Stage 2 results showed some improvement over the results of the previous three years, but are still well below what is expected for their age, lower than those obtained in English and below what was estimated by their scores for cognitive abilities. Standards achieved in lessons observed during the inspection are better in Key Stage 1 than in Key Stage 2. Standards of achievement in a high proportion of lessons at Key Stage 2 gave cause for concern.

Progress in lessons varies significantly between Key Stage 1 and Key Stage 2. At Key Stage 1, students correctly complete tasks within lessons and are able to demonstrate their learning in a variety of ways. They are given times for reflecting on their learning and do so confidently, specifying what they have learnt. Progress is much slower at Key Stage 2 because of the inconsistency of the teaching.

The quality of teaching is good at Key Stage 1 and includes a range of good practices. Warm-up activities are regularly and effectively used to engage students in mental mathematics. The questions asked by the teacher at Key Stage 1 are probing and require students to share and explain their answers. Students frequently work in groups on a variety of tasks within lessons. These tasks are often suited to individual abilities

and effective support is provided by the teaching assistant for students who need help. In a number of lessons, students used aids including the interactive white board to help them understand mathematical concepts. For example, one group of students used an abacus to aid in adding and subtracting while another group handled sample monetary notes to determine how much money was needed for a variety of purchases. Other group work involved using a number line drawn on the floor to help in adding and subtracting, or playing a game on the interactive whiteboard testing their skills in addition and subtraction. The teaching at Key Stage 1 represents excellent classroom control. Because of this and the routines established, students are well behaved, enthusiastic and eager to participate in lessons.

At Key Stage 2, the teaching does not always engage students and, as a result, progress is too slow. The work is often too easy and low level and the more able students are not challenged or extended enough. During the inspection, some lessons in the same class were covered by the class teacher and others by an assistant teacher. Students made little or no progress because activities were not co-ordinated or relevant to planned learning objectives. Similarly, separate sections of some individual lessons proved incoherent when the first part of a lesson had no relevance to the lesson objectives which followed. In these circumstances, students were sometimes disruptive. The poor behaviour was due to confusion with expectations. Other shortcomings included a very slow pace of working, a lack of structure and support, and dismissing students' attempts to explain solutions, rather than acknowledging and supporting them. On occasions when little or no support was given, students were often disengaged for majority of the time. However, there were lessons in which attempts were made to suit activities to individual abilities, teaching aids were well used, and care was taken to praise and encourage students. These lessons also featured good questioning techniques and opportunities for students to work in groups. However, this was not done often and effectively enough to engage all students. As a result, appropriate learning seldom takes place.

There are attempts to use assessment within lessons at Key Stages 1 and 2, but this is not effective. Marking is infrequent at Key Stage 1 and, when work is marked, comments are not detailed enough to help students to improve. At Key Stage 2, marking is slightly better, with comments which sometimes indicate what students need to do to improve.

The variation in the quality of teaching, learning and standards in mathematics across the school is a result of ineffective leadership and management of the subject. Two teachers, one from each Key Stage, provide 'specialist' teaching and this is not beneficial, especially at Key Stage 2. There is no lead numeracy teacher with overall responsibility. Planning and collaboration for the teaching of the subject are therefore done informally as there is no specific time allotted for it. There is good support from the Ministry of Education through the numeracy specialist and the new numeracy coach. The units developed for Years 1 to 4 are being used and are effective. Additional support is also given by the Principal. Even though there is no formal monitoring of teaching and learning in mathematics, peer observations are carried out between Key Stage 1 and 2 teachers. Teachers use published Mathematics Assessment for Learning and Teaching (MaLT) tests as well as their own assessment to track progress and set targets. The mathematics teachers reported that students who do not meet expected targets are supported within lessons but this was rarely seen during the inspection. There is also an after-school programme to support students who are underachieving. It

is believed that the Math Recovery Programme and the new mathematics units will help to close the gaps and improve standards, but currently, although the quality of teaching and learning is good at Key Stage 1, overall the provision for mathematics is a cause for concern.

Appendix A

Recommendations

The following are some suggested ways that the school could try to overcome the weaknesses identified in the 'What needs to improve' section of this report.

The analysis of students' performance data in order to ensure that they make sufficient progress.

1. Expect students to make at least **two** sub levels of progress per year and ensure that no student is standing still or regressing.

The standards achieved by students, especially in Key Stage 2.

2. Re-evaluate the effectiveness of having different staff allocated to the teaching of reading, writing or mathematics across a key stage.

The effectiveness of the teaching of English and mathematics.

3. Check that there is continuity and progression of learning from year to year.
4. Explore ways of providing the necessary support for the least able and challenge for the most able students.

The breadth of curriculum offered to students

5. Ensure that all students are receiving a broad and balanced curriculum and are able to access it from their different starting points.

Recommendations for English

1. Monitor and evaluate the effectiveness of 'specialist' teaching in reading and writing to ensure that students are making better progress and achieving expected standards.
2. Draw on best practice in the planning and teaching of lessons to ensure that they motivate, engage and challenge students.
3. Plan to support all groups of students in lessons by planning activities that are matched to individual needs, so that rapid progress and achievement is made.
4. In Key Stage 2, ensure that teachers plan together to ensure there is progression in the teaching of key objectives in reading and writing.

Recommendations for mathematics

1. Identify a lead numeracy teacher to manage the teaching and learning of mathematics within the school. The role should include formal planning for teaching across both key stages, monitoring of teaching and learning, and opportunities to share good practice and support the teaching of mathematics.
2. Plan ahead with teaching assistants and other class teachers before they cover or teach lessons. Provide opportunities for modelling what is expected in teaching the lessons and share good practice.
3. Use MaLT results and other internal assessments to identify students who are under-achieving and provide interventions and more direct support during lessons.