

BASELINE INSPECTION REPORT

Edna Moyle Primary School

18 to 19 March 2015

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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
Age range of students:	4-11
Gender of students:	Mixed
Number on roll:	95 (including Reception)
School address:	907, North Side Road P.O Box 380 Grand Cayman KY1-1701 Cayman Islands
Telephone number:	345-947-9516
Email address:	marcia.rennie@gov.ky
Name of Principal:	Marcia Rennie

In May 2014, North Side Primary was renamed Edna Moyle Primary School in honour of the late Edna Moyle who was a past speaker of the house and represented the district of North Side in the legislative assembly.

There are 95 students on the roll, including the Reception class, which was not inspected at this time. Thirty of these students have been identified as having some form of special educational needs. The present principal has been at the school for almost two years. The current senior school improvement officer (SSIO) has been in post about two months, and before this there were several acting SSIOs for relatively short periods of time.

Information about the inspection team

Lead:	Mary Bowerman
Team:	Natasha Chopra Kevin Roberts

This baseline inspection of Edna Moyle Primary School took place from 18 to 19 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 literacy and numeracy
- 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.

- Nineteen 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 was scrutinised
- Inspectors listened to students read
- Discussions took place with the principal, deputy principal, teachers, and groups of students from Years 3 and 6
- Comments from parents and staff were taken into account from the pre-inspection questionnaires

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. Although students are making progress, it is too slow and many are not at the levels expected for their ages, particularly in writing and in mathematics. Teaching throughout the school does not always provide enough support for the less able students or challenge for the more able. Many students do not make enough progress from low starting points to ensure that by the time they are ready to go on to high school they are at the expected levels and have the skills to be able to cope with work at the secondary level.

The main responsibility for leadership and management lies with the principal, as the other members of staff who are allocated to various management positions all have full-time teaching responsibilities for their classes. These are the deputy principal, lead literacy teacher, lead numeracy teacher and special educational needs co-ordinator. Currently, the principal carries out the responsibilities of lead literacy teacher, but there is very little time for any whole-school involvement from any of the others with assigned responsibilities. This situation has a negative impact on the quality of provision across the school.

What the school does well

- Students' behaviour and attitudes to learning are positive overall.
- Students' speaking and listening skills are developing well as they are encouraged to explain their learning.
- Students are making good progress in reading.

What needs to improve

- The management structure of the school.
- The rate of progress that students make.
- The provision for the least and most able students.
- The provision of guidance for teachers in marking and assessment.
- Communication within the school.

Commentary on inspection findings

How well students achieve and make progress

Standards of achievement are unsatisfactory.

Standards of achievement are adequate in Key Stage 1 and are unsatisfactory and a cause for concern in Key Stage 2. Too many students are below the standards expected for their ages. There has been some progress over time, but this is too slow.

Cognitive abilities test scores for 2014 indicate that students are underachieving by the end of Key Stage 2 (Year 6). An example of this is that 63 percent of the Year 6 students were predicted to achieve the expected level (level 4) in mathematics at Key Stage 2 but none of them achieved this level. Although achievement in reading is in line with expectations, writing and mathematics are not.

This year, one of the interventions being used for students in Key Stage 1 who are underachieving in literacy is *Levelled literacy intervention* (LLI). For mathematics, *Maths recovery*, a one-to-one programme, has been introduced. It is too early to measure the effectiveness of these two strategies and there is no extra support for students in Key Stage 2.

The school uses the nationally administered tests – Progress in English (PiE), Progress in Mathematics (PiM) and Mathematics Assessment for Learning and Teaching (MaLT) to provide an indication of students' attainment and progress. The Diagnostic Reading Assessment (DRA) is used infrequently. Inspectors examined available data, sampled work from students in Years 3 and 6, interviewed various students and staff, and observed lessons in Years 1 to 6. Inspection findings confirm that many students are at very low starting points and are not making enough progress to ensure that by the time they are ready to go on to high school they are at the expected levels and have the skills to be able to cope with work at the secondary level.

The effectiveness of teaching and its impact on students' learning

The quality of teaching is unsatisfactory overall. At Key Stage 1, it is adequate but needs improvement. At Key Stage 2, it is unsatisfactory because students do not always know what attainment level they are at and what they need to do to improve. This is linked to the fact that teachers do not always provide enough support for the less able or challenge for the more able.

Across both key stages, teachers' subject knowledge is good. They are clear and accurate in the information they convey and in what they require of the students. They are required to produce long-term and medium-term plans which form the basis for their everyday teaching. These plans help to ensure that there is progression in learning from year to year. The main weakness in the teaching stems from the lack of sufficient support for the least able and challenge for the most able. Especially at Key Stage 2, teachers' daily plans do not clearly indicate how these are to be provided. In most classes, all students are expected to do the same work, although the teacher does

provide support during group work, and there is some care to suit work to individual abilities and needs during guided reading and ICT mathematics sessions.

Teachers provide activities for speaking and listening and for group work, when students can further develop their skills in discussion and can learn from each other. However, there is not enough independent work, especially at Key Stage 2, and sometimes the amount of group work at this level slows the pace of the lesson and limits the amount that each student contributes or achieves.

Teachers' classrooms are welcoming and attractive, with posters displaying prompts and key information and the celebration of students' work. They provide a stimulating environment where students are not reticent in asking or answering questions. Routines are well established and lessons are well organised, with resources readily to hand.

The classes are relatively small and teachers know the students well. Behaviour is generally not an issue. Behaviour of the few students who can be disruptive is calmly but firmly managed.

Teachers are enthusiastic in their presentations to the class and most students are eager to learn and are keen to share what they have been able to achieve. For example, in mathematics students eagerly checked what they knew about the area of different shapes in order to write problems for the class.

Work is regularly marked, and oral feedback encourages improvement. However, there is not the same consistency in providing written comments which show students step by step what they need to do to improve, and there is limited evidence in students' books of corrections or revised drafts being attempted. Presentation and handwriting are weaker areas of learning which need urgent attention, especially in Key Stage 2.

The school schedules regular times for assessments mandated by the Department of Education Services. However, results from these tests are not always analysed to determine differences in attainment by different groups of students and to ensure provision of the specific support needed. Because many of the students are at a low starting point and need extra support and specific interventions to help them make the amount of progress they need to make, teaching is not having the expected effect on standards of achievement, especially at Key Stage 2.

How well the school is led and managed

Leadership and management are unsatisfactory.

The main responsibility for these lies with the principal, as all other members of staff with assigned responsibilities have full-time teaching responsibilities for their class. The deputy principal's responsibilities are first and foremost to her class, but she is also supposed to be responsible for the pastoral aspects of the school and for organising all events and programmes in which the school is involved. Although she is not involved in the monitoring of teaching and learning, she does participate in some peer observations. She has little time for the assigned responsibilities relating to the school improvement

plan, such as overseeing the use of assessment portfolios to track students' progress and set targets.

Other management positions in the school are the lead literacy teacher, lead numeracy teacher and special educational needs co-ordinator (SENCO). These posts all have a full-time class responsibility and there are therefore limitations in what can be offered in terms of whole-school involvement. At present the principal and staff oversees the co-ordination of literacy. Communication between the principal and staff is not strong enough, as, for example, the roles, responsibilities and expectations stated in the school improvement plan have not been agreed with all staff. The shortage of human resources for the effective management of the school is having a negative impact on the overall quality of provision for students.

The school improvement plan indicates actions for improvement in areas such as the quality of teaching and learning in literacy and numeracy and providing support for students with special educational needs. However, the time frames for implementation indicate only that they will be carried out sometime during the 2014 to 2015 academic year. In most cases, the plans for monitoring and evaluation are also imprecise, especially those which involve actions by personnel in posts such as that of the deputy principal and SENCO, which are currently non-functional.

Performance assessment of students is not monitored closely enough to ensure that teachers are providing the necessary support. For example, the analysis provided by the school indicates that since the beginning of this academic year, only in Years 1 and 2 are students making the expected amount of progress in writing; only students in Years 2 and 5 are within or above the expected levels in reading, and only in Years 1 and 2 are students near the expected levels in mathematics. There is no whole-school marking or assessment policy.

Although the quality of teaching is regularly reviewed by senior management, the lesson observations carried out focus more on what teachers do or do not do, and not enough on the evaluation of the impact of the teaching on students' learning and progress. The school considers that 60 percent are at the expected level for their ages in English and mathematics, but this is not supported by inspection findings. One of the main weaknesses in the teaching is the lack of specific provision for the least and most able students to enable them to make better progress.

The quality of teaching and learning in English

The quality of teaching and learning in English is adequate but needs improvement. The 2014 Key Stage 2 tests at the end of Year 6 show students' performance in reading was at the expected levels of attainment for their ages. In writing, half the students were at the expected level (level 4). The school's improvement plan indicates strategies for further training in using data effectively for planning and for improving the quality of teaching and learning in writing. There is no specific time frame for these objectives, and the effectiveness of the actions indicated is not yet evident.

Standards of achievement in speaking and listening are good. The many arrangements for students to undertake tasks in pairs and in groups help them to improve their social

skills. For example, students in Key Stage 1 worked together co-operatively on sorting facts on to a Venn diagram. Students were confident to ask and answer questions and readily expand on their learning by explaining their thought process.

Students enjoy reading and like to participate in guided reading lessons. Younger students read with some fluency and confidence. Students are taught how to decode words through the effective teaching of phonics in the early years. Older students read with fluency and expression. They express preferences on the genres they like to read, although they are not familiar with a wide range of authors. They regularly visit the public library next door to the school, and many read at home. The school correctly identifies comprehension as an area to improve and is actively targeting the teaching of higher-order reading skills in guided reading lessons.

Students are beginning to make progress in developing their writing skills. With the help of the literacy coach the school has adopted the *Guidance for writing* scheme issued to all government schools, and teachers are implementing this in lessons. Younger students are supported well in their writing lessons and make good progress. They are able to write sentences independently and use their knowledge of phonics to sound out the spelling of new words.

Progress in writing since the beginning of this academic year has been good in Years 1 and 2, with the majority in these classes making at least one sub-level of progress and some making three or more. Students in Key Stage 1 are provided with stimulating and exciting activities that ensure that they learn new things constantly and practise their skills regularly and successfully. For example, students listened and sang songs in a phonics lesson; danced to music as they moved to their tables to work independently and used whiteboards to spell out new words. Resources for writing were organised and set out on desks and students were able to initiate writing tasks quickly. In this lesson no time was wasted and the students were consistently focused and engaged in their learning

In a Year 2 lesson on 'sharks' an amusing poem engaged students in the topic. They listened well and enthusiastically responded to questions asked. The teacher linked this to the research work the students had been carrying out in a previous lesson and the students made excellent links to previous learning and were motivated to continue with their research and writing

From Years 3 to 6, however, progress is generally slow. Teachers are tracking the number of sub-levels of progress being made, but there is not enough support for those who are falling behind. The most able are sometimes expected to begin at too basic a stage of learning and in these cases they are not encouraged to work at the level of which they are capable.

Students' work is checked regularly by teachers, either during or after lessons. They mark students' work thoroughly so that they have a clear idea how well students are learning. Teachers' comments often provide advice to help students know what to do to improve their work. However, students are not often given the time they need to correct their work or to follow the suggestions in order to make improvements.

Students who have special educational needs are identified by the school's use of diagnostic and formative assessment systems. However, the school is without a full-

time special educational needs teacher and this is hindering the progress of students with special needs as well as those who are under-achieving.

The quality of teaching and learning in mathematics

The quality of teaching and learning in mathematics is unsatisfactory. Standards of achievement in mathematics are too low and progress is slow. Results of the Key Stage 2 tests at the end of Year 6 show a drop in achievement in mathematics in 2014 when compared to 2013. None of the 8 students in 2014 achieved the standard expected for their age – level 4. A similar picture exists across the school. PIM test data for Years 4 and 5, for example, shows many students not making the expected progress of two or more sub-levels. When compared to students of similar ages in the UK over the last three years, students overall are more than a year behind expectations for their age.

In some lessons the pace is too slow and students do not make much progress, particularly in the first half of the lesson when they are not actively involved in an activity. Although some support is given to the least able students, there is not often any challenge for the more able students. Some teachers are more confident than others in teaching the subject. This sometimes interferes with the way in which examples are presented and in the pace of lessons. Independent working is infrequent.

However, better features are apparent. During inspection, students demonstrated understanding of what they were taught and were confident in explaining their learning to others. Teaching of mathematics is slightly better at Key Stage 1 than at Key Stage 2. In good lessons, students were encouraged to work in groups, explain their answers and make effective use of real objects. In a class at Key Stage 1, students were provided with opportunities to explore mathematics through outdoor activities. They used chalk to draw a circle and took turns moving inside the circle to demonstrate quarter turns, half turns, and responding to clockwise and anticlockwise directions.

Teachers generally use effective questioning which encourages students to think through problems and share their answers. Students are also provided with some opportunities to consolidate and develop their numeracy skills through the effective use of Information and Communications Technology (ICT). For example, students in Key Stage 2 used web based resources such as IXL and Destination Math to reinforce skills taught within their lessons.

In the majority of lessons students are well behaved when they are engaged in meaningful activities. They enjoy opportunities to participate and sometimes reflect on prior learning. The introduction of 'Math Journals' is very effective in helping students to practise self-reflection and explain their problem solving. Teachers' classrooms are well organized with attractive and relevant displays which often include students' work. When working in groups, students show care and respect for others and often support each other well.

Students' learning is well supported by teachers' marking. Teachers regularly check students' work in lessons and, at Key Stage 2, provide feedback on how they can improve.

There is cause for concern regarding the leadership and management of the subject. Even though some of the teaching is good, there is not much focus within the school on the direction and development of mathematics in order to raise the standards of achievement and improve the progress made by students over time. There is some misunderstanding about the role of the lead numeracy teacher for the current school year. As a result, teachers do not plan together and monitoring of the teaching is confined to the regular cycle of lesson observations for appraisal purposes.

However, the support from the numeracy specialist in the Ministry and the newly appointed numeracy coach has been an encouragement to teachers and is making a difference in the teaching of the subject. Teachers are using the recently developed mathematics units from Year 1 to Year 4 and find them useful. Units for other year groups are still to be completed. The lead numeracy teacher indicates that students are now more engaged in hands-on activities and are more involved in their lessons. This was confirmed during the inspection and should help to raise the standards and progress over time.

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.

Improve the management structure of the school as follows.

1. Discuss with all staff the main needs within the school.
2. Provide clear but realistic job descriptions for the positions decided upon.
3. Provide the ministry with a clear rationale for what is needed and request personnel to allow enough free time to devote to the areas decided upon.

Improve the rate of progress made by all students.

4. Monitor the school's progress tracking sheets at the end of each term and ensure that where students are falling behind the expected rate of progress, appropriate interventions are put in place immediately.

Provide appropriately for the least and most able students.

5. Ensure that these students' needs have been correctly identified.
6. Help teachers to plan more specifically for meeting the different needs in their class.
7. Seek specialist advice where needed.

Provide guidance for teachers in marking and assessment.

8. With the staff, produce a marking and assessment policy.
9. Use the lead literacy and numeracy teachers to help to monitor students' books at regular intervals.
10. Hold teachers accountable for the standard of marking, quality of assessment and guidance provided for students.

Ensure better communication within the school.

11. Involve and consult with staff more on decisions concerning the day to day running of the school.

Recommendations for English:

1. Raise standards in handwriting and presentation of work.
2. Ensure that teachers' planning includes ways to match work to individual abilities and needs so that all students can make better progress over time.
3. Arrange more independent working in lessons so that students can show what they can do and be more involved in their own learning, especially at Key Stage 2.

Recommendations for mathematics:

1. Incorporate more practical and investigative activities across the school so that all students can be engaged at their level.
2. Provide greater challenge and extension for the more able students within lessons.
3. Provide more constructive and specific feedback to students when marking their books.
4. Especially at Key Stage 2, place greater emphasis on tasks requiring students to work independently.
5. Set higher expectations for all students.
6. Give more priority to the subject, clearly defining the role of the lead numeracy teacher, allowing time for collaboration and planning with teachers, for analysing performance data and monitoring teaching and learning in mathematics across the school.