

OES

The National Schools Progress Report of
the Chief Inspector for **School Inspections**
between 2018 and 2022



Office of Education Standards

The National Schools Progress Report of the Chief Inspector for School Inspections between 2018 and 2022

Presented to Parliament of the Cayman
Islands pursuant to section 16 of the
Education Act 2016.

This publication is available at www.oes.gov.ky/resource

Any enquiries regarding this publication should be sent to us at OES, 133 Elgin Avenue, Government Administration Building, Grand Cayman KY1-9000, Cayman Islands, telephone +1 (345) 244-2391, email adminOES@gov.ky .

Contents

Foreword by the Minister of Education	6
Background of the inspection period.....	7
Global education context	7
Cayman Islands education context.....	8
Cycle explanation – Overview of comparison	8
What has changed?	9
Overall school ratings	9
Good or better judgements over time.....	10
Quality Indicators	10
Intent	11
Current leadership and management	11
Leadership.....	12
Self-evaluation and improvement planning.....	13
Links with parents and the community.....	14
Staffing and the learning environment.....	15
Implementation	16
Teaching	17
Assessment	19
Curriculum.....	21
Health & Safety.....	22
Support & Guidance	22
Impact	23
Current student outcomes	23
Attainment and Progress.....	24
Positive behaviour for learning.....	26
Learning	26
Civic and Environmental Understanding	27
Summary of Key Findings and Recommendations	28
Appendices.....	30
Overall school ratings	31
Standard averages – quality indicators.....	32
Percentage of specific judgements given across the two inspection cycles.....	33
All schools overall and phase changes	34
Government schools overall and phase changes.....	35
Private schools overall and phase changes	36
Cycle 2 standard average judgements ranked by sector and phase.	37

Foreword by the Minister of Education



Ministry of Education

Cayman Islands Government

I am pleased to present the National Schools Progress Report of the Chief Inspector for School Inspections between 2018 and 2022.

Through this report, the Office of Education Standards (OES) has done a remarkable job in assessing the level of educational progress of students enrolled in local educational institutions.

While the report recognises areas of growth and attainment, it also underlines areas that require improvement.

The Ministry of Education accepts these recommendations aimed at raising educational standards and continues to actively respond to OES inspections through the implementation of several strategies.

Notably among these is the development of a Weak Inspection Policy and Guidance and the issuance of Notices of Improvement to schools deemed weak.

We have likewise bolstered support for learning institutions with the reinstatement of grant funding for independent and assisted schools and the introduction of project-based grants for Government schools.

I am confident that our schools will develop internal measures to further facilitate their improvement and provide the children of the Cayman Islands with the highest quality teaching and learning experience.

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

Juliana O'Connor-Connolly, JP, MP

Minister for Education

Background of the inspection period

This report covers the two school inspection cycles that began in 2018/19 and concluded in 2022. All schools, both government and private have been inspected twice using the Office of Education Standards Inspection Framework. During this period the country was impacted by the pandemic COVID-19 which delayed the cycle of inspections and the additional wave of the Omicron variant split the cycle two inspections.

Global education context

The pandemic has taken a substantial toll on students' academic progress as well as on their mental health. (McKinsey. 2022)

- The length of school closures varied widely across the world. School buildings in middle-income Latin America and South Asia were fully or partially closed for the longest - for 75 weeks or more. Those in high-income Europe and Central Asia were fully or partially closed for less time (30 weeks on average).

On average, students globally are eight months behind where they would have been, but the impact varies widely

- High-performing systems, with relatively high levels of pre-COVID-19 performance, where students may be about one to five months behind due to the pandemic (for example, North America and Europe, where students are, on average, four months behind)
- Pandemic-affected middle-income systems, with moderate levels of pre-COVID-19 learning, where students may be nine to 15 months behind (for example, Caribbean and Latin America, where students are, on average, 12 months behind).

In the UK with a similar curriculum to most schools in the Cayman Islands, results for both Key Stage 1 and 2 were down by approximately 10%. Jon Andrews, the head of analysis at the Education Policy Institute (EPI), said: "Not only has overall attainment declined but some of the [UK] country's most vulnerable children are falling further behind their peers. We know that the disadvantage gap for 11-year-olds is now around the same level as it was in 2012, taking us back a decade."

Recent evidence from the UK's Office of Qualifications (Ofqual), which looked at a variety of studies concerned with Primary student outcomes in the autumn term of 2020 found that,

- primary school students were generally a month or so behind expectations.
- disadvantaged primary school students were disproportionately behind expectations.

Beyond this, the evidence was somewhat mixed, although there was also some indication that:

- primary school students were further behind expectations in mathematics than in reading.
- younger primary school students were further behind expectations than older ones.
- some older primary school students were actually ahead of expectations in reading.
- the extent of learning loss differed by region, although it was not the case that certain regions consistently appeared to be worse affected than others.

Cayman Islands education context

The Cayman Islands, unlike many other countries, were able to isolate and therefore close schools for less time as compared globally. Instead, creating a bubble that allowed schools to re-open sooner thus the closure period was much less significant. During the closure period, the Ministry of Education through government and private schools pivoted to a distance learning model that was then quality assured by the Office of Education Standards in 2020. The Ministry of Education had appropriately actioned a number of recommendations in the OES Remote Learning reviews, ensuring a better quality and understanding of distance learning enhancing future deployment. In general, students were able to continue their learning albeit online and in a much-reduced fashion. However, the second wave of the Omicron virus had a greater impact on the stability of learning for many students particularly through sick related staff absence, as reported in the 2022 Schools Thematic Report. Despite these problems, schools continued to deliver education with support from the Ministry of Education and the collegial support from school staff and the wider local community.

Cycle explanation – Overview of comparison

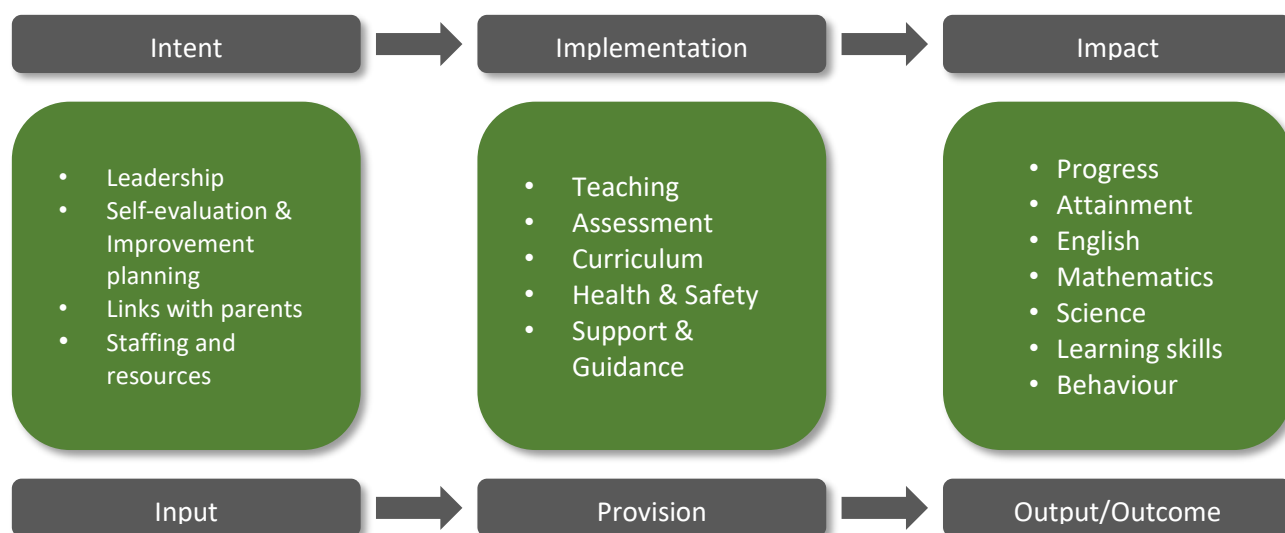


Figure 1 - Quality Indicators

Importantly, school inspection continues to perform a critical function in holding schools accountable for the quality of education they provide. Additionally, the improvement of school performance remains the primary aim of school inspection. The inspection of schools covers three key areas as shown above. Ideas and policies are created by leaders that become actions and activities finally culminating in student outcomes (what students can and cannot do). The intent of leadership and the implementation of philosophy or teaching methods will impact upon the abilities of students. All Quality Indicators (QI) in green are evaluated against the national inspection framework, [Successful Schools and Achieving Students 2 \(SSAAS2\)](#). Teams comprising local and international school inspectors were used consistently across both inspection cycles.

What has changed?

Although not all schools improved enough to change their overall school rating, some quality indicators referred to in Fig.1 have changed over the period. The inspection awards judgements against the national inspection framework (SSAAS2) that range from Excellent, Good, Satisfactory and Weak. For the purpose of analysis these judgements were converted to a numerical value as follows; Excellent – 4; Good – 3; Satisfactory – 2 and Weak – 1. This provides an opportunity to look at the average score changes in each quality indicator thus we can highlight those areas where improvement has been successful and others that require greater attention and effort. In addition to an examination of the quality indicators this report looked at the differences between the Government and Private sector and, the phase differences such as Primary and Secondary (High).

Overall school ratings

30 schools had two full cycles of school inspection over the period 2018-2022. Currently 2 schools are rated Excellent, 7 Good, 17 Satisfactory and 4 Weak. During the two inspection cycles 9 schools improved their overall school rating comprising 5 Private schools and 4 Government schools. 1 school in the Private sector declined their overall rating and 20 schools' overall rating remained unchanged. In the Government schools 11 started satisfactory and remained satisfactory contrasted to only 2 schools in the Private sector. All 11 unchanged satisfactory schools in the Government sector were Primary schools.

Disappointingly, 3 schools remained habitually weak overall, and 13 satisfactory schools remained unchanged for both inspection cycles. However, it is worth pointing out that 4 of the 20 unchanged schools did remain good. ([Full list Appendix A](#))

The number of students attending weak schools dropped from 2413 to 923. The total number of students attending Good or better schools increased from 2884 to 4544. The percentage of Caymanian students attending weak schools declined from 26% to 7% and those Caymanian students attending Good or better schools rose from 17% to 40%.

Overall, 30% of schools improved their overall rating (5 Private and 4 Government) of which 4 improved from weak to satisfactory. Currently there are no weak schools in the Government sector. The expected standard for the Cayman Islands is for all schools to be good. Currently, only 9 of the 30 schools are rated as good or better with a third of this being from the Government sector. No Government Primary school has currently achieved a good or better overall rating in both inspection cycles.

Good or better judgements over time

School inspections judge the areas known as quality indicators shown in Fig.1. In addition, these judgements are also given for each phase. Thus, a school with both primary and secondary will receive more judgements and one phase may perform better than another within the school. The following section looked at the changes in the range and volume of judgements given across all phases in the Cayman Islands' schools during the period of both cycles of inspection.

In general, Cycle 2 showed more good or better judgements increasing by 6% overall. Looking at the phases, Primary in both sectors improved slightly with 3% more good or better judgements given. Secondary had a significant increase of 12% more good or better judgements. Little movement was observed in the Private sector although it is noted that they started from a much higher baseline than Government schools. As such, judgements in Government schools increased by 17% overall with Secondary schools mainly responsible for these increases. Government Primary school judgements of good or better did increase from a quarter to a third however, Secondary Government school judgements made significant gains across the two cycles increasing good or better judgements from 29% to 71% (a 42% increase in good or better judgements).

When juxtaposed to the Private Secondary judgements, 64% of Private school judgements were good or better, slightly less than Government Secondary judgements. Although, judgements of excellent are significantly higher in Private Secondary schools phase than the Government equivalents with Private at 33% and Government at 6%. ([Full List Appendix C](#))

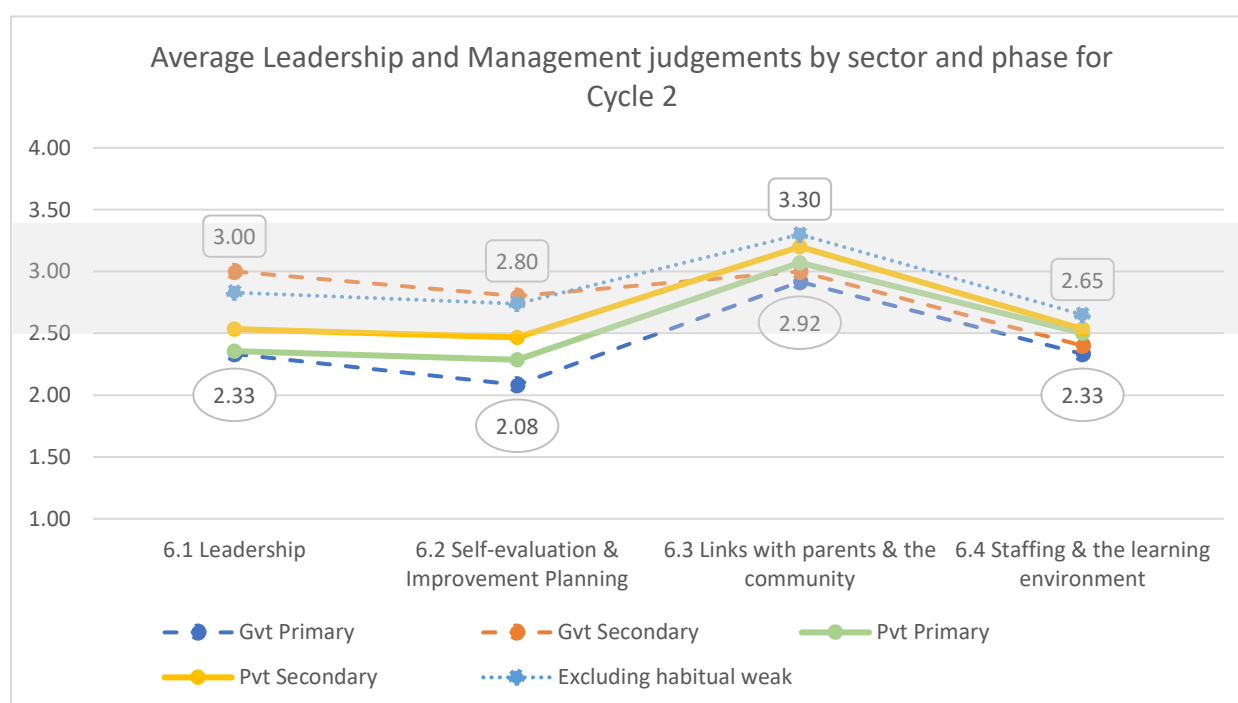
Quality Indicators

There are 19 areas or quality indicators including the overall school rating that are given a judgement in all schools. Schools with multiple phases are given judgements for each indicator in each phase. The exception to this is leadership where a school will have a singular Senior Leadership Team responsible for all phases of education within the school. Judgements are averaged thus Excellent ranges 3.5-4; Good 2.5-3.4; Satisfactory 1.5-2.4 and Weak below 1.5. The expectation for the Cayman Islands is an overall rating of good which requires the quality indicators to be 2.5 and above. ([Full list Appendix D](#))

Intent

Current leadership and management

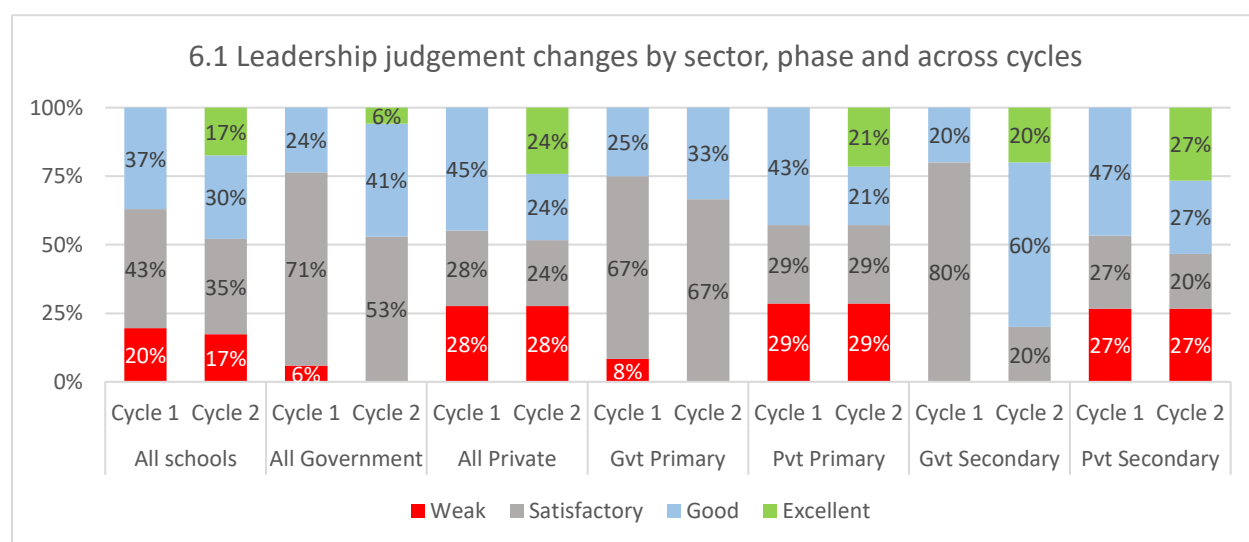
The current position of judgements for performance standard 6: leadership and management is offered in the graph below. The shape of the data is similar across sectors and phases in that self-evaluation and school improvement planning is always the least well judged and links with parents and the community is judged consistently better. The shaded band identifies the area for good judgements showing parental and community involvement is consistently good across all sectors and phases. In general, the Secondary phase outperforms Primary for both Private and Government schools. Government Primary is only good in one of the four leadership areas and Private Primary has two of four good judgements.



Government Secondary is judged better than Private Secondary. Factors affecting this are the habitually weak Private schools pulling down the average. (The blue dotted line shows the position without the habitually weak schools and identifies a significant impact upon the data and further highlights the position of leadership judgements in Government Secondary). Staffing and the learning environment are on average only satisfactory in Government Secondary schools mainly due to older real-estate at Layman Scott HS, CIFEC and John Gray HS that is currently being addressed. In Private schools, staff recruitment has been impacted by the increase in Government teacher salary attracting teachers across sector as well as continuing post-Covid related staff recruitment issues.

Leadership

In general, schools' leadership and management has improved over the inspection periods however, often not enough to improve the overall rating of the school. Despite this, judgements around leadership have changed particularly, in Government Secondary schools where 3 of the 5 improved their leadership judgements by at least one judgement resulting in all but one school now judged as having good or better leadership and one excellent. Whilst Government Primary leadership no longer has any weak judgement, leadership improvement was minimal and two schools declined. This may be partly attributable to the stability differences of leadership teams between the two phases. During the most recent inspections a significant number of changes to Primary leadership was evident and staff professional relationships were stronger in Secondary schools.

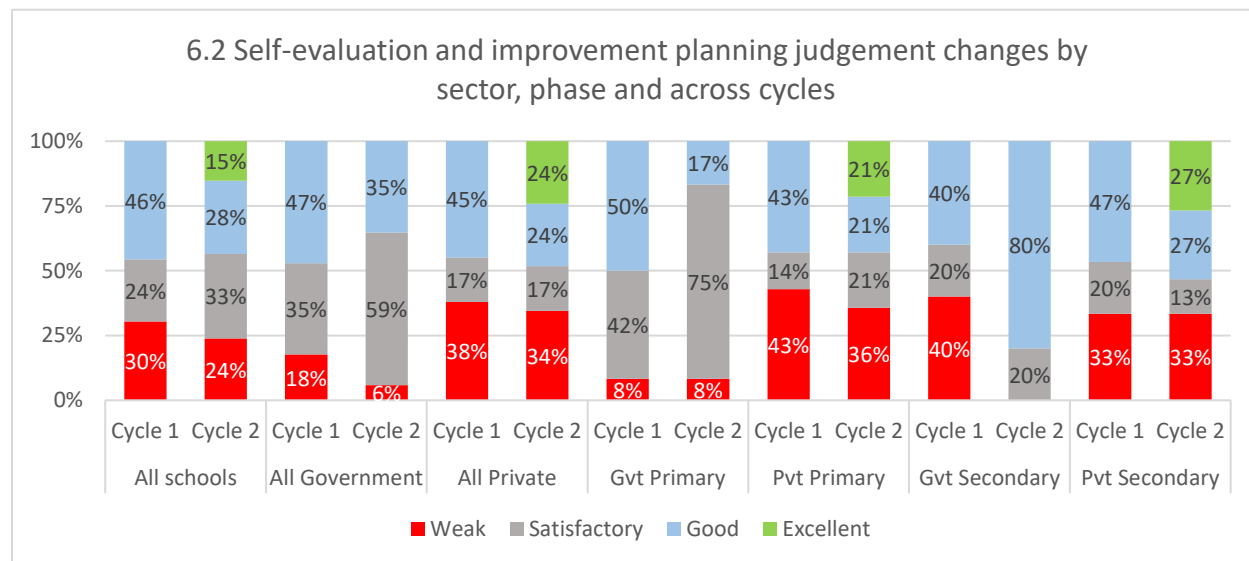


Whilst there was less movement in the Private sector, the baseline for good or better judgements was significantly higher. In Private Primary the good or better judgements remain similar, although this now encompasses 50% more excellent judgements than previous. Similarly, Private Secondary schools have increased the good or better judgements by 7% and 27% of judgements are now excellent. The Private sector leadership data continues to be negatively affected by the habitually weak schools' lack of capacity to improve without external support.

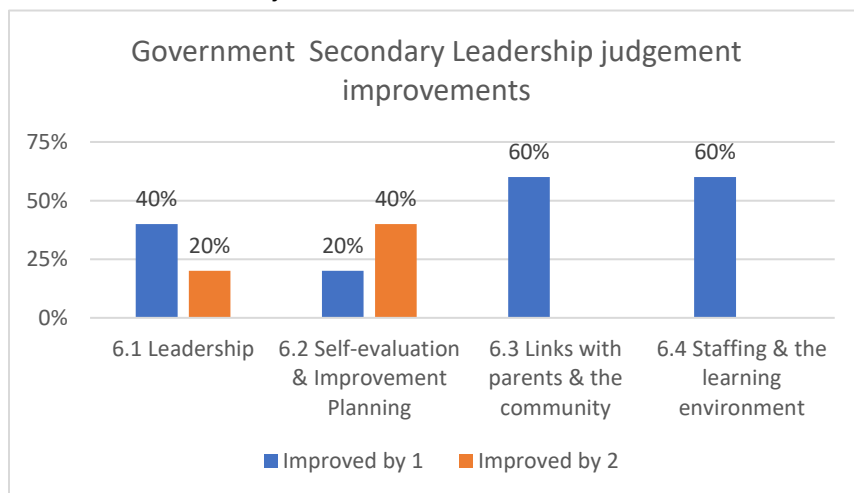
Self-evaluation and improvement planning

This quality indicator is consistently judged the weakest across both inspection cycles. Whilst there has been some improvement this is attributed mainly to Government Secondary schools and those already receiving good judgements increasing a proportion of those judgements to excellent.

Self-evaluation and improvement planning remain the area with the most declines in judgements. 17% of all schools judged here declined by one judgement level and 4% declined by two levels, 50% remained unchanged over the two inspection periods. Three of the five Government Secondary

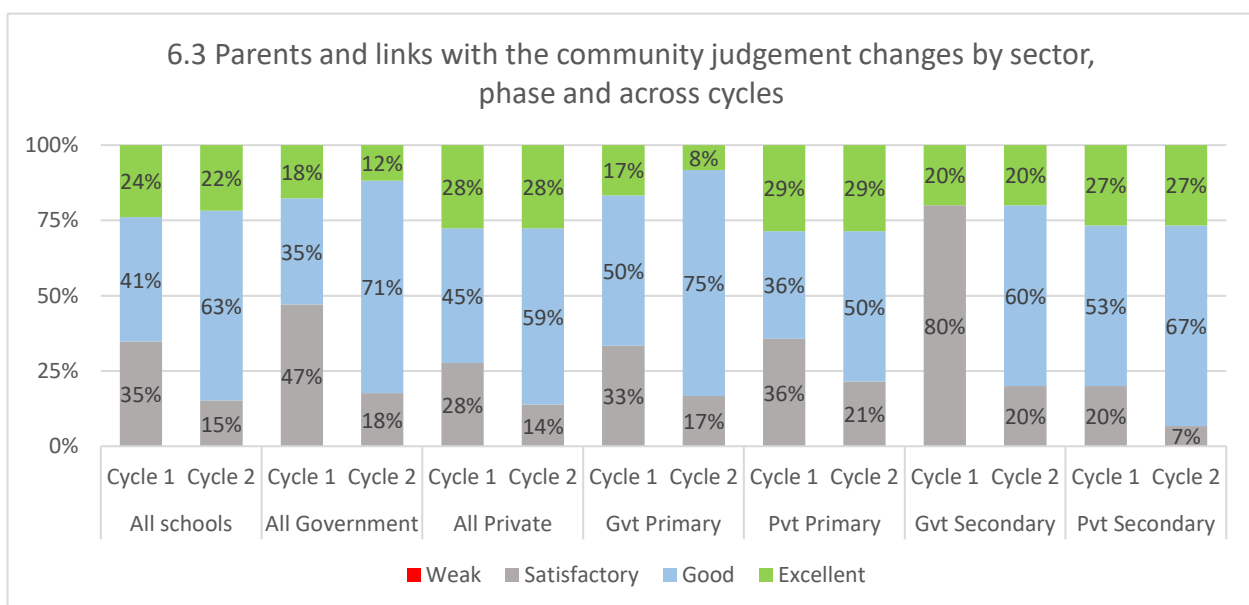


schools improved their judgements with two of these improving from satisfactory to now good. This change shows 80% of Government Secondary judgements are now good but no judgements are yet excellent. This is contrasted with Private Secondary schools that now have 27% as excellent. In Government Primary only one judgement improved and five of the twelve declined. As a result, the percentage of good or better judgements has dropped from 50% to 17%. Private Primary school weak judgements decreased and thus improved by 13%, one school declined and three remain habitually weak affecting the average of both phases for Private Schools.



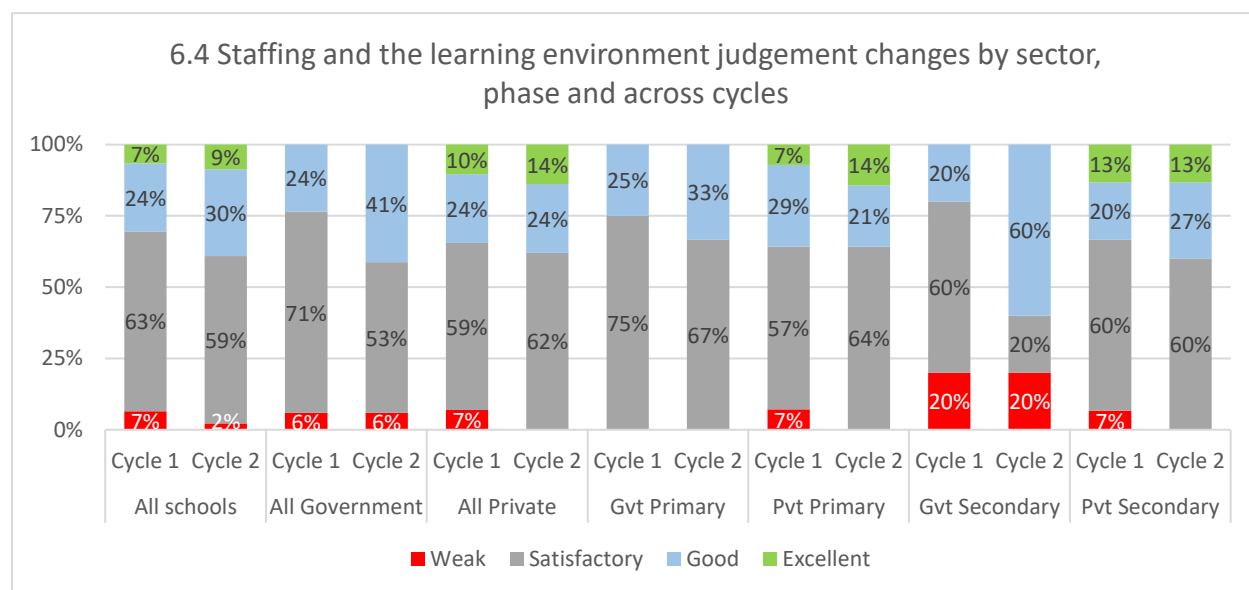
Links with parents and the community

Parental and community involvement has always been a stronger element of education in the Cayman Islands. The graph below highlights not only that there are no weak judgements but also an improving picture within all phases and sectors continuing to build upon solid initial performance. All judgements for this quality indicator increased the number of good or better judgements. Most notably Government Secondary schools increased good or better judgements by 60% over the two inspection periods, and Private Secondary judgements that are now 93% good or better. However, excellent judgements are more frequent in the Private sector than Government.



Staffing and the learning environment

The demand for school places remains high, waiting lists in Private schools are common, home-schooling numbers are also above the norm and some Government school students are travelling outside of their catchment areas due to limitations with places. One Government Primary had two students travelling over an hour to reach their school which impacted their learning potential. The graph below highlights the differences between Government and Private particularly, Government Secondary that has the most weak judgements in large part to the quality of sites for some schools whose real estate is outdated and makes education more challenging.



It is acknowledged that improvement is on the way with a new modern site for John Gray High School that is almost complete with some elements of the school beginning to move across. Cayman Islands Further Education Centre however, is some way behind and thus students continue to experience uninspiring surroundings that are less than conducive for modern education. Despite this, the remaining Government schools provide good quality learning environments. The difference with Private schools is the number of excellent judgements that has slightly improved in Primary and the habitual weak schools which would account for an additional 7% variance of good or better judgements. In both sectors, Primary improved slightly, Government with 8% more good and Private reduced the weak and increased the number of excellent judgements by 7%.

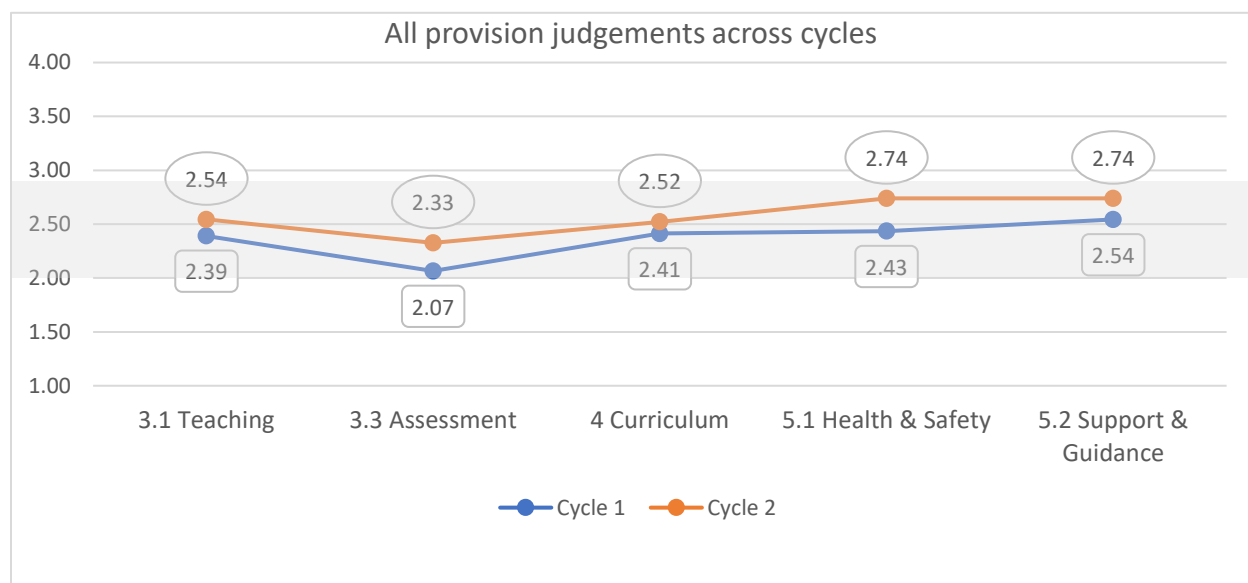
Implementation

This section of the report presents the findings from Cycles 1 and 2 for effective teaching and assessment practices; to ensure curriculum at all phases is innovative and responsive to the needs of learners and that there are effective policies and procedures in place to promote students' health and safety as well their educational and personal wellbeing. Performance Standard 3 of the Office of Education Standards (SSAAS2) framework outlines five key aspects of teaching:

- Teachers' subject knowledge
- The effectiveness of lesson planning
- The teacher-student interactions
- Classroom management
- The teaching strategies to meet the needs of all students.

Teaching is key to the quality of education within the school and the classroom is where students spend most of their time whilst at school. Inspectors evaluate the quality of teaching primarily through the observation of teachers in their lessons. Additionally, work scrutiny and learning walks are used to identify aspects of teaching that are successful and those areas requiring improvement.

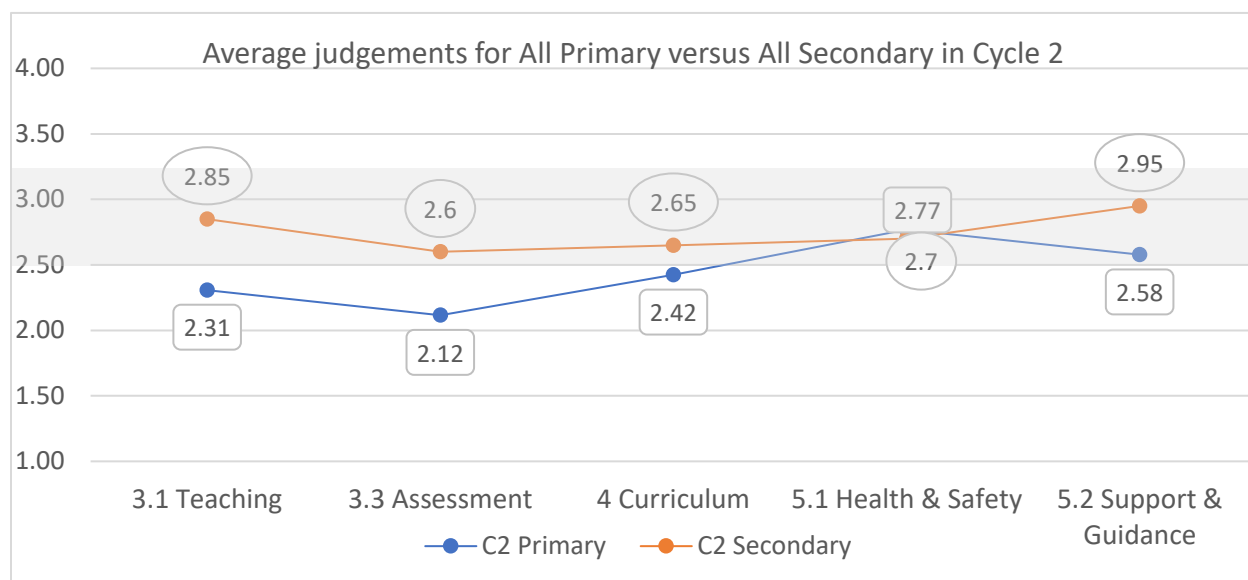
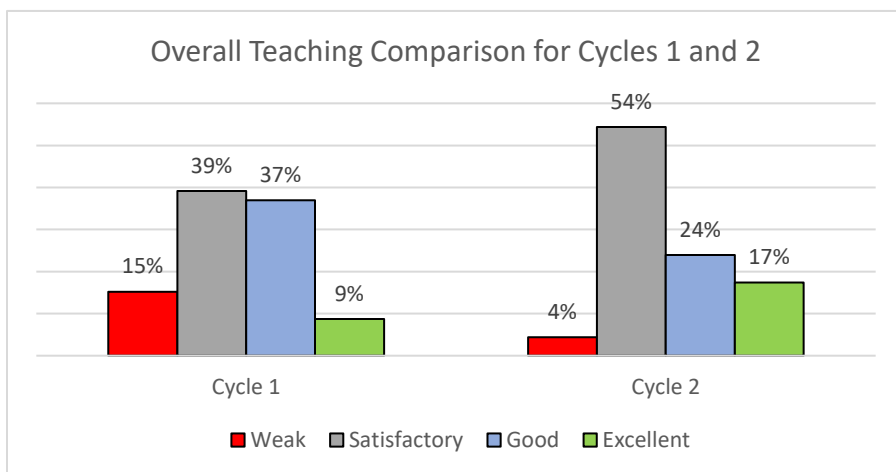
The graph below shows the average score, in all of the provision related quality indicators, has improved from Cycle 1 to Cycle 2. When all schools are averaged, teaching has improved from satisfactory to just about good, but this is skewed by significant differences between, Government and Private sectors and, the difference between Primary and Secondary phases.



Notably the shape of the data is similar suggesting that assessment remains the weaker indicator in general with health and safety now one of the better performing indicators. This may be part of the residual effect of Covid-19 changes that saw an increased effort and focus on health and safety in schools which in many respects remains today.

Teaching

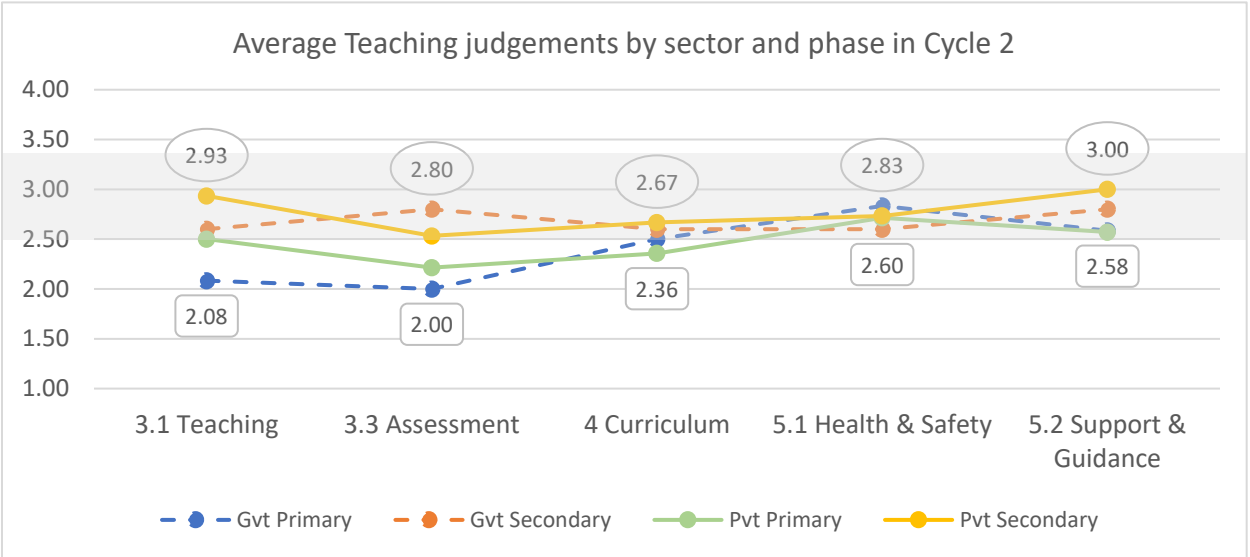
Overall teaching data indicates improvement has been made across the cycles. Although inspection findings reflected a slight decline in the percentage of good teaching in Cycle 2, this was compensated by an increase for satisfactory (15%) and excellent (8%) teaching judgements across both sectors. Notably, much less weak teaching was observed in Cycle 2 dropping 11% overall. Notwithstanding these improvements, stark differences were evident when looking at the Primary and Secondary phases of education in both Private and Government schools.



The graph above highlights the differences in the average judgements made around school provision across the phases of education. Clearly Teaching and Assessment are responsible for the greatest differences between Primary and Secondary phases. This shows that whilst schools have more judgements that are good, these judgements are predominantly in Secondary schools and not Primary. The shaded band indicates the expected standard of good and highlights that in general the Primary phase is in the judgement band below the Secondary phase for both teaching and assessment.

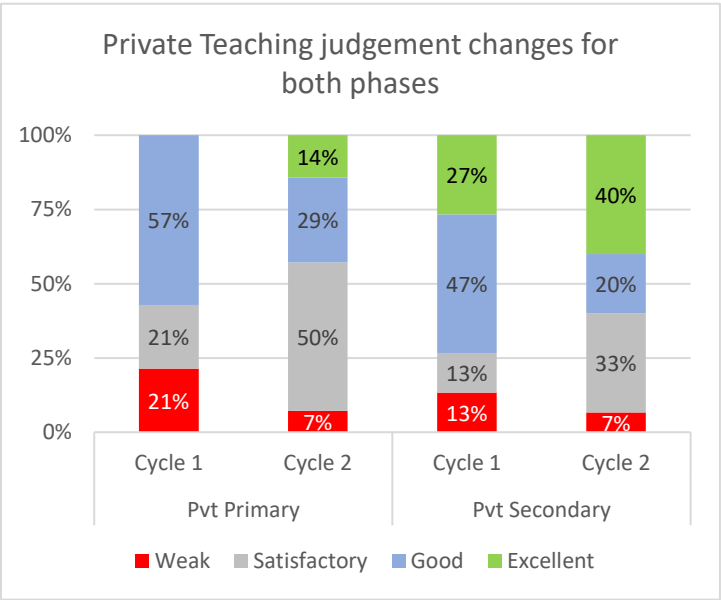
The graph below demonstrates that the profile of teaching at the Secondary phase in Government Schools (blue) was significantly better than that at the Primary phase. This depicts a significant

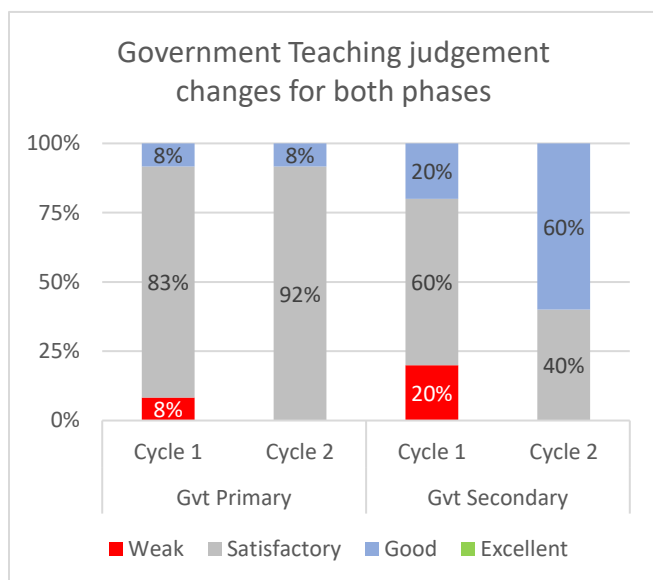
continued difference between Government Secondary and Primary schools in Cycle 2 for both Teaching and Assessment.



The shaded band shows that the average judgements for Secondary and Private Primary Teaching are now in the good band. Teaching averages for Government Primary Schools show a slight increase but remain in the satisfactory band.

The profile of teaching in Private schools for both cycles was variable across phases and contrasted greatly with the profile of teaching in Government schools. Whereas there were no judgments of excellent teaching in Government schools, the percentage of teaching judged excellent in Private schools was now, 14% in Primary and increased by 13% to 40% overall in Secondary. However, judgements of good or better declined over the period and although 7% remains weak, this is a marked improvement from Cycle 1 for both phases.





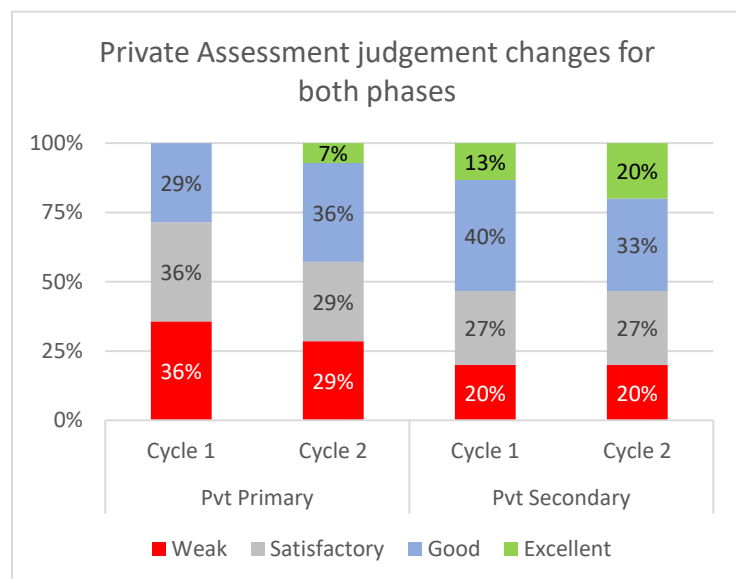
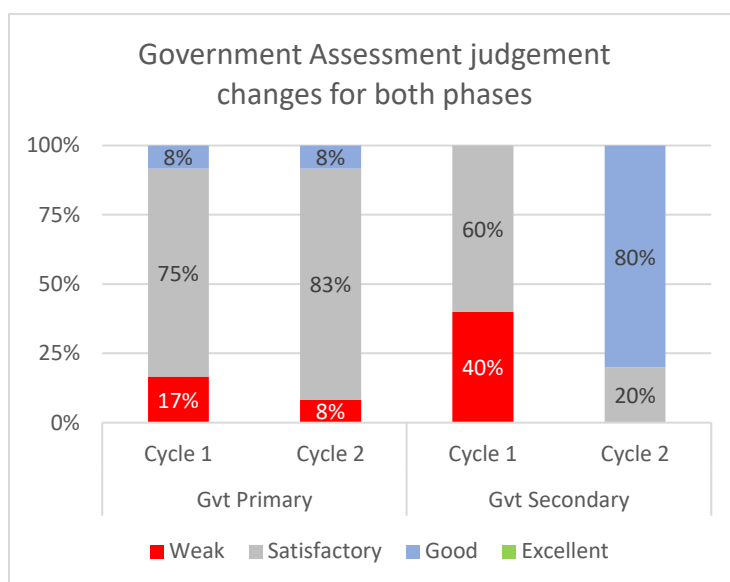
The graph opposite depicts a significant increase in the percentage of teaching judged as good in Government Secondary Schools in Cycle 2, moving from 20% to 60%. Significantly, there are no judgements of excellent teaching in core subjects in Government schools across both inspection cycles. However, it is equally noteworthy that there are no judgments of weak teaching in Government schools in Cycle 2. At the Primary phase, most teaching judgments remained stagnant in the satisfactory band notwithstanding the elimination of the 8% previously weak teaching judgements. While improvements in teaching at the Secondary phase are particularly noteworthy given the

significant disruption to education in the Cayman Islands due to the Covid-19 pandemic from 2020 onwards, the quality of teaching at the Primary phase has not kept pace with that at the Secondary phase. Despite the improvements in teaching particularly at the Secondary phase in Government schools, it is important to point out that the profile of teaching in Private schools was and continues to be better overall across Cycles 1 and 2.

Assessment

The OES Inspection Framework SSAAS2 defines assessment as “the process of finding out how well students learn what they are taught”. Both formative and summative assessment are equally important in the teaching and learning process and ultimately impact students’ outcomes. Cycle 2 findings indicated that schools, particularly Government Secondary schools, have a comprehensive range of internal and external assessment data including diagnostic data. There were also notable improvements in the way data was gathered. Additionally, many schools benchmarked students’ results against international standards. Moderation arrangements had also improved, which promoted standardisation and consistency in assessment practice.

The graph opposite demonstrates slight improvement in Government Primary reducing weak judgements by 9%. In Government Secondary Assessment judgements have greatly improved with the significant reduction in weak judgements and 80% now judged good. This improvement may be directly correlated with the improvement in teaching quality at the Secondary phase in Government schools. Some weak judgements (8%) in Government Primary remain.

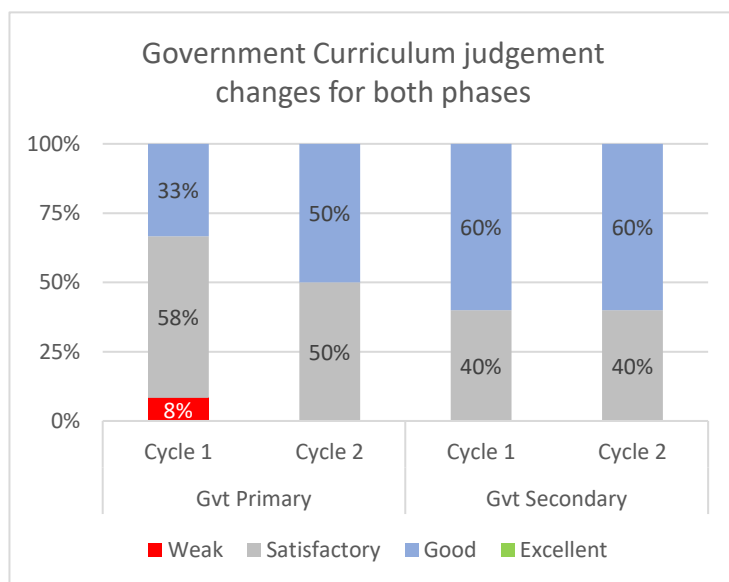
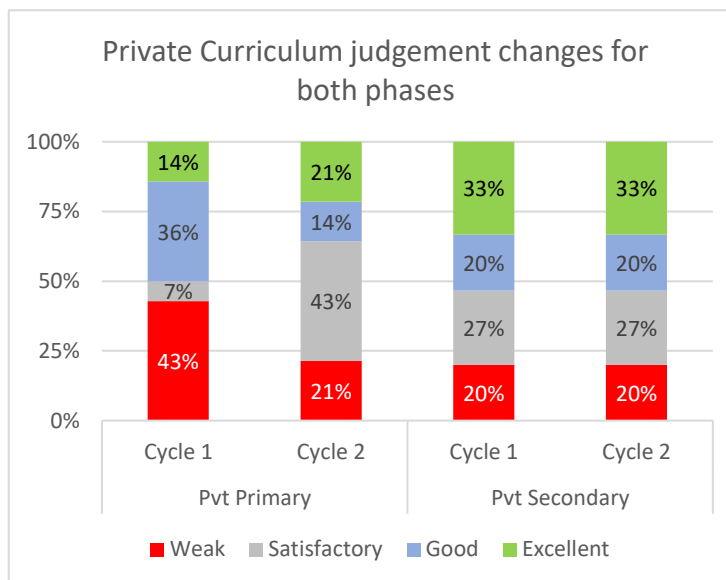


Among Private schools, assessment judgements depicted much more variability. As the graph opposite demonstrates, at the Primary phase, the percentage of good and better judgements for Assessment had increased by 14% in Cycle 2. Significantly, 7% of judgements were now excellent. There was also a marginal decrease in the percentage of weak assessment judgements at the Primary phase. Private Secondary remain similar over the two cycles with just over 50% good or better however, like Primary there was now a 7% increase in excellent judgements.

Nonetheless, the percentage of weak assessment judgements at the Primary and Secondary phases in Private schools was still relatively high at 29% and 20% respectively.

Curriculum

Inspectors assessed the quality of the curriculum through lessons and other learning opportunities provided to students across the school. Among Private schools, there was a wide range of curricula in use and based on the inspection findings, these were equally variable in impact and effectiveness, ranging from excellent to weak. When comparing the two graphs in this section, there was greater variability in the curriculum profile for Private schools than for Government schools. The percentage of curriculum judgements that were judged good or better was slightly higher in Government schools than Private schools in Cycle 2. However, Government continues to lack the excellent judgements observed in the Private sector.



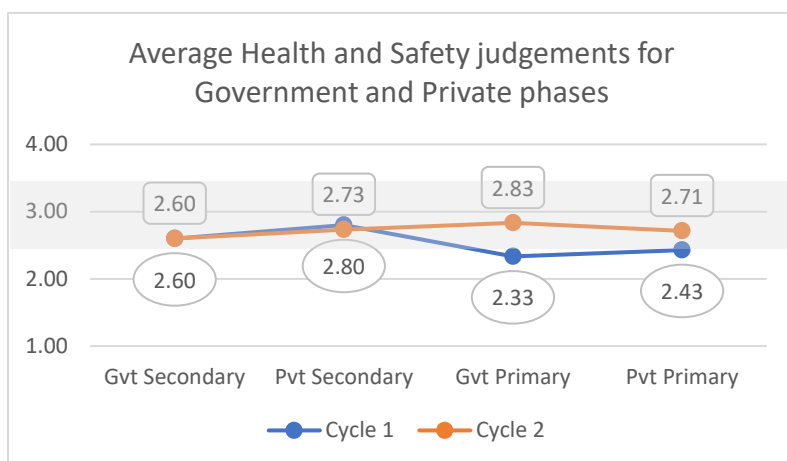
Conversely, Cycle 2 inspection findings indicated that the percentage of weak curriculum judgements was disproportionately higher in Private Schools than Government Schools. Cycle 2 inspection findings recorded marginal decrease in the percentage of weak curriculum judgements at the Primary phase in Private schools. However, this contrasted with no weak curriculum judgements for Government schools at either phase. For Government schools, the biggest improvement in curriculum judgements was evident at the Primary phase with Cycle 2 curriculum judgements overall,

reporting 50% good and 50% satisfactory. At the Secondary phase, although there were some changes in curriculum judgements for individual schools, the overall judgements for curriculum in Cycle 2 remained unchanged.

Health & Safety

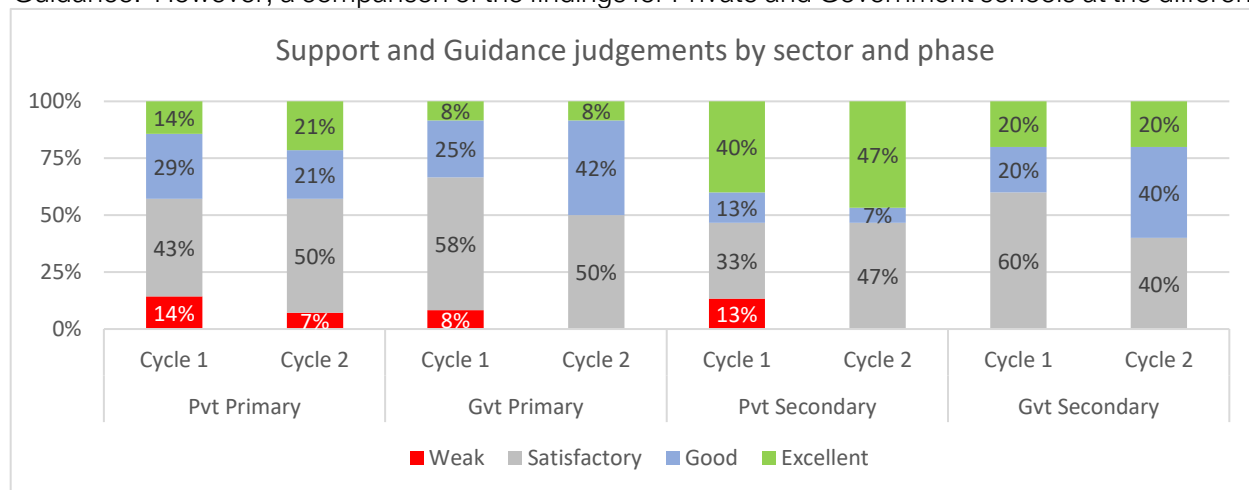
Inspection findings indicated that Health and Safety was one of the more positive aspects of provision for almost all schools in Cycle 2. Likely a consequence of the COVID-19 pandemic, almost all schools reported a significant improvement in students' general health and awareness of the aspects of healthy living including hand washing and social distancing. Inspection findings

indicated that the arrangements for health and safety were satisfactory or better for almost all schools and that almost all staff demonstrated an exemplary commitment to students' health and well-being. In particular, Cycle 2 inspection findings highlighted that almost all schools had retained a number of Covid-19 protocols (Covid Keepers) which had ensured a continued emphasis on good hygiene principles. Child protection arrangements were typically robust with almost all staff having completed child protection and first aid training. ([See Thematic Report 2022](#))



Support & Guidance

A comparison of Cycle 1 and 2 inspection findings indicated a negligible difference in the percentage of schools that had received satisfactory, good and excellent judgments overall for Support and Guidance. However, a comparison of the findings for Private and Government schools at the different



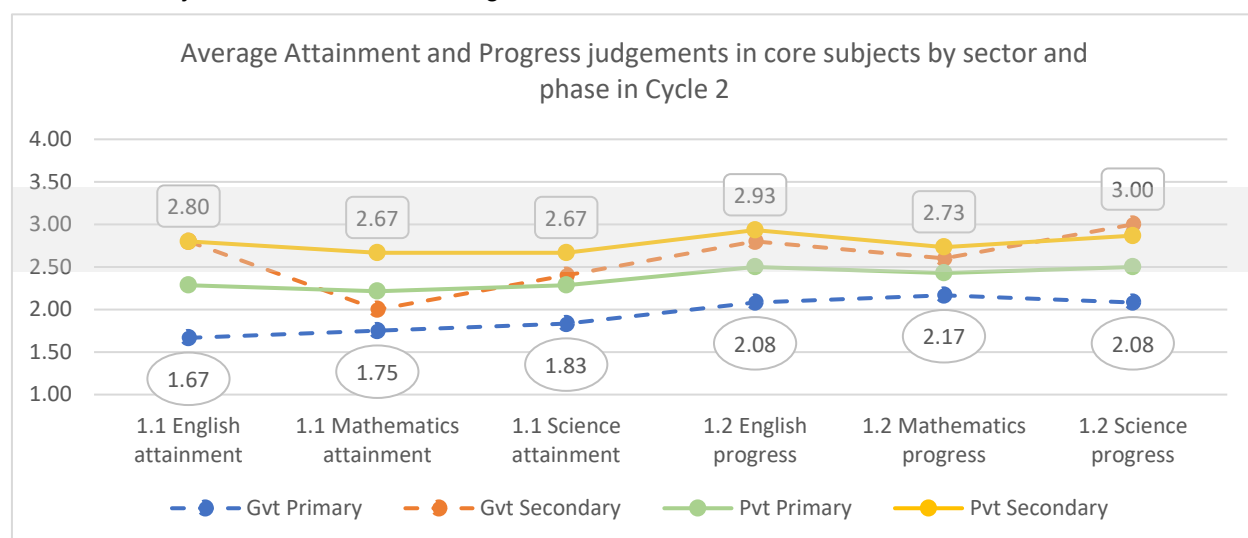
phases reflected significant differences. Private schools continue to reduce the weak judgements for both Primary and Secondary, again there are no longer any weak judgements for Support and Guidance in Government schools. Government Primary increased good or better judgements by 17% to now half of all Support and Guidance judgements. Secondary across sectors remains strong with over 50% good or better with Government Secondary increasing by 40%. Private Secondary remains high with an increase in excellent judgements by 7% to now 47% overall.

Impact

Current student outcomes

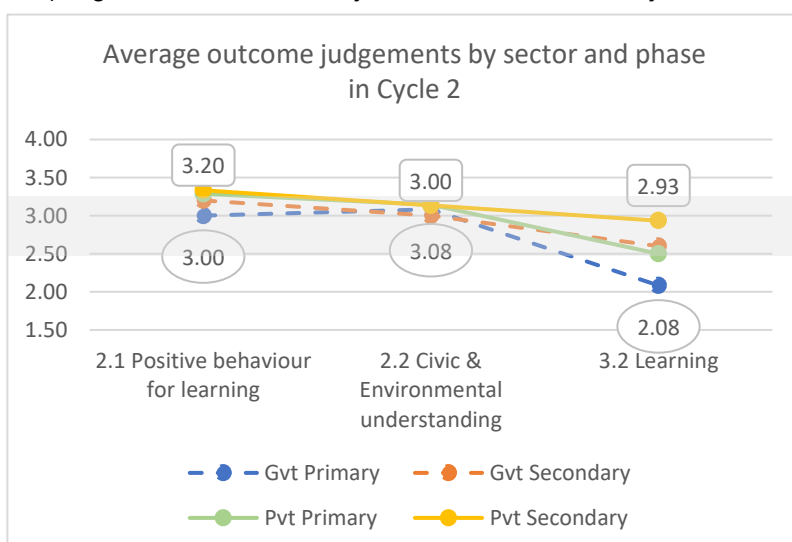
The current position of judgements regarding student outcomes covers:

- Performance standard 1 - Attainment and Progress in English, mathematics and science
- Performance standard 2 - Students' personal and social development
- Quality Indicator 3.2 – Learning



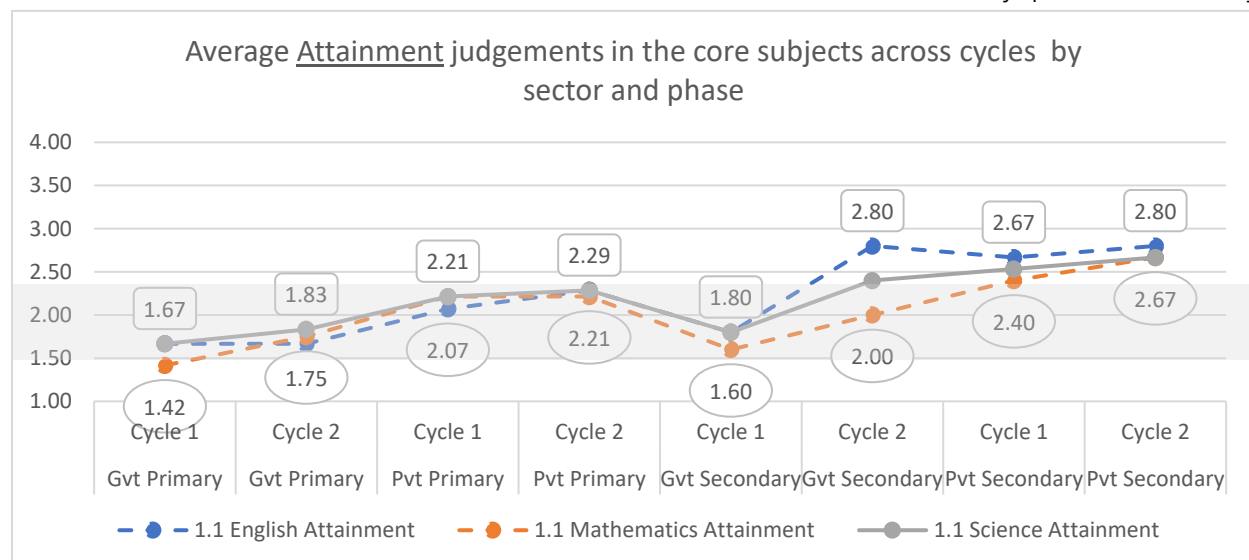
In the graph above that describes attainment and progress, the shape of the data is similar across sectors and phases. However Government Secondary mathematics results are significantly lower in comparison although, they are making better than expected progress. The shaded band identifies the area which would indicate students are achieving at the curriculum standard and are making the expected progress. Above the band are those students achieving above the curriculum standard or making better than expected progress. In general, the Secondary phase outperforms Primary for both Private and Government schools. Government Primary is in the lower half of the curriculum standard band for both attainment and progress in the core subjects. Private Secondary attainment judgements for all core subjects are significantly higher with only Government Secondary English comparable.

The graph to the right indicates Cycle 2 judgements for Behaviour and Civic and Environmental Understanding are solidly good across sectors. Learning however is only satisfactory for Government Primary schools despite a significant improvement in behaviour averages.

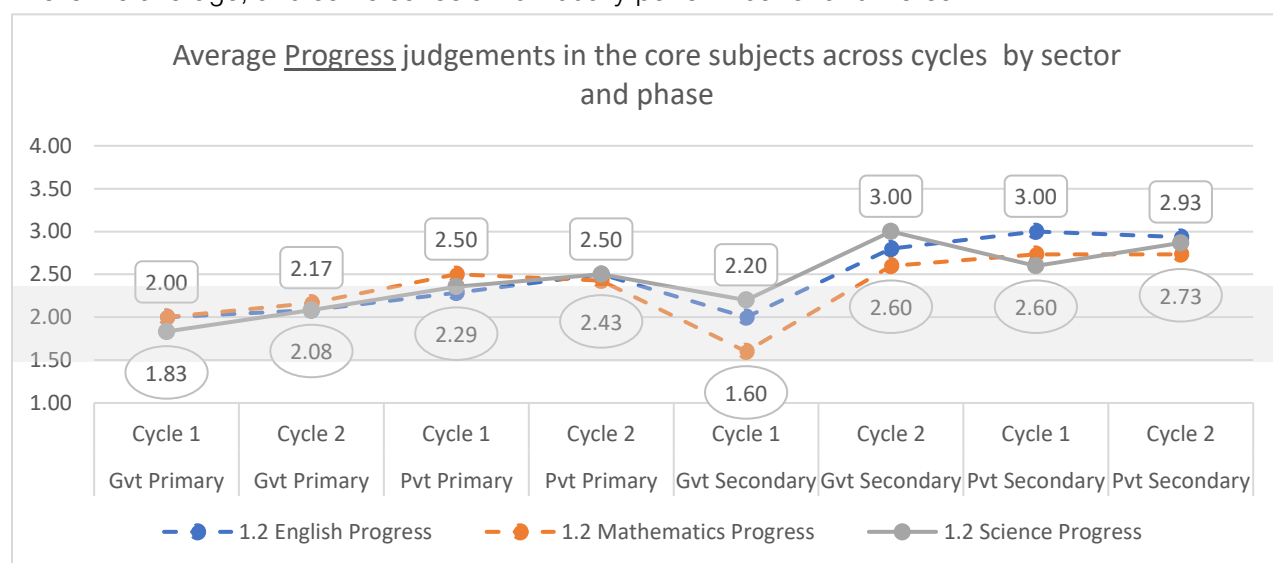


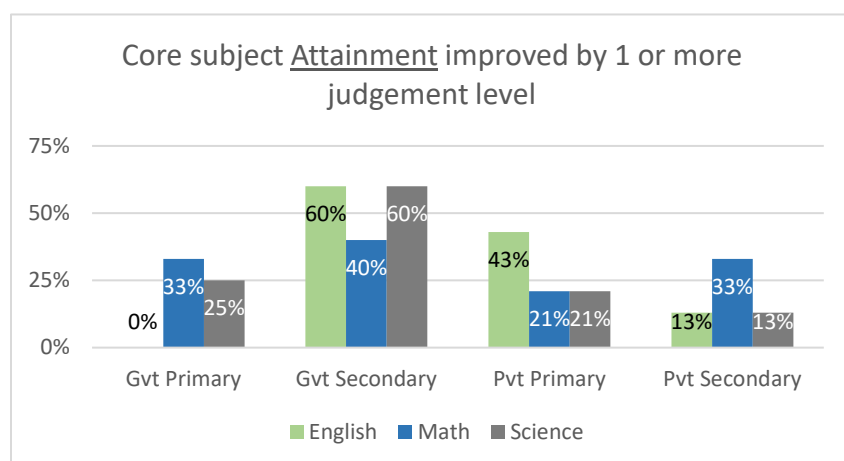
Attainment and Progress

Private schools maintained higher standard averages in all core subjects than Government schools in both cycles. The standard averages for all core subjects for both sectors did improve between Cycle 1 and Cycle 2, apart from Private Primary mathematics and Government Primary English which remained same. However, when Government schools are broken down by phase Secondary



progress is significantly better. Government standard averages in Cycle 2 were at least in the satisfactory range for all core subjects, indicating that on average, in school-based assessments and the external examinations, most students (75%-89%) attained levels that were in line with curriculum and international standards (SSAAS 2, 2020). The average for all Private sector judgements were in line with the expected standard of good with the majority of students making better than expected progress. In general Progress has improved in all core subjects across sector and phase with Government Secondary making the most improvement but from a lower base in Cycle 1. However, this is the average, and some schools individually perform better and worse.

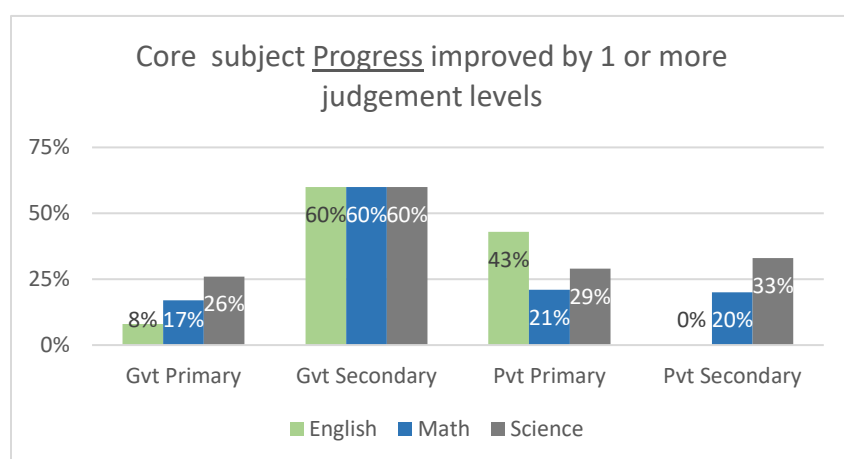




Analysing the changes in judgements given highlights some interesting differences between sectors and phases. In English, Government Primary judgements did not improve whilst 60% of Secondary English judgements improved by at least one whole judgement and in 40% improved by 2 judgements. Judgements in mathematics improved by a

third in Primary and 40% in Secondary Government schools. Declines in judgement in Government schools were rare and limited to only 8% in Primary. In Private schools Primary English and Secondary mathematics improved the most although there were declines in judgement for all core subjects in the habitually weak schools.

Although, attainment is not yet at the expected standard of good, many Government schools are making significant progress from a low base. This is particularly evident in Government Secondary schools that made better than expected progress in all three core subjects. Mathematics judgements improved by 1 judgement level in 20%, in English and Science

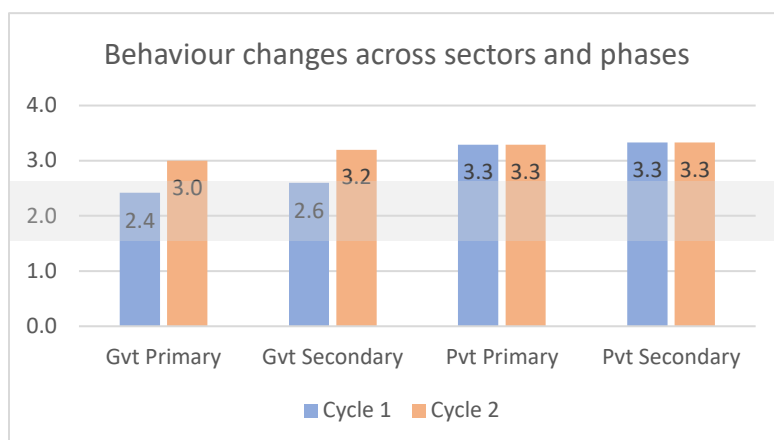


improvements of 2 judgement levels appeared in 40% of all judgements. By comparison much less progress is made in Government Primary schools where no judgement improved by 2 levels in this phase. In general, Private schools started at a much higher baseline. Significant progress was made in Primary English and over a quarter of judgements in Science, that improved by 1 judgement level for both phases in the Private sector.

Positive behaviour for learning

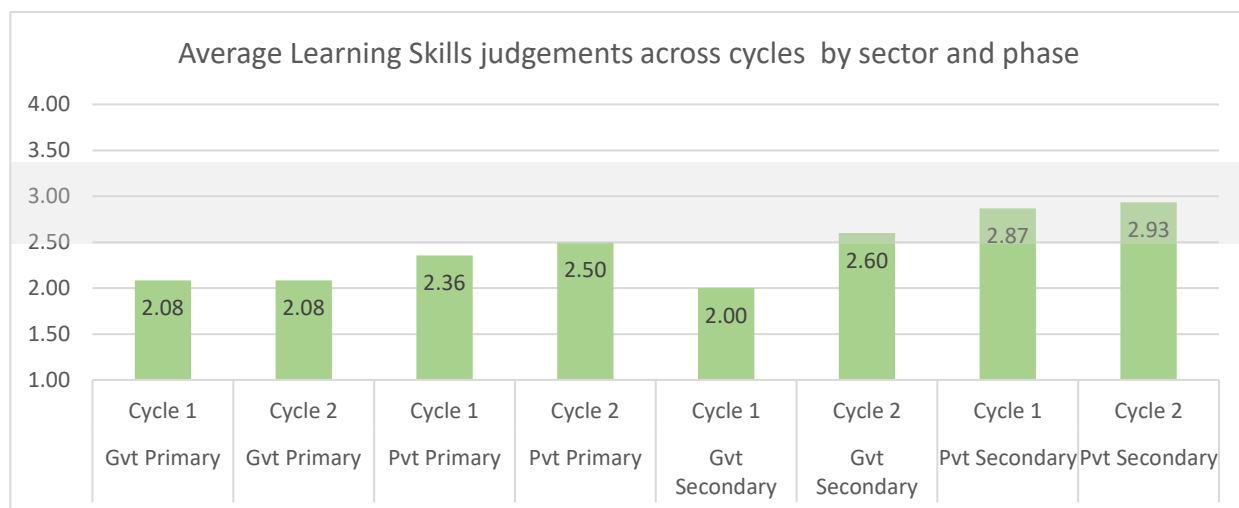
The standard average for all judgements regarding behaviour is now in the good band for both Government and Private schools. Private school judgements in both Primary and Secondary remained similar across Cycle 1 and 2. In Government Primary and Secondary judgements have increased to be securely in the good band. This would indicate that students in Government schools

have now progressed in the areas of responsibility for learning, respect for themselves and others and have higher self-confidence. The profile for Private schools has generally remained unchanged; however, the average is significantly impacted by the habitually weak schools thus a number of school behaviour judgements in the Private sector are actually excellent.

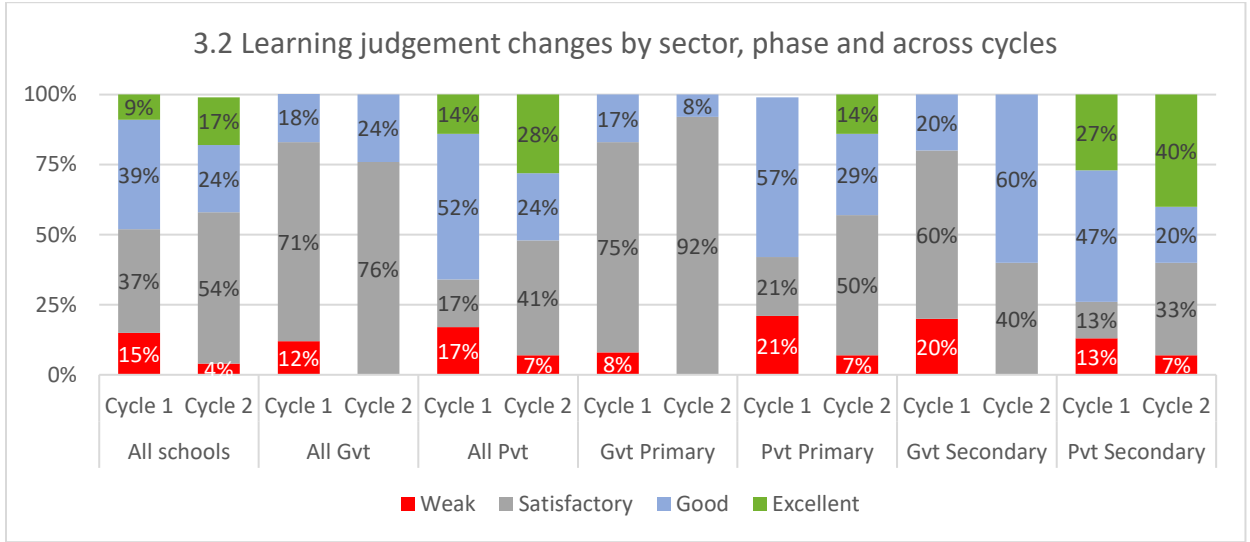


Learning

Judgements in learning have improved between the two cycles although data shows that Government Primary remains satisfactory in comparison to other phases. The shaded band identifies the area for good judgements, showing that most phases have now achieved good or better average judgements for Learning. Learning in the Primary phase of Government schools remained unchanged at satisfactory across the two cycles.



Government Secondary phases had improved, gaining 40% more good judgements. Three of the five Government Secondary schools had improved by 1, leaving no Government Secondary school provision weak, with three in good.



Although behaviour for good learning has drastically improved, learning skills in the Government Primary phase has not followed suit. The Primary Phase in Private schools, while reducing weak judgements, has also reduced good judgements, and now has larger percentage of satisfactory judgements.

Civic and Environmental Understanding

In Cycle 2, almost all judgements were good or better (85%) for Civic and Environmental Understanding this builds upon the already strong judgements of 65% good or better in Cycle 1 with excellent judgements increasing by 6%. ([Full list in Appendix D](#))

Summary of Key Findings and Recommendations

This progress report draws upon key inspection findings, data analysis and international research to highlight, not only areas that require further attention but furthermore, seeks to identify those areas of success and positive improvement. For instance the Government sector that no longer has weak schools and the Government Secondary schools that made significant improvements in a number of areas. The Private sector remains variable but still accounts for more good and better judgements. A number of schools in the Private sector remain weak with the MOE now working to ensure improvements are made. It is anticipated that the evaluation insights from the two inspection cycles will support decision makers at all levels of the education sector to understand what has changed over the 4 years and what has been the impact of their initiatives and planning. However, there is still much to do in order to reach the expectation of a good standard of education for all students in the Cayman Islands.

Governance

Both Cycle 1 and 2 inspection findings indicated variability in governance arrangements in Private schools and currently Government schools do not have a requirement for any governing body. As such, this impacts upon the ability to hold school leaders accountable for the performance of their students and contributes to the slow pace of change for some schools. Consequently, there is the necessity to swiftly progress plans to improve governance structures in the education sector to strengthen engagement and promote accountability.

Self Evaluation/Accuracy/Accountability

Across phases and sectors, the ability of school leaders to accurately evaluate their own performance and to create an evidence-based plan of improvement remains a challenge for many leaders, often exacerbated by the limitations of governance mentioned previously. Too often documents are descriptive and verbose rather than evaluative. Furthermore, the relationship to the school improvement plan is unclear. Consequently, self-evaluation and school improvement planning processes are not always sufficiently aligned or appropriately focussed on key priorities to enable positive improvement.

Staffing and the Learning Environment

Particularly for Private schools, the recruitment and retention of qualified staff was one of the biggest challenges associated with the COVID-19 pandemic, and continues to be problematic post pandemic. Outside of those weak schools, deployment of staff is generally satisfactory, but the quality of teaching reflects variability between Government and Private sectors and within Government schools across phases. Thus, the effectiveness of recruitment, CPD, deployment and performance management require review to account for the significant sector and phase differences. The laptop roll-out for Government schools was well received and has resulted in increased ICT engagement to promote students' learning although, there have been significant teething problems regarding maintenance and care.

A number of school sites, both Government and Private are old, lacking the ability to support modern education or to inspire students to learn. In addition, many schools have considerable waiting lists or are unable to accommodate the number of students in a particular catchment area.

Teaching

International research indicates that the effectiveness of teaching has a direct impact on the quality of student outcomes and is also a key factor in determining the overall performance of a school. Despite some improvement in the quality of teaching overall, Cycle 1 & 2 inspection findings continue to highlight weaknesses and inconsistencies in the quality of teaching across both sectors. It is evident that the lack of appropriate challenge and inconsistency in practice are some of the most significant barriers to raising education standards in the Cayman Islands. Given the pivotal importance of consistent and effective teaching to any national education strategy, there continues to be a clear imperative to raise and maintain the quality of teaching, particularly, at the Primary phase in both Government and Private schools.

Assessment

The report highlighted improvement in assessment judgements at the Government Secondary and Private Primary. Of note, the Department of Education Services had developed a comprehensive assessment reporting and guidance document for Government schools to ensure greater alignment between the curriculum, assessment and evaluation. However, due to the pandemic, this remains at various stages of adoption across the key stages. Where assessment was lacking, particularly in Primary phases, was the use of assessment information by teachers to adapt lessons so that they keep pace with the students, changing and improving learning. Across the sector, not all schools had analysed assessment information appropriately or presented it in a format to readily enable teachers to successfully use it to raise standards. Historical data suggested that for a significant number of schools, students' CAT4 predictors were often quite different from their actual grades. It is also likely that inconsistencies and inaccuracies in assessment are related to the systemic weaknesses in self-evaluation.

Curriculum

Changes in curriculum quality were particularly evident through the improvements at the Primary phase in Government Schools. This was in part attributable to the introduction of the Revised National Primary Curriculum in the 2019- 2020 school year. This revision meant that standards and content were more aligned to international best practice and had contributed to an improvement in curriculum standards. In 2021, the Ministry of Education and the Department for Education Services had embarked on a strategic and holistic review of the Key Stage 3 curriculum to ensure alignment with international best practice. A phased implementation had begun in 2022, however; full implementation was not yet achieved and was significantly impacted by the pandemic. Also, Key Stage 4 is yet to have a similar review or update. These two issues may account for the relative stagnation in curriculum judgements at the Secondary phase in Government schools. There was much variability in the quality of curriculum in Private Schools ranging from excellent to weak. In the habitually weak schools the curriculum lacked breadth, balance and depth and failed to provide sufficient challenge for all students. Consequently, there were insufficient opportunities for students to innovate, create and develop their critical thinking and problem-solving skills. School leaders, therefore need to give more deliberate attention to curriculum planning, cross curricular integration and the promotion of students' skills progression across phases.

Appendices

- A - Table of overall school rating changes 2018-2022
- B – Standard averages for quality indicators 2018-2022
- C – Percentage of specific judgements 2018-2022
- D1 - All schools overall and phase changes
- D2 – Government schools overall and phase changes
- D3 – Private schools overall and phase changes
- E – Standard average judgements in rank order

Overall school ratings

Ser	School	Date of Last Inspection	Number on Roll	Caymanian	Type	2018-19	2021-22	Change
1	Montessori by the Sea	11.05.2021 - 13.05.2021	140	63	Private	Good	Excellent	↑
2	Cayman International School	26.09.2022- 29.09.2022	990	232	Private	Good	Excellent	↑
3	John Gray HS	26.04.2021 - 29.04.2021	1,100	766	Government	Satisfactory	Good	↑
4	Lighthouse School	27.04.2021 - 29.04.2021	120	103	Government	Good	Good	→
6	Layman E. Scott HS	18.05.2021 – 20.05.2021	153	127	Government	Satisfactory	Good	↑
5	Cayman Prep and High	10.05.2021 - 13.05.2021	1,007	697	Private	Good	Good	→
7	Footsteps	03.10.2022 - 05.10.2022	35	9	Private	Good	Good	→
8	Hope Academy	04.10.2022 - 06.10.20 22	112	84	Private	Good	Good	→
9	St. Ignatius RC School	04.10.2022 - 07.10.2022	701	411	Private	Satisfactory	Good	↑
11	Little Cayman EDC	29.03.2021 - 30.03.2021	3	2	Government	Satisfactory	Satisfactory	→
13	Clifton Hunter HS	03.05.2021 - 06.05.2021	785	680	Government	Weak	Satisfactory	↑
14	Prospect PS	10.05.2021 - 13.05.2021	343	332	Government	Satisfactory	Satisfactory	→
15	West End PS	18.05.2021 - 21.05.2021	66	57	Government	Satisfactory	Satisfactory	→
16	Creek and Spot Bay PS	26.05.2021 - 28.05.2021	95	81	Government	Satisfactory	Satisfactory	→
17	Theoline McCoy PS	13.09.2022 - 15.10.2022	265	248	Government	Satisfactory	Satisfactory	→
18	Joanna Clarke PS	13.09.2022 - 16.09.2022	461	392	Government	Weak	Satisfactory	↑
20	East End Primary School	20.09.2022 - 22.09.2022	79	77	Government	Satisfactory	Satisfactory	→
21	George Town PS	20.09.2022 - 22.09.2022	292	263	Government	Satisfactory	Satisfactory	→
22	Red Bay Primary School	26.09.2022- 29.09.2022	411	308	Government	Satisfactory	Satisfactory	→
24	Sir John A. Cumber PS	10.10.2022 - 13.10.2022	492	452	Government	Satisfactory	Satisfactory	→
25	CIFEC	24.10.2022 - 26.10.2022	250	226	Government	Satisfactory	Satisfactory	→
27	Edna M. Moyle Primary School	28.11.2022 - 30.11.2022	59	53	Government	Satisfactory	Satisfactory	→
12	First Baptist Christian School	27.04.2021 - 29.04.2021	133	85	Private	Satisfactory	Satisfactory	→
19	Calvary Baptist Christian Academy	20.09.2022 - 22.09.2022	105	56	Private	Weak	Satisfactory	↑
23	Cayman Learning Centre	10.10.2022 - 12.10.2022	14	9	Private	Weak	Satisfactory	↑
26	Grace Christian Academy	15.11.2022 - 17.11.2022	114	90	Private	Satisfactory	Satisfactory	→
28	Triple C. School	03.05.2021 - 06.05.2021	399	232	Private	Weak	Weak	→
29	Wesleyan Christian Academy	13.09.2022 - 15.09.2022	59	40	Private	Weak	Weak	→
30	Cayman Academy	20.09.2022 – 23.09.2022	300	142	Private	Good	Weak	↓
31	Truth for Youth	11.10.2022 - 13.10.2022	165	67	Private	Weak	Weak	→

Standard averages – quality indicators

	1.1 English attainment	1.1 Mathematics attainment	1.1 Science attainment	1.2 English progress	1.2 Mathematics progress	1.2 Science progress	2.1 Positive behaviour for learning	2.2 Civic & Environmental understanding	3.2 Learning	3.1 Teaching	3.3 Assessment	4 Curriculum	5.1 Health & Safety	5.2 Support & Guidance	6.1 Leadership	6.2 Self-evaluation & Improvement Planning	6.3 Links with parents & the community	6.4 Staffing & the learning environment	Overall
C1 All	2.13	2.00	2.13	2.41	2.35	2.28	3.00	2.87	2.41	2.39	2.07	2.41	2.43	2.54	2.17	2.15	2.89	2.30	2.09
C2 All	2.35	2.22	2.30	2.57	2.48	2.57	3.22	3.11	2.54	2.54	2.33	2.52	2.74	2.74	2.48	2.35	3.07	2.46	2.30
C1 Primary	1.88	1.85	1.96	2.15	2.27	2.12	2.88	2.85	2.23	2.19	1.92	2.23	2.38	2.38	2.15	2.19	2.88	2.31	2.04
C2 Primary	2.00	2.00	2.08	2.31	2.31	2.31	3.15	3.12	2.31	2.31	2.12	2.42	2.77	2.58	2.35	2.19	3.00	2.42	2.19
C1 Secondary	2.45	2.20	2.35	2.75	2.45	2.50	3.15	2.90	2.65	2.65	2.25	2.65	2.50	2.75	2.20	2.10	2.90	2.30	2.15
C2 Secondary	2.8	2.5	2.6	2.9	2.7	2.9	3.3	3.1	2.85	2.85	2.6	2.65	2.7	2.95	2.65	2.55	3.15	2.5	2.45
C1 Gvt	1.71	1.47	1.71	2.00	1.88	1.94	2.47	2.71	2.06	2.00	1.82	2.35	2.35	2.41	2.18	2.29	2.71	2.18	2.00
C2 Gvt	2.00	1.82	2.00	2.29	2.29	2.35	3.06	3.06	2.24	2.24	2.24	2.53	2.76	2.65	2.53	2.29	2.94	2.35	2.24
C1 Gvt Primary	1.67	1.42	1.67	2.00	2.00	1.83	2.42	2.75	2.08	2.00	1.92	2.25	2.33	2.33	2.17	2.42	2.83	2.25	2.00
C2 Gvt Primary	1.67	1.75	1.83	2.08	2.17	2.08	3.00	3.08	2.08	2.08	2.00	2.50	2.83	2.58	2.33	2.08	2.92	2.33	2.08
C1 Gvt Second	1.80	1.60	1.80	2.00	1.60	2.20	2.60	2.60	2.00	2.00	1.60	2.60	2.40	2.60	2.20	2.00	2.40	2.00	2.00
C2 Gvt Second	2.80	2.00	2.40	2.80	2.60	3.00	3.20	3.00	2.60	2.60	2.80	2.60	2.60	2.80	3.00	2.80	3.00	2.40	2.60
C1 Pvt	2.38	2.31	2.38	2.66	2.62	2.48	3.31	2.97	2.62	2.62	2.21	2.45	2.48	2.62	2.17	2.07	3.00	2.38	2.14
C2 Pvt	2.55	2.45	2.48	2.72	2.59	2.69	3.31	3.14	2.72	2.72	2.38	2.52	2.72	2.79	2.45	2.38	3.14	2.52	2.34
C1 Pvt Primary	2.07	2.21	2.21	2.29	2.50	2.36	3.29	2.93	2.36	2.36	1.93	2.21	2.43	2.43	2.14	2.00	2.93	2.36	2.07
C2 Pvt Primary	2.29	2.21	2.29	2.50	2.43	2.50	3.29	3.14	2.50	2.50	2.21	2.36	2.71	2.57	2.36	2.29	3.07	2.50	2.29
C1 Pvt Second	2.67	2.40	2.53	3.00	2.73	2.60	3.33	3.00	2.87	2.87	2.47	2.67	2.53	2.80	2.20	2.13	3.07	2.40	2.20
C2 Pvt Second	2.80	2.67	2.67	2.93	2.73	2.87	3.33	3.13	2.93	2.93	2.53	2.67	2.73	3.00	2.53	2.47	3.20	2.53	2.40

Percentage of specific judgements given across the two inspection cycles.

All	Cycle 1	Cycle 2	G+ C1	G+ C2
Excellent	10%	17%	44%	50%
Good	34%	33%		
Satisfactor	39%	40%		
Weak	17%	10%		
All	1	1		

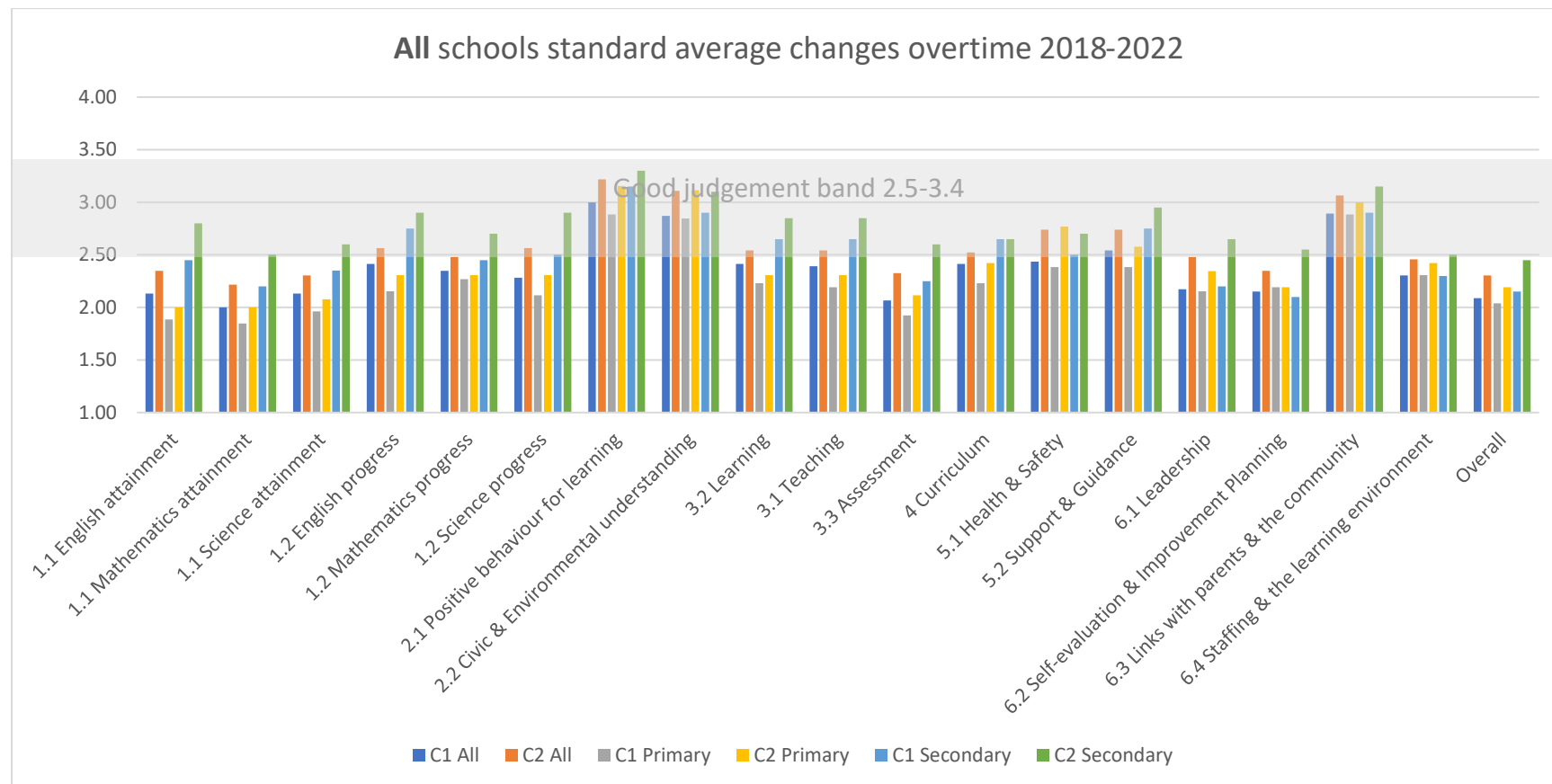
Primary	2018-19		2021-22		G+ C1	G+ C2	Govt Primary	2018-19		2021-22		G+ C1	G+ C2	Pvt Primary	2018-19		2021-22		G+ C1	G+ C2
Excellent	25	5%	56	11%	39%	41%	Excellent	3	1%	5	2%	25%	33%	Excellent	22	8%	51	19%	50%	47%
Good	167	34%	145	29%			Good	55	24%	70	31%			Good	112	42%	75	28%		
Satisfactor	212	43%	242	49%			Satisfactory	137	60%	139	61%			Satisfactory	75	28%	103	39%		
Weak	90	18%	51	10%			Weak	33	14%	14	6%			Weak	57	21%	37	14%		
All	494	1	494	1			All	228	100%	228	1			All	266	1	266	1		

Secondary	2018-19		2021-22		G+ C1	G+ C2	Gvt Seconda	2018-19		2021-22		G+ C1	G+ C2	Pvt Seconda	2018-19		2021-22		G+ C1	G+ C2
Excellent	63	17%	93	24%	51%	63%	Excellent	2	2%	6	6%	29%	71%	Excellent	61	23%	87	33%	62%	64%
Good	131	34%	145	38%			Good	26	27%	61	64%			Good	105	39%	84	32%		
Satisfactor	126	33%	105	28%			Satisfactory	47	49%	23	24%			Satisfactory	79	30%	82	31%		
Weak	60	16%	37	10%			Weak	20	21%	5	5%			Weak	40	15%	32	12%		
All	380	1	380	1			All	95	1	95	1			All	266	1	266	1		

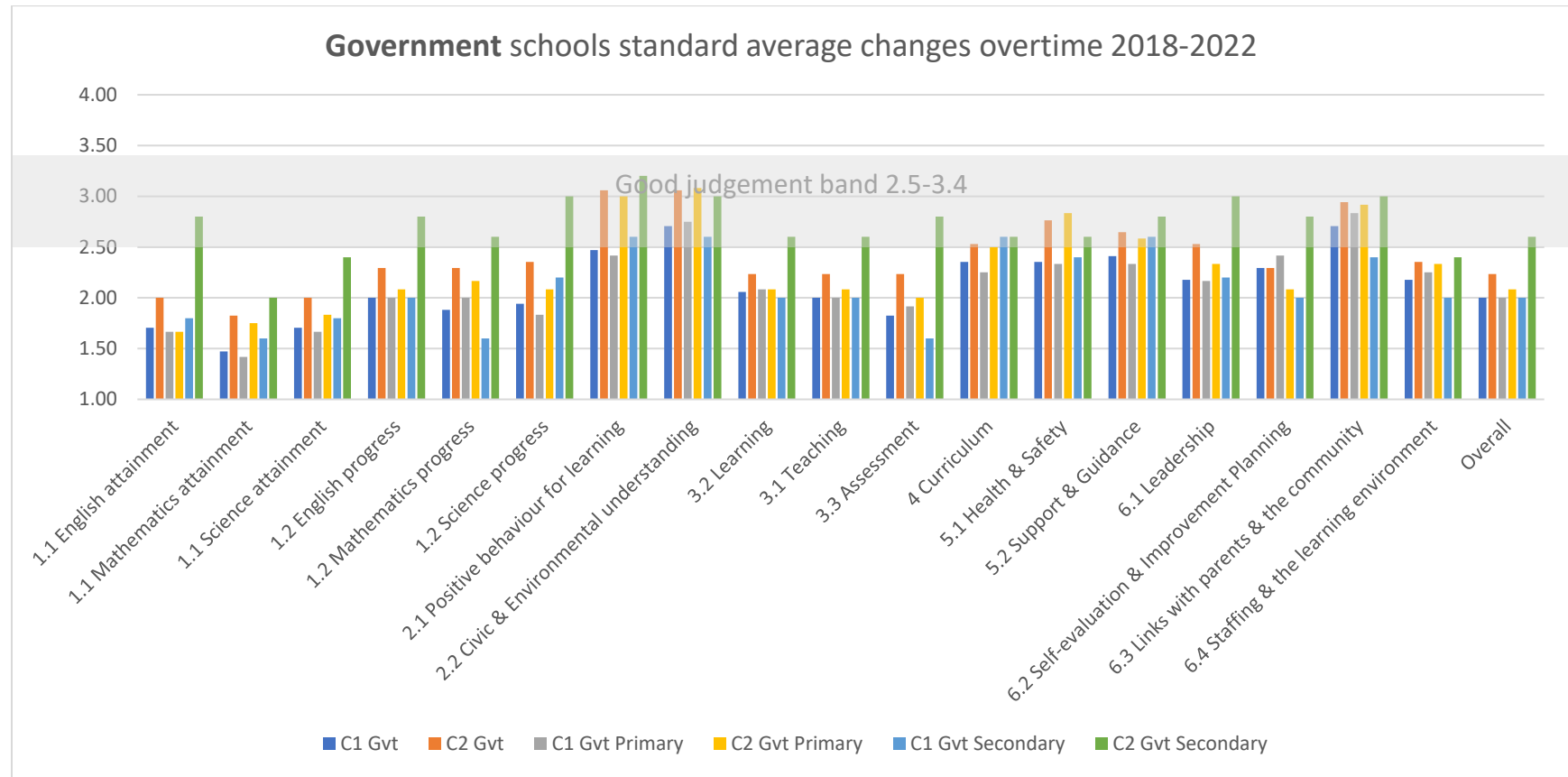
Govt	2018-19		2021-22		G+ C1	G+ C2
Excellent	5	2%	11	3%	27%	44%
Good	81	25%	131	41%		
Satisfactor	184	57%	162	50%		
Weak	53	16%	19	6%		
All	323	1	323	1		

Pvt	2019-20		2021-22		G+ C1	G+ C2
Excellent	83	15%	138	25%	54%	54%
Good	217	39%	159	29%		
Satisfactor	154	28%	185	34%		
Weak	97	18%	69	13%		
All	551	1	551	1		

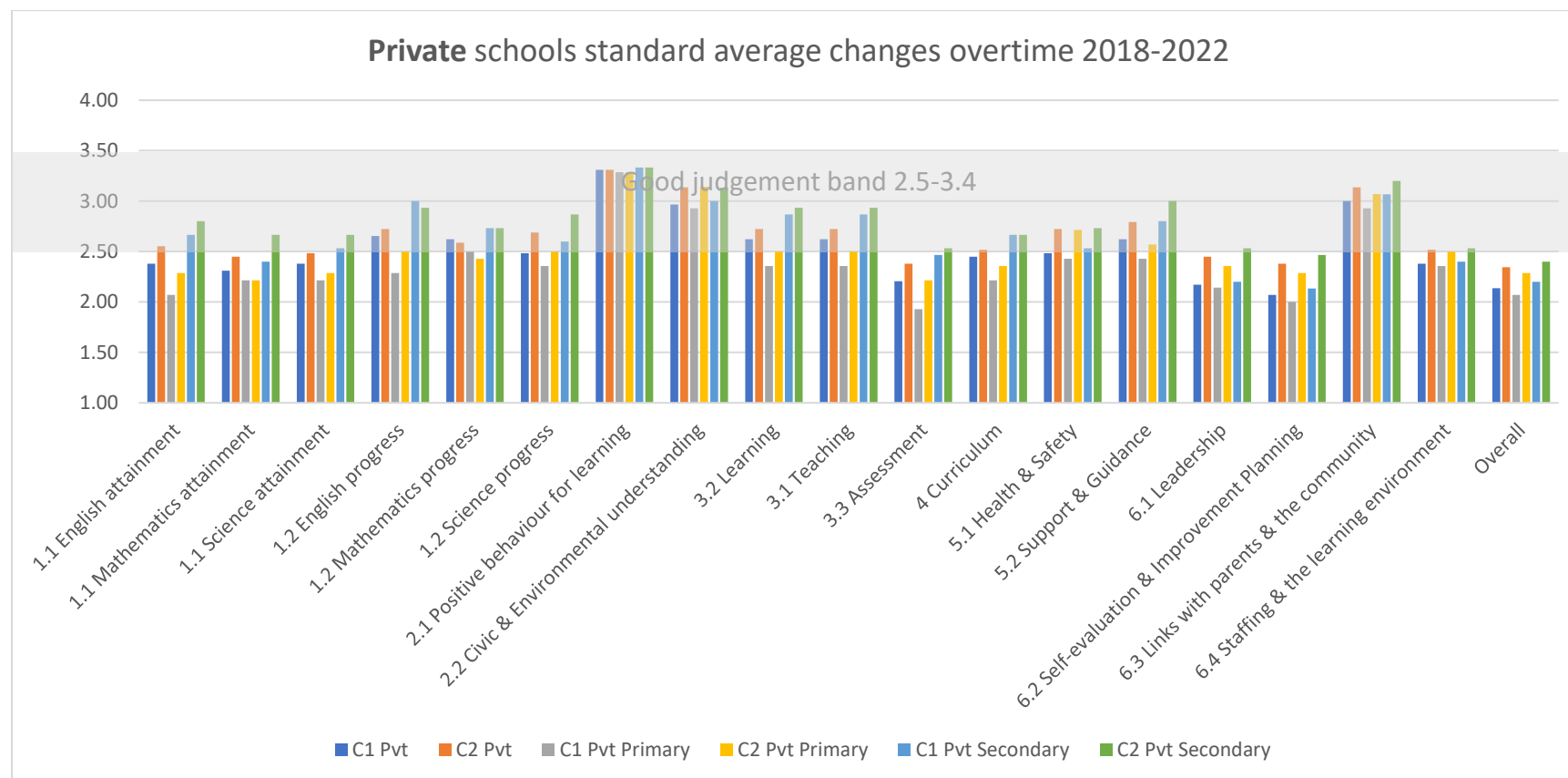
All schools overall and phase changes



Government schools overall and phase changes



Private schools overall and phase changes



Cycle 2 standard average judgements ranked by sector and phase.

Cycle 2 Gvt Primary	Average Score	Cycle 2 Gvt Secondary	Average Score	Cycle 2 Pvt Primary	Average Score	Cycle 2 Pvt Secondary	Average Score
2.2 Civic & Environmental understanding	3.08	2.1 Positive behaviour for learning	3.20	2.1 Positive behaviour for learning	3.29	2.1 Positive behaviour for learning	3.33
2.1 Positive behaviour for learning	3.00	1.2 Science progress	3.00	2.2 Civic & Environmental understanding	3.14	6.3 Links with parents & the community	3.20
6.3 Links with parents & the community	2.92	2.2 Civic & Environmental understanding	3.00	6.3 Links with parents & the community	3.07	2.2 Civic & Environmental understanding	3.13
5.1 Health & Safety	2.83	6.1 Leadership	3.00	5.1 Health & Safety	2.71	5.2 Support & Guidance	3.00
5.2 Support & Guidance	2.58	6.3 Links with parents & the community	3.00	5.2 Support & Guidance	2.57	1.2 English progress	2.93
4 Curriculum	2.50	1.1 English attainment	2.80	1.2 English progress	2.50	3.2 Learning	2.93
6.1 Leadership	2.33	1.2 English progress	2.80	1.2 Science progress	2.50	3.1 Teaching	2.93
6.4 Staffing & the learning environment	2.33	3.3 Assessment	2.80	3.2 Learning	2.50	1.2 Science progress	2.87
1.2 Mathematics progress	2.17	5.2 Support & Guidance	2.80	3.1 Teaching	2.50	1.1 English attainment	2.80
1.2 English progress	2.08	6.2 Self-evaluation & Improvement Planning	2.80	6.4 Staffing & the learning environment	2.50	1.2 Mathematics progress	2.73
1.2 Science progress	2.08	1.2 Mathematics progress	2.60	1.2 Mathematics progress	2.43	5.1 Health & Safety	2.73
3.2 Learning	2.08	3.2 Learning	2.60	4 Curriculum	2.36	1.1 Mathematics attainment	2.67
3.1 Teaching	2.08	3.1 Teaching	2.60	6.1 Leadership	2.36	1.1 Science attainment	2.67
6.2 Self-evaluation & Improvement Planning	2.08	4 Curriculum	2.60	1.1 English attainment	2.29	4 Curriculum	2.67
Overall	2.08	5.1 Health & Safety	2.60	1.1 Science attainment	2.29	3.3 Assessment	2.53
3.3 Assessment	2.00	Overall	2.60	6.2 Self-evaluation & Improvement Planning	2.29	6.1 Leadership	2.53
1.1 Science attainment	1.83	1.1 Science attainment	2.40	Overall	2.29	6.4 Staffing & the learning environment	2.53
1.1 Mathematics attainment	1.75	6.4 Staffing & the learning environment	2.40	1.1 Mathematics attainment	2.21	6.2 Self-evaluation & Improvement Planning	2.47
1.1 English attainment	1.67	1.1 Mathematics attainment	2.00	3.3 Assessment	2.21	Overall	2.40

Additional line depicts the threshold for an average of good judgement.



This publication is available at www.oes.gov.ky/resource

Any enquiries regarding this publication should be sent to us at OES, 133 Elgin Avenue, Government Administration Building, Grand Cayman KY1-9000, Cayman Islands, telephone +1 (345) 244-2391, email adminOES@gov.ky .