



CAYMAN ISLANDS
GOVERNMENT

SUCCESSFUL SCHOOLS AND ACHIEVING STUDENTS **2**

Cayman Islands Government.
Office of Education Standards.

A tool for self-evaluation in schools, early childhood care
and education centres, special educational provision and
for in-depth inspections of educational settings.

OCTOBER 2020





CAYMAN
INTERNATIONAL
SCHOOL

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Message from the Minister for Education, Youth, Sports, Agriculture & Lands, Hon. Juliana O'Connor-Connolly JP

'Successful Schools and Achieving Students 2'.



A world-class education system is an essential component of economic growth in any nation.

Here in the Cayman Islands, the Ministry of Education deems it our responsibility to ensure that each student is provided with equal opportunity to achieve academic success.

It is therefore critical that the Ministry is able to periodically identify the strengths and weaknesses of our educational systems and programmes to ensure that no child is left behind.

The Office of Education Standards (OES), established in accordance with the Education Law 2016 has, throughout its existence, regulated the education product offered by local schools and early childhood care and education centres (ECCE's) with a goal of creating 'Successful Schools and Achieving Students'.

Through its rigorous inspections, the OES has done a remarkable job in empowering our schools to take ownership of their improvement using a framework of self-evaluation.

Accordingly, I have always been pleased with the effective, independent and honest manner in which the OES reports its findings on public and private schools within the jurisdiction.

As the framework evolves to include focus on the following:

- Students' transition from one phase of education to the next;
- School leaders role in facilitating students' progress;
- Schools development of home learning programmes;
- Schools' compliance with Environmental Health guidelines;

I have no doubt that the Ministry of Education, the Department of Education Services (DES) and our schools, will continue to be held to the highest educational standards.

We look forward to a sustained partnership with the OES as we seek to accomplish the best education for our children, thus enabling our people to become productive, valued members of society.



Introduction from the Director of the Office of Education Standards Peter Carpenter



The Office of Education Standards (OES) commenced inspections in November 2017 and has now conducted a total of 70 inspections of educational institutions in the Cayman Islands. As education provision in Cayman evolves, it is appropriate that the framework of quality indicators should also evolve. Additionally, the quality indicators should be developed in response to feedback received from stakeholders to further enhance the quality of education in government and private institutions. In this, the third year of OES inspections, a number of elements within the framework have been modified.

Firstly, we have added a number of aspects to the framework. Evidence from the last cycle of inspections has identified aspects of school performance which require attention to help secure further improvement. It was evident from the first round of inspections that the quality of transition arrangements for students was variable across schools and, at times, there was insufficient attention given to helping ensure a smooth transfer as students progressed from one educational setting to the next. 'Successful Schools and Achieving Students 2' now includes further references to transition arrangements. Also, the COVID-19 pandemic identified the need for each school to have in place a well-planned strategy for home learning. This element has now been added to the curriculum section of the framework. In order to support improvement to the quality of provision in our early years centres, the framework has been adapted to include more examples of excellent practice observed in early years settings.

There have been a number of other modifications in the leadership section of the framework by which additional attention has been placed upon the impact of school leaders upon school performance. As inspectors commence the second cycle of inspection, there will be an increased emphasis on how well different groups of students achieve, particularly in terms of their academic attainment and their progress in key subjects. The different groups of students shall include boys and girls, lower and higher attaining students and those with special educational needs or particular talents. As an agency within the Cayman Islands Government, the Office of Education Standards will be particularly focused on helping improve the achievement

of Caymanian students. Inspectors will examine any disparities in progress between groups of students and report on any significant differences.

The framework has a stronger focus on the correlation between what the school does and the outcomes for students. For example, the actions of school leaders are now to be evaluated more closely in terms of the resultant impact upon the quality of teaching and the progress made by students. In this next round of school reviews, OES inspectors will expect school leaders to be more accurate and comprehensive in their self-evaluation.

Although there have been some changes to this framework, the overall structure and the main elements remain the same. This has been a deliberate step to help schools build on their knowledge and understanding of best international educational practice.

I am proud that OES continues to work with schools to aid their development and support their ongoing improvement. I am particularly proud of the fact that, following each of the 70 inspections conducted since 2017, every principal and every head of early years reported that the OES inspection would help their school to improve. Our inspections have that central purpose and we are keen to ensure that in the forthcoming cycle of inspections we continue to serve our schools both positively and effectively.

This revised framework will be used by OES from the beginning of the second cycle of inspections which is due to commence in January 2021. I trust that 'Successful Schools and Achieving Students 2' will be effective in guiding school leaders, staff, governors and parents in shaping their plans for school improvement in the coming years. I hope also that this document serves as a reliable and comprehensive tool to support accurate and rigorous school self-evaluation.

Peter Carpenter

Director of the Office of Education Standards
September 2020





Section 1

Self-evaluation and inspection.



Self-evaluation and inspection

The Education Law (2016) and its accompanying regulations set out the statutory basis for the work of the Office of Education Standards and the expectations for schools in the Cayman Islands.

The remit of the Office of Education Standards is to promote the raising of standards of achievement in schools and early childhood care and education centres (ECCE's) in the Cayman Islands through rigorous and independent inspections and by the provision of sound professional advice to the Ministry of Education and the Department of Education Services.

'Successful Schools and Achieving Students 2' has been developed in order to;

- Define the criteria schools should use in the process of evaluating their own work.
- Provide clear information for parents, school leaders, staff and the wider public about school performance and inspections in the Cayman Islands.
- Clarify how inspections work, so that everyone involved understands what we do, how we do it and what we aim to achieve.
- Provide a consistent reference point for school inspectors and other professionals working in our schools to support them in their task of evaluating a range of schools' provision and outcomes.
- Build on the previous framework and respond to professional feedback offered by stakeholders in response to the consultation conducted in summer 2020.

Self-evaluation and school improvement

This framework is primarily a tool for school self-evaluation. Regular inspections are at the heart of our school improvement strategy in the Cayman Islands and we know that rigorous, collaborative evaluation will support school reform and improve educational outcomes for our students. So, working closely with colleagues serving government schools, from the Ministry of Education, Department of Education Services, Education Council and also members of the Private Schools Association in Cayman, the Office of Education Standards developed the framework to help define agreed expectations in terms of different elements of school performance. The findings from the process of self-evaluation and from inspection will inform plans for improvement at a school and national level.



‘Successful Schools and Achieving Students 2’ as a tool for school improvement

Accurate self-evaluation is a pre-condition for school improvement. Without it, leaders do not have a realistic view of their school’s strengths and weaknesses. This means that action for improvement is unlikely to tackle the most important issues and lead to improved outcomes for students.

In line with international good practice in school inspections, the Office of Education Standards places firm emphasis on the need for schools to become more familiar and confident with the processes of self-evaluation and improvement planning. This revised framework should therefore continue to be an important tool for schools to use as part of their own self-evaluation procedures. Evaluations of their own performance will continue to play an important part in future inspection of schools in the Cayman Islands.

The Office of Education Standards requires all schools to submit self-evaluation information to inspectors prior to the visit to the school. Self-evaluation information should be aligned to the quality indicators in ‘Successful Schools and Achieving Students 2’ though the format for the submission remains at the discretion of the leaders of each school.

Inspectors will use the self-evaluation information provided by each school as a starting point for their work. The quality of the information will directly influence the inspection activities. When the information is efficiently and succinctly presented, inspections will concentrate more on the validation of the accuracy of schools’ own self-evaluation. Inspectors will then be able to focus on other aspects of the work of the school. As a part of the inspection process, inspectors will work together with school leaders to help determine each school’s priorities for further improvement.

School self-evaluation can be based upon an agreed cycle of activities. Typically, this may start at the end of the school year with a review of the previous year’s performance. Most schools will use assessment information, class observations and work scrutiny to inform their self-review. They will also seek student, teacher and parent opinions to ensure the views of stakeholders influence decision-making. In private school establishments, including Early Childhood Care and Education Centres, owners and members of the advisory or governing body should also be actively involved in the process.



School self-evaluation and the contribution made by the Office of Education Standards to school improvement



Looking Inward

School leaders in collaboration with all stakeholders should use 'Successful Schools and Achieving Students 2' to judge the quality of provision in their own schools. The range of types of evidence used may include surveys, interviews, student assessment data from internal and external tests, comparative data with similar and other schools, lesson observations, work scrutiny, previous inspection findings and other external evaluation reports, such as accreditation or curriculum validation schemes. School inspections in the Cayman Islands will provide an objective evaluation of school performance and inspections will be undertaken by internationally experienced and qualified educators.

Looking Outward

School leaders will need to look to other establishments locally and internationally to 'benchmark' performance and learn from best practice. Inspections will contribute by offering direction to sources of best practice locally and further afield. Evaluations can be informed by

relevant benchmarks which inspectors will share as a reference point to aspects of quality.

Looking Forward

This is about prioritising the areas in need of improvement. It is important to decide, as a school team, which actions will best bring about the desired change. Schools need to be clear about what they expect to see if their actions have been successful. Long-term development plans can guide schools through this process. Planning ahead should include the identification of key personnel so that initiatives are overseen and managed effectively. Action plans need to include success criteria which are measurable by their impact on students. Action plans contribute to the overall long-term school improvement plan and will need to respond comprehensively to any recommendations from previous government inspections. At the end of each inspection, there will be a number of recommendations made by the inspection team which will help direct the school and prioritise future strategies for improvement.





Section 2

The inspection of schools in the Cayman Islands.



The inspection of schools in the Cayman Islands

The Education Act (2016) requires the regular inspection of government and private educational institutions in the Cayman Islands. The law places responsibility for inspection upon the Office of Education Standards within the Cayman Islands Government.

'Successful Schools and Achieving Students 2' applies to;

- All institutions catering for the care and education of pre-school children;
- All primary and secondary government schools;
- All primary and secondary assisted (private) schools;
- All independent schools;
- Post-secondary education provision, including A-level courses and the Cayman Islands Further Education Centre.

In this section of the framework, we explain important aspects of the inspection process including the code of conduct for inspectors and the purpose of inspections.

As well as providing a framework for consistent reporting and evaluation, 'Successful Schools and Achieving Students 2', is intended to ensure that inspections are of the highest quality and that the judgements inspectors make about schools are fair, rigorous and consistent.

All inspections should conform to the standards stipulated in the following quality promise:

Our Quality Promise

Inspectors will establish effective working relationships with the staff of each school, based on professionalism, sensitivity and an understanding of their identified priorities and the circumstances in which they work.

In every inspection, sufficient valid and reliable evidence will secure the judgements made about the standards achieved, as well as the strengths and weaknesses in teaching and other aspects of educational provision. Inspectors will readily explore issues through professional dialogue with school staff based on each school's self-evaluation. Each school's strengths and the key areas for development will be clearly identified and reported.

Inspections will be planned well and managed effectively. Through its communications with schools, the Office of Education Standards will make every effort to ensure a clear and shared understanding of what is involved at each stage of the inspection process.

Feedback to school staff and where applicable, governing bodies, given orally and in writing, will be clear and unambiguous. Inspectors will aim to leave the staff of each school feeling that they have gained from the experience of inspection. Those involved in leading schools should recognise the thoroughness of the evidence base as well as understand and respect the judgements that emerge. The entire school community should believe that the inspection has provided a valuable contribution to its strategy for improvement.

Code of conduct for inspectors

Inspectors must not only arrive at fair and accurate judgements about schools, but they must also conduct inspections professionally.

Any assessment of professional competence can cause anxiety, and inspection is no exception to this. Inspectors will treat all the people they encounter during the inspection process with interest, courtesy and respect. Our right of entry into schools is a privilege.

Inspectors will uphold the highest professional standards in their work and ensure that staff and students are treated fairly and that schools benefit from the experience of inspection. The process will be transparent and carried out openly with the results clearly communicated to all relevant parties. The standards expected for inspectors are set out in the Office of Education Standards 'Code of Conduct for Inspectors'.

School inspectors are required to:

- Evaluate objectively and impartially, ensuring that judgements are accurate and based on sufficient and reliable evidence;
- Carry out their work with integrity, treating all those they meet with courtesy and sensitivity;
- Act with the best interests and well-being of students and school staff in mind;
- Maintain purposeful and productive relationships and dialogue with all involved in the inspection;
- Communicate judgements clearly and frankly;
- Respect the confidentiality of information, particularly about individuals and their work;
- Present an accurate, honest, fair and reliable report of what the school achieves and does.

Effective inspections are those which schools regard as fair, rigorous and helpful and take account of the school's self-evaluation. If schools respect and value the quality of inspections, they will be more likely to accept and make use of the findings to help them improve.

Complaints

The Office of Education Standards will investigate any complaints raised by schools in relation to the inspectors' code of conduct, the inspection judgements and the quality and content of the inspection report.

Complaints about the code of conduct and judgements must be received within one week of the end of the period of inspection in school. Complaints about the quality and content of the report must be received within one week of the school receiving the draft report.

All complaints must be made in writing and addressed to the Director of the Office of Education Standards using the e-mail contact provided with the inspection notification letter. The Office of Education Standards aims to make an initial response to each complaint within one week of receipt. It may be necessary to undertake a quality review of an inspection following a complaint and such could involve a re-visit to a school to gather information and interview colleagues. Exceptionally, a complaint may be passed to senior civil servants outwith the Office of Education Standards, particularly when the focus of the complaint is a senior staff member of the Office of Education Standards.

The quality indicators used within 'Successful Schools and Achieving Students 2'

In developing this revised framework, the Office of Education Standards began consultation in March 2020. The COVID-19 pandemic prevented the Office of Education Standards from meeting face-to-face with stakeholders between April and July 2020. Consequently, a survey was distributed to parents and educators using 'Survey Monkey'. There were around 220 responses and the findings were shared in the published report 'Successful Schools and Achieving Students – Consultation Report' which was published in August 2020. Suggestions from this consultation have been used to adapt the framework.

Quality indicators are a central feature of different inspection systems worldwide. They provide a structure within which inspectors make judgements on the basis of observed practice. They serve a number of purposes:

- Indicators create a consistent vocabulary and reference point for a conversation with schools regarding the major determinants of educational success.
- The highest level exemplar provides schools with a description of educational excellence to which schools can aspire.
- The lower level exemplar provides schools with a clear understanding of levels of provision that are considered unacceptable and must be improved.
- The indicators can be used by schools for self-evaluation purposes and can be linked to school improvement through effective development planning.
- The use of a common set of indicators encourages consistency in judgements across different inspection teams. Inspectors must base their judgements on the evidence of the practice they actually observe, rather than with reference to set norms or by employing relative ratings or referring to personal or individual preferences.
- The publication of inspection quality indicators enables schools to see inspection as a transparent process.

Cayman Islands Associate Inspectors

There is currently a team of 15 local associate inspectors who may be deployed to each school inspection alongside the full-time OES team members and international inspectors. Cayman Islands Associate Inspectors are experienced, qualified and locally-based professionals who have been successful in completing a pre-selection assessment, an inspector training course and 'shadowing' role with OES. The local associate inspectors are often working full-time in Cayman government schools, early years centres or privately-run educational institutions. The associate inspectors are allocated to approximately one inspection each term following agreement from their line manager or Board of Governors. The Office of Education Standards is grateful to the team of associate inspectors for the contributions they make in helping improve the quality of education for all of our students in the Cayman Islands.



Different inspections for different purposes

The Office of Education Standards currently undertakes a number of different types of inspections.

Regular inspections to primary and secondary schools, including secondary schools that provide for students up to age 18 years.	<p>These cover the quality and effectiveness of the school's provision for, and practice in, the areas included within 'Successful Schools and Achieving Students 2'.</p> <p>Timing: Currently, once every two years but at least once every four years as required by Education Law (2016).</p> <p>Duration: Dependent upon the size of the school but, on average, four days.</p>
Follow-Through Inspections	<p>These inspections assess the school's progress in addressing the recommendations from a previous inspection.</p> <p>Timing: Approximately six months after an inspection and continued from then until all identified areas for improvement have been satisfactorily addressed.</p> <p>Duration: Generally two or three days, depending upon the nature of the recommendations made in the previous report.</p>
Inspection of provision for children attending Early Childhood Care and Education Centres	<p>These visits follow the same general pattern as primary and secondary schools, but reference the Cayman Islands Early Years Curriculum and Ministry of Education Guidance for Early Years settings.</p> <p>These inspections may also be followed by a 'Follow-Through' Inspection, approximately six months after the initial visit.</p> <p>Timing: Currently, once every two years but at least once every four years as required by Education Law (2016).</p> <p>Duration: Usually two to three days, depending upon the age range of children catered for and the number on roll.</p>
Focused or thematic inspections	<p>This type of inspection may be required in response to Ministerial directives to inform policy and practice across the Cayman Islands. It may focus on a particular aspect of education provision or outcomes and may be carried out across a number of schools. For example, in May and June 2020, the Minister of Education commissioned a review of home learning in the Cayman Islands schools. Other areas of focus can be specific to curriculum subjects or the implementation of certain policies or initiatives.</p> <p>Timing: As required.</p> <p>Duration: One to three days, depending on the area of focus and the number of schools involved.</p>
Monitoring Visits	<p>In the Office of Education Standards Annual Report 2019, 'Every School a Good School', the introduction of annual monitoring visits was proposed as a strategy to help drive improvement in those schools whose overall performance had been judged to be 'satisfactory' in the last inspection. The Office of Education Standards believes this strategy would facilitate ongoing improvement in the relevant schools. We aim to introduce such visits following agreement from relevant government teams.</p>

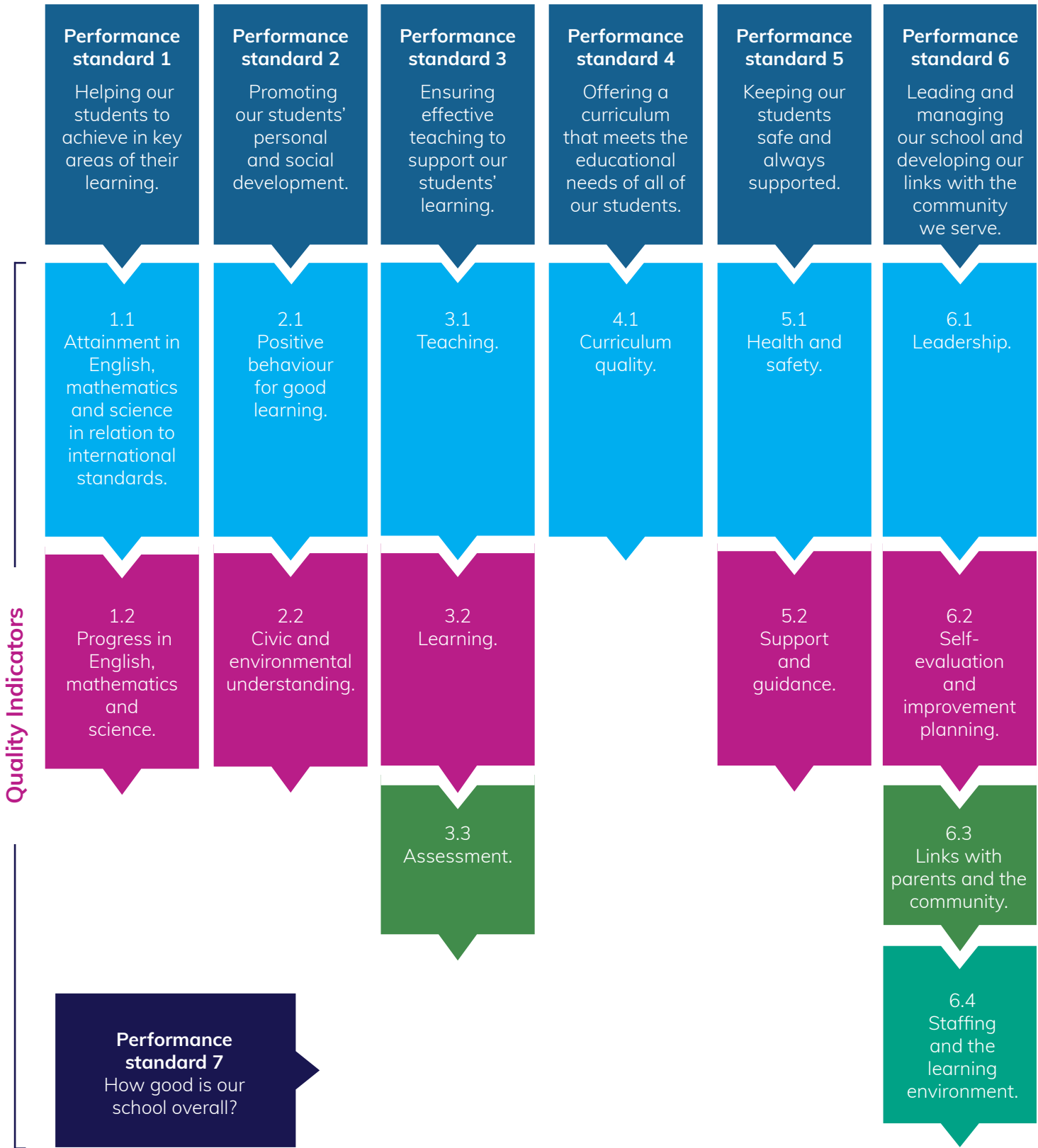
An overview of ‘Successful Schools and Achieving Students 2’.

How good is our school?

The overall performance of the school will be judged as Excellent, Good, Satisfactory or Weak. Follow-Through Inspections will be undertaken on a six-monthly basis

to all schools judged as ‘weak’ and the Follow-Through Inspections will continue until the performance of the school reaches a satisfactory level.

Aspirational Statements





Section 3

**Framework including
our aspirational
statements and
quality indicators.**



‘Successful Schools and Achieving Students 2’

‘Successful Schools and Achieving Students 2’ is organised around seven standards which include six aspirational statements and a final summative evaluation.

» Standard 1

Helping our students to achieve in key areas of their learning.

» Standard 2

Promoting our students’ personal and social development.

» Standard 3

Ensuring effective teaching to support our students’ learning.

» Standard 4

Offering a curriculum that meets the educational needs of all of our students.

» Standard 5

Keeping our students safe and always supported.

» Standard 6

Leading and managing our school and developing our links with the community we serve.

» Standard 7

Overall performance. How good is our school?

The six aspirational statements arise from our strategy for education reform and from research into school effectiveness. Consensus amongst educationalists recognises that an effective school will seek to secure the best possible academic and cognitive outcomes whilst also enabling students to acquire the skills necessary in terms of personal and social development to contribute to their community, to the development of the Cayman Islands and to the wider world. Our two key outcomes – academic achievement and personal development – are the central measures of school effectiveness and form the basis for the first two aspirational statements. The next four standards focus on what research tells us about the most powerful factors determining school effectiveness: quality teaching, an engaging and challenging curriculum, support, guidance and leadership.

Evidence and judgements regarding each of the six aspirational statements help determine the evaluation of the overall performance of a school (standard seven).

Evaluations

This framework is organised around judgements using a four-point scale. The four levels on the scale are defined as follows:

- **Excellent** – exceptionally high quality of performance or practice.
- **Good** – the expected level for every school in the Cayman Islands, both government and private.
- **Satisfactory** – the minimum level of quality required for the Cayman Islands. All key aspects of performance and practice in every school should meet or exceed this level.
- **Weak** – quality not yet at the level acceptable for schools in the Cayman Islands. Schools will be expected to take urgent measures to improve the quality of any aspect of their performance or practice that is judged at this level.

Consistency in quantitative terminology

Quantitative terms are used consistently throughout the framework with the following definitions:

	Definition	Numerical
All	The whole – as used in referring to quantity, extent, or duration.	100%
Almost all	90% and more	90% to 99%
Most	Three-quarters or more but less than 90%	75% to 89%
Majority	Half or more but less than three-quarters	50% to 74%
Significant minority	A quarter or more but less than a half	25% to 49%
Minority	15% or more but less than a quarter	15% to 24%
Few	Up to 15%	0% to 14%

Other terms

Throughout this framework the term 'school' is used to refer to all types of educational provision including, for example, early years settings, special educational schools and specialised provision, Further Education colleges and both government (state) and private (licensed) educational institutions. The term 'student' refers to learners of all ages, including children attending pre-school or Reception classes in government or private school settings.





Performance Standard 1. Helping our students to achieve in key areas of their learning.

In making evaluations about students' attainment and progress, it is important to gather evidence in relation to each significant age group in the school, taking into account the students' age and scaling expectations accordingly. It is helpful to take account of any significant variations in the performance of different groups of students, such as boys and girls, students with special educational needs, those for whom English is an additional language and those of different nationalities and different abilities. The achievement of Caymanian students shall also be an area of focus and schools may wish to give close attention to those factors which are known to be successful in helping Caymanian and other groups of students make good progress.

The descriptors should be applied to the following key subjects:

- English (including reading and writing);
- Mathematics;
- Science.

In undertaking a school-wide review, one should also evaluate students' achievement in other areas of learning.

In early year's settings, there should be a review of children's skills in the four defined areas of learning from the Cayman Islands Early Years Curriculum Framework (CIEYCF). The four areas are exploration, respect, communication and well-being. In secondary schools, the subjects being reviewed may be wider than those identified above, depending upon the priorities identified within each school context. Special educational settings will focus upon achievement and progress against individualised targets and within the programmes offered for individual students and groups of learners.



Quality Indicator 1.1 Attainment in English, mathematics and science in relation to international standards

Key aspects

- Attainment in relation to appropriate benchmarks, including international standards.
- Current levels of attainment as demonstrated in recent class work in key subjects.
- Trends in attainment over time.

Excellent	<ul style="list-style-type: none"> • In school-based assessments and in the external examinations used by the school, most students consistently attain high levels that are above international standards. • In observed lessons and in their recent work, most students demonstrate consistently high levels of knowledge, skills and understanding that are above international standards. • Over the last three years, the level of academic attainment of most students in external assessments has been above international standards or has been consistently and significantly improving over time.
Good	<ul style="list-style-type: none"> • In school-based assessments and the external examinations used by the school, the majority of students attain levels that are above international standards. • In observed lessons and in their recent work, the majority of students demonstrate levels of knowledge, skills and understanding that are above international standards. • Over the last three years, the level of attainment of the majority of students in external assessments has been above international standards or improving over time.
Satisfactory	<ul style="list-style-type: none"> • In school-based assessments and the external examinations used by the school, most students attain levels that are in line with curriculum and international standards. • In observed lessons and in their recent work, most students demonstrate levels of knowledge, skills and understanding that are in line with curriculum and international standards. • Over the last three years, the level of most students' attainment in external assessments has been in line with curriculum and international standards or has shown some notable variation from year to year.
Weak	<ul style="list-style-type: none"> • In school-based assessments and the external examinations used by the school, less than three-quarters of the students attain levels that are at least in line with curriculum standards. • In lessons and in their recent work, less than three-quarters of students demonstrate levels of knowledge, skills and understanding that are at least in line with curriculum standards. There are significant gaps in students' knowledge and weaknesses in their understanding of key subject requirements. • Attainment in external tests and examinations varies significantly from year to year or is consistently below curriculum standards.

Quality of attainment illustrated below would be evaluated as excellent.

- Using external and other appropriate benchmarks, most students' results, at all ages, are above international standards.
- Most students demonstrate high levels of knowledge and understanding shown in the consistently very high quality of their work, above international standards.
- The school has, over a number of years, raised attainment and/or maintained consistently high standards of attainment for students.

Quality of attainment illustrated below would be evaluated as satisfactory.

- In relation to benchmarks used by the school, most students' assessment and external examination results are at least in line with curriculum and international standards.
- Most students demonstrate knowledge, skills and understanding in the key subjects, in line with curriculum and international standards.
- There may be variation from year to year in external test results but, overall, students' attainment is broadly in line with curriculum and international standards.

Useful definition

Attainment: The level students reach, usually measured by reference to benchmarks, such as tests and examination results.

International Standards: Academic expectations arising from accredited curriculum content and examinations. This will include externally verified assessments used in the Cayman Islands including Key Stage 2 SAT's, Caribbean Examination Council examinations, I/GCSE, A-level, Welsh Joint Examinations Committee assessments, International Baccalaureate Diploma and US College Board tests.



Quality Indicator 1.2 Progress over time in English, mathematics and science.

Key aspects

- Progress against starting points, and over time.
- Progress made by different groups of students.

Excellent	<ul style="list-style-type: none">• Class work and assessment information indicates that most students, including those with special educational needs, consistently make better than expected progress in relation to their starting points.• All groups of students make better than expected progress.
Good	<ul style="list-style-type: none">• Class work and assessment information indicates that a majority of students, including those with special educational needs, make better than expected progress in relation to their starting points.• Most groups of students make better than expected progress.
Satisfactory	<ul style="list-style-type: none">• Class work and assessment information indicates that most students, including those with special educational needs, make expected progress in relation to their starting points.• All groups make at least expected progress though there may be some unevenness in progress between groups.
Weak	<ul style="list-style-type: none">• Class work and assessment information indicates that fewer than three-quarters of the students make progress in line with what is expected of them.• There is significant disparity in progress rates between the different groups of students.



Quality of progress illustrated below would be evaluated as excellent.

- Assessment information shows that, in relation to their assessed starting points, students reach much higher levels of attainment than predicted.
- Most students make significant gains in their knowledge, skills and understanding. They make links between subject areas demonstrating high levels of competence and applying their skills successfully in unfamiliar learning contexts.
- All groups of students, including those with special educational needs, make better than expected progress.

Quality of progress illustrated below would be evaluated as satisfactory.

- Assessment information indicates that most students make expected progress in relation to their starting points. Most students make acceptable gains in knowledge, skills and understanding. They achieve the levels predicted by cognitive ability assessments and other measures of progress.
- Most students demonstrate age-appropriate skills in key areas of learning and are able to apply their skills appropriately in unfamiliar contexts.
- All groups of students, including those with special educational needs, make at least expected progress.

Attainment and progress are unlikely to be of satisfactory quality if any of the following apply;

- Students are working at a level well below what is expected for their age.
- The rate of students' progress is too slow and a significant minority of students do not make the progress of which they are capable.
- Very few students are able to apply their skills and knowledge in unfamiliar contexts.
- Not all groups of students, including those with special educational needs, make sufficient progress.

Useful definition

Progress: The gains in learning made between two points in time. Schools may make use of cognitive ability tests or other similar assessment tools to indicate expected levels of achievement and progress.





Performance Standard 2. Promoting our students' personal and social development.

Positive behaviour and regular attendance are at the heart of a student's successful achievement. From the earliest years of development, educational settings will strive to encourage positive attitudes and behaviour and facilitate effective relationships between all staff and students.

This performance standard includes a focus upon attitudes to learning and students' development of appropriate social and emotional behaviours in different settings. It also identifies the importance of 'educating for life'. In the context of the Cayman Islands this relates closely to the strategic vision of government and long-term educational priorities and plans.

This is an outcome-focused performance standard. As with Performance Standard 1, educators should review how successful the school has been in helping students acquire the personal and social skills necessary to be successful learners and effective contributors to the community and valued citizens of the Cayman Islands.

Schools should place significant emphasis upon citizenship and promoting students' understanding of their own community, history and culture. Educators will help students understand the distinctive contribution made to society by others, including those of a different race, gender or religion.

This performance standard also encourages schools to promote students' environmental understanding. By securing students' understanding of our environmental challenges, we are able to influence how they as individuals, regardless of their age or stage of education, may contribute to the preservation and the long-term sustainability of the environment.



Quality Indicator 2.1 Positive behaviour for good learning

Key aspects

- Good behaviour and positive attitudes.
- Relationships between students and staff.
- Uniform and expected dress codes, as determined by the school.
- Students' attendance and punctuality.

Excellent	<ul style="list-style-type: none">• Students are self-disciplined and resolve difficulties in mature ways. Relationships between staff and students are characterised by mutual respect.• The school's policy on school uniform is followed and respected by all students.• Attendance for each term is at least 98%. Students always arrive at school and to lessons on time.
Good	<ul style="list-style-type: none">• Good behaviour and relationships prevail throughout the school. Students exercise self-control.• Almost all students follow the agreed policy for school uniform.• Attendance for each term is at least 96%. Almost all students arrive in good time for lessons and at the start of the day.
Satisfactory	<ul style="list-style-type: none">• Behaviour and relationships are acceptable. Rules are respected. The school is orderly and safe.• Most students follow the requirements of the school in terms of adherence to school uniform.• Attendance for each term is 94%. All but a few students arrive in good time for lessons and at the start of the day.
Weak	<ul style="list-style-type: none">• The poor behaviour of a significant number of students disrupts the smooth operation of the school and this is a regular feature of lessons and break times. As a consequence, relationships between staff and students are often strained or confrontational.• There is no agreed policy on dress code or uniform. Any agreed requirements are not followed or respected by students nor implemented by staff.• Attendance for each term is less than 92%.



The quality of students' behaviour illustrated below would be evaluated as excellent.

- Students' attitudes to work and to others result in excellent standards of behaviour. Students are self-disciplined, respond very well to their peers and adults and resolve difficulties in mature ways. Almost all students are making very good progress in the development of self-respect and self-confidence. Students show independence of mind and co-operate well with others, including those with special needs, both socially and in their school work. Their behaviour and social relationships show respect and tolerance of others. Through formal planned and informal responsive contexts, they display genuine care for their peers and for adults in the school. Incidents of bullying or improper use of social media are rare and students are intolerant of discriminatory behaviours when they do occur.
- Students enjoy excellent relationships with staff. In surveys, almost all students report that they feel safe, valued and supported. This leads to highly effective relationships amongst students, which contribute to collaborative learning opportunities, which benefit all.
- At different stages of the school it is noted that all students follow the required dress code. They wear their school uniform as determined by school policy and demonstrate pride in their membership of the school community.
- Levels of attendance are at least 98%. Students are punctual in arriving at school and for lessons throughout the school day. Students are aware of the need for good attendance, recognising the link between their attendance and achievement.

The quality of students' behaviour illustrated below would be evaluated as satisfactory.

- Students' behaviour and relationships are non-discriminatory and respectful. Rules and values are clearly evident and understood. Consequently, the school is a safe and orderly environment for all students. When incidents of bullying are identified, students report facts to relevant staff and facilitate prompt interventions.
- Student-staff relationships are based upon mutual respect. They are productive and affirming. The students co-operate well with others and most report that they feel safe, valued and supported by staff in the school.
- Most students adhere to the school uniform policy and respond quickly and appropriately to requests for full compliance.
- Attendance is at least 94% and students are punctual both at the start of the day and following transitions during the school day.

Students' behaviour is unlikely to be satisfactory if;

- Incidents of bullying are allowed to escalate or continue without intervention or are not reported by students to responsible adults.
- Intimidation and disrespectful relationships are regular features of the interactions between students.
- Lessons are regularly disrupted as a result of students' poor behaviour.
- Students, on regular occasions, show insufficient respect for teachers or their peers.
- Students do not feel safe at different times of the school day, including, for example, during break periods or travelling to and from school.
- The school policy about uniform is not followed by a significant minority of students.
- Learning and teaching time is often compromised through poor time-keeping.

Important note regarding attendance

The total attendance for each student reported by a school should only include the number of days in which the student attended school or was engaged in an approved education visit or activity. Total attendance figures should not include authorised or unauthorised absence.



Quality Indicator 2.2 Civic and environmental understanding

Key aspects

- Understanding of the distinctive nature of Caymanian life, our history and achievements.
- Appreciation of local traditions, cultures and religion.
- Knowledge and understanding of the implications of local and global environmental issues.

Excellent	<ul style="list-style-type: none">• Almost all students fully understand and appreciate the distinctive features of Caymanian life, the islands' traditions, culture and the importance of Christian religion to the community.• Almost all students show care for their school and local environment. They seek ways to improve the school environment. They initiate and participate in schemes which support sustainability and conservation. Older students understand economic decisions which affect the sustainability of the environment.
Good	<ul style="list-style-type: none">• Most students understand the concept of national identity. They understand and appreciate local traditions, culture and the importance of Christian religion to the community.• Most students care for their school and local environment. They keep the school clean and tidy. They take part in activities to improve the environment. Older students understand the need to protect local, national and world resources and actively support schemes which promote sustainability and conservation.
Satisfactory	<ul style="list-style-type: none">• A majority of the students are developing an understanding of national identity, and demonstrate an age-appropriate understanding of some of the local Caymanian traditions, Christian values and local culture.• The majority of students take care of their immediate surroundings and are aware of some important environmental issues. They are sometimes active in schemes which support sustainability and conservation.
Weak	<ul style="list-style-type: none">• More than a few of the students have little or no understanding of national identity and little appreciation of local traditions and culture or religion.• Students show little concern for their immediate surroundings and have limited awareness of important environmental issues. Few students show awareness of sustainability and conservation.



Quality of students' civic and environmental understanding illustrated below would be evaluated as excellent.

- Students contribute actively and positively to the life of the school and the wider community. In a range of contexts, both in school and in situations where they represent their school, students demonstrate maturity, high levels of independence and age-appropriate leadership skills. They show respect and consideration for the needs of others. They initiate and lead activities in their school through their well-judged and planned systems. The students show care and consideration for others and actively develop the skills of active citizenship.
- Almost all students understand and appreciate the importance and value of local traditions, culture and heritage of the Cayman Islands. At an age-appropriate level they can explain important events and key points in history, which are central to the development of the islands. They show respect for and a detailed understanding of Christianity as the main religion of the Cayman Islands. They also demonstrate a mature grasp of cultural diversity. Students recognise the contribution made by different people from around the world to the ongoing economic success of the Cayman Islands.
- Students show a very good understanding of environmental sustainability. They initiate and take part in schemes to support conservation in the local community or within their own school environment. As volunteers, students purposefully and frequently initiate and lead activities that support environmental sustainability. Their social contributions have positive effects on the wider community. Older students recognise that economic decisions affect the sustainability of the environment and can provide mature and balanced solutions to real life environmental challenges. Students of different ages actively seek ways to care for and improve their school environment.

Quality of students' civic and environmental understanding illustrated below would be evaluated as satisfactory.

- Students contribute to the life of the school and the wider community through planned responsibilities. They understand their roles as citizens although there may be a limited range of opportunities in school to do so. In school and in their classes, students show respect and consideration for the needs of others, including those with additional needs or disabilities. They have an age-appropriate knowledge of local history. Through regular participation in planned school events, including devotion and assemblies, students can explain the main beliefs of Christians on the islands.
- Most students demonstrate an age-appropriate understanding of the diverse nature of the community of the Cayman Islands. They know about their own culture and identity. Although, their understanding may be in isolation from other work or experiences.
- Students understand the importance of environmental sustainability. They take care of their school environment. A few may take part in schemes to support conservation.

Students' civic and environmental understanding is unlikely to be satisfactory if;

- Students do not assume any positions of responsibility in the school or do not respect and value each other.
- Students have little knowledge and understanding of the traditions, culture, heritage or religion of the Cayman Islands.
- Students take insufficient interest in looking after their school. They show disrespect to those employed to keep the school safe and clean. They drop litter casually or may even regularly deface school property or premises. They have little knowledge about the importance of conservation and local or international environmental concerns.
- Students show little awareness of their responsibilities in the school and very few participate as volunteers.



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

This performance standard reviews the quality of teaching, learning and assessment. Schools will wish to focus upon these three quality indicators as fundamental features of high quality school performance. The quality of teaching has a significant impact upon students' achievement and their personal and social development.

Educators will wish to evaluate the quality of teaching through lesson observations but should also assess the impact of teaching by looking closely at students' learning over a period of time and beyond the structured formal observations required by performance management arrangements. The use of work scrutiny, surveys, informal observations and 'learning walks' help identify elements of teaching that are successful and areas requiring improvement.

As part of the Cayman Islands educational strategy, a key focus of our pedagogical practice is to equip learners to gain critical thinking and higher-order learning skills.

Preparing students for life as effective contributors and motivated independent learners is critical to the educational process and our evaluation of teachers' skills. We aim for our students to achieve academically and reach their full potential. Good teachers, however, do much more than prepare students for examinations. Any evaluation of their work must also recognise the importance of the teacher's contribution to students' learning, their cultivation of students' responsibility for their own learning and the promotion of each student's independence and self-esteem.





Quality Indicator 3.1 Teaching

Key aspects

- Teachers' subject knowledge and their understanding of how students of different ages learn most effectively.
- Effectiveness of lesson planning and teachers' management of time in lessons.
- Teacher-student interactions, including the use of dialogue and questions.
- Classroom rules, management of the learning environment and behavioural expectations.
- Teaching strategies to meet the needs of all students, including those who are higher achieving and those with special educational needs.

Excellent	<ul style="list-style-type: none"> • At least half of observed lessons are excellent. They are characterised by teachers' expert knowledge of their subjects, how to teach them and how different students learn. • Lessons are imaginatively planned. Resources are deployed creatively to enrich learning. • Teachers' interactions with students ensure they are always active participants in achieving meaningful and relevant learning. • The development of enquiry and critical thinking skills is the norm. • Classroom routines are clear. They are discussed, agreed and followed regularly by all students. The skilled management of the class leads to innovative and creative learning opportunities for students. • Teaching strategies successfully meet the individual needs of all students.
Good	<ul style="list-style-type: none"> • More than half of observed lessons are good or better. Teachers demonstrate good subject knowledge. They apply their knowledge about how students learn to vary approaches for different classes and learners. • Lessons are carefully planned and time is used well. Resources are deployed effectively to enrich learning. • Teachers' interactions with students ensure they are active participants in achieving meaningful and relevant learning. • The promotion of students' enquiry and critical thinking skills is a priority in a majority of classes. • Classroom rules are in place and, through the teachers' effective classroom management, students are actively and fully engaged in their lessons. • Teaching strategies are designed to meet the individual needs of all students.
Satisfactory	<ul style="list-style-type: none"> • Most observed lessons are judged to be satisfactory. Most teachers have sound subject knowledge and apply this understanding consistently in lessons they deliver. • Lessons are well planned in most classes. Resources are used appropriately to support learning. Interactions support learning and lead to students' acquisition of new knowledge. • The development of enquiry and critical thinking skills is evident though not consistent. • Teachers apply classroom procedures and regular prompts help ensure observance by all. • Teaching strategies address the needs of most students.
Weak	<ul style="list-style-type: none"> • More than a few teachers are insecure in their subject knowledge and/or how to teach them. • Lessons are poorly planned in most classes. Resources are not used appropriately to support learning. Teaching regularly results in passive learning. Questioning is often narrow and unsuccessfully develops students' understanding, their skills or knowledge. • Classroom routines and procedures are not consistently observed and, consequently, the learning experience of a significant number of students is impaired. • Teaching strategies fail to address the needs of most students.

Quality of teaching illustrated below would be evaluated as excellent.

- Teachers create a positive learning environment in which students feel respected and valued. It is a safe environment in which students can learn from their mistakes knowing their efforts are always considered worthwhile. Strategies are adapted effectively to meet the age and varied learning needs of the students. Teachers have excellent subject knowledge and are able to present learning concepts within a meaningful, relevant context for students. Teachers understand the difficulty of certain concepts and have a good repertoire of examples, which help students to grasp new or complex concepts. In the context of early years classes, teachers demonstrate skill, confidence and flexibility in adapting tasks to meet the interests and preferences of children.
- Lessons are effectively planned to include a range of appropriate and sophisticated teaching strategies. The purpose of activities is clear and learning is reviewed as an integral part of the lesson. Teachers share the purpose of lessons appropriately and review progress so that learners have a clear sense of achievement. There is a good balance of activities with the use, where appropriate, of whole class, individual and group work. Tasks, activities and resources are used to optimum effect. Teachers make full and effective use of many resources, including information and communications technology (ICT), to vary their teaching and promote active learning.
- Teachers' questions promote students' inquisitiveness, inspiring them to want to find out more. Their questions are focused and often individualised for particular students, judged sensitively in response to arising assessment of the students' levels of achievement. Teachers adjust the pace of learning as a result of students' responses. They often make use of peer assessment, review and partner work to offer students time for reflection and consideration of the learning of others. As an integral part of the lessons, teachers require students to think deeply.
- Teachers have established learning environments that are orderly but also creative and innovative. Classroom rules are positively stated, regularly reviewed and agreed with students. Consequently, minimal time is spent actively managing behaviour and students willingly demonstrate full co-operation with agreed routines.
- Learning activities are very well matched to the needs of individual students and groups with differing learning needs and abilities. The tasks, activities and resources support and challenge all students to maximise their progress. Teachers' expectations are consistently high, and appropriate for students at all levels of prior attainment. They expect students to take responsibility for their own learning and promote collaboration or independent learning, as appropriate.



Quality of teaching illustrated below would be evaluated as satisfactory.

- There is a positive climate for learning where students are encouraged to participate fully. Teachers have sufficient subject knowledge and can share this at a suitable level with students. Through a sound knowledge of students' current levels of achievement, teachers understand students' learning needs. The use of appropriate examples helps establish contextual understanding of taught concepts. In early years settings, teachers demonstrate understanding of the importance of play as a context for learning and engage children purposefully through skilled and timely interactions.
- Lessons are planned effectively so that the purpose of activities is clear. There is some variation in learning activities, clarity of lesson goals as well as sufficient time to review learning. Teachers make adequate use of a range of resources beyond the set curriculum textbook.
- Teachers' questions check students' understanding and this helps confirm levels of understanding of lesson objectives and any arising gaps in learning.
- Teachers have established appropriate classroom rules and learning environments are well organised and effectively managed.
- Teachers recognise that different groups and individuals have different learning needs and they adapt their methods and resources accordingly.

The quality of teaching is unlikely to be of satisfactory quality if;

- Teachers have poor or inadequate subject knowledge and this is evident from incorrect information or poor advice shared with students in lessons. They have little awareness of how students learn and, consequently, deliver lessons with insufficient sensitivity to the responses of learners. Activities and lesson content may not be well matched to the age or stage of the learners. In the context of early years classes, teachers do not provide an appropriate balance between teacher-directed and child-initiated activities to help promote children's curiosity, exploration and independence.
- Due to weak planning or insufficient attention to important organisational elements of the lesson, the pace of learning for a significant minority of students is too slow. Time is not used productively. Lessons are monotonous and lack variety.
- No resources are used other than textbooks or teacher-talk.
- Staff do not check students' understanding and often teach without sufficient regard to students' evident incorrect conceptual grasp of lesson content.
- Classroom routines are not established or poorly implemented and, as a consequence, the quality of students' learning is weak.
- Teachers do not meet the learning needs of all groups and individuals, including higher achieving students and those requiring additional help with their learning.



Quality Indicator 3.2 Learning

Key aspects

- Students' engagement in and responsibility for their own learning.
- Students' interactions and collaboration.
- Application of learning to the real world and making connections between areas of learning.
- Students' critical and higher order thinking.

Excellent

- Students are enthusiastic and take responsibility for their own learning in sustained ways. They focus well and are able to reflect on their learning to evaluate their strengths and weaknesses. Most act on them in order to improve. They can find things out from a variety of different sources and use information technology effectively to support their learning.
- Students make meaningful connections with other learning and use these to deepen their understanding.
- Students communicate their learning meaningfully, share achievements and collaborate effectively in a wide range of learning situations.
- Higher-order and critical thinking is a common feature of learning.

Good

- Students enjoy learning and take responsibility for their own learning. They are aware of their strengths and weaknesses and take steps to improve. Most students find things out for themselves and use information technology to support their learning.
- Students make connections with other learning and relate these to the real world. They communicate their learning to others. Most collaborate in a range of learning situations.
- Higher-order and critical thinking is a developing feature of learning.

Satisfactory

- Students have positive attitudes to learning and can work for short periods without teacher intervention.
- Although they may be at times passive in their learning, students can explain clearly and confidently what they have learned. They have an adequate understanding of their strengths and weaknesses and how to improve. They occasionally find things out for themselves.
- Information technology is used but in limited ways to support learning.
- Students make connections between new and previous learning and relate learning to real life situations. They are able to work in groups.
- Students' higher-order and critical thinking is sometimes a feature of learning.

Weak

- Students rarely work without constant teacher direction and lack interest in learning. They are easily distracted and rarely reflect on their learning to evaluate their strengths and weaknesses.
- The students do not know how to improve their work. They cannot find things out for themselves and lack ICT skills to support their learning.
- The students rarely make connections with other learning and do not relate their learning to the real world. They find it difficult to discuss their learning and are unable to collaborate effectively in groups.
- Higher-order and critical thinking is rarely found in the students' learning experience.

Quality of learning illustrated below would be evaluated as excellent.

- Students are motivated and eager participants in their learning. They are actively involved in their own learning and development and show increasing skills as learners. Students are aware of their progress and strengths in learning. The questions they ask show they are making connections between new learning and what they already know. They are reflective and analyse learning situations in order to discover the best solutions. Their independence shows itself particularly in the ways they use information technology.
- Students choose the best ways to complete tasks within group and individual settings, both in leading and supporting their peers. Through effective collaboration with others, by contributing ideas and listening to one another, students demonstrate high levels of skills as independent learners and thereby achieve common goals.
- Skills, knowledge and understanding acquired are applied confidently and accurately to new learning contexts. Students demonstrate success in applying their skills to problems reflecting real life situations. They are successful, confident, responsible learners.
- Students demonstrate proficiency in finding out new information and are able to successfully apply their critical skills to tasks. Their work will often reflect maturity and independence of thought and they can find things out for themselves by using books and other resources, including ICT. Through the effective use of different sources of information, students are able to make accurate and appropriate conclusions and present their learning with confidence. They make connections between their learning in different parts of the curriculum. In various contexts, students' learning is characterised by critical thinking and confident application of analytical skills to new concepts and topics.

always understand the importance of listening to each other in order to make meaningful contributions.

- Students acquire knowledge and skills from a range of contexts but their understanding may, at times, be less well developed. Consequently, students will only demonstrate success in their learning in familiar contexts where they are required to repeat a procedure. When required to apply their learning to new contexts, they may need high levels of support.
- Students demonstrate age-appropriate skills as learners but rarely exhibit skills in critical thinking.

The quality of students' learning is unlikely to be satisfactory if;

- A significant number of students are not engaged in lessons and they are unable to explain the work they are doing.
- Students are unable to work collaboratively.
- Students cannot relate the learning to their lives.
- Students' learning skills are not developed well, and as a consequence, most struggle to find things out and solve problems for themselves. Their skills in using learning technologies are weak.
- Students make no connections between their learning in different parts of the curriculum.

Useful definition

Learning: How students undertake the tasks that lead to gains in knowledge, skills and understanding. Ways of learning can include enquiry, research, working with the teacher, alone or with others.

Quality of learning illustrated below would be evaluated as satisfactory.

- Students occasionally take responsibility for and are active in their own learning. They do what the teacher asks of them but are often passive listeners or watchers, or undertake tasks which do not require much thought. While the majority of students work well in the absence of close supervision, others lack motivation or are easily distracted. They are unclear about what they need to do to improve. The students have only a general awareness of their progress and strengths as learners.
- Students work collaboratively but the composition of groups may lack variety. Whilst working in groups or teams, students, at times, lack the skills they need to co-operate and produce good work. They do not

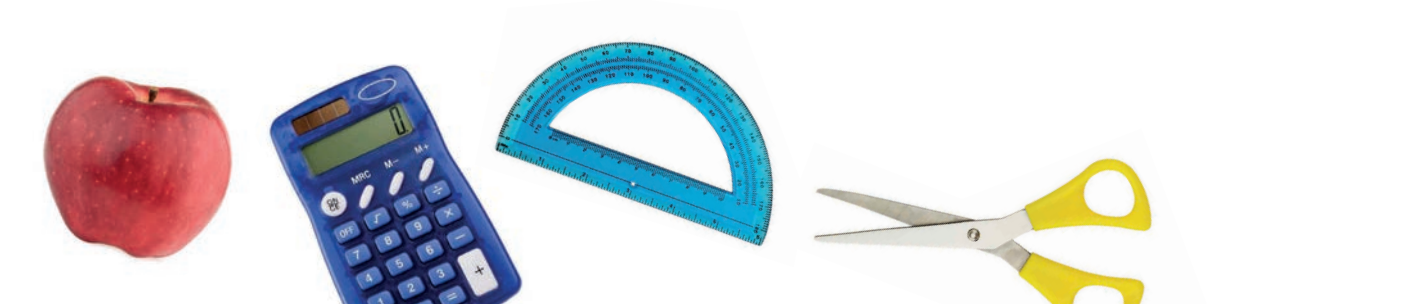


Quality Indicator 3.3 Assessment

Key aspects

- Assessment as part of the teaching and learning processes.
- Assessment methods and arrangements for recording, including school policy and its implementation.
- Use of assessment information by teachers and students, to inform teaching and learning.
- Quality of feedback, including the marking of written work, and use of assessment.
- Level of teachers' knowledge of their students' strengths and weaknesses.

Excellent	<ul style="list-style-type: none">• A comprehensive programme of assessment closely aligned to the curriculum is used consistently throughout the school. Teachers are effective in helping students recognise what they need to do to improve. Assessment information is used well to inform planning.• Record-keeping is detailed, comprehensive and used effectively by all staff to meet students' learning needs.• Feedback to students is diagnostic reflecting teachers' thorough knowledge of students' strengths and weaknesses.
Good	<ul style="list-style-type: none">• Consistent and effective assessment practices are in place to monitor students' progress. All staff use them to focus sharply on how students are doing and what they need to do to improve. Some adjustments to lessons are made on the basis of assessment information.• Students are involved in assessing some aspects of their own work. Organised and thorough record- keeping reflects students' progress in relation to expectations. Feedback to students is sufficiently regular and formative to direct improvements.• Teachers have a good knowledge of individual students' strengths and weaknesses.
Satisfactory	<ul style="list-style-type: none">• Assessment is used to monitor the achievements of students, to indicate what they have learned, to involve them in evaluating their work and to help them to understand what they need to do next.• There are organised procedures for record-keeping but information may not be used effectively by teachers to plan the learning of students.• Written feedback to students is given regularly and marking is largely summative.• Teachers have sufficient knowledge of individual students' strengths and weaknesses.
Weak	<ul style="list-style-type: none">• Assessment is not well developed and may be largely restricted to summative tests.• Record keeping is poor and assessment is rarely used to modify teaching or the curriculum provided for students.• Students are not given sufficient feedback on their performance – either orally or through teachers' marking of their written work.• Teachers do not have sufficient knowledge of students' progress and achievements.



Quality of assessment illustrated below would be evaluated as excellent.

- Assessment is used as a tool for teachers to plan each step of learning. An assessment is made of each student early in their time at school, in order to diagnose their capacities for learning and to identify any additional needs and special talents. Throughout their time at school, assessment is used to check on progress and give feedback to the students. Periodically, formal tests are conducted and the results compared with international benchmarks.
- Information from assessment is collected and analysed to identify strengths and weaknesses in students' attainments and to identify trends. Actual attainment is compared with predicted attainment and strengths in provision can be ascertained. All teachers have access to this information and use it to evaluate the effectiveness of the curriculum and their teaching. Whole school and individual targets are set and students' performance is monitored to ensure students are meeting short and long term targets.
- When teachers assess students' work and mark their books, their comments are constructive in helping students know what their next steps should be. Staff also use the analysis of assessment data to plan lessons and address the individual learning needs of all students. Students and parents are regularly involved in well-judged target setting procedures, which help clarify clear learning goals for each student. In early years contexts, frequent and reliable assessment of individual children's achievement informs planning for next steps in the children's individual learning programme.
- Students use objective criteria to evaluate their own and each other's work and to identify the next steps. Informal assessment during lessons through, for example, questioning by the teacher, adds to the overall picture of students' attainment and progress.
- Teachers have an excellent knowledge and understanding of individual students' strengths and weaknesses.

Quality of assessment illustrated below would be evaluated as satisfactory.

- Students know the results of assessments and understand the nature of their strengths and weaknesses. The school undertakes some analysis of the test results to identify patterns of attainment. Students may be given oral feedback on their work; exercise books are marked regularly but there may be few informative comments about how to improve.
- Students' evaluation of their own and other's work may not be a regular feature of the school's assessment procedures.
- Teachers have a broad understanding of the attainment and progress of groups and individual students. In the context of early years classes, teachers keep records of children's milestone achievements in key areas of the curriculum. This information is used by staff to help plan future activities.

The quality of assessment is unlikely to be satisfactory if;

- The students are unaware of the results from assessments.
- Teachers make no use of the assessment results to modify their work.
- Teachers give no feedback to students and they seldom mark students' work.
- No use is made of benchmarking (either national or international) to review students' performance in a wider context.
- Teachers have a poor knowledge of students' individual achievements and their learning needs. In early years classes, insufficient and ill-formed assessment practices lead to repetition of content and/or limited opportunities for children's development of knowledge and skills.

Useful definition

Assessment: The process of finding out how well students learn what they are taught. This is a continuous process using a variety of forms for different purposes. Formative assessment includes the regular marking, observation and evaluation of students' work and includes feedback on how to improve. It also includes students' assessment of their own work and that of their peers. Summative assessment is a formal process at the end of a year or unit of work, often taking the form of public examination or internal testing.

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

This evaluative framework is intended for use within private and government schools across the Cayman Islands. It is also flexible in terms of application to different phases of a school and different curricula. Consequently, in reviewing the curriculum, it is important that educators check compliance with accreditation or government requirements and evaluate how well the curriculum offered, in practice, meets the needs of the students in their care. Arrangements for homework and remote education should also be reviewed to help further enhance students' independent learning skills.

The definition of the curriculum is broad to encompass everything deliberately taught including subjects and activities inside and outside the classroom, such as extra-curricular activities and educational visits and visitors.

In early years' settings, there is a requirement that all licensed establishments follow the Cayman Islands Early Years Curriculum Framework (CIEYCF). The CIEYCF was presented to and approved by the Education Council in April 2014 as the national curriculum for early years. The CIEYCF is a guiding document to assist Early Childhood Care and Education Centre practitioners when planning developmentally appropriate activities and programmes for children aged from birth to five years old.





Quality Indicator 4. Curriculum quality

Key aspects

- Breadth and balance in the curriculum.
- Review and development.
- Continuity and progression, including home learning.
- Cross-curricular links, extra-curricular provision and compliance.
- Relevance and links to the community and local environment.

Excellent

- The curriculum is relevant, broad, balanced and challenging. There is evident progression and choice in learning for all students. Innovative content and alignment supports students' excellent progress.
- The curriculum is reviewed regularly and systematically. Transitions between sections and phases ensure that all students are well prepared for the next stage of education.
- Cross-curricular links and extensive extra-curricular activities significantly enhance learning. The curriculum is fully compliant with all regulatory requirements.
- Regular planned opportunities exist for students to learn within the community and local environment or beyond.

Good

- The curriculum has a clear rationale. It is broad, balanced and challenging. Progression is planned and there is some choice in learning for almost all students.
- The curriculum is reviewed annually to ensure all students' needs are met. Transitions between sections and across schools ensure that most students are well prepared for the next stage of education.
- Cross-curricular links and extra-curricular activities enhance learning.
- There are regular opportunities for students to learn within the community and local environment.

Satisfactory

- The curriculum is soundly planned, broad and balanced. There are no significant gaps in content.
- The curriculum is reviewed from time to time. Plans exist to promote progression and cross-curricular links are evident across a limited range of contexts.
- Extra-curricular activities exist but are limited in range.
- There are a few opportunities for students to learn within the community and local environment or beyond.

Weak

- The curriculum rationale is unclear and content is overly dictated by text books. There is discontinuity in the curriculum in some subject areas from year to year. This leads to unnecessary repetition or significant gaps in content. It is neither broad nor balanced.
- Any systematic review of the curriculum is not sufficiently focused on meeting students' needs.
- There are limited extra-curricular activities and few opportunities to learn beyond the classroom.

Quality of the curriculum illustrated below would be evaluated as excellent.

- The curriculum has breadth and balance across and within each of its various elements. There is a clear rationale based on shared values. Its programmes, courses, syllabi and activities promote challenge, enjoyment, progression, relevance, coherence, personalisation and choice in learning for all students. The curriculum consistently includes creative, physical and practical experiences. All key subjects are given the appropriate amount of time and the learning needs of a diverse range of students are met through enhanced and tailored curricular provision. Where necessary, the school benefits from external verification from relevant international experts regarding the curriculum content and its delivery.
- The curriculum is regularly reviewed and updated as part of the school's self-evaluation process and takes account of the views of students and parents. Content is aligned systematically to local government requirements, including the inclusion of safety education and other national priorities. Staff reflect on the range and quality of the curriculum and the impact of the experiences on students and the outcomes they achieve. As a consequence, curriculum innovation is well planned, responsive and dynamic and ensures that the needs and interests of all students are met. In early years classes, children's interests are identified by staff and the curriculum is frequently adjusted to reflect the children's preferences both in the content and design of learning.
- Planning across the phases of education, both within the school and at the point when students transfer to the next school, prepares students well. It ensures that previous learning is taken into account when preparing for the arrival of new students. Consequently, following effective transition between phases of education there is no unnecessary repetition of content and students are able to maintain excellent rates of progress. Programmes for home learning are well-established and effectively co-ordinated. As and when necessary, students of all ages participate in age-appropriate home learning tasks which are purposeful and skillfully aligned to curriculum requirements. Staff are innovative and creative in designing home learning activities which make full use of up-to-date technology and resources.
- Cross-curricular themes are systematically and deliberately planned to ensure that students' skills across a range of subjects are developed in meaningful and interesting contexts. A wide range of extra-curricular activities allows students to extend their learning and interests.
- Through a strong sense of the school's shared curricular values and carefully planned opportunities to work with the local community, students are creative and enterprising. Older students are very well prepared for the world of work and further education.



Quality of the curriculum illustrated below would be evaluated as satisfactory.

- The curriculum is generally broad and balanced across and within each of its various elements. There are no significant gaps in subject provision. The curriculum is based on a clear rationale and values and is mostly consistent with the school's aims. It is generally broad and balanced across and within each of its various elements. In early years classes there is an appropriate balance between adult-led and child-initiated activities. Play takes a central role within the design and delivery of the pre-school curriculum. There is an appropriate focus upon the four core areas of the Cayman Islands Early Years curriculum.
- The curriculum is regularly reviewed. Revisions and adaptations are sometimes implemented as a result of this work. Most students' needs are met. Planning across the phases of education, within the school and at the point when students transfer to the next school, builds on previous curriculum content. Most students are well prepared for the next stage of their education. The previous learning of new students is usually taken into account. Planning across the phases of education, within the school and at the point when students transfer to the next school, builds on previous curriculum content. At transition points, due to appropriate arrangements for information sharing, students are not required to unnecessarily repeat work or revisit topics. Home learning programmes include, as necessary, an appropriate balance of age-appropriate synchronous and asynchronous learning opportunities for students.
- There is limited development of cross-curricular themes. Opportunities are not always taken to make useful connections between subjects and aspects that would promote greater coherence in the curriculum. Extra-curricular activities occur from time to time. Participation and access may not be possible for all students.
- The school is aware of its place in the community but there may be scope for further use of the school surroundings to enhance the curriculum. Visits and other activities are organised but not always effectively integrated with the learning experience. There is occasional collaboration with local businesses.

The quality of the curriculum is unlikely to be satisfactory if;

- Any stated key requirements are not provided.
- It fails to cater adequately for the educational needs of particular groups of students.
- There is no systematic review.
- There is discontinuity from year to year and between phases.
- Opportunities for promoting essential knowledge, understanding or skills are neglected.

Useful definition

Curriculum: Everything a school deliberately teaches, including subjects and activities inside and outside the classroom such as extra-curricular activities and educational visits and visitors.

Performance Standard 5. Keeping our students safe and always supported.

Ensuring the health and safety of students is a core responsibility for all educators. This performance standard evaluates the various elements, including

operational matters, which contribute to ensuring all students benefit from effective protection and well-managed support.



Quality Indicator 5.1 Health and safety

Key aspects

- Arrangements to ensure health, safety and security in all parts of the school, on school transport and in other environments used by the school.
- Suitability of premises and facilities for all students, including those with special educational needs.
- Quality of maintenance and record keeping.
- Provision for and promotion of healthy lifestyles.
- Care and welfare of students, including child protection.

Excellent	<ul style="list-style-type: none">• The school consistently and in all respects provides a fully safe, hygienic and secure environment for students and staff. Buildings and equipment are maintained in excellent condition. Active supervision of students prevails at all times.• Healthy living is systematically built into and promoted in all aspects of school life.• All staff, students and parents are fully aware of child protection arrangements.
Good	<ul style="list-style-type: none">• Frequent, thorough checks are made and acted upon to make sure that a safe environment is maintained. Buildings and equipment are hygienic and kept in a good state of repair. The students are well supervised in classrooms, play areas, as they move around the school and on school transport.• Healthy living is systematically built into and promoted in most aspects of school life.• Most staff and students are aware of child protection arrangements.
Satisfactory	<ul style="list-style-type: none">• Requirements for maintaining the health and safety of students are met. Buildings and equipment are secure, safe, in sound repair, well maintained and clean. Students are kept safe throughout the school day and accidents are rare.• Students are given advice about healthy living though this might not be systematically promoted throughout the school.• The majority of staff and students are aware of child protection arrangements.
Weak	<ul style="list-style-type: none">• Policies for health and safety are poorly implemented. Health and safety checks are irregular and not rigorous. Some parts of buildings or equipment are unsafe and/or unhygienic. Supervisory practices are weak.• The school does little to advise students on healthy living and any advice may not be supported by the food available or the facilities for students to use.• Arrangements for child protection may exist but these are not widely known.

Quality of health and safety illustrated below would be evaluated as excellent.

- There are very effective policies and procedures in place and these ensure that students are safe. Staff fully understand their roles and responsibilities in ensuring health and safety. Practical measures are in place to protect students at all times, including, for example, on their arrival at the beginning of the school day and their departure. Almost all students report that they feel safe in the school.
- The school premises, equipment and resources are excellent and very well suited to the educational needs of all students, including

those with special educational needs. Staff ensure that students are safe at all times whilst participating in a wide range of challenging and motivating educational experiences. In early years' settings there is full and comprehensive implementation of all of the requirements of Cayman Islands Education Council and all staff are vigilant in helping to maintain compliance. The requirements of local regulatory bodies are fully met and, due to the highly effective arrangements for school maintenance and site management, there are few, if any, recommendations in the annual inspections by such regulatory groups.

- Comprehensive records are kept of regular fire drills, evacuation procedures and other incidents, with clearly stated action taken, to prevent their recurrence. Medical staff are vigilant in their care of students. Routine checks are carried out and detailed records kept. Relevant medical information is shared with staff in the school in a systematic way to ensure students' medical care at all times whilst they are working with different school staff. Medication is kept in a locked room or cabinet and all staff are well-informed about how and by whom it can be administered. Students with special educational needs are provided with the specialist support to enable them to make a full contribution to the life of the school.
- Healthy living is systematically built into and promoted in all aspects of school life. School meals and snacks provided by the school are consistent with the school's policy on the promotion of healthy choices. The school provides very good advice to students and their parents on food choices and offers a broad and regular programme for physical education and sport to promote healthy living.
- Child protection and safeguarding arrangements are defined clearly in a written policy and well-understood by students, staff and parents. The school has very effective arrangements to protect students from all forms of verbal, physical and emotional abuse and bullying, including by staff and by other students, and via the internet and social media. Staff deal sensitively and effectively with students' needs and concerns. The training of all staff in safeguarding students, themselves and other staff members is regular and thorough. Cyber safety and ensuring practical steps to prevent abuse of students are high on the school's agenda. Incidents of alleged bullying are investigated comprehensively and decisive action is taken, as necessary.
- Records of health and safety procedures are up to date and appropriate risk assessments are completed in relation to visits and potentially hazardous activities. Routine fire drills and other evacuation procedures take place. There are sufficient medical staff to carry out routine checks. Medication is kept locked away and all staff know how and by whom it can be administered. Students with special educational needs are mostly given the specialist support they need.
- The school has included, within its planned curriculum, opportunities for students to take part in physical activity, which promotes a healthy lifestyle. The meals and snacks provided by the school are healthy. Parents and their children are, at times, involved in school activities, which successfully raise awareness of healthy choices.
- Child protection arrangements are in place, with agreed policies from centralised teams and guidance is available, supported by annual training for all staff. As a consequence, when an incident does occur, the welfare of the student concerned is secured. Incidents of alleged bullying are investigated and appropriate disciplinary steps are taken.

Quality of health and safety illustrated below would be evaluated as satisfactory.

- There are effective policies and procedures in place to ensure that students are kept safe. Staff understand their roles and responsibilities in ensuring health and safety. Practical measures are in place to protect students and arrangements are reviewed to ensure that they are effective. Most students state that they feel safe in the school.
- The school premises, equipment and resources are suitable and provide a safe, inclusive environment for students. There are up-to-date approvals in place from regulatory bodies such as the Cayman Islands Fire Service and the Department of Environmental Health. In early years settings there is full compliance with the requirements of the Cayman Islands Education Council guidelines.
- Policies and procedures for health and safety, including those for school transport, are poorly implemented.
- Health and safety checks are irregular and/or not rigorous. Recommendations made by regulatory authorities, such as the Department of Environmental Health or Cayman Islands Fire Service, have not been addressed in a timely manner.
- The early years setting is not compliant with the guidelines issued by the Cayman Islands Education Council.
- Some parts of the buildings, play areas and/or school equipment are unsafe or unhygienic.
- Supervisory practices are weak, including arrangements at the start and end of the school day. Incidents of bullying are not appropriately managed or addressed.
- School meals and snacks include unhealthy choices and little variety. The school is not sufficiently proactive in the promotion of a healthy lifestyle amongst students.
- The premises do not have appropriate facilities to meet the needs of students with disabilities.
- Child protection procedures are inadequate and records relating to alleged incidents and/or staff training are not kept up-to-date. Links with relevant agencies are not well established to facilitate referral as and when necessary. The school takes insufficient steps to raise students' awareness of the dangers of the internet.

Quality Indicator 5.2 Support and guidance

Key aspects

- Staff-student relationships, advice and support.
- Tracking and supporting students' overall well-being and progress.
- Supporting students with special educational needs.

Excellent	<ul style="list-style-type: none">• Staff have very good relationships with all students.• Individual students' academic progress is tracked effectively to provide individualised guidance and support. Consequently, changes in students' well-being, behaviour and personal circumstances are monitored, including attendance, and the information is used to provide effective support.• Students with special educational needs are admitted into the school and, through very effective arrangements, make exceptional progress.
Good	<ul style="list-style-type: none">• Students' educational and personal well-being is a high priority for staff.• There are well-developed systems for tracking behaviour, attendance and students' academic progress and for giving good advice and guidance.• Students with special educational needs are admitted into the school and well-managed arrangements ensure they make good progress in their learning.
Satisfactory	<ul style="list-style-type: none">• Teachers know their students' needs well. Teachers show students respect and respond to their personal and academic needs with appropriate advice and guidance.• Students with special educational needs make acceptable progress through appropriate modifications to teaching methods, resources, facilities and support.
Weak	<ul style="list-style-type: none">• The school is slow to diagnose and respond to students' needs.• Assessment and care arrangements are weak or are not applied consistently. The students receive insufficient advice and guidance.• The arrangements to support students with special educational needs are ineffective and consequently, those students make slow progress.



Quality of support illustrated below would be evaluated as excellent.

- Teachers know all their students well, including those who find learning difficult, and are fully aware of their individual social, physical, emotional and intellectual needs. Teachers have very good relationships with students and respond to them in supportive ways. Mutual respect, trust and confidence characterise interactions between and among staff and students. All students have ready access to known and trusted members of staff who provide well-informed advice and guidance about a range of important matters, including their academic progress, health and future career. Students' questions, needs and concerns are handled sympathetically and, when appropriate, in confidence. Students have recourse to an effective complaints procedure. For older students, the school is proactive in providing personalised advice and guidance about career choices and higher education pathways aligned to personal and national aspirations. The school's approach to managing behaviour is defined clearly and well understood by the students and the whole staff, who implement the policies wisely and are supported fully by the senior management team. Students are involved in discussions about the effectiveness of the approaches used and contribute their views constructively. Although the behaviour of almost all students is exemplary, firm action is taken when necessary. Parents receive comprehensive information about the school's expectations of standards of behaviour and of how staff will deal with any instances of misbehaviour. External agencies provide effective specialised support to individual students and their families when required.
- The school maintains highly effective processes for checking the academic and personal development of all students. The teachers monitor and record students' progress efficiently by regularly assessing their written, oral and practical work. They frequently discuss with students the rate of their progress and how they can achieve key targets. Action is taken as necessary to ensure improvement. Reports to parents are expressed in positive language, set out clearly what the students are doing well and the respects in which their work needs to improve. Students and parents comment on these reports and respond well to them. The school keeps accurate records of attendance and punctuality. Prompt action is taken when levels fall and parents fully support the importance of maintaining high levels of attendance and punctuality. Parents are contacted immediately when students fail to arrive when expected. Transition arrangements into, within and onto other schools are well developed. Students have timely opportunities to visit new schools as necessary and meet staff and their peers. Well in advance of transfer, helpful documentation is provided to relevant stakeholders and this offers a detailed insight into the students' next steps in education.

As a consequence of informed meetings and other communication channels, students and parents are confident about transition. Extensive steps are taken to plan the physical and learning environment and thereby support the smooth transfer of students with special educational needs.

- Students with special educational needs make excellent progress. Their needs are identified quickly and appropriate support is allocated. Individualised planning and effective review procedures ensure that their needs are fully met. The curriculum, facilities and resources include appropriate modifications and comprehensively provide for the diverse range of special educational needs.

Quality of support illustrated below would be evaluated as satisfactory.

- Teachers know most of their students well and are aware of their social, physical, emotional and intellectual needs. They have good relationships with students and respond positively to them. Teachers and students respect one another and generally show care and concern for the needs of others. Students receive advice and guidance from staff on a range of matters, including their educational progress, health and future careers, and most feel confident to ask adults for help. Students' questions, needs and concerns are usually dealt with efficiently and, when appropriate, in confidence. The school has an effective approach to managing the behaviour of its students. Staff know how to implement the policies and are supported in doing so by the senior management team. Parents receive information about how staff will deal with any instances of misbehaviour. External agencies are involved in supporting individual students and their families, as necessary.
- Teachers monitor the rates of students' progress by assessing their work, but they may not always do so regularly or systematically. This is not always linked to tracking of personal development. Reports to parents accurately set out the student's strengths and areas for development. The school records attendance and punctuality with sufficient regularity. It may not systematically analyse the data to examine trends and impact. Monitoring procedures are known to students, staff and parents and help ensure the safety and well-being of the students. Parents receive feedback about improved attendance and punctuality and understand the action the school takes when it is required. There are a number of steps in place to support students' transition from one stage of education to the next. These include, for example, 'transition' or 'move up' days or 'meet the teacher' events. Staffing arrangements are in place to help support students with special educational needs.

- Students with special educational needs make acceptable progress because most teachers modify their teaching methods and the curriculum to provide for the majority of the students' needs. Progress is monitored and support given through individualised plans and class support. Facilities and resources are modified to address their needs.

The quality of support is unlikely to be satisfactory if;

- There are antagonistic relationships between staff and students.
- Advice, support and guidance are ineffective.
- Inappropriate behaviour management strategies are used.
- There is no tracking to support students' academic progress.
- The school's admissions policy is too restricted and does not allow access for students with special educational needs.
- Students with special educational needs are not provided with the necessary specialist support.
- Arrangements to manage student attendance and punctuality are absent or ineffective.
- Transition practices are ineffective and school leaders have no plans in place to improve arrangements.

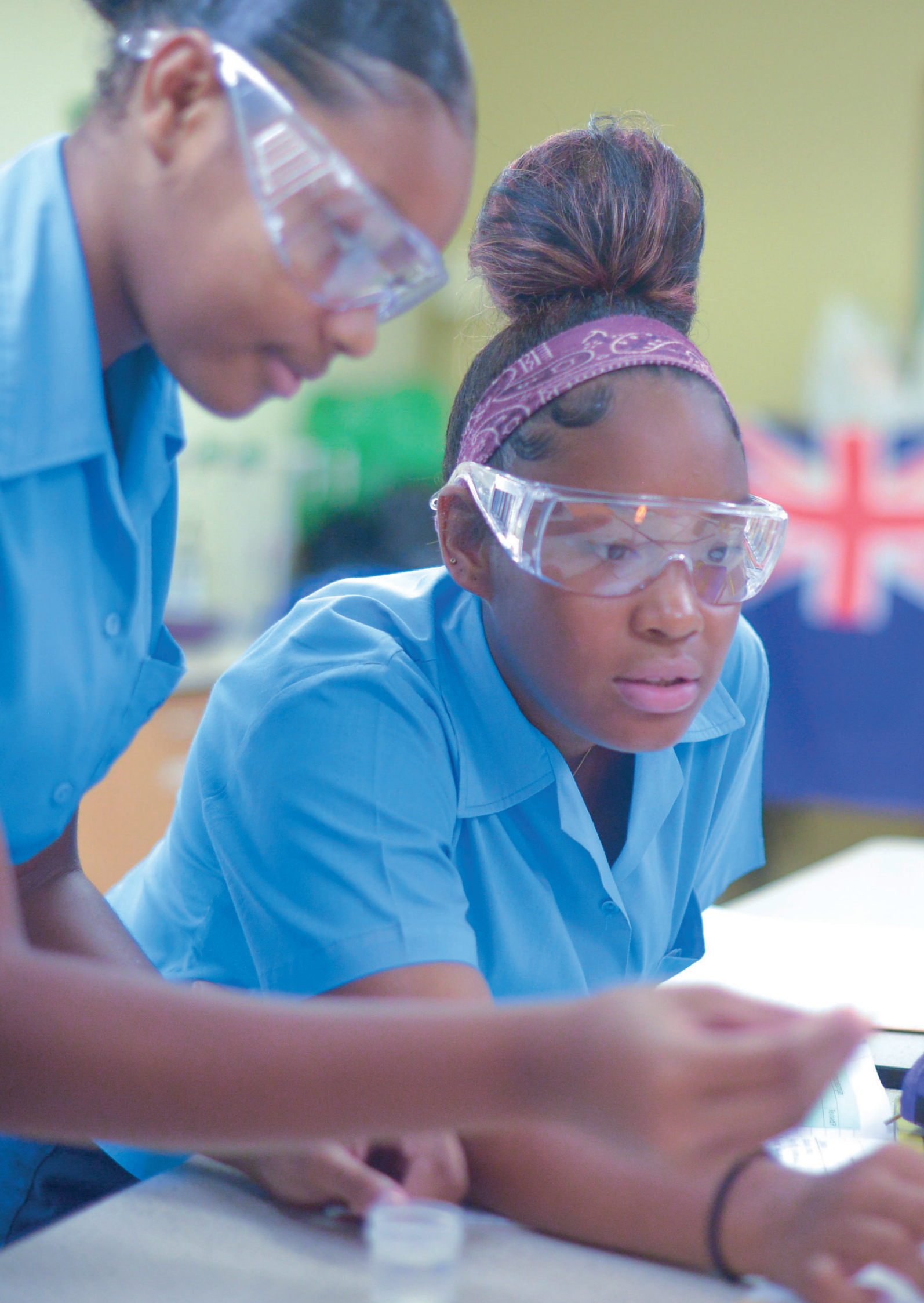
Useful definition

Special Educational Needs: A learning difficulty which requires special educational provision to be made. In relation to a student this means that, by reason of body or mind personal to the student, the students' educational needs cannot be satisfied otherwise than by making exceptional provision in relation to the student. For the purposes of this definition, provision is exceptional in relation to a student if it is substantially different from that which is made for the education of the generality of persons of equivalent age and description. Students for whom English is an additional language or who are gifted or talented are not to be treated as having special educational needs.

Disability: A long-term physical, mental, intellectual or sensory impairment which, in interaction with various attitudinal and environmental barriers, hinders a person's full and effective participation in society on an equal basis with others.







Performance Standard 6. Leading and managing our school and developing links with the community we serve.

An effective school is characterised by skilled leadership and management. This performance standard refers to all processes by which schools are held to account both internally and externally and incorporates matters of governance and partnerships with parents.

In the Cayman Islands, government schools do not yet have formally established governing bodies. Schools are supported by the Ministry of Education, Youth, Sports,

Agriculture and Lands and the Department of Education Services. In reporting on the quality of leadership in government schools, inspectors will evaluate the quality and impact of leadership support which the government schools receive from the Department of Education Services and from any other groups, including, for example, parent-teacher associations and external accreditation bodies.



Quality Indicator 6.1 Leadership

Key aspects

- Leadership qualities and the impact of school leaders on the performance of the school.
- Professional competence and commitment.
- Development of relationships, teams and leaders at all levels.
- Governance.

Excellent

- Leadership is effective in all respects and dedicated to high standards. Leaders set a clear direction and empower teachers. They have been highly successful and innovative in improving students' progress, teaching quality and other key aspects of the work of the school. There is a clear focus in the school on consultation and collegiate working and this secures high levels of staff commitment. Morale throughout the school is high.
- The school creates an ethos of collective responsibility and mutual support. Effective performance management helps the school to evaluate accurately and address the professional needs of staff and fulfil the aims of the school.
- Leaders are observant and perceptive, with the capacity to plan, anticipate and solve problems and further the school's development.
- Governance arrangements include representation from all stakeholders. The work of the governors is embedded in the schools' practice and school leaders are fully held to account for the quality of education provided.

Good

- Leadership and management provide a clear sense of direction. Senior staff focus strongly on raising standards and have been effective in improving key aspects of the work of the school. The staff team shares common purpose and vision.
- Leaders share responsibilities with middle managers and staff as necessary. Effective teams are evident in many areas of the school and they are accountable for ensuring quality outcomes. The teams are successful in identifying professional development needs through effective performance management systems.
- Leaders have the capacity to devise practical strategies to secure further improvement.
- Governance arrangements include representation from many stakeholders. Governors review a number of key performance aspects and have a positive role in supporting school improvement.



Satisfactory

- Leadership and management are satisfactory overall. Leaders are competent and committed. The roles of leaders are defined. Some members of staff, other than senior leaders, have defined roles and responsibilities.
- Most of the staff show a strong commitment to the ethos of the school, its values and success. Performance management arrangements are in place and, at times, inform professional development plans. The school analyses its performance and uses the results to inform change.
- Leaders are not complacent and they are aware that further improvements can be made. They demonstrate the capacity to make required improvements.
- Governance arrangements include representation from certain stakeholders. The school is accountable to the governing body for some aspects of its performance and quality.

Weak

- Leadership and management exert little positive influence over the way the school works. Leaders pay insufficient attention to, and have little impact on, standards.
- Leadership and all decision making resides wholly with the Principal. Teams and staff are underdeveloped and there is no plan for professional development. There is no commitment to or leadership of change. The school is reactive to external demands and merely repeats routines from year to year with little acknowledgement of the need for improvement or change.
- Leaders may be complacent, insecure or insular, and their capacity to improve the school is limited.
- Governance arrangements are non-existent or, if there is a School Board or equivalent, the group plays an insignificant part in the decision-making processes of the school.

Quality of leadership illustrated below would be evaluated as excellent.

- Senior staff are highly effective, skilled practitioners and display a high level of professional competence. They communicate a clear view of the school's aims and, as a consequence, all staff are committed to their part in achieving the school's vision. The remits of senior staff are clearly defined, understood and aligned to school priorities. Senior leaders in the school influence decision-making and initiate and lead improvement activities. School leaders ensure that the focus on development priorities results in improved learning outcomes for students.
- All staff in the school are committed to planning and implementing strategies for improvement. Change is led and managed effectively and strategically by prioritising and focusing on a manageable number of high priority initiatives, involving stakeholders in the process. Analytical appraisal of all aspects of performance leads to the successful implementation of change. Leaders accept responsibility for all aspects of the schools' performance, actively engaging partners and support agencies to improve student outcomes.
- The school works with students, parents and other stakeholders to develop and shape a shared vision. This is communicated effectively to all stakeholders. The work of the school gains direction from the clear values and aims. Staff in the school regularly review the vision, values and aims and this results in a strong sense of purpose throughout the school. Staff take full account of the schools' vision, values and aims when developing new initiatives.
- There is a clear focus in the school on consultation and collegiate working and this secures high levels of commitment from staff. When necessary, the leaders of the school drive forward improvement directly. Distributive leadership builds and empowers individuals and teams. There is a high level of competence and commitment at all levels. The school is successful in creating an ethos of collective responsibility and mutual support. Effective performance management arrangements help the school to evaluate accurately and address the professional needs of staff and fulfil the aims of the school. Senior staff demonstrate positive and corporate leadership through programmes which enhance the quality of education in other schools across the Cayman Islands. Through professional development, collaboration and mentoring opportunities, leaders facilitate improvement in other local schools, either government or private.
- The school has a governing body, which includes representation from all stakeholders. Governors regularly hold leaders to account regarding the performance of the school.

In meetings with governors, the school leaders give detailed and accurate information regarding academic outcomes, including appropriate contextual and benchmark data pertaining to achievement. There is evidence that governance arrangements have led to improvements in the curriculum and academic outcomes for students. Governors ensure full and comprehensive compliance with requirements made by the Ministry of Education, Education Council and various local regulatory bodies.

Quality of leadership illustrated below would be evaluated as satisfactory.

- Senior staff discharge their duties competently. They communicate the school's aims but staff may be unclear about how initiatives relate to the school's vision. The roles of senior staff are defined, but not always aligned to school priorities. Senior leaders contribute to decision-making but rarely initiate and lead improvement activities. School leaders ensure that some development priorities result in improved learning outcomes for students.
- Most staff in the school are committed to planning and implementing strategies for improvement. The school has analysed aspects of performance and uses the results to inform change within those aspects.
- The school consults students, parents and other stakeholders when developing the school vision but there is no analysis of this consultation and it does not inform the vision. All staff are aware of the school's values and aims. The school lacks a formal process to review the vision, values and aims. Some staff take

account of the schools' vision, values and aims when developing new initiatives.

- There may be a variable focus in the school on consultation and collegiate working and this results in mixed levels of commitment from staff. There has been some allocation of leadership roles and additional professional development for a few staff. There are variable levels of competence and commitment at all levels. Performance management arrangements are in place and offer clear direction to members of staff regarding aspects of teaching requiring improvement.
- The governing body includes some representatives from the community it serves. Regular meetings allow parents and other stakeholders to share their views about the work of the school and influence decision-making regarding future strategy.

The quality of leadership is unlikely to be judged as satisfactory if;

- The leadership lacks professional competence, there is complacency about standards and quality and commitment to improvement is lacking.
- The quality of senior leadership is weak and has little impact on the life of the school.
- The vision is not explicit and/or it is not known or shared amongst all stakeholders and, consequently, the direction is unclear.
- No leadership and management responsibilities exist beyond the senior leadership team.
- There is no governing body or board and there are no plans in place to introduce such in the near future.

Useful definition

Leadership: Leadership at any level (for example, principals/headteachers, governors/ board members, team/subject leaders) involves setting direction, empowering staff to work effectively, creating a suitable environment for learning and setting an example to others. It entails different skills from those required for management.

Management: The practical business of running a school, department or aspect of the school's work in an efficient and organised way.

...another Sikh, be the only way to
look is to love him. They do feel they have to
female has equal status in the Sikh religion.
Sikhs do not eat meat, just eating meat is not
not allowed. The only requirement is to eat
a good healthy food.
...billion was started in the middle of conflict
between the Hindu & Muslim religions. It's harder
to choose the path of God, not Hindu
Muslim.

Questions:

1. How do you feel about the country of India?
2. How do you feel about the Sikh religion? Why? Why not?
3. How do you feel about men and women
having equal status in this religion?
4. How do you feel about the fact that
Sikhs do not eat meat?



All about
odd & even
numbers

If you divide an even
number it can be split
into two equal parts.
All even numbers are
multiples of 2. If you
divide them by 2, the
answer will be even.

If you divide an odd
number it can be split
into two equal parts.
All odd numbers are
multiples of 2. If you
divide them by 2, the
answer will be odd.

Classroom Ticket

I have been
fined by Camp
patrol

Name _____
Date _____
Type of fine _____
Cost of fine _____
Responding Officer _____

Quality Indicator 6.2 Self-evaluation and improvement planning

Key aspects

- Processes for school self-evaluation.
- Monitoring and evaluation of the school's performance, including teaching and learning.
- The processes and impact of school improvement planning.

Excellent	<ul style="list-style-type: none">• There are systematic and comprehensive arrangements in place by which school leaders are able to accurately evaluate the work of the school.• Ambitious development plans are focused upon the correct priorities. They include achievable goals that are rooted in the findings from the school's rigorous self-evaluation processes. Improvements are rapid and wide-ranging.• All of the recommendations from the previous inspection report have been met in full.
Good	<ul style="list-style-type: none">• As a result of effective self-evaluation processes, leaders know their school well.• Development plans are in place and correctly address aspects requiring improvement. Planning and regular review by school leaders leads to notable improvements in key aspects of the work of the school.• There has been good progress in addressing all of the recommendations from the previous inspection report.
Satisfactory	<ul style="list-style-type: none">• The work of the school is monitored through observations of teaching and other strategies. This provides leaders with important data regarding aspects of the work of the school.• The school's priorities are based on a sound analysis of its performance and actions are taken to address weaknesses.• Satisfactory progress has been made in addressing the recommendations from the previous inspection report.
Weak	<ul style="list-style-type: none">• Arrangements for self-evaluation are poorly developed or disorganised. Leaders do not have an accurate understanding of the school's strengths and weaknesses.• Planning for improvement lacks appropriate detail or is not based on realistic priorities.• Little or no progress has been made in the implementation of the recommendations from the previous inspection report.

Self-evaluation and improvement planning broadly equivalent to that illustrated below would be evaluated as excellent.

- Arrangements for self-evaluation are comprehensive and systematic. Well-embedded procedures generate valid and reliable evidence from a range of sources including, for example, performance management data pertaining to all staff and surveys of stakeholder views. All staff are fully involved and leaders have successfully established a climate of positive self-review which has the explicit purpose of improving the quality of students' learning experiences and their standards of attainment. The information gathered is used wisely to determine a realistic and achievable set of developmental priorities. Senior leaders monitor teachers' plans, evaluate students' classroom experiences, track students' attainment and evaluate their progress towards meeting agreed targets. Professional development of staff is a priority and is focused on helping ensure that the school is successful in meeting its immediate and long-term goals.
- Comprehensive self-evaluation information is analysed by school leaders, shared appropriately with all staff and used effectively to identify key priorities for immediate and long-term improvement. The arising development plan includes strategies that are fit for purpose. Leaders implement the plan thoroughly and intelligently and there is firm evidence of resulting improvements. On a regular basis, school leaders and staff evaluate meeting improvement plan targets.
- The school's development planning and actions, including the response to the previous inspection report, have led to improved outcomes for students.

Self-evaluation and improvement planning broadly equivalent in quality to that illustrated below would be evaluated as satisfactory.

- An appropriate range of strategies is used to gather evidence for self-evaluation. In particular, regular observations of teachers as part of the school's performance management arrangements provide a sound basis for constructing an understanding of the strengths and weaknesses in student's achievement. This information and the views of different groups of stakeholders are used to determine a number of realistic and achievable key priorities. Continuous professional development is a regular feature of planned improvement provision and all staff benefit from opportunities offered.
- The improvement plan and priorities have been determined using suitable, accurate evidence from self-evaluation. There is evidence that recent plans have brought about intended improvements.
- Satisfactory progress has been made in addressing the recommendations from the previous inspection.

Self-evaluation and improvement planning are unlikely to be satisfactory if;

- The evidence gathered is too limited and does not include any findings from staff performance management.
- Self-evaluation is not sufficiently rigorous or systematic. The school does not consult or, when it does receive feedback, leaders do not take action to rectify agreed gaps in provision.
- Development plans are written by external agencies and have limited bearing upon the identified needs of the school as determined by its own performance data. Targets in improvement planning are either too many, unrealistic or unachievable.
- Staff training opportunities are too limited or are not sufficiently focused upon the evident needs of the staff or the school in general.
- Progress towards meeting agreed targets for improvement is not evaluated and there is little evidence of the impact of the improvement plan. Most of the recommendations from the previous inspection have not been successfully addressed.

Useful definition

Self-evaluation: The identification by the staff of a school's strengths and weaknesses across the main areas of performance. Effective self-evaluation focuses on the impact the school's work has on the outcomes for students. The findings from self-evaluation should be used to decide on the school's future priorities for improvement.



Quality Indicator 6.3 Links with parents and the community

Key aspects

- Engagement with parents and their involvement with their children's learning and the work of the school.
- Procedures for communicating with and reporting to parents.
- The school's role in the local and wider community.

Excellent	<ul style="list-style-type: none"> • There are highly productive links with parents. These have evidently helped improve the children's learning and have also raised standards for all students. • Frequent two-way communication with parents results in genuine partnerships. • Reporting on students' progress is accurate, regular, highly detailed, personalised and includes comprehensive next steps in learning for students. • Both school and community benefit from strong and extensive partnerships, including those with other schools that effectively support students' development.
Good	<ul style="list-style-type: none"> • The school has productive links with parents, which strengthen students' learning and contribute to good standards. • Regular two-way communication keeps parents engaged with the school. • Reporting on students' progress is accurate, regular and includes next steps in learning for students. • Relevant links with the wider community, including other schools impact positively on the educational experiences of all students.
Satisfactory	<ul style="list-style-type: none"> • There are some established links with parents, which support students' progress and personal development. • Reliable communication with parents keeps them informed of important events. • Reporting on students' progress is regular and includes teachers' comments. • There are some productive links with other schools and the local community, including local businesses.
Weak	<ul style="list-style-type: none"> • The school does not have sufficient links with parents, from which students would benefit. • Communication with parents is infrequent. • Reports include only final grades. Parents only know how their children are doing after reports are issued. • The school has no effective links with outside organisations and other schools.





Quality of links with parents and the community as illustrated below would be evaluated as excellent.

- Parents are highly supportive of the school and the senior leadership team. They participate in the life of the school in a planned and purposeful manner. They are actively encouraged to be partners in their children's learning in a variety of ways, including, for example, with homework, classroom activities, participation in out-of-school activities and in school governance. The success of these measures is evident in the good attendance by parents at school consultation events. Parents are consulted about the work of the school on a regular basis and their views are valued. When developments are planned, the views of parents are influential in defining priorities.
- The school uses a wide range of effective methods, including ICT, to communicate with parents. These methods take full account of the home language of parents. Parents receive regular reports regarding their children's progress and attainment. These give helpful information to parents regarding the students' achievements and targets for improvement. The school gives all parents regular and useful summaries of school priorities for the future and parents report high levels of satisfaction with the work of the school. They make successful use of the information provided by the school to enhance their own children's academic achievement.
- Both school and community benefit from a very strong partnership that effectively supports students' development. The school actively seeks links with external partners, including other schools, businesses and community groups. Such links are productive in enhancing and improving students' learning experiences. Members of the local community are very supportive of the school, and help to provide additional resources for learning as well as a significant number of opportunities to enhance the curriculum through, for example, visits of students, visiting speakers to the school and internships.

- Established and reliable means are in place to communicate with parents – for example, they are contacted immediately in the event of unexpected absence. The school does not solely rely on letters conveyed home by students in order to communicate with parents. Parents feel welcome at the school and, when they have a problem, the school satisfactorily addresses their concerns.
- Productive links exist with the local community, including the local business community; these links enhance the quality of learning and contribute towards improved resourcing and curriculum opportunities.

The quality of links with parents and the community is unlikely to be satisfactory if;

- Parents are not encouraged nor supported to be active partners in learning.
- Parents do not feel welcome at the school.
- Parents are not involved in the development of new policies.
- Arrangements for reporting are poor, and the parents are not sure how well their children are doing at school.
- There are few, if any, links with other schools and the local community.

Useful definition

Links with parents and the community: The planned process through which students' learning is enhanced by collaborative engagement between the school, the parents and the community.

Quality of links with parents and the community as illustrated below would be evaluated as satisfactory.

- The school informs parents regularly on matters relating to their children. Parents are invited to respond and play their part as full partners in learning; parents are aware of the school's priorities and their views are sought on school development and improvement planning. Many parents attend school consultation events. The views of parents are influential in the school's shaping of new policies and priorities for improvement planning.



Quality Indicator 6.4 Staffing and the learning environment

Key aspects

- Sufficiency of suitably qualified staff and their effective deployment.
- Appropriateness of the premises and the overall learning environment, including off-site facilities.
- Use of the space and resources for effective teaching and learning.

<p>Excellent</p>	<ul style="list-style-type: none"> • All teachers are well qualified and suitably experienced for their roles in the school. There is a comprehensive range of ancillary staff to support learning. Staff members are deployed effectively and the creation of innovative staff roles enhances the quality of outcomes and learning experiences of students. Retention levels are very high with minimal turnover of staff each year. • The premises are modern and include well-designed IT functions to support flexible learning and promote frequent access to information by staff and students. Facilities include up-to-date equipment and specialised resources, which help ensure students have access to the latest international developments in different areas of the curriculum. The library or resource areas contain an extensive range of quality learning materials and these are used well to promote independent study. • Resources for learning, including ICT, are of a high quality. Their deployment and use are carefully monitored and enhanced in order to verify their effectiveness in terms of enhanced learning outcomes.
<p>Good</p>	<ul style="list-style-type: none"> • Teaching staff are well qualified with a suitable number of support staff to enhance learning. Deployment is efficient and effective. Retention levels are better than average. • The premises and specialist facilities are sufficient and of good quality; they enhance learning. The school is accessible to students, including those students with additional needs. The library/resource areas are used well and stocked with a good range of new and stimulating age-appropriate texts. • There are sufficient resources for learning, including ICT to support and enhance students' work, including independent study. These resources promote high quality learning and a degree of student independence as students use resources to explore, research and reinforce concepts.
<p>Satisfactory</p>	<ul style="list-style-type: none"> • There is enough staff and the breadth of their experience is sufficient to cover all subjects. Staff deployment is mostly appropriate although there may be scope for greater efficiency and better focused intervention to support different groups of students. Retention levels match contractual turnover. • The premises are adequate with all necessary specialist facilities to deliver the core curriculum. They are well-maintained, clean and regularly checked. Access into and within the school premises is appropriate for all students including those with additional needs. • There is an appropriate range of resources, including ICT, to enhance students' learning. The use of some resources may be inefficient with limited impact on learning.
<p>Weak</p>	<ul style="list-style-type: none"> • Staffing levels, or the skills and expertise of existing staff are not sufficient to deliver the curriculum of the school. There is a high turnover of staff. • The premises are unsuitable or not maintained with sufficient regularity to ensure the health and safety of students or staff. • Due to a frequent lack of appropriate facilities and resources or inefficiencies in timetabling and deployment, the quality of students' learning is impeded and curriculum options are restricted.





Staffing and the learning environment as illustrated below would be evaluated as excellent;

- Well-qualified, experienced teaching staff are appropriately and efficiently deployed to provide a curriculum of high quality for all students. Teachers are complemented in their work by the provision of sufficient support staff and other professionals, including specialised staff assisting students with special educational needs. The school has ready access to appropriately qualified supply staff which helps maintain continuity of learning for students. There are well-developed arrangements for ensuring that cover teachers are able to operate effectively when they are in the school. There is a very good balance of experience and skills among the staff team and this is maximised through their deployment and assigned responsibilities. Retention levels are very high with minimal turnover of staff each year.
- The premises and modern facilities provide a safe, pleasant and stimulating environment. They are well suited to supporting the curricular and extra-curricular activities of students, the work of staff, and social and leisure activities. Classroom spaces are suitable for the number and age of students and shared areas enhance potential curriculum opportunities. Social areas include innovative and imaginative use of space and allow choice and flexibility of usage. There are suitable work areas for teachers and reliable IT networks to support efficient communication. The library/resource area serves as a hub for learning with excellent, up-to-date texts and resources. Storage provision and facilities for display are plentiful and convenient. Accommodation is very well maintained with regular checks undertaken by alert and skilled support teams. As a consequence, renewals and repairs are undertaken quickly. Fixtures, fittings and furniture meet the various educational needs of students at different stages of the school. They are of a high quality, in very good condition and as necessary, they are replaced in a timely fashion. The premises are designed to facilitate access by all users.
- Timetabling is efficient and ensures the best use of available facilities and learning space. The school is extremely well equipped with all necessary and relevant, up-to-date resources, including textbooks, practical materials, ICT and specialist equipment. Resources are well matched to the needs of the students, are in very good condition, catalogued and easily accessible. The use of resources is monitored carefully to ensure efficiency and good value for money. Planned improvements to the school are carefully managed and successfully further enhance provision.

Staffing and the learning environment as illustrated below would be evaluated as satisfactory;

- There are sufficient, qualified teachers to provide a broad and appropriate curriculum for all students, including provision of support from specialists for students with additional learning needs. Teachers and support staff are deployed appropriately. The school has suitable arrangements for obtaining qualified supply staff when necessary. There is a satisfactory balance of expertise among staff. Retention levels are broadly aligned to staff contractual arrangements.
- The premises and facilities provide a clean, safe environment for learning, teaching and extra-curricular activities. The teaching areas are of an acceptable size. Furniture and fittings are well maintained. The library/resources area is well stocked and content is regularly updated with new texts, which interest students and nurture a love of reading. Playing fields/games areas are in acceptable condition and regularly used.
- Timetabling makes satisfactory use of all available areas to meet the educational needs of students and the professional requirements of staff. The school is equipped with an appropriate range of resources, including textbooks, practical materials, specialist equipment and ICT. Resources are matched to the learning needs of the students, are well looked after and stored efficiently. Resources are updated or replaced as funds allow.

Staffing and the learning environment is unlikely to be of satisfactory quality if;

- Staffing levels are insufficient to deliver the curriculum and, as a consequence, teaching loads may be disproportionately high for teachers for extended periods of time.
- Teachers or support staff do not hold the necessary qualifications or have insufficient experience in order to undertake their current roles or remits.
- The facilities or resources for learning are inadequate to meet curriculum requirements or learning needs of students.
- Outdoor learning facilities are underdeveloped or equipment is not suitable to the age or learning needs of students.
- Classrooms are too small for the number of students taught.

Performance Standard 7

How good is our school overall?

Excellent	<ul style="list-style-type: none"> • The school is highly effective in almost all aspects of its performance. There are numerous examples of excellent and innovative practice. Leaders have proven success in driving forward improvements. • Across all quality indicators, judgements are at least good and a majority will be excellent. • It is expected that the excellent judgements will include: <ul style="list-style-type: none"> - Students' progress; - Teaching; - Leadership; - Self-evaluation and improvement planning. • The school is fully compliant with statutory requirements from the Ministry of Education, both in terms of policy and practice.
Good	<ul style="list-style-type: none"> • The school performs well in all major aspects of its work. The senior staff are capable of leading further improvement. • Across all quality indicators, most judgements are good or better. • It is expected that the good or better judgements will include: <ul style="list-style-type: none"> - Students' progress; - Teaching; - Leadership; - Self-evaluation and improvement planning.
Satisfactory	<ul style="list-style-type: none"> • The school has no significant weaknesses. The senior staff are aware of the aspects of the work of the school requiring improvement and they understand what is necessary to address them. • Across all quality indicators, most judgements are at least satisfactory. • It is expected that the satisfactory or better judgements will include: <ul style="list-style-type: none"> - Students' progress; - Teaching; - Leadership; - Self-evaluation and improvement planning.
Weak	<ul style="list-style-type: none"> • The school has evident weaknesses. It lacks the capacity to improve to the degree required without considerable support. • Across all quality indicators, a majority are judged to be weak. • There is weak performance in either of the following quality indicators: <ul style="list-style-type: none"> - Teaching; - Leadership. <p>OR</p> <ul style="list-style-type: none"> • The arrangements for protection and support present significant health and safety risks to students and/or staff.





Section 4

Definition of terms used.





Glossary of terms used within ‘Successful Schools and Achieving Students 2’

Assessment:

The process of finding out how well students learn what they are taught. This is a continuous process using a variety of forms for different purposes. Formative assessment includes the regular marking, observation and evaluation of students’ work and includes feedback on how to improve. It also includes students’ assessment of their own work and that of their peers. Summative assessment is a formal process at the end of a year or unit of work, often taking the form of public examination or internal testing.

Attainment:

The level students reach, usually measured by reference to benchmarks, such as tests and examination results.

Curriculum:

Everything a school deliberately teaches, including subjects and activities inside and outside the classroom such as extra-curricular activities and educational visits and visitors.

Disability:

A long-term physical, mental, intellectual or sensory impairment, which in interaction with various attitudinal and environmental barriers, hinders a person’s full and effective participation in society on an equal basis with others.

International Standards:

Academic expectations arising from accredited curriculum content and examinations. This will include externally verified assessments used in the Cayman Islands including Key Stage 2 SAT’s, Caribbean Examination Council examinations, I/GCSE and A-level exams, Welsh Joint Examinations Committee assessments, International Baccalaureate Diploma and College Board examinations.

Leadership:

Leadership at any level (for example, principals/headteachers, governors/board members, team/subject leaders) involves setting direction, empowering staff to work effectively, creating a suitable environment for learning and setting an example to others. It entails different skills from those required for management.

Learning:

How students undertake the tasks that lead to gains in knowledge, skills and understanding. Ways of learning can include enquiry, research, working with the teacher, alone or with others.

Links with parents and the community:

The planned process through which students’ learning is enhanced by collaborative engagement between the school, the parents and the community.

Management:

The practical task of running a school, department or aspect of the school’s work in an efficient and organised way.

Progress:

The gains in learning made between two points in time. Schools may make use of cognitive ability tests or other similar assessment tools to indicate expected levels of achievement and progress.

Self-evaluation:

The identification by the staff of a school’s strengths and weaknesses across the main areas of performance. Effective self-evaluation focuses on the impact the school’s work has on the outcomes for students. The findings from self-evaluation should be used to decide on the school’s future priorities for improvement.

Special Educational Needs:

A learning difficulty, which requires special educational provision to be made. In relation to a student this means that, by reason of body or mind personal to the student, the student’s educational needs cannot be satisfied otherwise than by making exceptional provision in relation to the student. For the purposes of this definition, provision is exceptional in relation to a student if it is substantially different from that which is made for the education of the generality of persons of equivalent age and description. Students for whom English is an additional language or who are gifted or talented are not to be treated as having special educational needs.



Section 5

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'So neither the one who plants nor the one who waters is anything, but only God, who makes things grow'.

1 Corinthians 3:7.



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