

OES

The National Progress Report of the Chief
Inspector for Early Years Inspections
between 2018 and 2022



Office of Education Standards

The National Progress Report of the Chief Inspector for Early Years 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	5
Commentary and Recommendations	6
Background of the inspection period.....	11
Global education context	11
Cayman Islands education context.....	12
Cycle explanation – Overview of comparison	13
Method	13
Overall early years ratings	14
Good or better judgements over time.....	15
Intent	16
Current leadership and management	16
Leadership.....	16
Self-Evaluation and School Improvement Planning.....	18
Links with Parents and the Community.....	20
Staffing and the Learning Environment	21
Implementation	22
Teaching	23
Assessment.....	24
Curriculum	26
Health and Safety	27
Support and Guidance.....	29
Impact	30
Current child outcomes	30
Sector differences.....	32
Early Years in Government Primary school settings	34
Early Years in Private school settings	35
Early Years in Childhood Centres	36
Appendices.....	37
Overall early years ratings.....	38
Standard averages – quality indicators	39
Percentage of all judgements given across the two inspection cycles.	40
Early Childhood Centres	41
EY in government Primary schools.....	42
EY in Private Schools	43
Cycle 2 standard average judgements ranked by sector.	44

Foreword by the Minister of Education



Ministry of Education

Cayman Islands Government

FOREWORD

I am pleased to present the National Early Progress Report from the Chief Inspector of Early Years Inspections between 2018 to 2022.

This report offers a comprehensive analysis of the Early Years' education sector, identifying areas of potential improvement and providing recommendations to address them.

The Ministry of Education graciously accepts these recommendations and continues to actively respond to OES inspections through the implementation of various strategies.

In this vein, we are actively working to change the Early Years framework and enhance the language, literacy, and numeracy outcomes for the early learners in our schools.

Furthermore, we remain steadfast in supporting Early Childhood Care and Education Centres that require assistance and provide guidance to designated leads for Special Educational Needs and Disabilities (SEND) at these Centres.

In addition, through the Smart Start Early Stimulation programme, we have taken measures to support toddlers in communities such as Northside and East End, to enhance readiness for the formal education sector.

Juliana O'Connor-Connolly, JP, MP

Deputy Premier, Minister for Education, District Administration and Lands

Commentary and Recommendations

The findings from the two Early Years inspection cycles present valuable insights into the state of Early Years education in the Cayman Islands. Notwithstanding the challenges imposed by the COVID-19 pandemic, several providers managed to improve their overall ratings, showcasing resilience and adaptability in these unprecedented times. However, the data also reveal areas of concern and opportunities for growth. Based on these findings, the following commentary and recommendations are offered:

Net improvements (gains minus declines) show all sectors improving with Early Childhood Centres making the most Leadership improvement by sector at 26%, then Government schools with 18% followed by Early Years in Private schools at 8%. There is still a persistent group of weak schools pulling down the overall performance of the Private sector compared to almost all Government schools with no weak judgements.

There is a pattern of significant difference between Early Years in Private schools and both Early Years in Government schools and Early Childhood Centres for, self-evaluation and improvement planning, links with parents and staffing and the learning environment, with Early Years in Private Schools having the highest judgements in these quality indicators.

This correlates with data regarding the volume of excellent judgements overseen by leaders, with Early Years Private school leaders responsible for 30% excellent judgements, centre owners/leaders 11% and Early Years in Government school leaders responsible for only 1% of excellent judgments.

Recently a number of schools with good governance and accountability arrangements have commented anecdotally regarding the lack of parity between Government and Private providers. Currently Government do not have any boards of governors but do have an accountability system through the Department for Education Services – Senior School Improvement Officers (SSIO) responsible for a number of schools.

Recommendations

- *For future Inspections, OES to require school leaders and Inspectors to separate Early Years leadership evidence and judgement to allow for more focussed evaluation of early years leadership and impact. Additionally, all OES inspection reports will include distinct commentary on early years provision in school- based settings.*
- *MOE/ECCE should capitalise on current improvements in leadership to solidify and drive further improvements in Early Childhood Centres thus raising standards in Early Years.*
- *MOE/ECCE/EC to review and update the process for registering and re-registering educational institutions requiring Early Years to include an educational leadership component.*
- *MOE/ECCE ensure that Early Years in Government Schools as a phase is fully understood and represented by school leadership no matter the size proportional to the whole school.*
- *All Centres and Schools to have a formal process/body/critical friend that holds leaders accountable for the performance of the [Early Years] school/centre.*

- *MOE/DES should make available the school SSIO as part of the inspection process (leadership interviews) in Government Schools to ensure parity across all sectors regarding accountability.*
- *Ensure that documentation that provides evidence of the ECCE centre's compliance with expectations and criteria is collected and shared with relevant stakeholders such as parents, the Ministry of Education, and the Office of Education Standards (Education Council Guidelines. 2013).*

Self-evaluation and improvement planning remain the weakest quality indicator particularly for Early Years in Government schools that has the largest and considerable decline in judgements (36% decline) contrasted with Early Childhood Centres that had 31% improvement in this area.

Recommendations

- *MOE/ECCE/OES to continue the training afforded to leaders regarding self-evaluation and improvement planning to focus upon:*
 1. *Less descriptive and more evaluative commentary.*
 2. *Judgements linked to the SSAS2 framework.*
 3. *Ensure the evidence offered is accurate and valid.*
 4. *Ensure the school improvement plan is directly linked to the school self-evaluation.*
- *DES continue to monitor the pace of change/improvement more closely and ensure that Government school leaders use evidence-based decision making to raise standards within their schools.*
- *MOE to ensure that decision makers and leaders at all levels, across all sectors are held accountable for the performance of their centre's/school's.*

Links with parents and the community continues to be one the strongest elements of Early Years education across all sectors. The rise in online communication platforms has improved two-way communication. Some community groups are also now participating in programmes in early childhood provision which contribute to the raising of standards.

Staffing and the learning environment altered little across the inspection periods although, a number of issues were beginning to arise. Few Early Childhood managers/owners see themselves as educational leaders or use a formal term such as Principal. Few hold a Teaching licence although, one other staff member in the centre often does but regularly this is a teacher with full teaching load thus the spirit of the EC guidelines is often broken (Pg 43).

Most staff are not qualified teachers but often hold limited short course qualifications through attendance rather than assessment. There are instances where some staff have no previous experience of teaching or an understanding of Early Years Education. In itself not a particular problem that cannot be solved through training and CPD. The reality is that many staff are working 0720 – 1730 five days a week with no formal break during the day. Many Early Childhood Centres also run a summer club or scheme resulting in very little time for staff development unless the Centre agrees to close for regular training. Where there has been training particularly by the ECCE there are tangible improvements, although many topics require multiple sessions and follow up actions to fully embed concepts and expectations.

In addition, salaries in the Early Years sector are significantly lower than elsewhere in other sectors thus the pull effect is strong. Recently, many Centres and Schools have made anecdotal reference to losing staff to Government positions often without the need to work their contractual notice.

Most Private providers remarked at the demand outstripping supply for Early Years places similar to mainstream schools. Parents in Government schools remarked that many children do not always get a school place in their catchment area with one group of children travelling from West Bay to East End in order to go to school. A number of new centres and schools are slated for a 2023/24 opening and current schools and centres are already at capacity with many looking to expand their real estate footprint that will increase the pressure upon the quality assurance system. On current OES estimates the next 18-24 months could see the need for an additional 96 'inspector days' to keep pace with the expected growth.

Recommendations

- *MOE should insist that all new hires from within the Cayman Islands education system should be required to work their notice to allow for succession planning. (30% of Caymanian children/students are enrolled in Private education.)*
- *Education Council/Owners should reconsider the staff contractual arrangements to ensure succession planning (the notice period) can be effectively managed should staff wish to leave, particularly for those recent arrivals on island.*
- *OES to consider a risk-based system of inspection that will enable a cost-effective quality assurance program that is capable of keeping up with the increasing demand.*

Provision

Teaching remains similar in that Early Years in Private schools that was previously good, continued to improve by a third of a judgement solidifying the position and moving towards excellent. By comparison although there is progress for both Centres and Early Years in Government schools it is significantly less than the Private sector and remains a judgement level behind at satisfactory. The Private sector made close to 3 times the improvement over the same period compared to Government schools.

Recommendations

- *DES to review the monitoring of teaching observations in Government schools to make a positive impact upon the inertia for the 73% of unchanged teaching judgements.*
- *MOE/ECCE to investigate how to improve the quality of teaching in Early Childhood Centres given the challenges to staffing arrangements for many Early Childhood centres.*

Assessment is the third lowest scoring quality indicator across all sectors with 12% overall remaining weak. Both Early Childhood Centres and Early Years in Government schools (Satisfactory) remain significantly behind Early Years in Private Schools (Good) by almost three quarters of a judgement level. The rate of improvement across the sectors was slowest in Government settings (18%) followed by Childhood Centres (42%) and the best in Private school settings (57%).

A significant number of weak judgments persist across all sectors.

The improvement in judgements for centres is attributable to the increased use of online assessment tools which were more common in Cycle 2 as well as more centres collecting assessment information in a more organised manner. This included completion of baseline assessments, use of developmental checklists which were aligned to the curriculum and consistency of assessment practices across the setting.

In general limitations of Assessment remain in the application of assessment information to impact learning like adaptations to the learning experiences designed for individuals or groups, the expectations teachers have of children and the formation of clear next steps.

Recommendations

- *MOE to make clear the license expectations regarding curriculum and non-curriculum-based assessments.*
- *DES to review the use of Assessment data/information for Early Years in Government settings.*
- *MOE to consider the standardisation of assessment similar to the standardisation of curriculum – the two should go hand-in-hand.*

Curriculum was rather stagnant in Early Childhood Centres by comparison to schools who were able to leverage the wider setting in which they were placed and utilise the larger Senior Leadership Teams. There was better progress in Private settings than Government but from a lower base. Again, no excellent judgements in Government but a 33% increase of excellent judgements in the Private school settings.

Both school-based settings had a significant net improvement for Health and Safety compared to Early Childhood Centres (11%). A number of Notices of Concern (NOC) are still being raised for issues such as child/space ratios (too many children for the size of the building), unhygienic practices and a lack of the required supervision.

Recommendations

- *ECCE/EC should ensure re-registration considers the areas raised by the NOC and the previous inspection reports to better inform decisions and remind owners of the required expectations.*
- *OES to consider the cost of child places as part of the data collection to investigate the relationship between cost and the quality of service-delivery.*

Outcomes

Children in Private school settings out-perform their counterparts in Early Childhood Centres and significantly outperform their peers in Government school settings. Children in Government settings do not meet the expected standard for Communication (English), Learning skills and Exploration (Mathematics & Science). Although, Government schools are significantly behind Private schools there is a net positive gain for Respect 18%, Communication 9% however, a net decline (-9%) for Exploration. Exploration is the domain that is linked to early mathematical and scientific understanding. Overall judgements regarding child outcomes in Government settings have changed

little although the underlying numbers are improving for most domains. By contrast there was a significant increase in excellent judgements for child outcomes in Private school settings.

Recommendations

- *MOE to investigate why Early Years outcome judgements for Exploration in Government schools have declined (-9%) compared to a net gain of 58% by their peers in Private settings and gains of 48% in Early Childhood settings.*
- *OES to restructure the inspection framework to ensure the 3.2 Learning is moved from provision in Performance Standard 3 to outcome in Performance standard 1.*
- *MOE/ECCE to create a national standardised developmental benchmarking tool to be used in the Cayman Islands across all Early Years sectors.*
- *MOE to consider greater investment in early years to support improvement of standards while keeping the price of care and education affordable for parents.*

Given that early childhood development is considered the most important stage in children's educational development, there is a clear impetus for further government investment in the sector to promote improved learning outcomes for children. For example, in some jurisdictions, regionally and globally, governments have incentivized centres with lower fees by offering subsidies to those within a certain fee range. The growing body of research and literature on early years point to the fundamental importance of quality early childhood care and education to better child well-being and learning outcomes as well as social and economic benefits. This provides a clear imperative for evidence-based policy decisions regarding investment in early childhood care and education.

Background of the inspection period

This report highlights the main findings from the two Early Years inspection cycles that began in 2018/19 and concluded in 2023. All Early Years providers, 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

In 2020, as the COVID-19 pandemic hit the world, countries followed a variety of strategies regarding the scope and length of closures of early education schools/ centres. Whereas by mid-April 2020 schools/centres were fully or partially closed in most countries, by mid-November most countries had gradually brought back in-person education for young children. (OECD. 2021) As the pandemic hit the world in 2020, G20 and OECD countries were committed to maintaining continuity of education for young children. Pre-primary teachers were required to continue working during school/centre closures in 70% of the countries participating in the OECD survey, and primary teachers in 86% of the countries.

Prior to the pandemic, digital technologies were more extensively used as a mode of communication rather than as pedagogical tools, and more extensively in primary than in pre-primary education. The importance that different digital technologies played in maintaining continuity of education for young children in 2020 varied across countries. At both levels of education, materials shared with parents through digital channels to be then used without exposing children to screens were reported to have had a "major importance" in 60% of the participating countries. Digital solutions involving direct exposure to screens and including interactive or real-time functions were reported to have been more important in primary than in pre-primary education.

In most countries, the estimated amount of time that children were expected to spend using digital tools as part of distance education activities was low. In 80% of the countries with available data, real-time or interactive activities with peers and teachers for children in pre-primary classrooms were estimated to last less than one hour per day.

At the pre-primary level, levels of use of real-time and interactive digital solutions for distance education in 2020 are generally associated with prior expectations that teachers integrate digital technologies in their work with children.

In the UK, Ofsted's series of post Covid-19 reports cited particular concerns around children's personal, social and emotional development upon returning to [Early Years] settings. There has been limited research published to date about the mental health of children during the COVID-19 pandemic. Most studies that have been undertaken have found that, on average, children's mental health had worsened during the pandemic, although the majority of children remained well. In the UK for instance, assessment of NHS data has shown that rates of referrals to child mental health services are now at record highs. (Bunn, S and Lewis, S. 2021)

In the UK, a survey of 528 early years and primary school teaching professionals conducted by [Kindred squared and YouGov](#) found that on average 43% of children were reportedly not school-ready upon entering Reception. The increased number of children not considered school-ready was attributed to non-attendance at nursery by over half of respondents (62%).

Cayman Islands education context

The Cayman Islands, unlike many other countries, were able to isolate and therefore close early years providers for less time as compared globally. Instead, creating a bubble that allowed early years providers to re-open sooner thus the closure period was much less significant. However, the second wave of the Omicron virus had a greater impact on the stability of learning for many children particularly through sick-related staff absence, as reported in the 2022 Schools Thematic Report. Despite these problems, all educational institutions continued to deliver education with support from the Ministry of Education and the collegial support from early years and school staff and the wider local community.

Whilst schools pivoted to a more distance learning model with significant support from government through initiatives like the laptop roll out for compulsory age school students, there were different initiatives in early years. The Ministry of Education supported the early childhood sector by organising and facilitating workshops such as Trauma Informed Classrooms and Sunshine Circles to prepare staff to receive children upon reopening. They were also connected with international distance learning options and explored making online learning feasible in early childhood. Leaders were supported through the period via online meetings with government agencies which regulated immigration, employment and pensions to ensure they were kept abreast of legal requirements as employers during that period. Additionally, guidelines for reopening were developed and a working group in government and the Ministry of Education supported educational institutions with their reopening plans. Parents of young children were also supported through online workshops presented by the Ministry of Education staff in conjunction with other agencies on topics such as how to care for young children while working from home.

According to the OECD report 2021, both at the pre-primary and primary levels, more than 75% of countries participating in the survey reported having changed their approaches to integrating digital technologies in early education following the experience with distance education in 2020. Among the strategies envisaged to improve uses of digital technology, most countries' top priority is to strengthen training for early education professionals, followed by the development of digital learning tools specifically designed for young children.

Cycle explanation – Overview of comparison

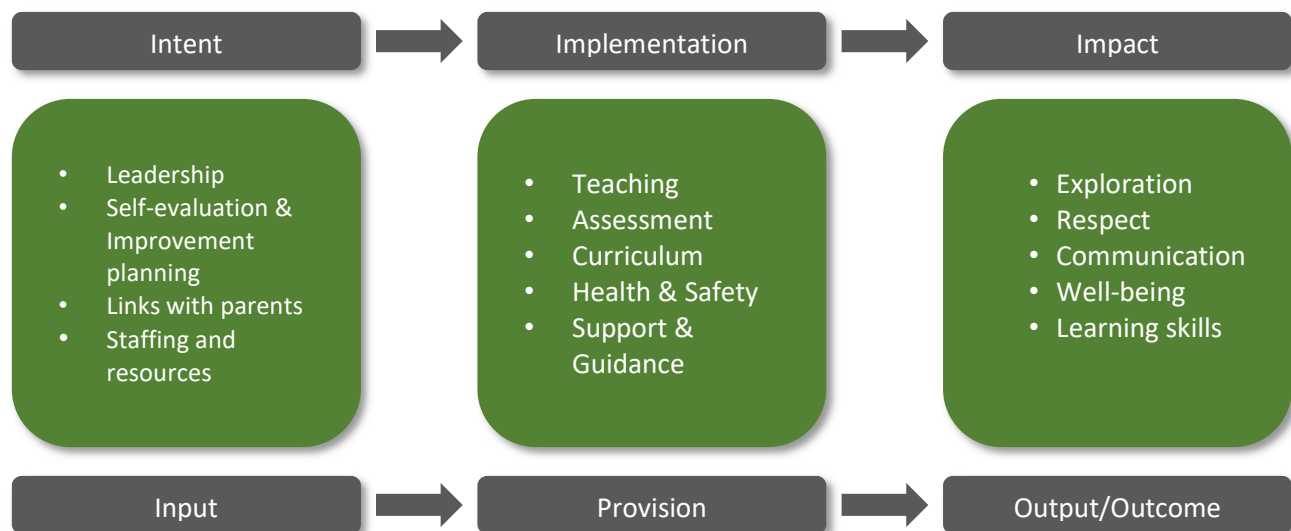


Figure 1 - Quality Indicators

Importantly, inspection continues to perform a critical function in holding Early Years providers accountable for the quality of education they provide. Research supports the view that external evaluation drives continuous improvements in early childhood education services. Cubey and Dalli, 1996, assert that without monitoring, it is difficult to ensure that services are meeting their goals and aims. Like many jurisdictions globally, the Cayman Islands monitor the standards of practice in early childhood care and education settings through inspections. The Office of Education Standards is responsible for evaluating and publicly reporting on the quality of education and care of children in all schools as well as early childhood provision in the Cayman Islands.

The inspection of Early Years providers covers three key areas as shown above. Ideas and policies are created by leaders that become actions and activities finally culminating in child outcomes (what children can and cannot do). The intent of leadership and the implementation of philosophy or teaching methods will impact upon the abilities of children. 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 inspectors were used across both inspection cycles.

Method

Although not all Early Years programmes improved enough to change their overall Early Years 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 standard 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.

There are 15 areas or quality indicators including the overall rating that are given a judgement in all Early Years settings. 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](#))

In addition to the examination of the quality indicators, this report looked at the differences between the Government and Private Schools offering Early Years and Early Childhood Centres offering pre-school education. It should also be noted that schools offering Early Years such as Reception do not have separate senior leadership teams thus 6.1 Leadership in multiple phase settings is not solely representative of just Early Years leadership.

In an Early Years setting the outcomes for children follow the four curriculum domains: Exploration, Respect, Communication and Well-being. For this report where older reports previously referred to English, mathematics and science this has now been subsumed into one of the four domains. For instance, science and mathematics appear in the Exploration domain and behaviour and the environment is in Respect. Additionally, where older reports judgements were made for both attainment and progress and those judgements differed, for this report the progress judgement has been used.

Overall early years ratings

43 Early Years providers had two full cycles of inspection over the period 2018-2022. Currently 3 are rated Excellent, 12 Good, 22 Satisfactory and 5 Weak. During the two inspection cycles 10 improved their overall Early Years rating comprising 8 Private providers and 2 Government providers. 3 Early Years providers in the Private sector declined their overall rating and are now Weak. All Reception in Government Primary schools remained unchanged at Satisfactory apart from Reception at Edna Moyle Primary School that is now judged Good as is Cayman Brac Day Care. Reception in 10 Government Primary schools started satisfactory and remained satisfactory. Similarly, 12 Private providers (2 schools and 10 standalone EY centres) started satisfactory and remained satisfactory.

Disappointingly, 5 providers are Weak with 2 remaining Weak over the two cycles and 3 that have slipped back into Weak. 30 providers remained unchanged for both inspection cycles. However, it is worth pointing out that within this group 1 remains Excellent and 8 remain Good. ([Full list Appendix A](#))

Of those that improved, 4 moved from Weak to Satisfactory, 2 from Weak to Good, 2 from Satisfactory to Good and 2 from Good to Excellent.

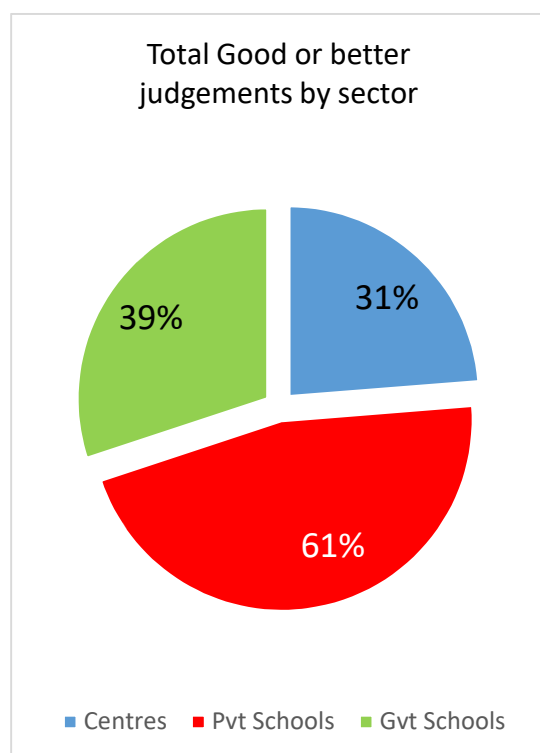
Overall, 23% of Early Years improved their overall rating (8 Private and 2 Government) of which 6 improved from weak to satisfactory or better. Currently, only 10 of the 43 Early Years settings are rated as good or better. There are no weak Early Years in the Government sector; however, there

are no overall good schools with reception and in general, good judgements are significantly lower by volume in government settings. The expected standard for the Cayman Islands is for all Early Years to be good.

Good or better judgements over time

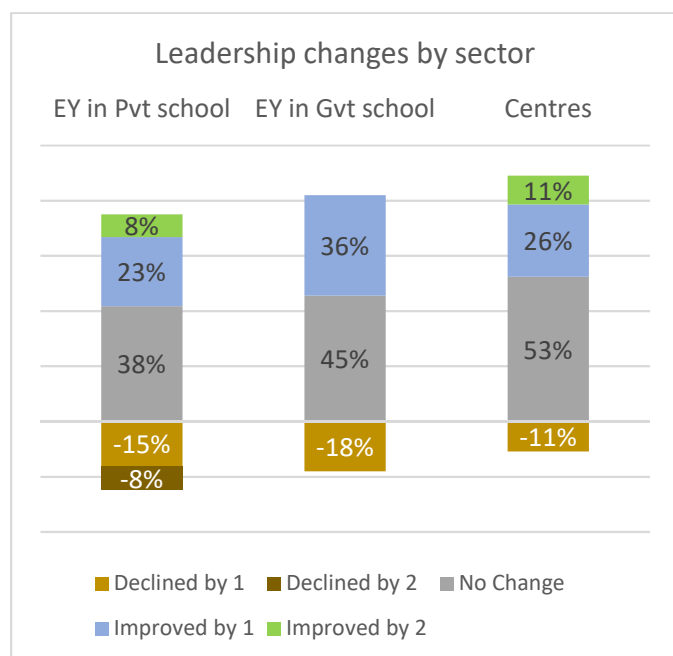
Early Years inspections judge the areas known as quality indicators shown in Fig.1. The following section looked at the changes in the range and volume of judgements given across all sectors in the Cayman Islands during the period of both cycles of inspection.

In general, Cycle 2 showed good or better judgements increasing by 8% overall. Looking at the sectors, Private school settings account for the largest proportion of good or better judgements (118/61%) which is similar to previous years, although this sector had moved 21% of previously good judgements to excellent. Early Years in Government settings accounts for 65 good or better judgements. Although, the sector is smaller, and this is in fact 39% of all of its judgements. This is an improvement (8%) but interestingly only 1 excellent judgement was given across this sector. Early Childhood Centres account for 112 (31%) good or better judgements which was an increase of 12% and excellent judgements had increased (4%) over the period. ([Full List Appendix C](#))



Intent

Current leadership and management



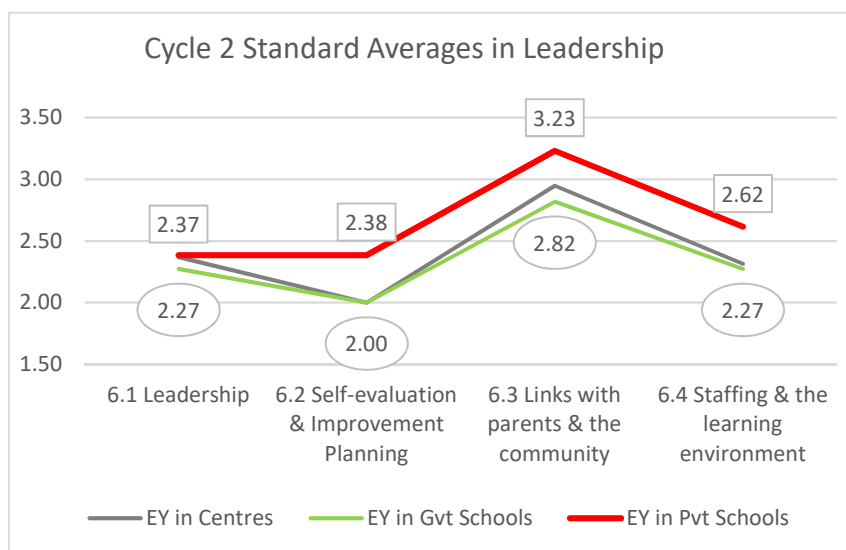
The OES inspection framework highlights the multifaceted nature of leadership and the combination of skills required to drive improvements in schools and Early Years provision by referencing four key quality indicators in Performance Standard 6: Leadership; self-evaluation and improvement planning; links with parents and the community; and staffing and the learning environment. It is also important to note that only in Early Childhood Centres were the leadership quality indicators assessed solely for Early Years provision. For those Early Years programmes attached to Government and Private Schools, leadership judgements reported on whole school provision. Notwithstanding, the inspection findings for performance

standard 6 highlights interesting comparisons, improvements as well as areas for development.

Leadership

Although the summary findings from Cycles 1 & 2 indicate slow progress; nonetheless, there is an improving picture of leadership overall. Looking at the net improvement data (above) which is the positive difference between declined versus improved leadership judgements shows Centres with a 26% overall net improvement. Early Years in Government schools gained 18% and Early Years in Private schools with 8%. Although, caution is advised when attributing this data to solely Early Years leadership for any school, given the holistic nature of whole school judgements.

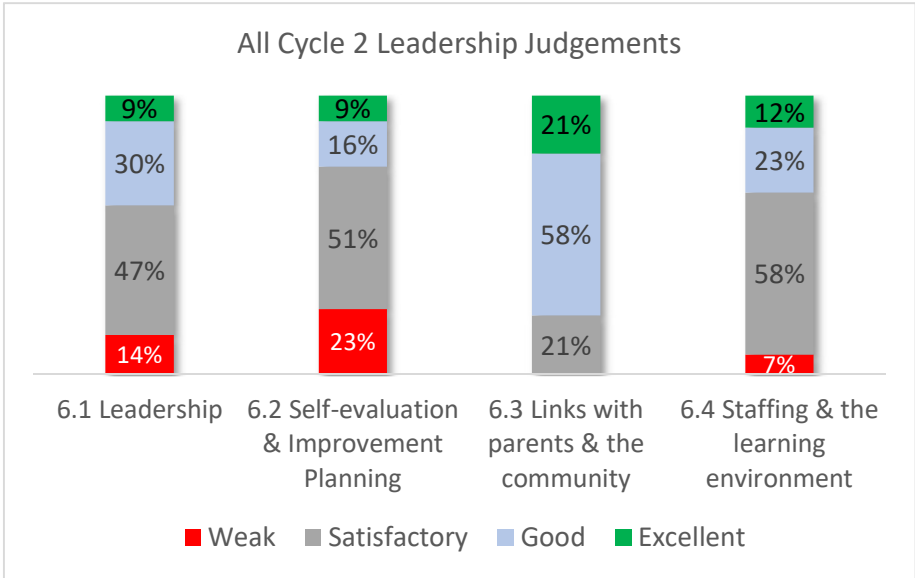
The graph opposite shows the standard averages of Leadership for the three sectors in early years. The data indicates that Centres and Early Years in Government Primary schools are similar with only 'Links with parents and the community' achieving a good average judgement. Early Years in Private schools was



significantly better in all indicators apart from 6.1 leadership where there was little difference. Interestingly, when weak schools were removed, the standard average for leadership in Early Childhood Centres increased to 2.53 an average of Good. Government Reception classes, which like private schools, shared whole school judgements for leadership had a standard average of 2.27. This was the lowest across sectors.

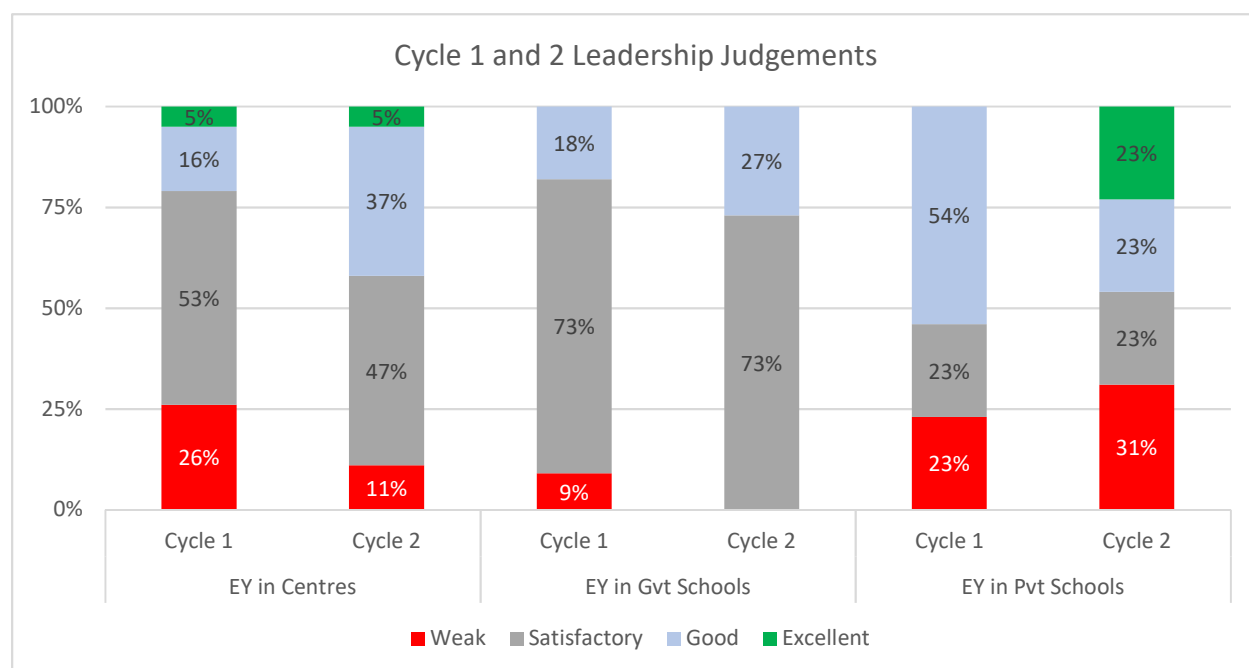
The distribution of the data in the two graphs shows some improvement in all four quality indicators in performance standard 6. A detailed comparison of Cycle 1 & 2 inspection findings overall showed

that the percentage of excellent leadership judgements increased from 2% to 9%. There was a slight improvement in the percentage of good and better judgments moving from 30% to 39%. Importantly,



there was a steady decline in the percentage of weak judgments from 21% in the previous cycle to now 14%. Despite variability in their leadership profile, Private Schools' Early Years accounted for a greater proportion of the good and excellent judgements across both inspection cycles.

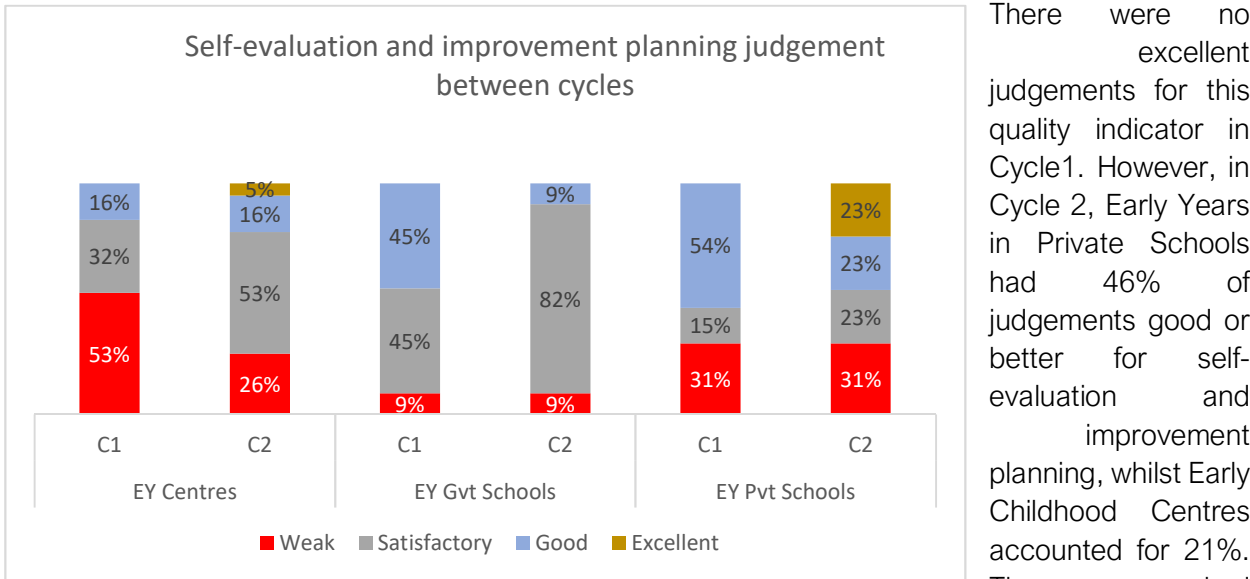
Early Childhood Centres had the largest increase in the percentage of good judgments, moving from 16% to 37%. Significantly, despite moving from a weaker baseline in Cycle 1, Centres outperformed Government Early Years in Cycle 2. There were no excellent leadership judgements for Government Early Years in both cycles. The greater proportion of leadership judgments for Government Early Years was satisfactory, with 73% recorded for both cycles. There was a small increase in the percentage of good judgements moving from 18% to 27%. Notably, in Cycle 2, there were no weak judgements for leadership in Government Early Years; whilst Private School and Early Childhood Centres had 31% and 11% weak judgments respectively. Significantly, the percentage of weak judgements in Early Childhood Centres fell from 26% to 11%. However, despite Early Years in the Private sector increasing excellent judgements by 23%, there remains a persistent group of weak schools across the two cycles.



Self-Evaluation and School Improvement Planning

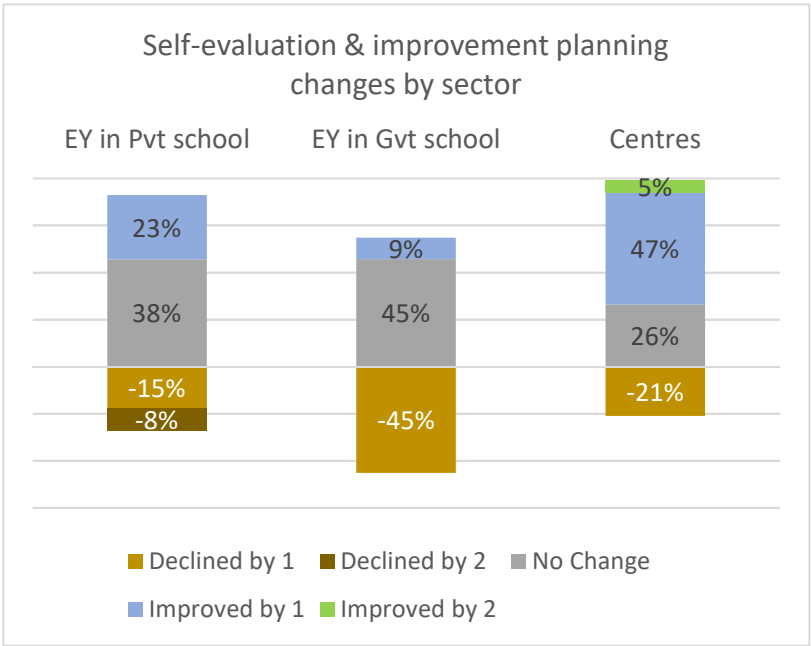
Similar to the findings of the National Schools' Progress report 2023, Cycle 1 and 2 inspection findings indicate that self-evaluation and improvement planning was also the weakest performing quality indicator for Early Years provision. The standard average for self-evaluation and improvement planning for all Early Years provision was 2.12. While this represents satisfactory performance overall, this quality indicator had the biggest decline in performance. In Cycle 2, 21% of Early Years judgments for this quality indicator declined by one judgment level. Again, Early years in Private Schools accounted for the highest standard average of 2.38. The performance of Early Years in

Government Schools mirrored that of Early Childhood Centres with a standard average of 2.00 respectively.



decline in the percentage of good judgments for self-evaluation in Government Early Years from 45% to 9%. Significantly, the percentage of weak judgments for self-evaluation and improvement planning in Early Childhood Centres was almost halved in Cycle 2, decreasing from 53% to 26%. Government Early Years had one weak judgment although this was for Little Cayman that has since closed. Interestingly there were no excellent judgements for Early Years Government schools. Early Years in the Private schools continued to have a similar amount of weak judgements (31%) and at the same time increasing to 23% excellent judgements.

Significantly, self-evaluation and improvement planning accounted for the largest decline of judgments. Looking at the net improvements (gains minus declines) Early Years in Private schools remained the same overall with a balance between improvements and declines (0%). However, there was a stark contrast between Early Childhood Centres with a net improvement of 31% for the sector and Early Years in Government schools with a net decline of 36%.



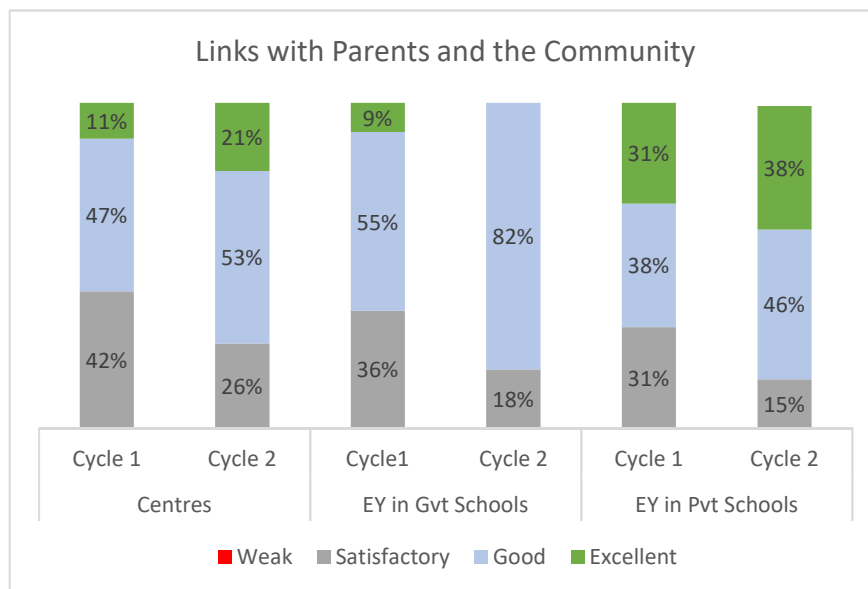
The Office of Education Standards Inspection Framework, *Successful Schools and Achieving Students 2* asserts the central importance of accurate self-evaluation as a tool for school improvement, noting “Accurate self-evaluation is a pre-condition for school improvement. Without it, leaders do not have an accurate view of their school’s strengths and weaknesses. This means that actions for improvement are unlikely to tackle the most important issues and lead to improved outcomes for students.” In essence there is a direct correlation between the rate and amount of progress made and the quality of the self-evaluation and improvement planning.

Links with Parents and the Community

Early childhood care and education services are integral to social and economic life and provide an essential service to communities the world over. Beneficial links with and the community often provides children with meaningful opportunities to learn from and about their communities. These important partnerships provide children with authentic opportunities to develop key connections and relationships with agencies and groups in the community. Consequently, these play an important part in developing children’s social skills as well as their ability to become confident, successful learners and responsible citizens.

Significantly, the findings from Cycles 1 and 2 indicate that quality indicator 6.3: Links with parents and the community was the strongest performing indicator in Performance standard 6 for all Early Years sectors. In fact, 30% of the judgments in this quality indicator improved by 1 judgement level. The standard average overall represented good performance with 78% of judgements good or better in cycle 2. Early Years in Private Schools performed best in this indicator with a standard average of 3.23, just below the threshold for excellent. Early Childhood Centres had a standard average of 2.95, followed by Government Early Years with a standard average of 2.82.

The distribution of the data in the graph, indicates that Early Years in Private Schools had the greater proportion of good and excellent judgements in Cycle 2. Similarly, Early Childhood Centres showed improvement in both the percentage of good and excellent judgments. Whilst Government Early Years improved the percentage of good or better judgments from 64% to 82%, notably they were the only sector that had no excellent judgments in this quality indicator in Cycle 2.

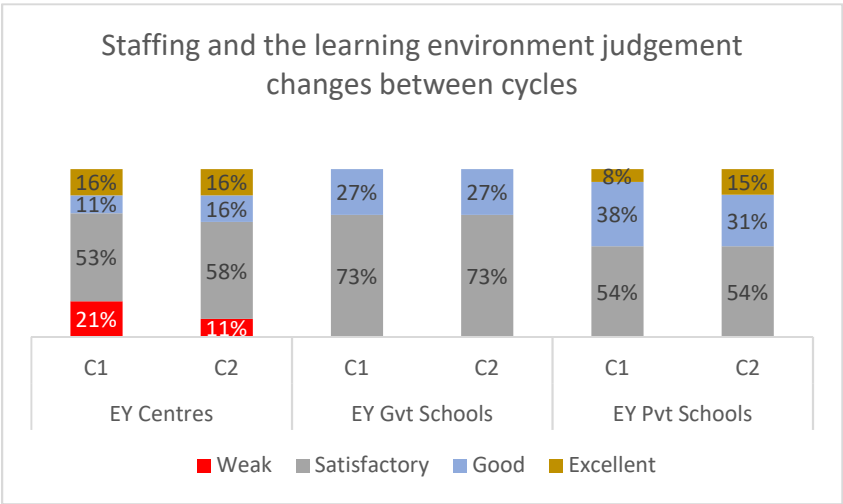


OES inspection reports highlight the key strengths in this indicator as established mechanisms for communicating with parents and beneficial partnerships with agencies and groups within the local community which enrich children’s learning experiences.

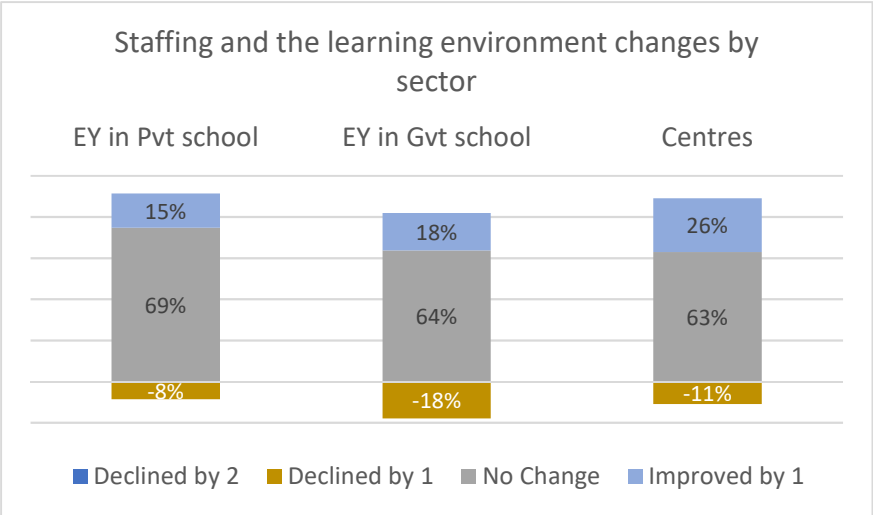
Staffing and the Learning Environment

The quality of staffing and the learning environment in Early Years provision is expressly aligned to the standards set out in the Cayman Islands Education Council's Guidelines for Early Years. These criteria are linked to quality indicators for children's learning and development. Consequently, children's outcomes are often associated with the effectiveness of Early Years settings, including the quality of leadership, staffing and the learning environment. Early childhood staff are required to demonstrate specific knowledge, skills and dispositions so as to promote positive outcomes for children. Safe, stimulating and nurturing environments serve to reduce challenging behaviours and provide children with space and resources to develop self-regulation and critical thinking skills.

Data show that Early Years in Private schools had the strongest profile for this quality indicator with a standard average of 2.62. This represents good performance. Early Childhood Centres and Early Years in Government schools had satisfactory judgements with similarly standard averages of 2.32 and 2.27 respectively. The graph above indicates little has changed at the sector level although, Early Childhood Centres reduced weak judgements by 10% and improved good or better judgements by 5%.



The graph above indicates little has changed at the sector level although, Early Childhood Centres reduced weak judgements by 10% and improved good or better judgements by 5%.

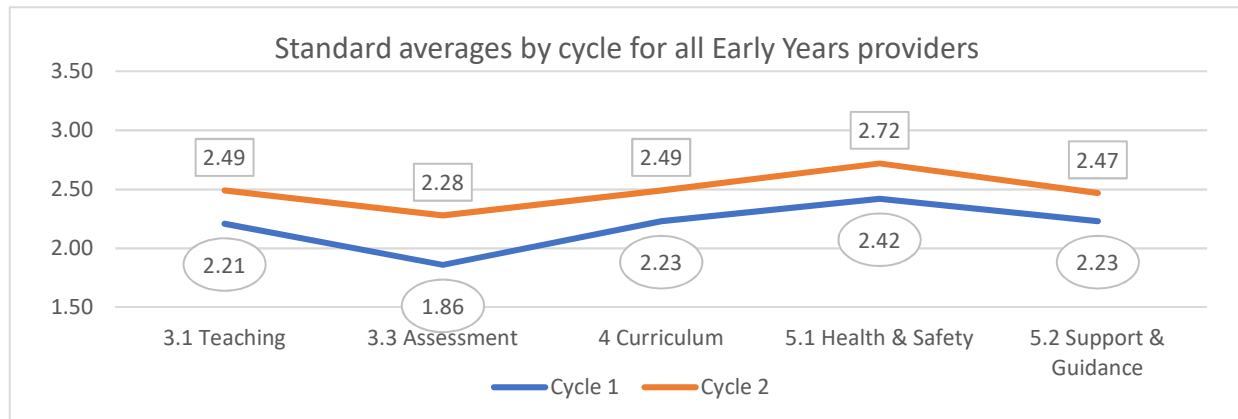


As depicted in the graph to the right, there had been marginal net gains for Early Childhood Centres and the Private sector. Data for Early Years in Government schools indicates that simultaneously as 18% of judgements improved so did 18% of judgements decline resulting in a degree of sector stability over the two inspection periods. Early Childhood Centres showed marginal improvement in the

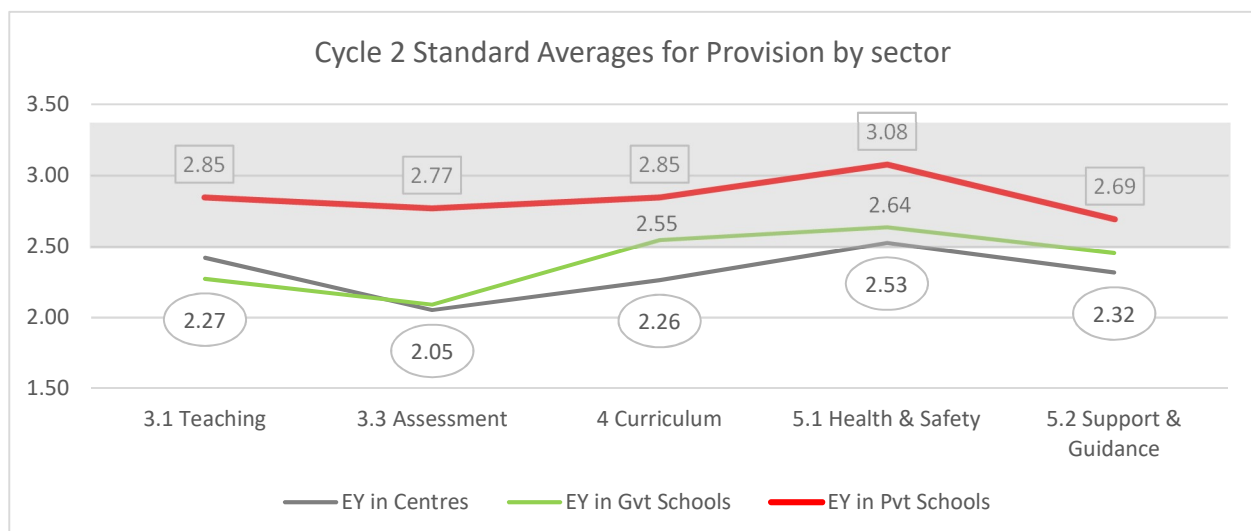
percentage of good judgements and a decline in the percentage of weak judgments. As was the case for other quality indicators in Performance Standard 6, Early Years in Private Schools accounted for the greater proportion of good and better judgments currently 41%.

Implementation

This section of the report reviews the provision covering the areas of 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 children's health and safety; as well as their educational and personal wellbeing.



The graph above shows the overall standard averages of the provision related quality indicators. The shape of the data between the two inspection periods remains similar. Assessment is still the least well performing and Health and Safety the better of the provision quality indicators. When all early childhood provision is averaged, teaching, curriculum and Support and guidance has improved and is on the border of good. Although assessment continues to be the weaker indicator, it has improved. Health and safety have improved from satisfactory to the only quality indicator to now fall solidly within the band for the good judgement.

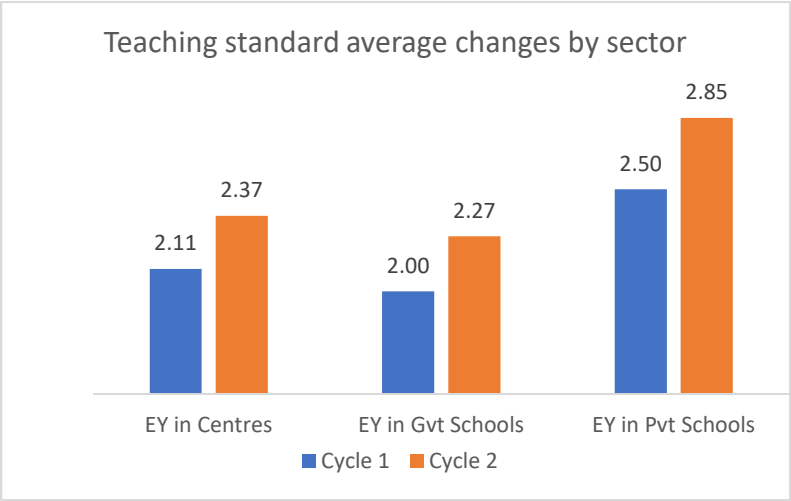


While there has been improvement overall, there was not similar profile in all sectors as indicate in the data above. Judgements between Early Childhood Centres and Early Years in Government

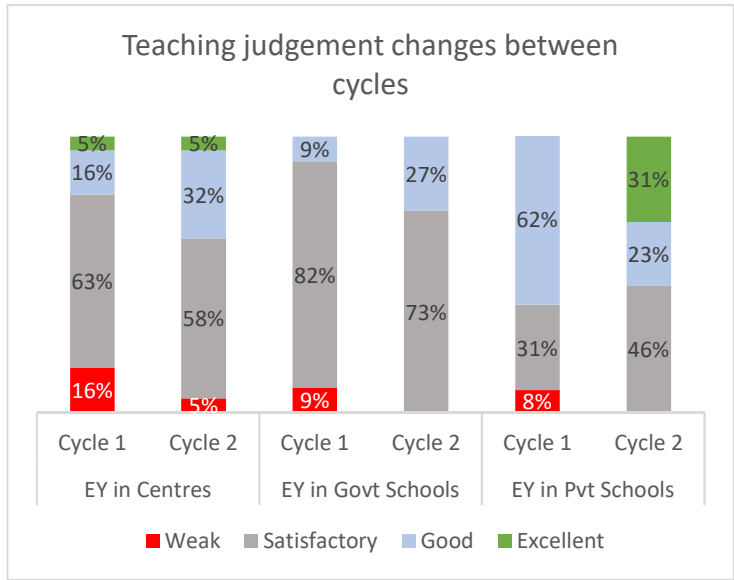
schools is similar, however data for Early Years in Private schools is significantly better. The grey area signifies the band for good judgements.

Teaching

Teaching judgements improved overall, although a closer look into each sector indicates significant differences between the sectors. Teaching in Early Childhood Centres and Early Years in Government schools has improved but not enough to move out of the band of satisfactory. Early Years in Private Schools remains good in Cycle 2 with over a third of a judgement improvement. Although Early Years in Government Schools improved, it continued to have the lowest standard average of the categories across both cycles. Early Years in Private Schools showed the largest improvement starting at, and remaining good, but with significant gains made within the good band.



Overall, the graph below indicates that teaching in Early Childhood Centres has improved, with a 16% increase in good judgements. Positively, there was an 11% reduction in weak. This indicates that teaching in the Early Childhood Centres was stronger in Cycle 2. However, over half of the judgements for teaching remained unchanged at satisfactory (58%). Early Childhood Centres has a standard average of 2.37 which is higher than the standard average of Early Years in Government Schools but significantly lower than Early Years in Private Schools.

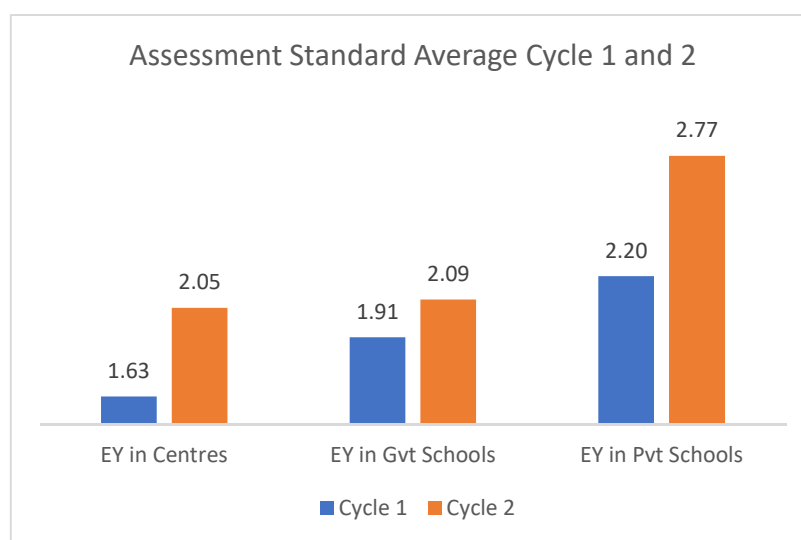


In Government schools with Early Years there were no weak judgements for teaching in Cycle 2, eliminating 9% of the previous weak judgements. Notably, there was an increase of good judgements from 9% to 27%. However, just short of three quarters of teaching judgements did not improve, remaining satisfactory and is the largest stagnation of satisfactory across the three sectors. While the Cycle 2 profile demonstrates improvement in teaching in Government Early Years provision, it remains the only category with no excellent judgements and has the lowest standard average at 2.27.

Early Years in Private Schools eliminated the previous weak teaching judgements. Whilst there was a significant increase (31%) in the number of excellent judgements, the overall good and better judgements did reduce slightly (8%). This sector has the highest percentage of excellent Teaching judgements allocated. Although teaching in Early Years in Private Schools continues to be better overall, this was the only category where good or better judgements declined across the cycles. The standard average for teaching in Early Years in Private Schools is 2.85 which continues to be the highest across the sector and the only one in the standard average band for good in Cycle 2.

Assessment

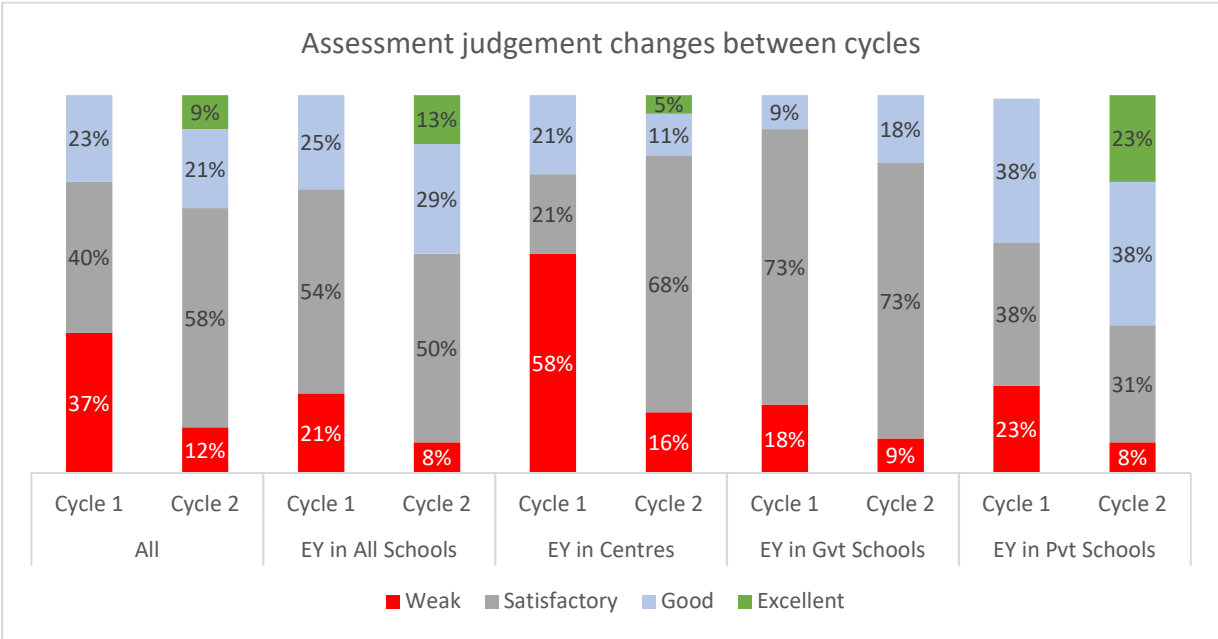
Although Assessment improved from a standard average across all settings of 1.86 in Cycle 1 to 2.28 in Cycle 2, it remained in the satisfactory band. Assessment saw 44% of judgements improve by 1 and 7% improve by 2 while 16% declined by 1 judgment. However, it remains one of the performance indicators with the lowest standard average, second only to Self-Evaluation and Improvement Planning. Across both inspection cycles,



Early Years in Early Childhood Centres remain the sector with the lowest standard average in assessment while the Early Years in Private Schools has the highest and has shown the largest increase in the standard average, now falling within the band for good.

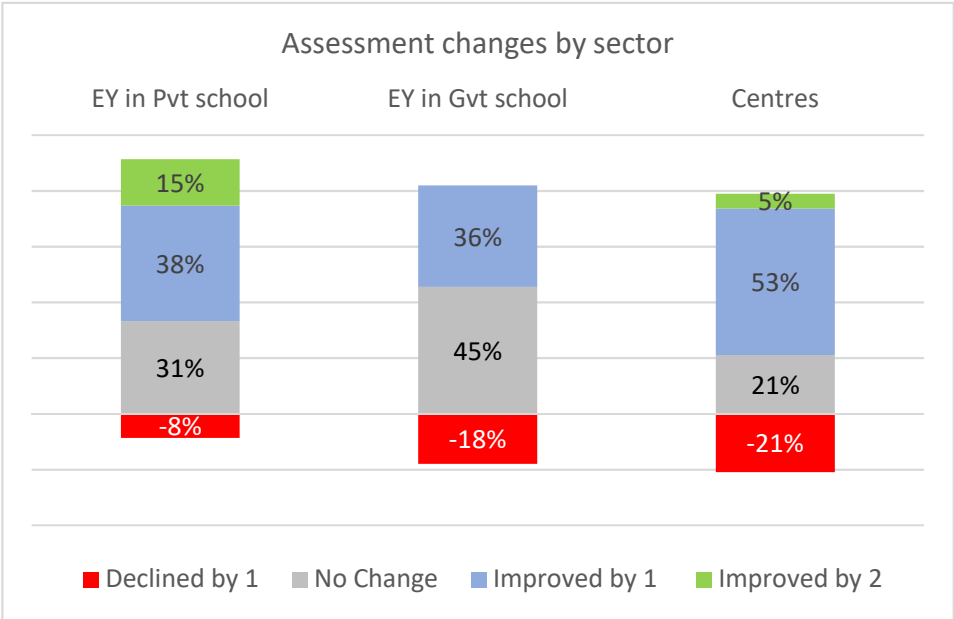
While the standard average for assessment has improved in Early Childhood Centres, it started at a very low point in Cycle 1 of 1.63 which meant it was just within the band for satisfactory. The distribution of judgements was much more positive in Cycle 2, with weak judgements being reduced from 58% to 16%. However, the good or better judgements decreased slightly from 21% to 16%, but now included 5% excellent judgements. In Cycle 2, Assessment received the lowest percentage of good or better judgements of all the quality indicators.

Although Assessment in Early Years in Government Schools remained satisfactory across both cycles, there was some improvement. Weak judgements were reduced to 9%, previously at 18% and good judgements increased from 9% to 18%. Early Years in Private schools had significantly more

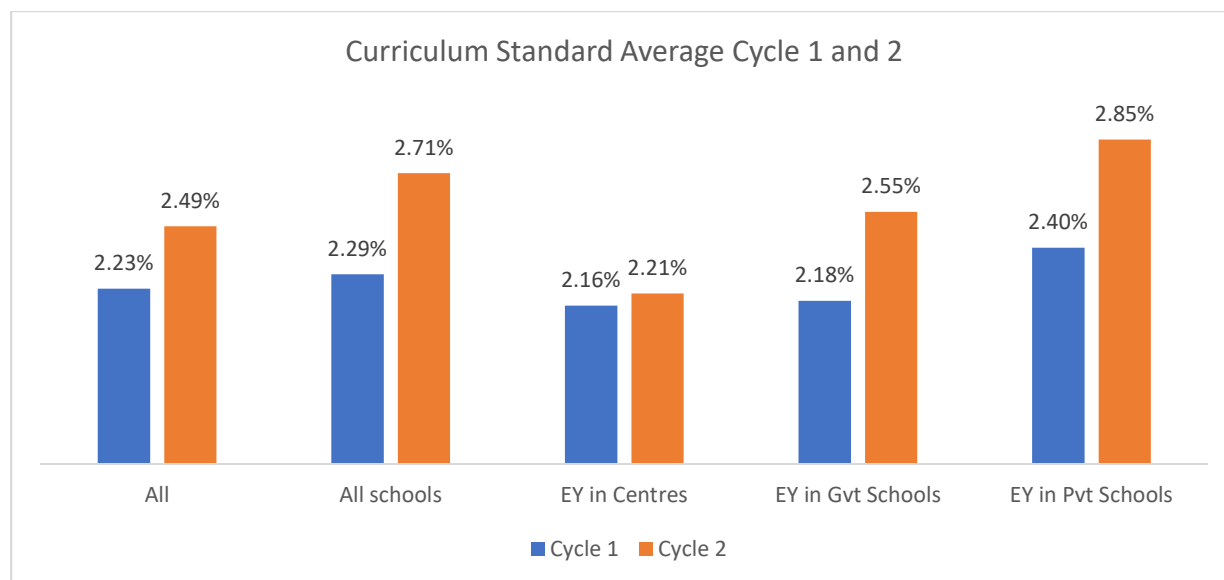


good or better judgements than the other two sectors combined (61%). Early Years in Government Schools remain the only sector without excellent judgements and has a large allocation of stagnating satisfactory judgements (73%). The standard average for Early Years in Government Schools in Cycle 2 was 2.09 which falls in the middle of the band for satisfactory.

Assessment in Early Years in Private Schools has increased significantly from a standard average of 2.15 to 2.77 and is now the only sector which falls in the band for good. Early Years in Government schools made the least amount of net gains (18%), followed by Early Childhood Centres (37%) and significantly in front with 46% net improvement for Assessment over the two cycles.



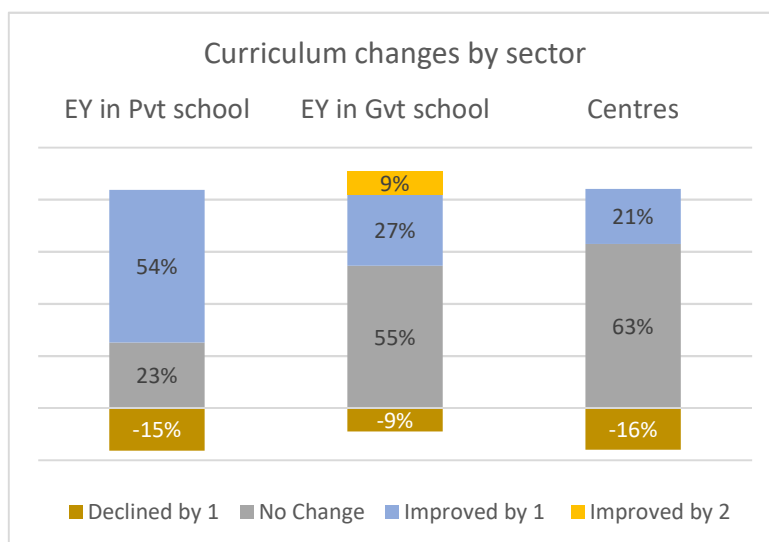
Curriculum



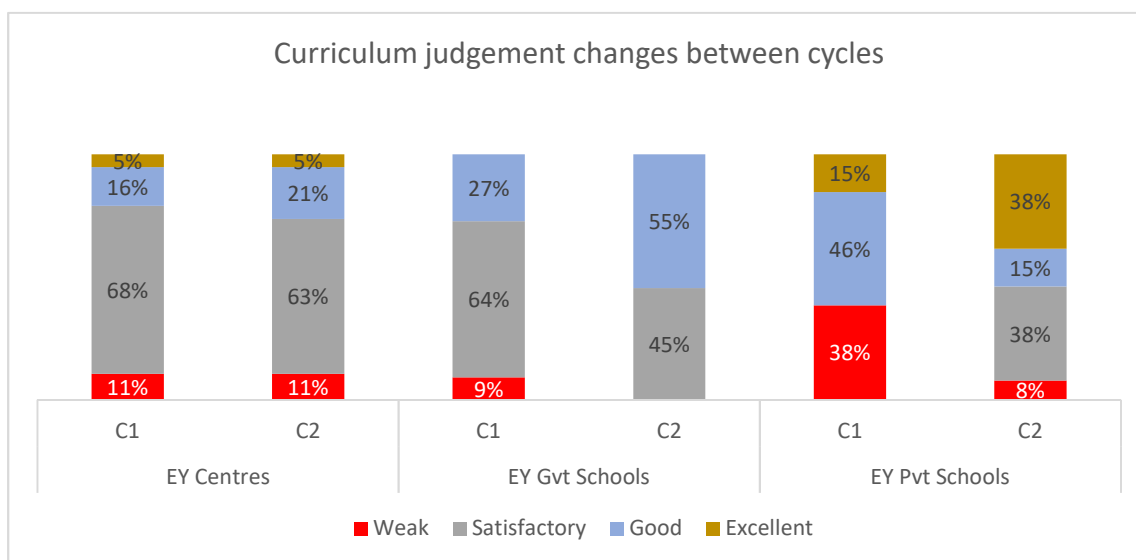
Inspectors judged the quality of the curriculum for example, through observing learning experiences, reviewing planning information, and cross-curricular links. Among early childhood provision, there was a wide range of curricula in use. The mandated curriculum for the country is the Cayman Islands Early Years Curriculum Framework, although centres often map their desired curricula to the mandated one. This was done in a number of institutions, including the Government Early Years Provision which used the Early Years Foundation Stage Curriculum.

When all providers data are averaged in Early Years settings, curriculum improved, and is just shy of the band for good. Across the two cycles, 35% of all sectors had received an upgraded judgement, 43% remained unchanged and 14% of judgements declined. Looking more closely, Curriculum for both Early Years provision in Government and Private schools was good. Curriculum in Early Childhood Centres had the lowest standard average in Cycle 2 and had made minimal gains remaining satisfactory.

Early Years in Private Schools had the most significant net improvement (39%) followed by Government schools with 27% net gains in Curriculum judgements.



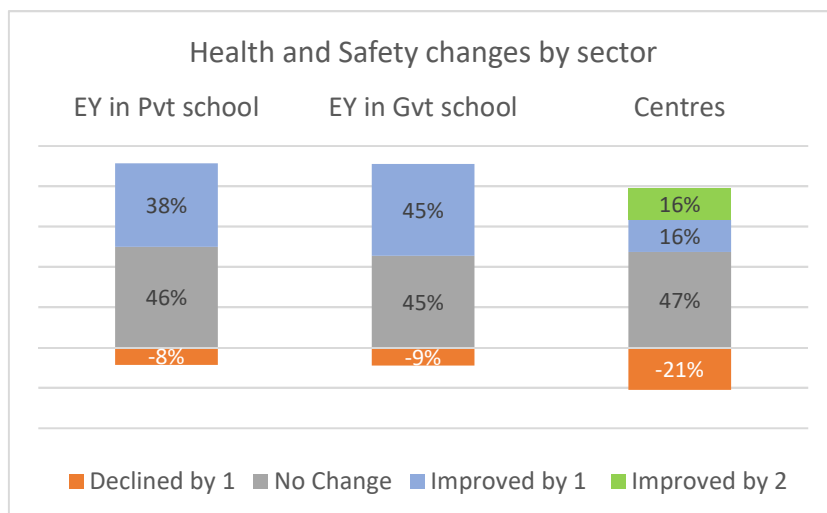
Curriculum in Early Childhood Centres was the most stagnant across sectors with just short two thirds of judgements remaining satisfactory. Disappointingly, the 11% of weak judgements also persists. Early Years in Government schools improved their standard average and whilst there are no excellent judgements, good judgements had increased from 27% to now 55%. The 9% of weak judgements were also eliminated. Curriculum in Early Years in Private Schools is now good in Cycle 2 with a standard average of 2.75 as opposed to 2.38 in Cycle 1. When habitually weak schools are removed, curriculum increased to a standard average of 3.33% close to excellent. There was significant improvement in excellent judgements raising from 15% to 38%. In addition, there was a large (33%) reduction in the number of weak judgements.



Curriculum in Early Years in schools was judged as better than in Early Childhood Centres as there were more opportunities for extra-curricular activities and clubs, national events and competitions and specialist subject teaching. There was also better vertical planning of the curriculum as early years provision in schools transitioned into Primary provision. Leadership teams such as the Department of Education Services also had more specialised guidance for the curriculum in Government schools than was evident in Early Childhood Centres. In general, schools reviewed their curriculum on a more frequent basis and with more depth often utilising a larger Senior Leadership Team.

Health and Safety

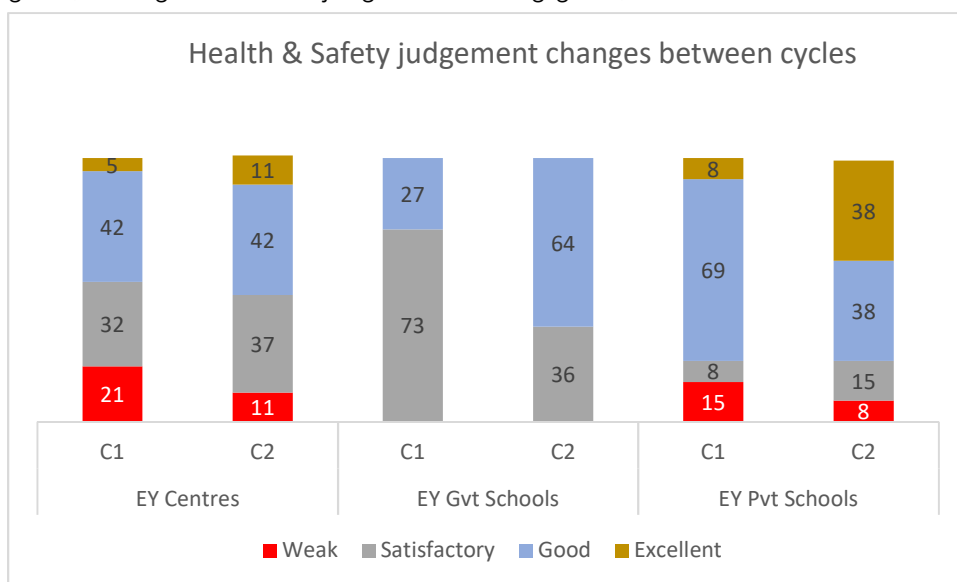
At the macro level, Health and Safety across Early Years is the only quality indicator within provision to fall within the band for good across all settings and had improved from a standard average of 2.42 in Cycle 1 to 2.72 in Cycle 2. However, there were still 7% of judgements which remain weak, and a few declined over the period. To counter this 33% of judgements improved by 1 and 7% improved by 2.



Looking more closely, Health and Safety in Early Childhood Centres, 32% of judgements improved and 21% declined. In comparison in Early Years Schools 42% of judgements improved and only 8% declined indicating a significant net positive improvement. The standard average in Cycle 2 had improved to 2.53. In Cycle 2, there were three Early Childhood Centres for which a Notice of Concern was issued

due to Health and Safety issues during inspection. Issues included the space ratio not being adhered to, unhygienic and unsafe practices and lack of constant supervision.

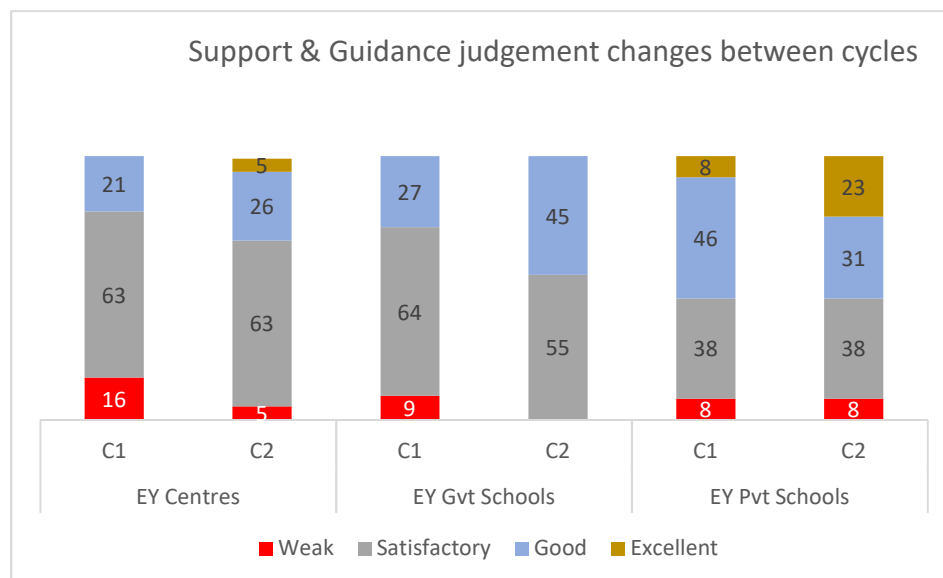
Health and Safety in Early Years in Government Schools in Cycle 2 had a standard average of 2.64 and fell in the band for good, having 64% of the judgements being good, with no weak nor excellent judgements. This was a significant improvement from Cycle 1, where only 27% of the judgements for Health and Safety were good and the remaining satisfactory.



Health and Safety in Early Years in Private Schools in Cycle 2 had a standard average of 3.08, the highest of all sectors. Of the judgements allocated, 38% were excellent, but 8% were weak. This, however, was a significant improvement from Cycle 1 where 15% were weak and only 8% were excellent judgements. There was one private school which had a Notice of Concern generated due to child safeguarding requirements not being met.

Support and Guidance

In Cycle 1, Support and Guidance overall had a standard average of 2.23 and had improved in Cycle 2 to 2.47. 63% of the judgements remained the same across the cycles, while 30% improved and 7% declined by 1 judgement.



Although there was an improvement in the standard average between cycles from 2.05 to 2.32, Support and Guidance remained in the band for satisfactory in Early Childhood Centres. The allocation of weak judgements had declined from 16% to 5% in Cycle 2. Good or better judgements

had also increased from 21% to 31%. In Government schools, Support and Guidance improved from a standard average in Cycle 1 of 2.18 to 2.45 in Cycle 2. 45% of the judgements were now good, with the remaining satisfactory. In Private Schools the standard average was 2.69 which is in the band for good. Good or better judgments remained the same and accounted for 54%, however excellent judgements had increased to now 23%. There remained 8% weak judgements across both inspection periods.

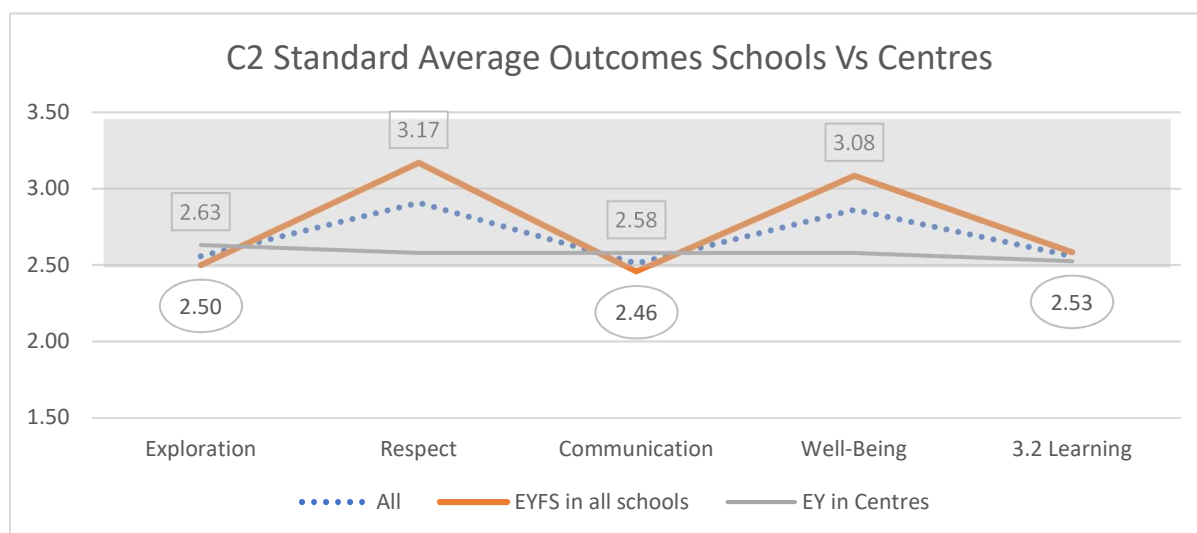
Impact

Current child outcomes

The current position of judgements regarding children's outcomes covers:

- Performance standard 1 – Exploration, Respect, Communication and Well-being
- Performance standard 2 - Childrens' personal and social development (Subsumed into Respect)
- Quality Indicator 3.2 – Learning

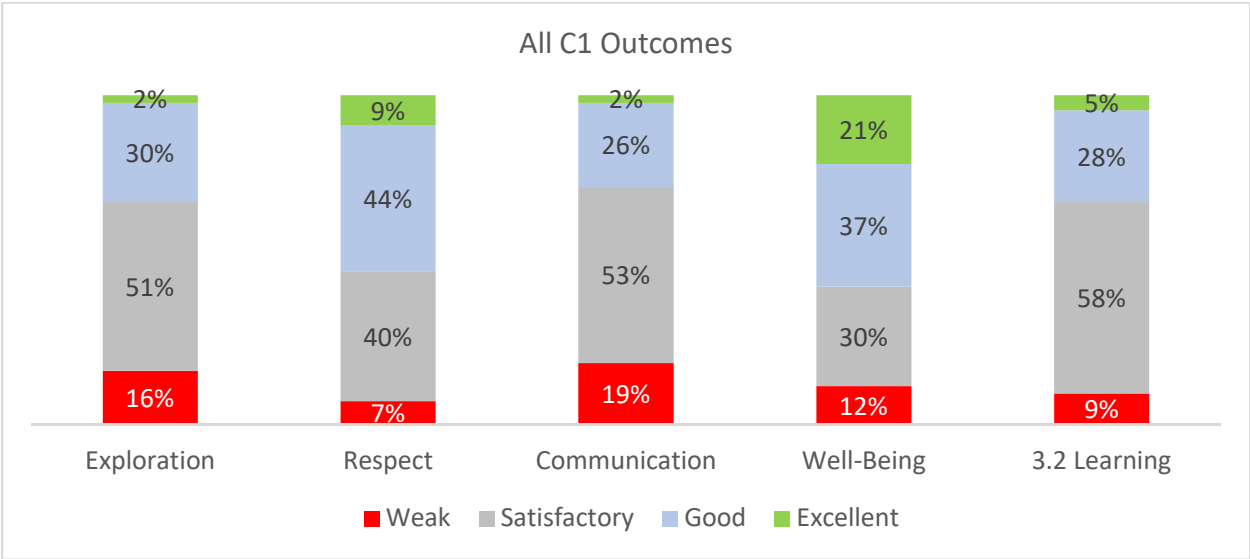
Standard averages



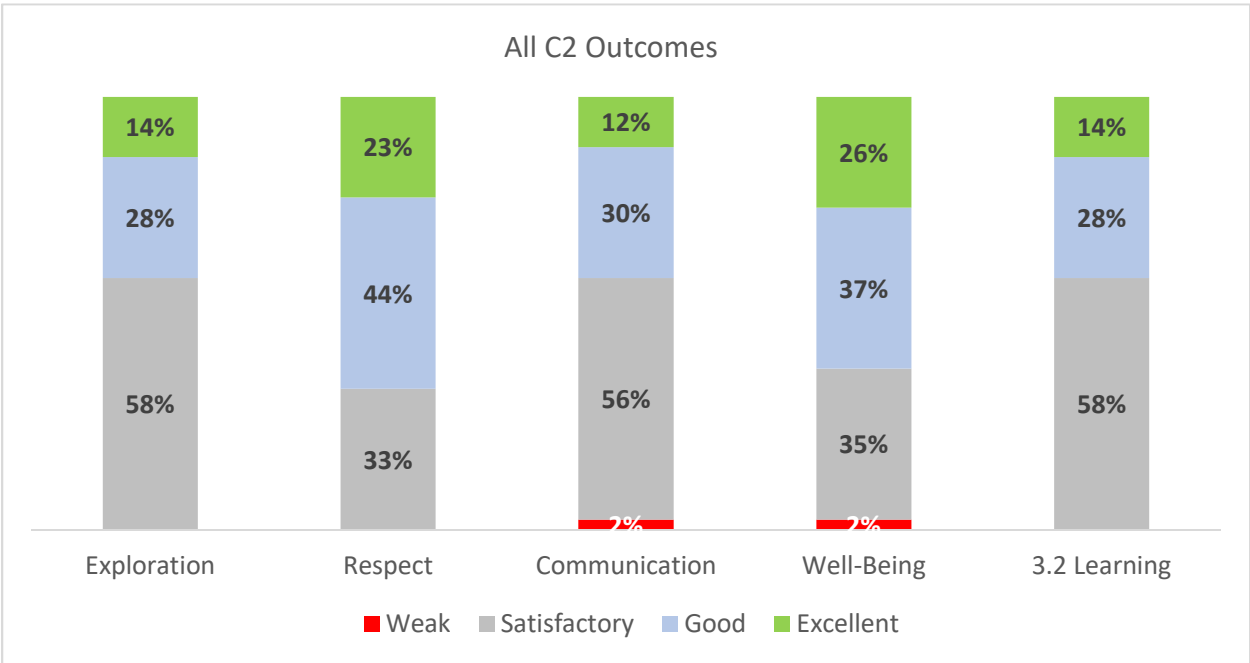
At the macro level, the standard average of the four main domains for children's outcomes (i.e *What the children can or cannot do*) is at least satisfactory and in most cases good. In school settings, the domains for Respect and Well-Being score the highest and only Communication and Learning skills falls slightly below the threshold for good in school settings. At a more granular level, splitting schools by sector into government and private highlights significant differences. The table below shows the

Cycle 2 Early Childhood Centres	Ave score	Cycle 2 Early Years in Government schools	Ave score	Cycle 2 Early Years in Private schools	Ave score
Links with parents and the community	2.95	Respect	2.91	Respect	3.38
Exploration	2.63	Links with parents and the community	2.82	Well-being	3.38
Respect	2.58	Well-being	2.73	Links with parents and the community	3.23
Communication	2.58	Health & Safety	2.64	Health & Safety	3.08
Well-being	2.58	Curriculum	2.55	Learning	2.85
Health & Safety	2.58	Support & Guidance	2.45	Teaching	2.85
Learning	2.53	Communication	2.27	Curriculum	2.85
Teaching	2.42	Learning	2.27	Exploration	2.77
Leadership	2.37	Teaching	2.27	Assessment	2.77
Staffing & the learning environment	2.37	Leadership	2.27	Support & Guidance	2.69
Support & Guidance	2.32	Staffing & the learning environment	2.27	Communication	2.62
Overall	2.32	Exploration	2.18	Staffing & the learning environment	2.62
Curriculum	2.21	Assessment	2.09	Leadership	2.38
Assessment	2.05	Overall	2.09	Self Evaluation & Improvement Planning	2.38
Self Evaluation & Improvement Planning	2.00	Self Evaluation & Improvement Planning	2.00	Overall	2.38

rank order by standard averages. The quality indicators highlighted in yellow are the children's outcomes across the three sectors. The black line is the threshold for good or better judgements. In Early Childhood Centres, and in private school settings all outcomes are good or better. In Government Early Years (Reception classes) only Respect and Well-Being have a standard average that is good, with Communication, Exploration and Learning Skills judged satisfactory. Thus, the standard average for Early Years in Government Schools' trails behind the other two sectors.



Comparing the outcome data for both inspection periods (C1 & C2) there is a significant improvement regarding eradicating weak judgements although a minority persists. The domains with more traditional elements like English (Communication), mathematics and science (Exploration) trail the other domains similar to previous years. Although, Communication has improved with good or better judgements now at 42% from 28% and weak judgements have also dropped in this domain by 17%.

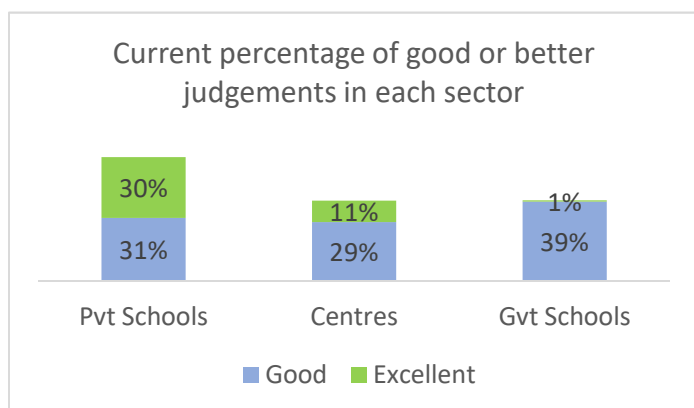


Of note children's behaviour (Respect) in Early Years settings, similar to Primary in previous reports, has improved with good or better judgements now at 67% from previously 53%, however this is yet to impact children's learning skills that remains similar to previous years with a slight improvement in weak judgements.

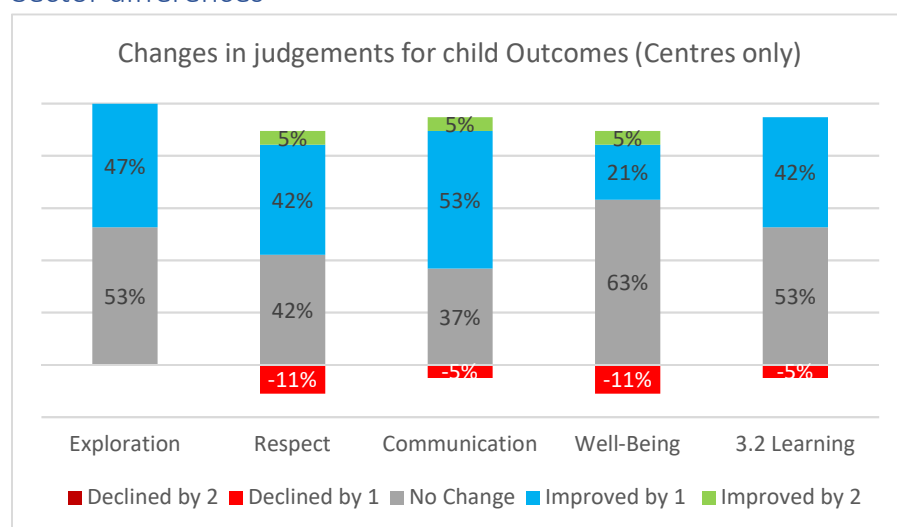
The range of Early Years judgements across all sectors that were good or better has improved with an increase of 8% overall. In general, there are now 50% less weak judgements.

ALL	C1 Good or better			C2 Good or better			Changes	
Excellent	37	6%		89	14%		52	8%
Good	205	32%		206	32%		1	0%
Satisfactory	298	46%		305	47%		7	1%
Weak	105	16%		46	7%		-60	-9%
All	645	100%		645	100%		0	0%

During the cycle 2 inspections there were 43 Early Years settings across the Cayman Islands. Most were in Centres (20) including the government day care centre on Cayman Brac. Private school settings are a range of 'all through' and Primary (12) and government schools' settings in Primary only (10). The graphic shows that well over half of judgements (61%) in Private Early Years settings are good or better contrasted to only 38% in Government Primary schools.

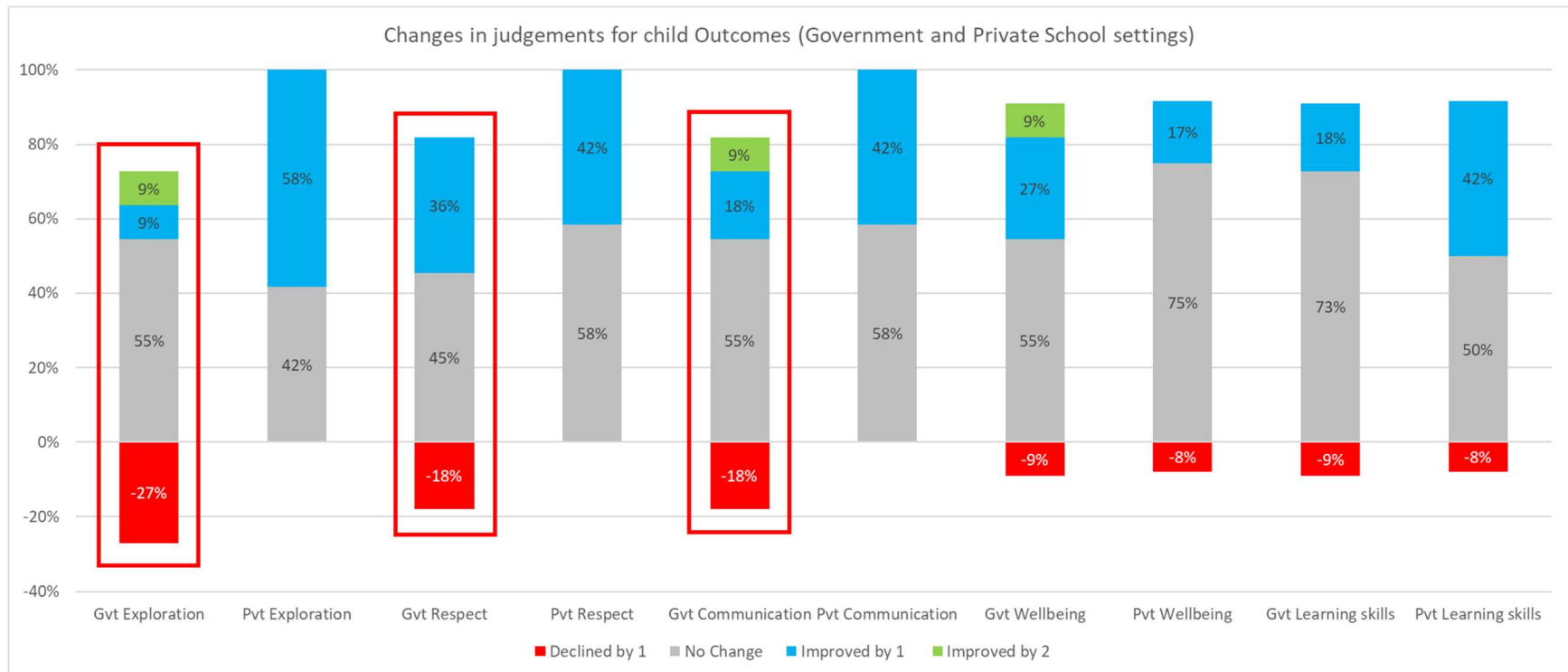


Sector differences



The data shows a significant amount of improvement across Centres with almost all of the outcomes having significant judgement improvements over the two inspection periods. Although, there is greater stagnation in Well-Being and some minor declines in judgement particularly for Respect and Well-Being.

N.B. 2 Early Years Centres remain Weak.



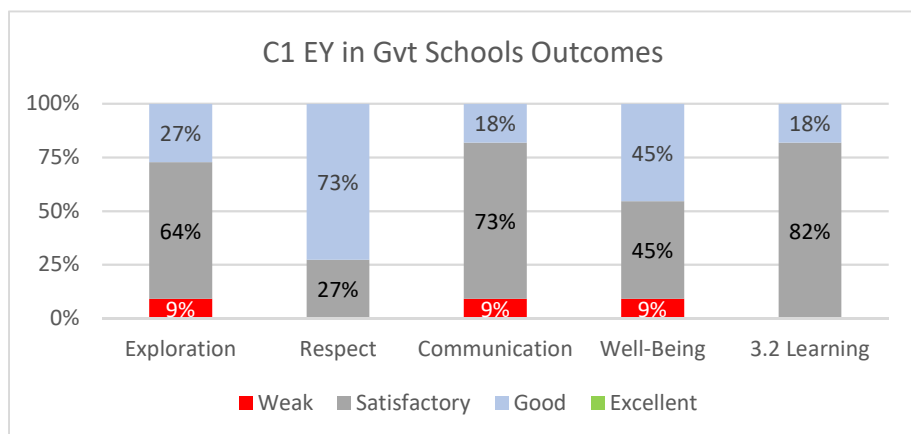
When comparing Early Years between the Government and Private settings there is a significant difference between them for Exploration, Respect and Communication. The graph above represents the changes in judgements. The data shows that 82% of judgements, in Government School settings, for Exploration either declined or did not improve with 27% of this declining across inspection periods. This is contrasted in Private School settings with only 42% that did not improve and no declines in judgements. The graph shows a similar pattern of declines in Government but not in the Private Schools' settings for Respect and Communication. The graph also identifies a number of judgements that improved by 1 or sometimes 2 but again this is significantly greater in the private school settings. Well-being and Learning skills have a similar picture between them with minimal declining judgements across both sectors. Although, in Government School settings 36% of judgements improved by 1 or more and in Private School settings for Learning skills 42% of judgements improved by 1 judgement level.

N.B. 4 Private school settings still remain weak

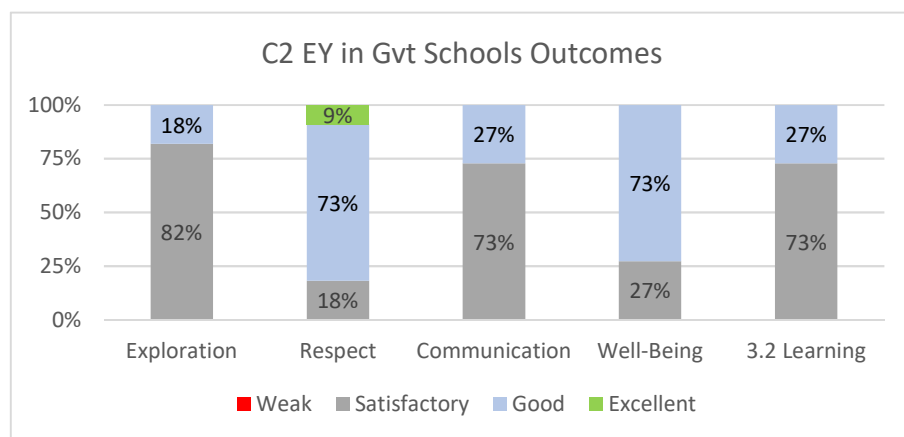
Early Years in Government Primary school settings

Looking at Early Years in Government Primary schools there has been minimal improvement of the sector as a whole apart from Well-being that now has 28% more good judgements and the eradication of weak child outcomes from any government setting.

Some green shoots of excellent judgements are beginning to appear in Respect which matches the general and significant improvement in behaviour identified in the National Schools report 2023.



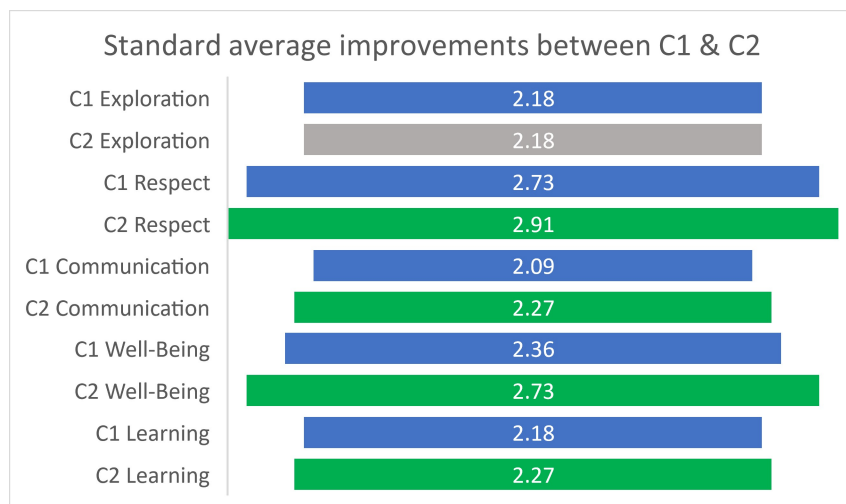
However, in general improvement is slow.



The data offers a number of improvements for individual schools most notably for Respect and Well-Being although a few schools also declined across all of the various domains supporting the mixed and limited nature of sector progress in

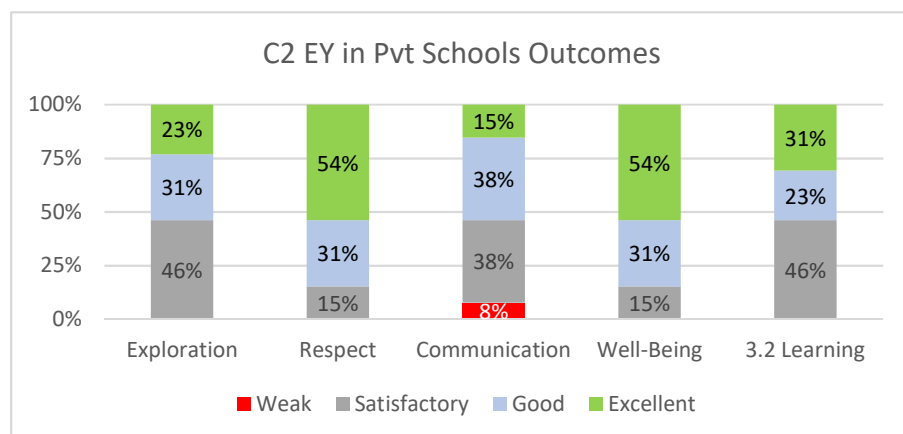
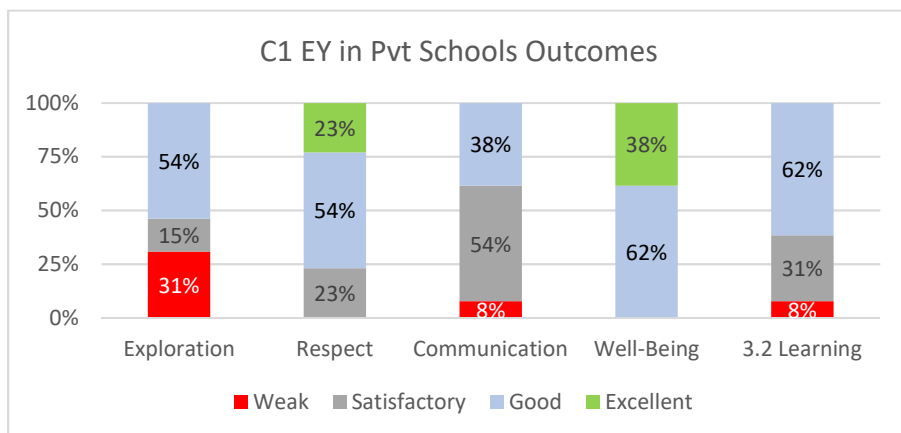
government settings.

The graph to the right shows the standard average scores across the two inspection periods and whilst overall judgements have changed little, the underlying numbers are improving. The target range for good is 2.5 – 3.4 and satisfactory is 1.5 – 2.4. As such only Respect and Well-Being have an average of good across Government School settings.



Early Years in Private school settings

In Private School settings the outcome data sets between the two inspection periods has significantly improved. Under the Exploration domain, weak judgements were eradicated and dropped by 31% including 23% new excellent judgements. In the domains of Respect and Well-Being over half of the judgements are now excellent. In general, there was a significant

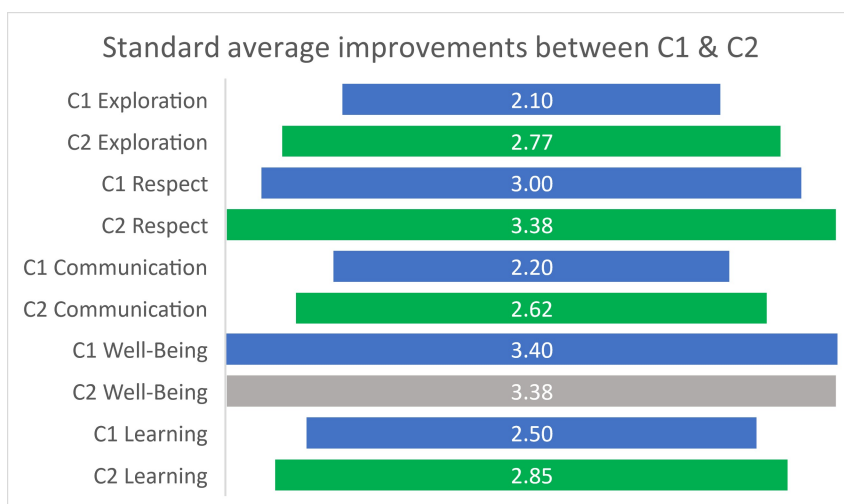


increase in the number of excellent judgements across all domains most notably Learning that increased by 31% excellent judgements.

Over 50% of every domain for student outcomes is now good or better for Early Years in private settings. Although in this sector four schools

remain weak, this was for issues regarding intent and implementation and not outcomes.

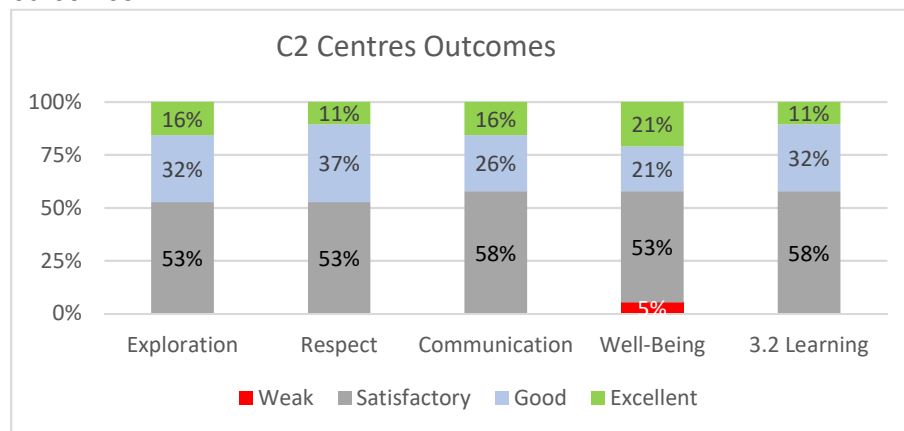
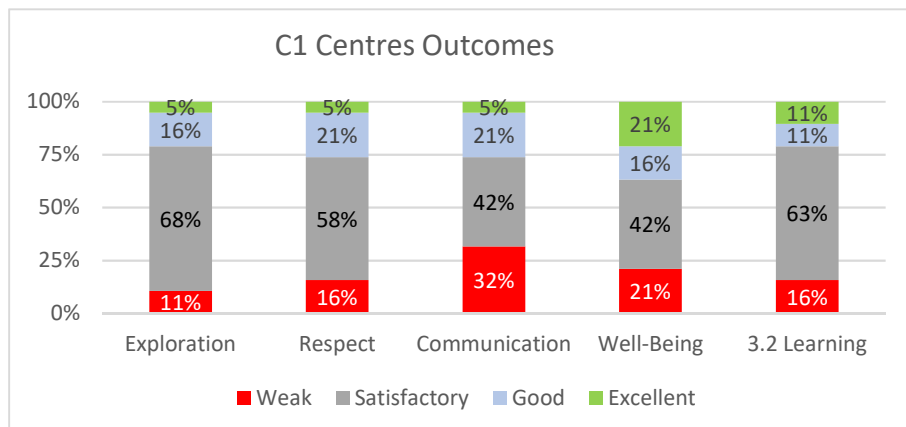
The graph to the right shows the standard average scores across the two inspection periods and indicates improvement from a high baseline with the underlying standard averages continuing to improve. The target range for good is 2.5 – 3.4 and excellent is 3.5 or better. As such all outcomes have an average of at least good across private school settings.



Early Years in Childhood Centres

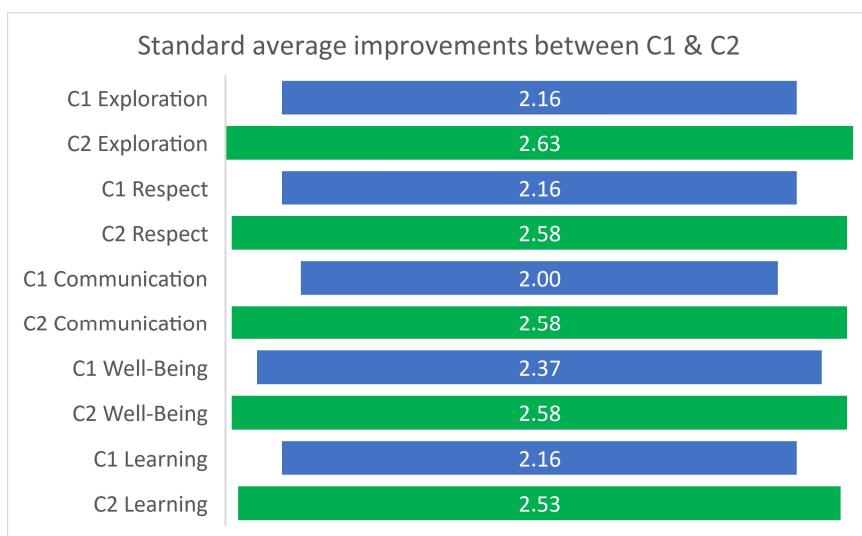
Early Childhood Centres improved judgements across all of the domains linked to children's outcomes with over 20% improvement in good or better judgements for Exploration, Respect and Learning. As such close to 50% of judgements for what children 'can do' are

now good or better. Although two Centres were judged weak and some outcomes were found to be weak in a few centres overall the sector has made significant headway in eradicating weak outcomes.



Of particular note is Communication that has reduced weak judgements by 32% and increased good or better judgements by 16% across the two inspection periods.

The graph to the right shows the standard average scores across two inspection periods. This indicates significant improvement across all outcome domains with growth in both good and excellent judgements. The target range for good is 2.5 – 3.4 and excellent is 3.5 or better. As such all outcomes have an average of good across private school settings.



Appendices

A - Table of overall Early Years rating changes 2018-2022

B – Standard averages for quality indicators 2018-2022

C – Percentage of specific judgements 2018-2022

D1 –Early Years Childhood Centres

D2 – Early Years in government Primary schools

D3 – Early Years in Private schools

E – Standard average judgements in rank order

Overall early years ratings

Setting/Sector	Early Years in School/Centre	2018/19	2022/2023	Change
Private School	Cayman International School	Good	Excellent	↑
Private School	Montessori By The Sea	Good	Excellent	↑
Private Centre	Little Trotters	Excellent	Excellent	→
Gov't Centre	Cayman Brac Day Care	Satisfactory	Good	↑
Gov't Primary School	Edna M. Moyle Primary School	Satisfactory	Good	↑
Private Centre	Precious Gems	Weak	Good	↑
Private Centre	The Achievement Centre	Satisfactory	Good	↑
Private Centre	Island Montessori	Good	Good	→
Private Centre	Montessori del Sol	Good	Good	→
Private Centre	Montessori School of Cayman	Good	Good	→
Private Centre	Sprogs	Good	Good	→
Private School	Cayman Prep and High School	Good	Good	→
Private School	Footsteps	Good	Good	→
Private School	St. Ignatius Catholic School	Good	Good	→
Private School	Starfish Village/Village Montessori	Good	Good	→
Gov't Primary School	Joanna Clarke Primary School	Weak	Satisfactory	↑
Private Centre	Miss Nadine's	Weak	Satisfactory	↑
Private Centre	Quality Child Care	Weak	Satisfactory	↑
Private Centre	Rite Start Day Care	Weak	Satisfactory	↑
Private Centre	Tiffany's Preschool	Weak	Satisfactory	↑
Gov't Primary School	Creek and Spot Bay Primary School	Satisfactory	Satisfactory	→
Gov't Primary School	East End Primary School	Satisfactory	Satisfactory	→
Gov't Primary School	George Town Primary School	Satisfactory	Satisfactory	→
Gov't Primary School	Little Cayman Education Services	Satisfactory	Satisfactory	→
Gov't Primary School	Prospect Primary School	Satisfactory	Satisfactory	→
Gov't Primary School	Red Bay Primary School	Satisfactory	Satisfactory	→
Gov't Primary School	Sir John A Cumber Primary School	Satisfactory	Satisfactory	→
Gov't Primary School	Theoline L.McCoy Primary School	Satisfactory	Satisfactory	→
Gov't Primary School	West End Primary School	Satisfactory	Satisfactory	→
Private Centre	Discovery Kids	Satisfactory	Satisfactory	→
Private Centre	Just For Kids	Satisfactory	Satisfactory	→
Private Centre	Shining Stars	Satisfactory	Satisfactory	→
Private Centre	Sister Janice's Preschool	Satisfactory	Satisfactory	→
Private Centre	St. George's Preschool	Satisfactory	Satisfactory	→
Private Centre	Tiny Tots Academy	Satisfactory	Satisfactory	→
Private School	First Baptist Christian School	Satisfactory	Satisfactory	→
Private School	Grace Christian Academy	Satisfactory	Satisfactory	→
Private School	Triple C School	Weak	Weak	→
Private School	Truth for Youth	Weak	Weak	→
Private School	Wesleyan Christian Academy	Weak	Weak	→
Private Centre	ABC Kids	Satisfactory	Weak	↓
Private Centre	Treasure Garden Preschool	Satisfactory	Weak	↓
Private School	Cayman Academy	Good	Weak	↓

Standard averages – quality indicators

Standard Average C2	Exploration	Respect	Communication	Well-Being	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	6.3 Links with parents & the	6.4 Staffing & the learning environment	Overall
All	2.53	2.88	2.49	2.84	2.53	2.49	2.28	2.49	2.72	2.47	2.35	2.12	2.98	2.40	2.28
EYFS in all schools	2.50	3.17	2.46	3.08	2.58	2.58	2.54	2.71	2.88	2.58	2.33	2.21	3.04	2.46	2.25
EY in Centres	2.58	2.53	2.53	2.53	2.47	2.37	2.05	2.21	2.53	2.32	2.37	2.00	2.89	2.32	2.32
EY in Gvt Schools	2.18	2.91	2.27	2.73	2.27	2.27	2.27	2.55	2.64	2.45	2.27	2.00	2.82	2.27	2.09
EY in Pvt Schools	2.77	3.38	2.62	3.38	2.85	2.85	2.77	2.85	3.08	2.69	2.38	2.38	3.23	2.62	2.38

Percentage of all judgements given across the two inspection cycles.

ALL	C1 Good or better			C2 Good or better			Changes	
Excellent	37	6%		89	14%		52	8%
Good	205	32%		206	32%		1	0%
Satisfacto	298	46%		312	48%		14	2%
Weak	105	16%		38	6%		-67	-10%
All	645	100%		645	100%		0	0%

EYFS in all Schools

Excellent	18	5%		59	16%		41	11%
Good	147	41%		124	34%		4	1%
Satisfacto	155	43%		158	44%		3	1%
Weak	33	9%		19	5%		-18	-4%
All	360	100%		360	100%		0	0%

Centres only

Excellent	19	7%		30	11%		11	4%
Good	58	20%		82	29%		24	8%
Satisfacto	143	50%		154	54%		11	4%
Weak	65	23%		19	7%		-46	-16%
All	285	100%		285	100%		0	0%

EY in Gvt schools

Excellent	1	1%		1	1%		0	0%
Good	47	28%		64	39%		17	10%
Satisfacto	106	64%		98	59%		-8	-5%
Weak	11	7%		2	1%		-9	-5%
All	165	100%		165	100%		0	0%

EY in Pvt Schools

Excellent	17	9%		58	30%		41	21%
Good	100	51%		60	31%		-40	-21%
Satisfacto	49	25%		60	31%		11	6%
Weak	29	15%		17	9%		-12	-6%
All	195	100%		195	100%		0	0%

Good + differences			
242	295	53	8%

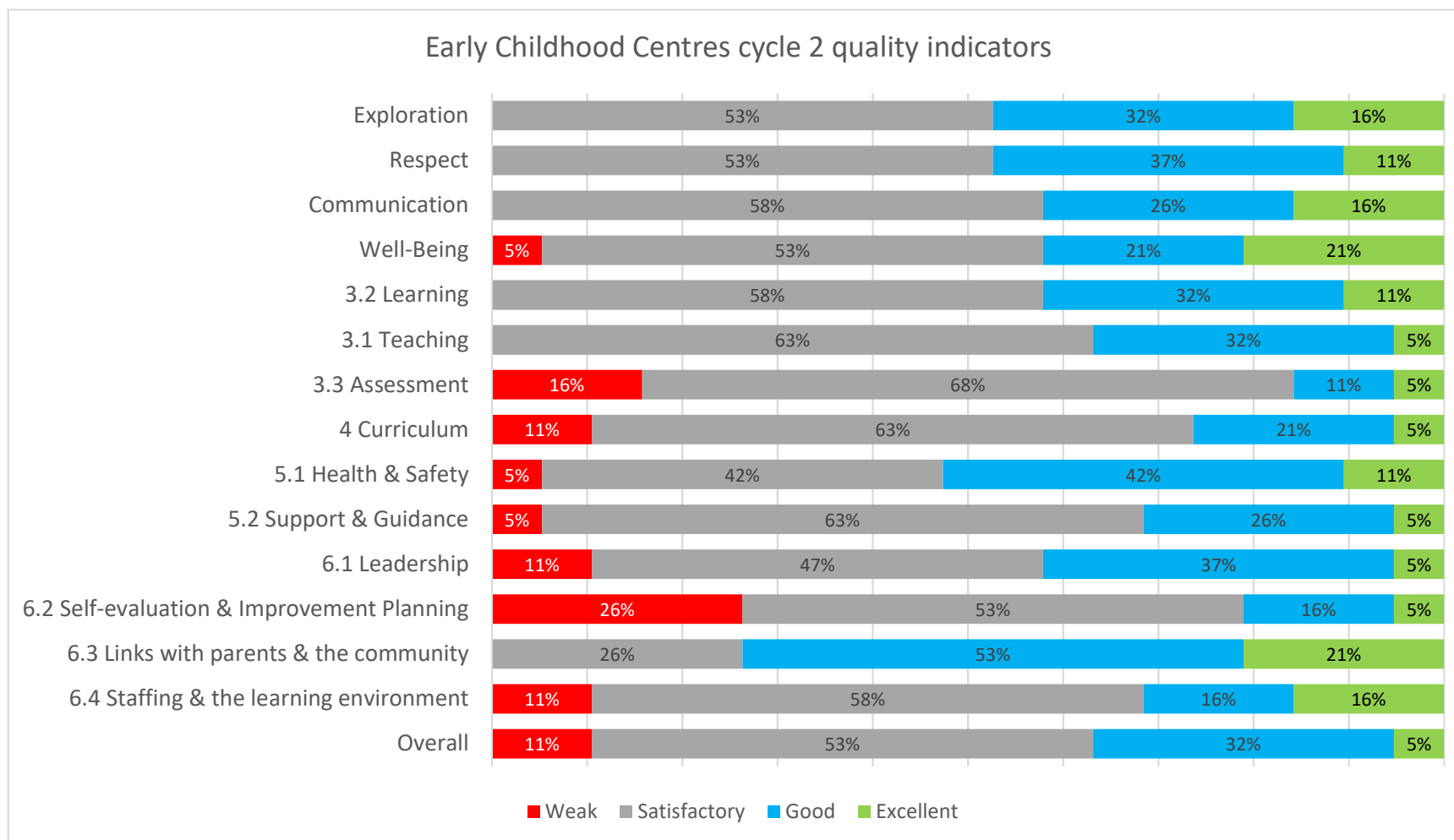
Good + differences			
165	183	18	5%

Good + differences			
77	112	35	12%

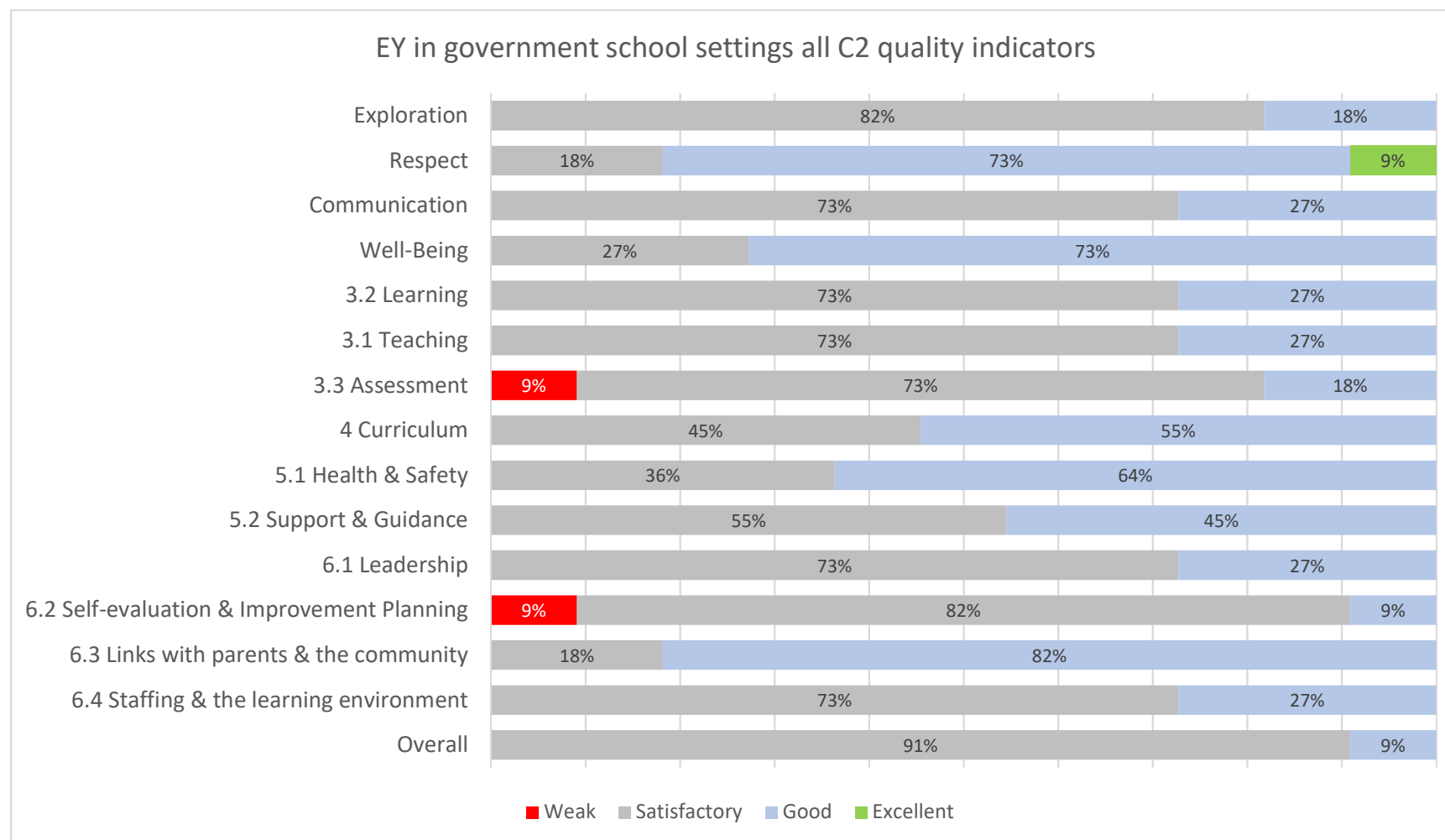
Good + differences			
48	65	17	10%

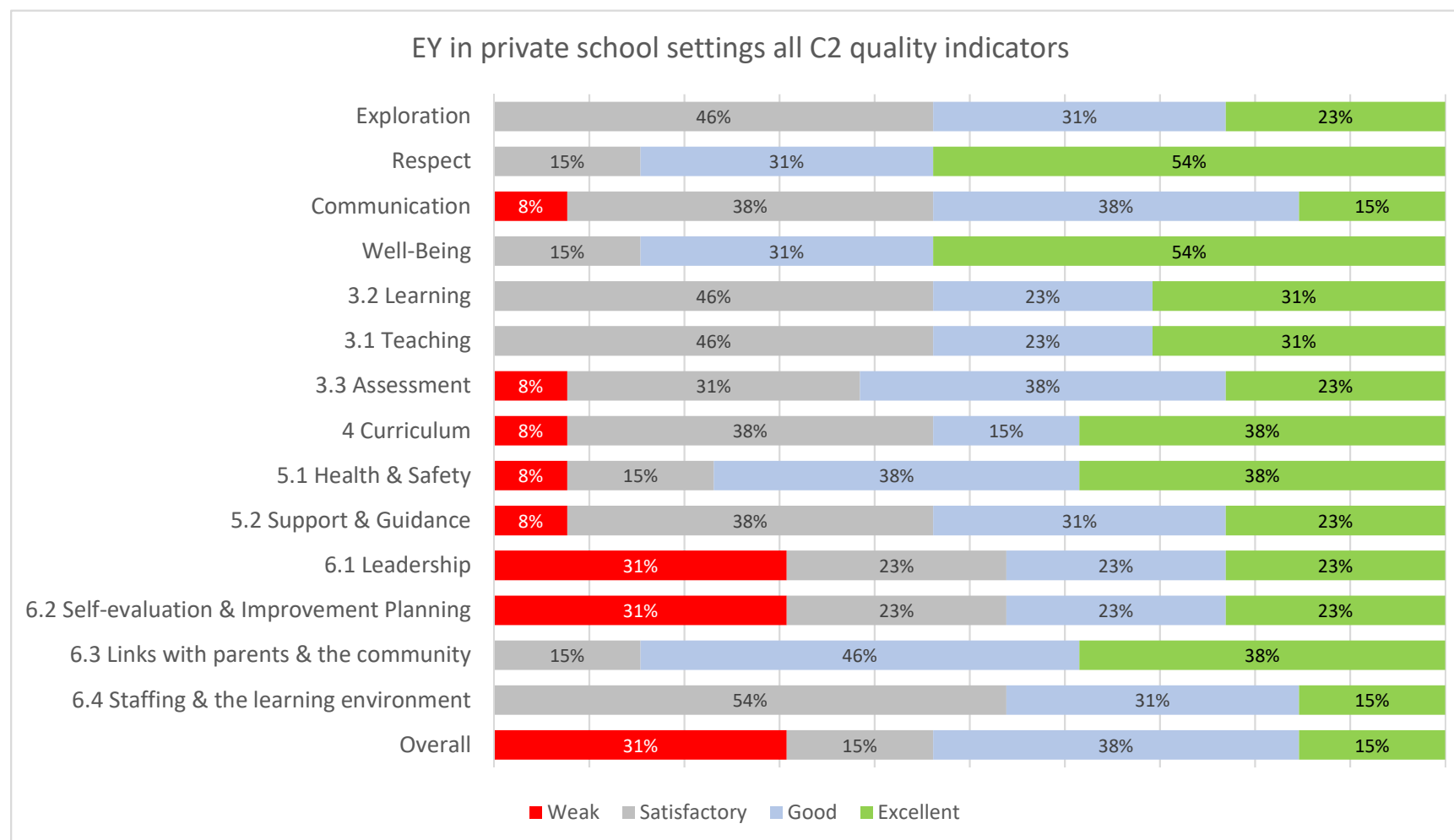
Good + differences			
117	118	1	1%

Early Childhood Centres



EY in government Primary schools





Cycle 2 standard average judgements ranked by sector.

Cycle 2 Early Childhood Centres	Average score	Cycle 2 Early Years in Government Primary schools	Average score	Cycle 2 Early Years in Private schools	Average score
Links with parents and the community	2.95	Respect	2.91	Respect	3.38
Exploration	2.58	Links with parents and the community	2.82	Well-being	3.38
Respect	2.53	Well-being	2.73	Links with parents and the community	3.23
Communication	2.53	Health & Safety	2.64	Health & Safety	3.08
Well-being	2.53	Curriculum	2.55	Learning	2.85
Learning	2.53	Support & Guidance	2.45	Teaching	2.85
Health & Safety	2.53	Communication	2.27	Curriculum	2.85
Teaching	2.37	Learning	2.27	Exploration	2.77
Leadership	2.37	Teaching	2.27	Assessment	2.77
Support & Guidance	2.32	Leadership	2.27	Support & Guidance	2.69
Staffing & the learning environment	2.32	Staffing & the learning environment	2.27	Communication	2.62
Overall	2.32	Exploration	2.18	Staffing & the learning environment	2.62
Curriculum	2.21	Assessment	2.09	Leadership	2.38
Assessment	2.05	Overall	2.09	Self-Evaluation & Improvement Planning	2.38
Self-Evaluation & Improvement Planning	2.00	Self-Evaluation & Improvement Planning	2.00	Overall	2.38

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 .