



**Report on
The quality of provision for physical education in
schools in the Cayman Islands
April 2007**



Cayman Islands Schools' Inspectorate

Working in partnership for high quality education for all students

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Executive summary

Background

The Cayman Islands Schools' Inspectorate commissioned a survey on the effectiveness of the arrangements for teaching physical education in Cayman Islands' schools. The purpose of the survey is to identify strengths and weaknesses of provision in order to contribute towards improving physical education in schools.

The survey was undertaken by Carole Raymond. She was one of Her Majesty's Inspectors of Schools for eight years and the specialist subject adviser with overall responsibility for physical education in England.

Her brief was to:

- Conduct a detailed evaluation of the impact of the arrangements for teaching physical education in schools
- Make recommendations for improving the arrangements for teaching physical education so that students receive maximum benefit from the subject and are prepared well to make informed choices about healthy lifestyles
- Identify good practice where it exists

Evidence Base

Senior members of the Schools' Inspectorate accompanied Carole Raymond on the majority of her visits to schools and her interviews with officers and other staff. The survey drew on the following evidence:

- Lesson observations in a sample of primary, secondary, government and private schools on Grand Cayman and Cayman Brac
- Discussions with senior staff, teachers and students in the sample schools
- Visits to specialist community and private facilities
- Scrutiny of documentation, including inspection reports, schemes of work,

examination results and available assessment information from these schools

- Meetings with senior education officers, health officers, the Director of Sport, peripatetic teachers and members of the Schools' Inspectorate

The key questions addressed by the survey

- How well do students achieve in the various aspects of physical education, including the development of the ability to make informed choices about lifestyle?
- How effective is the curriculum for physical education in schools, and how well is this integrated with other provision, including sports in the community?
- Does the quality of teaching and coaching in physical education support effective learning and encourage all students to achieve their full potential in the subject?
- Do the facilities, equipment and resources for physical education help students to achieve well?
- How well is the provision for physical education led and managed in schools and through the central provision for physical education teaching?

Ms Raymond wishes to thank all those who gave their time in providing information for this survey, particularly the many teachers and students that were involved.

Main Findings

General comments

There is overwhelming consensus amongst school principals and teachers that physical education is generally undervalued as a subject in the Cayman Islands school curriculum. Many also recognise significant weaknesses in provision and raise concerns about students' negative attitudes and low standards of performance. The evidence collected during this survey confirms these views.

The commitment to physical education and provision for the subject is stronger and more consistent in private schools, on the basis of those visited during the survey. This commitment is reflected in the curriculum time available, the range of opportunities offered and access to good quality indoor and outdoor facilities. There is also a recognition in these schools that physical education makes a valuable contribution to the social and personal development of students, which can lead to improvements in behaviour and concentration in academic subjects.

In government schools, some principals and teachers talk about the value of physical education but only a minority are taking action to improve the quality and effectiveness of provision. This report recognises the good practice that exists. However, overall, provision fails to meet the needs of all students.

Students' achievements

- Students do not achieve as well as they should in physical education.
- There is very little formal data on how well students achieve in physical education and whether the subject helps them make informed choices about healthy lifestyles. In the lessons observed there was a very mixed picture, with the majority of students achieving below the expectations for their age and capability.
- In the majority of schools, there is a commitment to helping students achieve

well. This is normally defined in terms of increasing participation and improving attitudes and behaviour rather than in the development of students' knowledge, understanding and skills across a range of activities. When there is an emphasis on skills, it is usually defined as performance skills in games and athletics in preparation for competitions, with little attention to the full range of activities outlined in the Government's curriculum for physical education¹.

- Many teachers have concerns about the increasing numbers of students who are overweight or obese.
- Students' responses and behaviour in physical education are generally satisfactory. In most lessons observed, students worked with enthusiasm and showed a willingness to learn. The older students' (Years 10 to 12) attitudes towards physical education and their behaviour in lessons were generally positive. In other year groups, the picture was more variable with pockets of disaffection and unsatisfactory behaviour in some lessons; this was usually linked to weak teaching. Low-level inattentiveness and off-task behaviour was common in the Year 1 and 2 lessons seen.
- The attitudes of Year 7 and Year 9 students in government schools are very mixed and a significant minority are disaffected with the programme they receive. This was reflected in high-levels of non-participation. In some classes around a third of students did not take part in the lesson; this was most evident in swimming lessons.

¹ This is the curriculum document supplied by the Education Department (August 2006)

Effectiveness of the provision

Curriculum

- The Cayman Islands Education Department² recommends that all students have an hour of physical education, and curriculum guidance indicates that they should experience a range of activities. There are examples of schools offering this and in some cases as much as two hours, but practice is not consistent and the provision has significant weaknesses. In government primary schools particularly, students often receive no more than half an hour per week.
- There is an outline scheme of work³ for pre-school and Key Stage 1 and 2 (Years 1-6) students. However, there is no planned scheme for physical education that shows progression from pre-school through primary into high school. Consequently, there is no agreed understanding about what all students are expected to know, understand and be able to do at different stages. Few pre-schools or schools refer to the documents that are available.
- Most pre-schools are providing opportunities for outdoor play. Teachers' planning for this is, though, inconsistent, lacks structure and focuses on activities rather than how the children will develop their skills over time.
- The physical education curriculum in the majority of government primary schools fails to meet the needs of all students. It is too narrow and focuses on a limited number of sports. What is delivered does not meet the

² A memorandum sent to schools in May 2006 recommends a minimum of one hour per week, up to 1.5 hours

³ These formal documents include: The Cayman Islands' Pre-school Curriculum Guide (1998) Reception Curriculum Guide (published by the CI Government) and the Key Stage 1 physical education (August 2006); Bodden Town

requirements of the existing Cayman Islands' Curriculum for primary students. Not all students in pre-school or Key Stages 1, 2 and 3 (Years 1-9) have opportunities for movement (dance and gymnastics) or swimming. In schools where physical education is taught by peripatetic staff, the principals and class teachers generally have no idea what the planned programme involves.



Children at Little Trotters, playing outside

- Provision for physical education at North Side Primary and The Lighthouse School is good and helping students to experience a balanced curriculum and make good progress.
- Provision at John Gray High School is good. It includes a broad and balanced programme around core and examination courses. This offers students a range and choice of activities, with access to good quality community and private facilities.
- In the majority of schools, teachers do not plan effectively for physical education. Only in a small minority of schools — one government primary, one private school and the special school — do teachers plan effectively for students' learning and this was evident in some of the well structured and purposeful lessons observed.
- Some primary schools, such as Savannah, are involved in the 'Be Active' campaign and this is helping to engage students in daily exercise and

promoting greater awareness of the importance of healthy lifestyles.

- Overall, however, there are too few planned links with health promotion and other areas of the curriculum, such as literacy, numeracy and information technology.
- Inter-house and sports day competitions help to increase the participation of students in activity. Creating four schools on the George Hicks campus has helped to provide more opportunities for competition. More students are now involved and the level of participation has therefore increased.
- Out-of-hours opportunities provide recreational and competitive experiences such as sports rallies and school preliminaries, which help to motivate students to improve their skills. There are no records of the numbers of students involved in out-of-hours clubs and no evaluation of the impact of the programme on meeting the needs of all students.



Savannah Primary School students go sailing

- The links between schools and sports clubs vary widely between schools and often rely on the personal contacts between coaches and teachers. Links between schools and community clubs are well established in sports such as football, netball, cricket and sailing.

Effectiveness of the teaching and its impact on students' learning

- The quality of teaching and learning was most effective when teachers planned learning objectives and shared these with students. In these lessons, teachers used a variety of teaching styles to ensure students worked at a good pace and with purpose. They engaged students in individual and small group work, enabling them to think more about their own work and take responsibility for it. This good practice was evident in only a minority of schools.
- In less effective lessons, teachers demonstrated good knowledge of a particular activity, for example, track and field events, but did not adapt this for the different ages and needs of younger students. In many lessons, there was too much emphasis on activity without a focus on what was to be learnt. Delivering content often took priority over meeting the varying needs of students. Teachers used a narrow range of teaching styles, which provided too few opportunities for students to take responsibility for their own learning.
- A small number of lessons were unsatisfactory. The activities were inappropriate and failed to challenge and motivate students, who often lost interest and misbehaved.
- Assessment in physical education is a weakness in most schools. However, a few teachers in some pre-schools and in the Lighthouse keep and use day-to-day records of students' achievements or progress towards particular outcomes.
- The lack of information on students' achievements when they transfer from primary to middle school and middle to high school is a problem highlighted by teachers.

Facilities and resources

- Students in private schools generally have better access to indoor facilities than those in government schools.
- Most schools make effective use of a range of outdoor facilities, appropriate for the size of the school. Hard court areas have markings for major games, but few offer any shade. In schools where the community also uses its fields, playing surfaces are in a poor state of repair, showing extensive signs of wear and tear.
- The most significant weakness in pre-schools and government schools is the lack of indoor teaching spaces. In private schools, students have good access to large indoor teaching spaces, which enable the curriculum to continue during excessive hot or wet weather.
- The provision for swimming is inadequate. The Lions pool is a good quality facility that is used extensively by many students. However, it does not have the capacity to cater for all primary school students and its location would also result in too much travel time for some schools.
- Some schools are making creative use of existing facilities in order to enhance provision. For example, shaded areas have been created in a pre-school and on the George Hicks campus. In two primary schools, classrooms are being used as teaching spaces for dance and movement. Some schools make use of private and public specialist facilities.
- Most government primary school staff resist the idea of using assembly or dining halls for physical education.



North Side teacher making good use of a classroom for PE

- The Ministry for Education has a much needed strategy for the development of new and existing facilities and changing rooms.
- Schools and teachers are generally satisfied with the range and quality of resources available for physical education. However, during visits to primary schools, few were making use of a range of small apparatus. Younger students rarely used small equipment such as bats, balls of different sizes and weights, hoops and/or bean bags.
- Many primary class teachers do not have the confidence or knowledge to teach physical education. Consequently, younger students do not often receive their full entitlement of lessons. One principal responded to this concern and has provided effective support for teachers, which has resulted in good physical education provision for the students.
- Peripatetic and secondary teachers have suitable qualifications and experience. However, teachers' expertise is generally in a narrow range of physical education activities, which limits the curriculum they offer students.

Leadership and Management

- The leadership and management of physical education at all levels — from schools to the Education Department and Ministry — is a weakness. There is no clear vision for the subject in schools or of what good quality teaching looks like. There is little monitoring or evaluation of the effectiveness of what is happening in schools in order to improve provision and raise levels of students' performance.
- There are no procedures for monitoring the effectiveness of the peripatetic programme, which is such a large component of government primary school students' experience of physical education in Cayman.
- There is no continuing professional development for teaching staff and no formal opportunities for teachers to meet, share ideas and develop good practice.

Recommendations

To improve the effectiveness of physical education, the Ministry and Education Department should:

- Provide leadership for the subject at national level. This should include a vision for physical education and health as essential parts of the curriculum and the development of the whole child. The vision should define the relationship between physical education, sport and the arts. It should promote the development of healthy lifestyles together with regular and lifelong participation in physical activity as well as supporting elite performers.
- Develop a communications strategy that will promote this vision and help schools integrate it into their mission statements for the development of the whole child. Also, parents and the

wider community need to be educated on the importance of physical education and regular daily exercise as part of healthy lifestyles.

- Strengthen the collaboration between health, education and sport so that the work of each can contribute in a more coordinated way to the vision for physical education.



Students prepare to dive

- In the light of new data on students' obesity and health, increase the recommended time for physical education in schools to a minimum of two hours per week. This is necessary to ensure there is sufficient time for primary school students to develop the knowledge and skills needed to lead healthy lifestyles.
- Ensure that those involved with monitoring provision in schools have the knowledge and skills to evaluate the programme rigorously against clear criteria, particularly in relation to good quality teaching and learning.
- Provide more detailed exemplification of the physical education curriculum and what students should know, understand and be able to do at different stages. This guidance should also show how teachers will assess students' learning.
- Provide training for teachers⁴ who are required to teach physical education. The training should focus on helping them develop the knowledge, skills

⁴ The term teacher includes coaches and all other adults working with students.

and understanding of good teaching, which will enable them to plan more effectively for purposeful learning and different needs of students in lessons.

- Provide opportunities for teachers to come together to share expertise.
- Ensure that the development of the new learning communities takes due consideration of the proposed new curriculum for physical education and the facilities needed to provide students with a broad and balanced programme.
- Provide more up-to-date resources and equipment for primary schools.
- Improve provision for swimming, so that it is an entitlement for all primary school students.
- Review the effectiveness of the deployment of peripatetic teachers to ensure that they serve the needs of specific schools and students, and that their lines of accountability are clear.
- Develop a more coordinated approach to the development of sporting pathways outside school in order to broaden the range of sports and appeal to a wider group of students.
- Create a policy for developing the provision for elite athletes, including the identification of talented students and a mentoring support programme.

Principals, subject leaders and teachers with responsibility at school level should:

- Provide more effective leadership of physical education and take greater responsibility for monitoring and evaluating the quality of provision, including the work of the peripatetic teachers.
- Promote the benefits of physical education and health development to

students and parents and provide a school climate that rewards more positive attitudes to healthy lifestyles.

- Do more to celebrate students' achievements in physical education, beyond sports competitions, thus establishing a culture in which the students feel the subject is valued. Improve teachers' assessment strategies so that subsequent teaching can be based upon a better diagnosis of students' needs.
- Ensure all students receive their entitlement to a minimum of two hours of physical education per week and a broad and balanced programme.
- Improve communication with peripatetic teachers so that they feel a more valued part of the school staff.
- If the present requirement for class teachers to deliver physical education continues, provide training for class teachers to help develop their confidence and subject knowledge.
- Improve teachers' quality of teaching so that it focuses more on students' knowledge, skills and understanding, with opportunities for students to take greater responsibility for their learning.
- Find ways to make school assembly halls and canteens available for physical education lessons, so that teachers can deliver a more balanced curriculum for all students, particularly dance and gymnastics.
- Take more account of students' views of physical education, particularly Year 7 to 9, and work with them to find ways of improving their enthusiasm and levels of participation.

Commentary

Students' achievements

There is very little formal data on students' achievements in physical education or whether the subject helps them make informed choices about healthy lifestyles. This lack of data makes it difficult to report on students' progress over time or to celebrate how well students achieve in physical education. The judgements and examples of standards achieved described below are, therefore, based on discussions with teachers and students and observations of the work being done during the review.

In the majority of schools there is a commitment to helping students achieve well. This is normally defined in terms of increasing participation and improving attitudes and behaviour, rather than in developing students' knowledge, understanding and skills across a range of activities. When there is an emphasis on skills, it is usually defined as performance in games and athletics in preparation for competitions. There is little attention to the range of activities outlined in the Government's curriculum for physical education⁵. Few schools pay much attention to helping students develop skills of creativity, the ability to evaluate, or knowledge and understanding of fitness and health.

In the lessons observed, the majority of students were achieving below the expectations for their age and capability. There were examples of students showing satisfactory or good achievement, as indicated below:

Most pre-school children moved with control and coordination and were able to climb onto, travel around, under and over different outdoor play equipment. They showed an awareness of space and of how to work with others, taking turns to use apparatus.

During a dance lesson that took place in a classroom, the Year 1 children moved safely and confidently in the small space, making changes of direction and using different levels. They

repeated different animal actions including rabbits, snakes, 'happy feet' penguins and jumping frogs with control.

Students in a Year 5 athletics lesson showed a good understanding of the differences between sprinting and jogging and between competitive and fun events. They were able to sprint over short distances and pass the baton safely and confidently.

In a Year 6 lesson, students demonstrated in games such as football, netball and basketball how they could move and position themselves to receive passes. They also had a good understanding of the rules of the games.

In some schools, such as Savannah Primary, students' access to new areas of activity, such as sailing is helping to improve their knowledge and understanding of basic skills. For example, as Year 1 students worked with ropes they were able to explain how the figure of eight knot is used to guide the sail.



Lighthouse school engaging in PE

In the Lighthouse School, students make good progress in relation to their capabilities. For example,

A group of Year 3 and 4 students with a range of learning difficulties participated in different running activities with confidence and enthusiasm. They ran forwards and backwards and used different body shapes to represent animal movements with some accuracy. They were able to run and place beanbags on cones and to pass the ball to someone behind them. They listened well, followed routines for starting and finishing and worked cooperatively with each other. They helped each other without prompting from the teacher.

During the survey only one school, North Side Primary, appeared to offer well-planned

⁵ This is the Curriculum document supplied by the Education Department (August 2006)

opportunities to develop students' creative and evaluation skills. For example, Year 3 and 4 students moved imaginatively to music and linked different actions together as a motif. They were also able to observe each other and comment critically on their ideas and use of space. In another school, Year 6 students showed their ability to perform complex dance sequences to music as they practised for the National Children's Festival of the Arts.

In contrast to these positive examples, most teachers spoken to during the school visits expressed concern about students' low level of skills and fitness. For example, George Hicks campus teachers commented on the low achievement of students when they enter Year 7; indicating that about half of the group showed weak skills in running, throwing and catching, and that only around ten percent would pass basic skills tests. This wide range of ability was confirmed during the observations in lessons across all key stages; too often, students' skills were too low level and the quality of their movements lacked precision and accuracy. For example, low standards were noticeable in swimming:

In a Year 7 lesson, a third of the students were unable to move through the water with confidence. In Year 9, a third of the students could not swim and were still working on developing their confidence in the water. The other two-thirds showed the ability to move confidently through the water using different arm and leg actions in front and back crawl techniques.

In John Gray High School, the students worked on basic skills in games lessons:

A small group of Year 10 boys could throw accurately and use this skill effectively when fielding in a competitive cricket game. However, the majority of students were not able to apply their skills well when involved in games. They did not have a good understanding of the tactics needed. In the same school, a significant group of students are following the Certificate of Achievement course, which is a programme for students with below average skills; this reflects the school's assessment of students' standards as below expected levels for their age.

This underachievement in performance skills is in part due to teachers' low expectations of what primary and middle school students should be able to do across a range of activities. In too many lessons, the planning was weak and led to teaching that focused on 'doing' rather than 'learning' and the teacher talked for too long resulting in low-levels of activity. Few teachers use assessments of students' achievements to set new targets or to challenge students.

Many teachers have concerns about the increasing numbers of students who are overweight or obese. A few teachers are beginning to plan individual programmes for students, which help to ensure they have regular exercise and begin to take responsibility for their personal well-being. This effective practice should be promoted across all schools.

Students' knowledge of fitness and health was generally lower than would be expected for their age. For example, Year 1 and 2 students explained how running made their heart beat faster, but few were able to say what other changes happened to their body when exercising. In a Year 9 lesson, girls worked hard on step exercises but were unable to use correct terminology when explaining the purpose of the exercises and their impact on key muscle groups. Better levels of knowledge and understanding were noted in John Gray High School; for example, Year 10 girls led the warm-up session and boys used different fitness equipment as part of their individual training programmes.

Behaviour and participation rates

In the high schools, students' attitudes towards physical education and their behaviour in lessons is generally positive. They work enthusiastically in lessons and show a willingness to learn. When given the opportunity, some students took responsibility for their own learning and worked well independently of teachers. For example, leading their own warm-up activities and selecting activities as part of their personal fitness programmes or creating their own dance sequences.



Cayman Prep and High students working well together

In middle and primary schools, students' attitudes are more variable with pockets of disaffection and unsatisfactory behaviour in some lessons; this is usually linked with weak teaching. For example, in one primary school, Year 1 students started to get distracted during the warm-up and did not follow the teachers' instructions. As the lesson progressed they became bored as they spent too long having to listen to the teacher talking, giving instructions and organising teams for relay baton practice. In a Year 5 games lessons, students participated enthusiastically in the warm-up running activities but when they had to practise passing in mini-hockey some of them simply opted out and lay on the floor; the tasks lacked focus and failed to challenge students.

The attitudes of Year 7 and Year 9 students are very mixed and a significant minority show a lack of enthusiasm for physical education. In some lessons seen, over a third of students did not participate, offering

different reasons such as lack of kit, illness or injury. This was most notable in swimming lessons. In one Year 7 lesson in George Hicks, 11 students did not participate and many of these had notes from parents excusing them from the activity. In this school, teachers commented on how Year 7 students showed a lack of responsibility when they arrived at the school. In a year 9 lesson, 20 students were not participating. Similarly, in Cayman Brac High School, 16 Year 7 students were excused from a swimming lesson and teachers' records showed this to be a common occurrence. Many students provided letters from parents, who endorsed non-participation often for very minor concerns or injuries.

These high levels of non-participation are unacceptable and schools need to look closely at why such large numbers opt-out of some lessons. They should take more account of students' views of physical education and work with them and their parents to find ways of improving their enthusiasm and levels of participation.

Effectiveness of provision

Curriculum time

Most pre-schools are providing daily opportunities for outdoor play that enable children to develop basic skills, such as running, jumping and climbing.

The Cayman Islands Education Department recommends that all primary age students have one hour per week of physical education and the curriculum guidance indicates that they should experience a range of activities. There are examples of schools offering this, but practice is not consistent and provision has significant weaknesses.

Many primary schools timetable physical education for approximately an hour a week usually organised as two half-hour sessions. In reality, however, few government primary schools provide this entitlement for all students. The reasons are many and varied, including: peripatetic teachers absence or class teachers not delivering their part of the

programme due to a lack of confidence or enthusiasm; using the time for coaching or practice for school teams in preparation for rallies or inter-school preliminaries; wet weather and the lack of access to indoor teaching spaces; class teachers withdrawing students from lessons in order to finish other work or as a form of punishment. This seriously disrupts the learning and reduces the value of physical education for all students.

In private schools, practice is more consistent and students have access to two hours of physical education. In one school, the principal has increased the time for Years 4, 5 and 6 students to three 45 minutes lessons per week. Teachers here have reported improvements in students' physical skills and also in their behaviour, concentration and listening skills in other classroom lessons.

Secondary school students in government schools have better access to physical education lessons than their primary counterparts as they generally receive at least an hour per week. High schools on Grand Cayman are offering a minimum of 80 minutes and those students taking the GCSE examination have much more, which is positive.

During the survey, several school principals, teachers and health officials expressed concerns about the increasing numbers of students showing signs of being over-weight or obese. The latest national school entry screening data available from the Public Health department (2007) shows an increase in the proportion of students categorised as obese over the past eighteen years. It is important, therefore, in light of this new data, that serious thought is given to increasing the recommended curriculum time for physical education to a minimum of two hours per week. Primary schools, in particular, should consider adopting a 'daily' physical activity philosophy to help promote more positive attitudes and behaviour, and healthy lifestyles.

Curriculum planning

There is currently no planned curriculum for physical education that shows progression from pre-school through primary into high school. Consequently, there is no agreed understanding about what all students are expected to know, understand and be able to do at different stages. Few schools had plans for lessons or the term during the visit.

Few pre-schools have a curriculum plan or set of goals for children to achieve as a result of indoor and outdoor play. At best, teachers had a list of the skills they wanted students to learn. For example, in one pre-school progress reports included a list of the fine and gross motor skills children are expected to learn; including running, jumping, co-ordination, balance and throwing and catching. However, there was no evidence of how teachers planned for students to learn these skills in an increasingly demanding and developmental way. In other pre-schools, teachers focused on developing skills such as running and jumping, catching and kicking a ball, climbing confidently and making different shapes.

In many government primary schools, the curriculum is neither broad nor balanced. The peripatetic teachers spend most of time teaching games and athletics. This does not fulfil the requirements of the Cayman Islands' curriculum for primary students⁶. There are too few opportunities for developing students' movement skills, including dance and gymnastics, and many schools are unable to offer swimming or personal survival. Few primary class teachers are aware of what is being taught by the peripatetic teachers, and they fail to help students make important links between physical education and other classroom based subjects.

A few primary schools have effective curriculum plans that help to ensure a balanced curriculum and give direction and purpose to the programme. North Side Primary includes a programme in gymnastics, invasion games and movement, which is

⁶ This is the curriculum document supplied by the Education Department (August 2006)

planned and taught by class teachers for one lesson a week to complement the work of the peripatetic teachers. In this way, children at North Side receive their entitlement of an hour's physical education per week. At the Lighthouse School, a specialist teacher has planned programmes for all year groups. He works with occupational therapists and support assistants to provide lessons that meet the different needs of groups of students, including an individual fitness programme for overweight students. At Cayman Prep School, students have access to a broad and balanced programme, which is being reviewed and refined.

Some primary schools are beginning to tackle their concerns about students' levels of fitness by offering 'Be Active' sessions involving 10 minutes of activities at different times in the day and throughout the week. They are also providing games equipment for children to use during break and lunchtimes to practise their skills and increase their activity levels. At Savannah Primary, the Be Active programme enables Year 1 students to go sailing at the local club where children have access to well qualified staff and specialist facilities.

In the high schools on Grand Cayman, the physical education departments have given much thought to planning a broad and balanced curriculum. All students follow a core programme and have the opportunity to take an examination course. The programme includes a wide range of games (cricket, basketball, volleyball and softball) track and field, trampolining, personal fitness and swimming. Close account is taken of the facilities available when planning activities. For example, Cayman Prep and High School make good use of their indoor facility for games, trampolining and aerobics. At John Gray, students have limited access to the school hall, but they make good use of a small fitness gym and outdoor facilities to offer students a choice of activities. Both schools are making good use of specialist local community facilities for swimming, softball, squash, sailing and scuba diving.

Some key weaknesses related to the provision from pre-school through primary into high school include:

- A lack of planned progression and continuity between the secondary and primary phases
- Too few planned opportunities for students to develop their knowledge and understanding of fitness and health
- A lack of planned links with other areas of learning, such as, the use of shape and space in mathematics, measuring and recording in athletics, key words in literacy or the human body in science
- A lack of specialist provision for gifted and talented students; there is no systematic identification of students or mentoring scheme.

Extra-curricular provision and links with sport in the community

Most schools offer a range of extra-curricular activities and after-school clubs, which emphasise recreation, competition or public performance.

The programmes are mainly organised by school staff with assistance from sports coaches and parents. The most common sports include: netball, rugby, football, track and field and softball. There are few opportunities for dance, gymnastics, or swimming. There is no data on the numbers involved in extra-curricular activities, but schools report that these opportunities are helping to increase levels of participation for a small proportion of students.



Cayman Prep and High students enjoy a game of squash

Many students arrive early at school, yet there are few opportunities for them to participate in physical activities. This is a missed opportunity to engage students the moment they arrive at school⁷.

Competitive experiences such as inter-house competitions, inter-school sports rallies and school preliminaries also help to motivate students, including the more able students, to try harder to improve their skills. These experiences are usually popular and have enormous benefits for students. However, many primary school teachers expressed concern about the small numbers of students involved and the disruption caused to the rest of the curriculum by preparation for school preliminaries. They would welcome more school-based competitions that benefit all students.

The links between schools and sports clubs vary widely and often rely on personal contacts between coaches and teachers. Links between school and community clubs are well established in sports such as football, netball, cricket and sailing and offer some effective routes into sport for students. Some talented students benefit from these links. On Cayman Brac the sports coordinator is working with local schools and the community to increase participation of students and adults in sport. Overall, however, there is a need for a more co-ordinated approach to the development of sporting pathways outside school in order to broaden the range of sports offered and to attract a wider group of students. In addition, attention should be given to the development of sporting talent, involving a more systematic approach to identifying, training and mentoring talented students.

Effectiveness of teaching and its impact on students' learning

The teaching observed during school visits was of a very mixed quality and effectiveness. A few lessons were good and these were carefully planned to build on prior

learning. Most lessons provided appropriate opportunities for students to be active and to develop some new learning. However, several lessons were unsatisfactory.

Teaching and learning was most effective when teachers shared learning objectives with students and used a variety of teaching styles to engage them in individual or small group work. An example is given below:

In North Side Primary School, all class teachers shared learning objectives with students at the beginning of the lesson, sometimes writing them on the whiteboard. They used these effectively to focus students' attention on the purpose of the activity. For example, in a Year 6 games lesson, students were developing their understanding of the purposes of warm-up by leading their own exercises in preparation for the game they were going to play. They were also focusing on improving their techniques for attacking and defending play and learning how to shield the ball, change direction and get the ball away from a defender. The students started their warm-up in their classroom, having moved the tables and chairs to the side. They performed stretching exercises to music. Initially the teacher led the activity and then encouraged different students to lead. Working indoors in this way also reduced the time spent in the sunshine. When they moved onto the hard court area, students worked on keeping the ball away from defenders and marking opponents. First they played netball and then moved onto applying the same techniques in basketball and football. This helped them to understand that the techniques are common across different games. The students worked hard and with enthusiasm.

In the Lighthouse School, the teacher set high expectations and challenged students to perform to the best of their ability, to cooperate effectively with others when working as a team in a variety of situations.

Year 3 and 4 students arrived at the hall with their class teacher and support assistants. The teacher greeted them individually. The warm-up involved a review of previous learning. Students listened carefully to instructions and demonstrated that they remembered routines and what they had done previously. Using PECs⁸ the teacher explained how the lesson would focus on different

⁷ Reference was made to this in the Inspectorate's report on Behaviour and Attendance in Schools (May 2006)

⁸ PECs (picture exchange communications systems) are visual prompts used to help students recall key words and actions.

movements, beginning with running forwards and backwards and then onto different actions. He used a brief question and answer session and PECs cards to check students' understanding before they set off at different stages in the lesson. The students were familiar with the routines and took turns. The teacher encouraged individuals and checked some of their performances. As the work progressed there was evidence of increasing refinement of students' movements and of the teacher raising the level of challenge. Students concentrated hard as they worked at a good pace using beanbags and balls, passing over the head and under their legs. The teacher was constantly moving amongst the students, offering praise and encouragement as appropriate. He encouraged the teaching support staff to join in. Students enjoyed this. They also enjoyed collecting and putting the equipment away before they moved on to the parachute game which created lots of excitement. The lesson concluded with a brief cooling down activity and the teacher checked each students' understanding of what they had learned in the lesson, encouraging accurate use of vocabulary (animal shapes and key words, such as over and under) used during the lesson.



Lighthouse students having fun with the parachute

This purposeful, fun and lively lesson provided a model of good practice.

In a Year 10 fitness lesson in John Gray High School, after they had been shown how to use the equipment, students had good opportunities to make their own decisions about the programme they would follow and the goals they set for themselves. They recorded their performances making comparisons with previous results. Individual feedback from the teacher encouraged students to challenge themselves and to record their output accurately. In the same school, Year 10 girls led their own warm-up and showed how they could stretch different muscles groups in preparation for their skills work.

In most lessons judged to be satisfactory, teachers showed good subject knowledge of a particular activity, for example track and field events, and used it to organise a range of tasks that focused on developing specific skills. Too often, however, a focus on content took priority over meeting the varying needs of students. For example, in several primary schools, lessons on 'baton changeover' followed the same pattern for Year 1, Year 2 or Year 5 students, regardless of their prior experiences or needs. In these lessons, there was often too much emphasis on activity with insufficient feedback and intervention to help students make progress. The narrow range of teaching styles used also restricted students' opportunities to take responsibility for their own learning or to evaluate their work.

The quality of teaching in several lessons was unsatisfactory and students made little progress in their learning. Common weaknesses included: teachers unrealistic or low expectations of students; too little physical demand on students because the teacher spent too much time talking, organising students and managing low level off-task behaviour. Feedback was normally confined to comments on effort and behaviour rather than achievement.

In most lessons, there were few opportunities for students to observe and evaluate their own and others' performances and too little emphasis on developing students' knowledge and understanding of fitness and health. Teachers' use of a narrow range of teaching styles also resulted in too few opportunities for students to take responsibility for their own learning. There were few problem-solving or decision-making tasks that enabled students to work independently or in small groups.

Weaknesses in teachers' use of assessment information often hinder students' learning. Few lessons started with time for consolidating previous learning and most were focused on new content directed at the whole class. In their discussions with visitors, students revealed that they found their work too easy, or were bored by having to do activities that they had done before and

which they thought had little purpose for them. The primary programme took little account of the prior attainment of students and their differing needs. In the high schools, teachers showed an awareness of the needs of students and pitched the programme appropriately. For example, in Year 10 students focused on basic skills because the aims of the lesson were not sufficiently precise. More generally, however, few teachers made good use of their assessments of individual students and usually chose activities appropriate to the majority of students and the physically most able were seldom challenged sufficiently.

In some pre-schools, teachers are keeping records of skills achieved by students, but the availability and use of assessments of students' performances is a weakness in most schools; often there was no evidence or data available. The exception was at the special school where the PE teacher had good records of students' individual progress across the different aspects of the programme, including balls skills. The teacher, in conjunction with the occupational therapists, used assessments of students' progress in previous lessons to plan effectively for personalised learning to meet the individual needs of students on the motor activities training programme (MATP).

The lack of information on students' achievements as they transfer from primary to middle school and middle school to high school is a problem highlighted by teachers.

Facilities and resources

Indoor and outdoor spaces vary in quality from very good to poor. Some outdoor facilities are inadequately maintained and, in a few cases, unsafe. In a few schools, such as Cayman Brac and John Gray High schools, the changing facilities are poorly maintained or simply not big enough for the numbers of students using them.

Most schools make effective use of a range of outdoor facilities, appropriate for the size of the school. Hard court areas have markings for major games, but few offer any shade. The outdoor all-weather space at Cayman

Prep is a good example of good quality facilities. In schools where the community also uses fields, playing surfaces are in a poor state of repair, showing extensive signs of wear and tear. Some examples include Red Bay Primary School where the cricket wicket is located in the centre of the outdoor field area and the playing field at the George Hicks Campus. At John Gray High School, teachers are making effective use of a small fitness gym.

Students in private schools have better access to indoor facilities than those in government schools.



Cayman Prep and High school hall

Private school students have good access to large indoor teaching spaces, which enable the curriculum to continue during excessive hot or wet weather. This multi-use is facilitated by appropriate procedures put in place for setting up and putting away dining tables. The most significant weakness in pre-schools and government schools is the lack of indoor or shaded-outdoor teaching spaces. Most government schools have a large assembly or dining hall but they do not use this space for physical education. Many teachers believe this is the policy of the Education Department, which is not the case. This is a missed opportunity to provide students with a more balanced curriculum, particularly dance and gymnastic movement. It would also help to increase levels of participation during hot or wet weather. For example, one group of Year 9 girls arrived at the lesson expressing their reluctance to work outdoors in the heat. Although there was no access to the schools hall, the teacher planned a series of indoor fitness tasks in the changing room which led to high levels of participation amongst the students.

Some schools are making creative use of existing facilities in order to enhance provision. For example, at the Little Trotters pre-school and George Hicks Campus a canvas shade has been used to create a new teaching space. In two primary schools, classrooms were being used as teaching spaces for dance and movement. For example, at North Side School, class teachers turned their classrooms into workspaces by simply moving tables and chairs to the side. This enabled Year 6 students to use music for their warm-up exercises before moving out onto the hard-court play area for their games lesson. At similar times, Year 1 and Years 3 and 4 used their classrooms for dance. At Savannah Primary, a classroom was being used for movement lessons, although the school hall was rarely used. At this school, Infant pupils also visited the local sailing club as part of the Be Active programme. In these schools the PTA or community had helped to raise funds to provide outdoor play equipment.

Most schools make use of Truman Bodden sports arena for their annual sports day. High schools on Grand Cayman are making good use of private and public specialist facilities. For example, the use of the Field of Dreams, squash and tennis courts, and the sailing club is helping to ensure students receive a broader and more balanced curriculum which provides students with more options and examination courses.

The provision for swimming is inadequate. The Lions pool is a good quality facility, used extensively by many students. However, it does not have enough capacity to enable all primary school students to attend a programme.

The Education Ministry has a strategy for the development of new and existing facilities and changing rooms. This is much needed.

Schools and teachers are generally satisfied with the resources available for physical education. However, during visits to primary schools few had a range of small apparatus suitable for indoor movement and development of gymnastics skills. In lessons,

younger students rarely used small equipment such as bats, balls of different sizes and weights, hoops or bean bags. The Lighthouse School was an exception and students had good access to a range of equipment suitable for their needs. These included small indoor and outdoor equipment for games and movement. A fitness room had also been developed, with a range of suitable machines, including one donated by a member of the community, and enables older students to work on individual programmes.

Leadership and management

There is limited leadership and management of physical education at government or school level and this significantly inhibits the effectiveness of the subject and its potential to provide students with a curriculum that enables them to achieve well.

There is no overall national leadership of the subject which ensures that teachers across all schools share a vision for physical education and health as essential parts of the curriculum and the development of the whole child. This vision should identify the key aims of physical education and how it relates to health, sport and the arts. Consideration should be given to how school provision will promote the development of healthy lifestyles and the importance of regular daily activity and lifelong participation, as well as meeting the needs of elite performers.

There is no guidance on what good quality provision and teaching looks like, and too little monitoring and evaluation of its effectiveness in raising standards of students' performance across all schools. Although some curriculum documents exist they do not show progression from pre-school through to high school. Consequently, provision is not as effective as it should be and many primary students do not receive their entitlement to an hour's physical education and have no movement or swimming experiences. Schools would welcome more detailed exemplification of the curriculum and what students should know, understanding and be able to do at different stages of their education. This guidance would also help

teachers assess students' learning in a more focused way.

The roles and responsibilities of peripatetic teachers are clearly documented and indicate their importance in leading and managing the delivery of physical education across government primary schools. The job description clearly states the extent of their responsibilities for working with class teachers to provide effective physical education but this does not happen and the role they actually perform is much narrower, revolving around the delivery of curriculum dominated by games and athletics.

Peripatetic teachers feel isolated from schools and believe that physical education is undervalued and not seen as important. Although they have regular team meetings, there are no procedures for coordinating and monitoring the effectiveness of their work which is such a large component of students' experience of physical education in Cayman. Communication between school principals and peripatetic teachers is weak and there is a general lack of consensus about who coordinates and manages the team and their work. It is an appropriate time to review the effectiveness and deployment of peripatetic staff to ensure they are serving the needs of specific schools and making best use of their expertise. There is also a need to clarify lines of accountability.

In the majority of schools, procedures for monitoring and evaluating the effectiveness of physical education in students' learning are weak. Few schools formally assessed how well students achieve against planned learning outcomes. Although schools normally record students' attendance and participation in levels, there is little evidence of strategies being used to tackle disaffection and to decrease levels of non-participation.

The commitment to physical education and provision for the subject is stronger and more consistent in some private schools. This reflected the commitment of senior teachers who ensured sufficient curriculum time was available to enable a range of opportunities to be offered and good quality indoor and outdoor facilities. They also recognised that

physical education makes a valuable contribution to the social and personal development of younger students which can lead to improvements in behaviour and concentration in other subjects.

In the few government schools with effective physical education, senior staff, particularly the principal, place a high value on the benefits of physical activity and sport for the development of the whole child. They demonstrate this commitment by taking an interest in the subject and ensuring students have access to at least two lessons per week and a structured curriculum. Their personal involvement and commitment contributes strongly to the status of the subject in the school and the motivation of students and staff. Good provision at North Side School and the Lighthouse School is associated with the enthusiasm of an effective principal who has gained the support and commitment of staff. This effective leadership and support for the subject is not consistent across the Islands' public schools.

Many teachers of physical education meet at Island school sports events and other informal events. They would welcome more formal opportunities to meet, share ideas and develop good practice. Most primary class teachers have had little training and support on how to teach physical education. Primary school principals described how many class teachers lack the confidence and enthusiasm to teach physical education due to their limited subject knowledge. The exception to this is class teachers at North Side School where they have benefited from a structured programme of support and development led by the principal. This is a model of good practice and reflects an effective strategy for helping class teachers to develop their knowledge, skills and understanding of good practice in physical education. If class teachers are to continue to have responsibility for teaching physical education, a systematic programme of professional development is needed to enable them to develop the confidence to plan more effectively.

Peripatetic teachers have specialist qualifications, but tend to have a narrow range of expertise, focusing mostly on games and athletics, rather than the movement aspects of the curriculum. New peripatetic teachers work alongside more experienced colleagues, but the programme is very informal and lacks a coherent structure. Peripatetic and middle school teachers who have been in post for several years have had few opportunities for professional development and sometimes have had to fund courses themselves.

This general lack of initial training and continuing professional development for teachers not only inhibits their personal development but also the vision for the subject and consistency of good provision across all schools.

Examples of effective provision

At **North Side Primary School** the principal and staff identified weaknesses in the structure and organisation of the curriculum, which was solely delivered by the peripatetic teacher. They acknowledged that half an hour of physical education was not enough time and too little attention was being given to movement education because of the dominance of team games and track and field. They also recognised that not all students were making enough progress in games because the curriculum was disrupted several times during the year in preparation for sporting rallies and preliminaries.

The principal provided a new vision for the subject and worked with teachers to improve provision. They started by amending the curriculum to ensure a better balance of activities and introduced movement. They also adopted a scheme of work to help them identify the knowledge, skills and understanding that students would acquire. They are using core tasks⁹ to help them identify learning objectives for individual lessons. These new materials helped them to plan a programme of common skills development. For example, Year 6 students learn how to move off the ball and how this can be applied to different games such as netball, football and basketball. This is helping to make lessons more purposeful for students.

One of the most significant changes is the use of class teachers to teach one lesson of physical education per week, thus ensuring students receive their entitlement of a minimum one hour per week. This additional lesson required an imaginative use of classrooms for movement lessons; students work in their own classrooms, they safely and carefully move tables and chairs to create the space. The principal took the lead in modelling lessons, which were recorded on video and used as exemplars for the training of staff. This helped to develop teachers' subject knowledge and confidence to teach

different areas of physical education. During lessons they are using different teaching methods to engage children in a range of practical tasks as well as involving them in decision-making and taking responsibility. For example, in Year 1 dance, students are learning about how to move safely in space, Years 3 and 4 are composing parts of their own sequence to music and Year 6 students are selecting their own warm-up exercises and sharing these with others in the class. Teachers are using questions to help develop students' knowledge about the differences between activities. For example, when working on relays, they learn about the differences between jogging and sprinting, competitive and fun races and the different rules involved. Although these initiatives have only recently been introduced, it is already evident that the work is broader-based and generally better organised than before. Students are enjoying their lessons, being challenged and making good progress in their skills and ability to use them in different contexts.



North Side students working together

⁹ Core tasks are taken from the QCA (Qualification and Curriculum Association) guidance materials; www.standards.dfes.gov.uk

At the **Lighthouse School**, there is a strong commitment to the value of physical education by the principal and staff. All students have at least two hours per week plus additional opportunities at lunchtimes and through out-of-hours events. The curriculum is planned effectively to meet the needs of different groups of students at different ages and provides a balance of activities, including movement, fitness, games, swimming, and track and field. Individual programmes are prepared for students identified as overweight, encouraging them to take greater responsibility for their own well-being. Parents are involved in this process.

A strong feature of provision is the good quality teaching and learning that is helping students to make good progress against their capabilities. The focus on specific learning objectives is a strong feature of lesson planning, which enables the teacher to make simple notes on children's progress and set individual goals. For example, one group were developing their hand-eye coordination through different activities. The teacher, working closely with the occupational therapists and teaching assistants, set individual goals for each student that enabled them to work at levels matched to their capabilities. In another lesson, students in Years 3 and 4 with a range of learning difficulties worked together on their basic movement skills. They were able to recall previous learning and participated in various running activities with confidence and enthusiasm. They ran forwards and backwards and showed different body shapes to represent animal movements with some accuracy. They were able to run and place beanbags on cones and to pass a ball to someone behind or in front of them. They listened well, helped by teachers using PECs, to help them visualise words and actions. Students followed routines for starting and finishing and worked cooperatively, showing a natural tendency to help each other without prompting from the teacher. Students clearly made good progress.

The school makes effective use of its indoor facilities and has a good range of equipment and resources, including a newly furnished fitness room, appropriate for different age and ability levels. The specialist teacher carefully monitors and evaluates the work of students and works closely with the class teachers to ensure that students receive a coherent and effective programme.



PE at the Lighthouse school

Appendix 1

Rationale

Physical education (PE) is seen as an essential part of the school curriculum in all parts of the world. In 2001, Margaret Talbot summarised international findings suggesting that physical education:

- Helps children to develop respect for the body, their own and others
- Contributes towards the integrated development of body and mind
- Develops an understanding of the role of aerobic and anaerobic physical activity in physical activity and health
- Positively enhances self-confidence and self-esteem
- Enhances social and cognitive development and academic achievement

The Council of Europe also stressed the important contribution of sport to processes of personality development and psychological well-being.

Clearly, however, the uniquely 'physical' part of physical education and sport is the way in which it serves the dual purpose of helping to develop young people's physical capabilities and making them aware of the role of physical activity in a healthy lifestyle.

Recognition of these distinctive contributions was reflected in the Berlin Agenda for Action 1 and 11 at the International World Summit on Physical Education (1999). So too were the claimed benefits of children and young people's participation in physical education and sporting activities for their cognitive development, standards of literacy and numeracy, attendance and retention and enhancing the social and spiritual life of schools generally. At this Summit, over 80 nations worldwide unanimously agreed that:

- Physical education is a right for all children and a fundamental component of their development and education

- Strategies and actions are needed to ensure that the quality of physical education is developed worldwide

Yet, despite this international recognition of the compelling case for physical education and sport, it is still difficult in many countries to convince policy makers of the need to dedicate sufficient time and resources. Perhaps this is linked to the lack of data to support the impact of effective programmes on students' achievements.

At the same time, there is growing international concern about the fitness of students in school and the impact this will have on their health in the future. As early as 1998 the Canadian Association for Health and Physical Education, Recreation and Dance (CAHPERD) raised concerns about decreasing levels of students' fitness and well-being. This resulted in big changes to provision in schools.

In Scotland, a survey found that 27 per cent of boys and 40 per cent of girls were not active enough. In England, the survey by the National Statistics Office in 2000 concluded:

- 20 per cent of boys and 27 per cent of girls were overweight.
- 18 per cent of students took too little exercise, compared with 5 per cent in 1995.

Other European studies report similar trends. In Italy, for instance a recent study indicated 40.6 per cent of children (average age 9.9 years) were overweight and 19.5 per cent were obese (Manazoli et al 2005).

In the USA in 2006, the Shape of the Nation Report 2006 concluded :

- There are now three times as many overweight students as there were twenty years ago.
- About 10 per cent of children between the ages of two and five are overweight

- About 40 per cent of students aged between six and nineteen are overweight.

Inevitably, across all nations, these figures on children's fitness and obesity led to a scrutiny of the quality and impact of physical education in schools, particularly its effectiveness in promoting the physical development of young people.

In Canada, for example, concerns led to a review of physical education and the development of a new vision for quality daily lessons in schools as essential to the healthy development of Canadian children and youth. CAHPERD promoted its vision for quality daily physical education (QDPE) as a way to define a program that is well-planned, taught by qualified and enthusiastic professionals, and offering a variety of learning opportunities to all students on a daily basis throughout the entire school year. QDPE describes the minimum standards required for a school QDPE program; including compulsory physical education provided for a minimum of 30 minutes each day to all students (Kindergarten to grade 12) throughout the school year.

In the USA, which has the greatest problem with obesity, only one state insists that PE is taught in all schools and many students have no physical activity in school, particularly in the older grades.

In England, concerns about young people's increasing levels of obesity and decreasing levels of fitness led the Government to develop a national strategy for two hours of high quality physical education and school sport as a requirement for all students by 2006 and four hours by 2010 (DfES 2003). In Scotland, where the problem is less marked, a national strategy for physical activity, *Let's make Scotland more active* has been introduced. All schools are required to teach physical education and a national programme is underway to ensure specialist primary schools teachers deliver a programme that provides a strong foundation for lifelong physical activity.

In the Cayman Islands, the Health Services News recently published data on Childhood Obesity (March 2007; see also Wildman 07). The data reveals that the Caribbean has not been spared the dramatic global rise in childhood weight and blood pressure. It reports a whopping 45.2 per cent of children aged 3 to 7 years of age are at risk of overweight or obesity. These are alarming findings, particularly for the long term well-being of young children of the Cayman Islands, which has led to much needed discussions about preventative care measures. One measure is the effectiveness of provision for physical education and school sport and community opportunities for recreational and competitive sport.

All government schools in the Cayman Islands are required to teach PE, a situation much better than in some neighbouring countries such as the USA. There is, however, the danger that PE is seen as a low priority subject on the school curriculum, particularly in primary schools, and that students will not develop their physical abilities sufficiently or establish the habits of taking regular exercise. These concerns are supported by inspection findings between 1998 and 2006.

- Work in primary school PE lessons is isolated from the work of other subject areas.
- Primary students' progress in PE is often not assessed (class teachers do not often know how well their students perform in PE).
- PE lessons are sometimes bunched together to suit the peripatetic teachers' arrangements rather than the learning needs of the students.
- Primary students do not always have any PE lessons at the beginning of term, as the peripatetic teachers start one or two weeks later.
- The amount of time devoted to PE is often inadequate in primary schools.
- Resources are good, but a lack of indoor accommodation sometimes restricts the PE programme. In some cases the school has a suitable hall, but this is not used for PE.

- PE lessons do not place enough emphasis on health and lifestyle.

take account of national and local needs and which can be used to monitor and evaluate the quality of provision.

Overall, PE is not given a high enough priority in government primary schools. The peripatetic teachers are given almost total responsibility for teaching PE in primary schools. Their work is not always monitored and they are rarely considered part of the school staff. A significant exception to this is the Lighthouse, where physical activity is seen as an important part of the students' development and the PE teacher is a key member of staff. The situation is also better in the government secondary schools, where students are taught by specialist school staff; although on Cayman Brac the PE teacher also works in the two primary schools.

Alongside the curriculum provision for PE in schools, there has been considerable investment in sport and physical activity in the community. Students have the opportunity to take part in sports activities organised by the Youth and Sports departments and private organisations after school and in the holidays. However, there is insufficient evidence of the impact of this investment and how well it meets the needs of the community and elite athletes.

Private organisations, such as the rugby club and the sailing club also encourage young people to take part in their particular sports through training programmes, which sometimes involve working with schools.

Concerns about the status and quality of provision in physical education and sport in the Cayman Islands schools, indicate a demand for improvements in provision. The Government and schools do not face this challenge alone. In 2005, a meeting of World Experts representing 40 different countries also demanded improvements in provision and a stronger international status for physical education in school and everyday school life. Participants called for governments and schools to take the necessary steps to guarantee more satisfactory physical education for all children. It also called for better teacher training with a stronger focus on learning processes and a set of quality criteria that

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Appendix 2

Schools that were visited as part of the survey

- Creek and Spot Bay Primary School
- First Baptist Christian School
- John A Cumber Primary School
- North Side Primary School
- Red Bay Primary School
- Savannah Primary School
- Cayman Prep and High School
- The Lighthouse School
- Cayman Brac High School
- George Hicks Campus schools
- John Gray High School

Pre-schools:

- Montessori By The Sea
- The Achievement Centre
- Sunny Smiles
- Kids Adventure
- Little Trotters