

# INSPECTION REPORT

OFFICE OF EDUCATION STANDARDS  
CAYMAN ISLANDS GOVERNMENT

MAY 2021

A wide-angle photograph of Clifton Hunter High School. The building is a modern, two-story structure with a light beige facade and a prominent blue section on the right side. It is surrounded by a paved parking lot, green lawns, and palm trees under a blue sky with scattered white clouds. A red fire hydrant is visible in the foreground on the grass.

**Clifton Hunter High School**

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## INTRODUCTION

### INSPECTIONS OF SCHOOLS IN THE CAYMAN ISLANDS

As determined by Education Act (2016), all educational institutions are inspected regularly by the Office of Education Standards. The purpose of inspection is primarily to support ongoing improvement in each school and also to provide rigorous, impartial and comprehensive information to parents, government officers and Ministers regarding the quality of education both in government and private educational establishments.

Inspections are undertaken at least once every four years and will usually involve a team of inspectors visiting each school for between two and five days. Inspectors use an agreed framework to reach their judgements. In the Cayman Islands, the publication '**Successful Schools and Achieving Students 2**' (Cayman Islands Government, October 2020) is the tool which is used by schools to review their own work and by inspectors when they form judgements.

Inspection frameworks are a central feature of different school evaluation systems worldwide. They provide a structure within which inspectors make judgements on the basis of evidence of observed practice. They serve a number of purposes:





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



# INTRODUCTION

The inspection framework is organised around judgements using a four-point scale.

The four levels are defined as follows:

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








## Consistency in quantitative terminology

Inspectors use quantitative terms in reports, as follows:







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

## SCHOOL INFORMATION

### General information





	<b>School name</b>	Clifton Hunter High School
	<b>Address</b>	311 Frank Sound Road, Grand Cayman
	<b>Telephone number</b>	345-947-7353
	<b>Website</b>	<a href="https://schools.edu.ky/CHHS">https://schools.edu.ky/CHHS</a>
	<b>Name of the principal</b>	Dr. Richard Wildman
	<b>Date of this inspection</b>	May 3 to 6, 2021
	<b>Date of the last inspection</b>	September, 2018

### Students




	<b>Number of students on roll</b>	785
	<b>Age range of the students</b>	11 to 16 yrs.
	<b>Grades or year groups</b>	Year 7 to Year 11
	<b>Number of Caymanian students</b>	680
	<b>Number of students with special educational needs</b>	175
	<b>Largest nationality group of students</b>	Caymanian

## SCHOOL INFORMATION



### Staff

	<b>Number of teachers</b>	79
	<b>Number of teaching assistants</b>	10
	<b>Teacher-student ratio</b>	1 :10
	<b>Teacher turnover</b>	0.05 per cent

### Curriculum

	<b>Main curriculum</b>	KS3 National Curriculum; KS4 Curriculum: CXC, IGCSE, AQA, BTEC, WJEC, City & Guilds
	<b>External tests and assessments</b>	Caribbean Examinations Council, IGCSE and BTEC, GL CAT 4 Tests, ADAM, DORA, City & Guilds
	<b>Accreditation</b>	Centre Accreditation includes examining bodies listed above

### School inspection overall performance history

<b>Cycle 1 Inspection</b>	October 2018	 Weak
<b>Cycle 2 Inspection</b>	May 2021	 Satisfactory



## SUMMARY

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



Quality Indicator	Current Inspection Judgement	Change in judgement since last inspection
1.1 Students' attainment in English	 Good	▲
1.1 Students' progress in English	 Good	▲
1.1 Students' attainment in mathematics	 Weak	▶
1.2 Students' progress in mathematics	 Good	▲
1.2 Students' attainment in science	 Weak	▶
1.2 Students' progress in science	 Good	▲

## SUMMARY

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

Quality Indicator	Current Inspection Judgement	Change in judgement since last inspection
2.1 Positive behaviour for good learning	 Good	▲
2.2 Students' civic and environmental understanding	 Satisfactory	▶

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

Quality Indicator	Current Inspection Judgement	Change in judgement since last inspection
3.1 Teaching	 Satisfactory	▲
3.2 Learning	 Satisfactory	▲



## SUMMARY

3.3 Assessment



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

Quality Indicator	Current Inspection Judgement	Change in judgement since last inspection
4 Curriculum	 Satisfactory	




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

Quality Indicator	Current Inspection Judgement	Change in judgement since last inspection
5.1 Health and safety	 Satisfactory	
5.2 Support and guidance	 Satisfactory	



## SUMMARY

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

Quality Indicator	Current Inspection Judgement	Change in judgement since last inspection
6.1 Leadership	 Good	▲
6.2 Self-evaluation and improvement planning	 Good	▲
6.3 Links with parents and the community	 Good	▲
6.4 Staffing and the learning environment	 Good	▶



# OVERALL PERFORMANCE

## What the school does well

**Inspectors identified the following strengths in the school:**

- Students' good attainment and progress in English and their good progress in mathematics and science.
- Almost all students demonstrated positive behaviour for learning
- The quality of pastoral care and the attention given to students' well-being was commendable.
- The inspirational leadership of the Principal, the effective teamwork of senior and middle leaders and the commitment of most teachers to embracing necessary change to bring about improvement in students' learning were key strengths of the school.
- The strong links established between the school and the community impacted positively on the quality of students' learning experiences.

## Recommendations

**For the school to improve further, inspectors identified the following requiring improvements:**

- Raise standards of achievement in all year groups, particularly in Key Stage 3, by:
  - providing students with regular opportunities to improve their numeracy, computational and problem-solving skills in mathematics;
  - providing more regular opportunities for students to conduct experiments in science to enable them to extend their scientific skills.
- Across all subjects, embed the best practice in teaching and secure consistency so that students' can progress their learning and are able to achieve higher levels.
- Use the wealth of assessment data now available in the school to deliver high-quality teaching that meets the needs of all students.
- Ensure appropriate support is available across all subjects for students with special educational needs.
- Working with the Ministry of Education, review the accommodation to ensure that it provides students and teachers with appropriate spaces to deliver high quality teaching and learning.



## OVERALL PERFORMANCE

### What has improved since the last inspection?

- There were improvements in the progress made by students in English, mathematics, and science.
- Almost all students demonstrated positive attitudes to learning.
- The leadership provided by the Principal, senior and middle leaders had established a school ethos where teachers now embraced change to bring about improvement.



## OVERALL PERFORMANCE

### ▲ Satisfactory

The overall performance of Clifton Hunter High School was judged satisfactory. The school had made significant improvements since the last inspection and was now performing at a satisfactory level. Students' attainment in English had strengthened and was now good. Similarly, students' progress in English, mathematics and science had improved and was now good. In English, the majority of students were attaining levels that were above international standards. Attainment in mathematics and science had improved slightly but remained weak. The curriculum provided students with a broad and balanced set of learning experiences. Students were making good progress across a range of subjects, including art, drama, home economics, information technology, music and physical education. A range of extra-curricular activities provided students with opportunities for additional support in core subjects and for pursuing their interests and talents, including sports and performing arts. The school band was in high demand to perform at a range of functions. Students could develop their leadership skills and contribute to the wider community by joining the Key Club, Leo Club and Cadets.




Leaders' and teachers' higher expectations of students' behaviour had brought about a marked improvement in the manner in which students conducted themselves around the school. Their behaviour and attitudes towards learning were now good and resulted in generally orderly classrooms and largely good conduct as they moved around the large campus. Prefects were excellent ambassadors for their school. Students wore their uniform with pride. Levels of attendance and punctuality had improved and were now good. The number of exclusions and suspensions had reduced. Students' civic and environmental understanding remained satisfactory. Most students demonstrated a good awareness of local environmental concerns but there were less knowledgeable about sustainability and the importance of recycling.

Teaching and learning remained satisfactory, but a growing number of teachers delivered good lessons. Relationships between students and most teachers were respectful and warm. Classroom management was good with little off-task student behaviour. Lessons were generally planned well but the match of work to ability was inconsistent, resulting in the needs of higher and lower ability students not always being met. Students were largely enthusiastic learners. However, they were given insufficient opportunities to collaborate with others, be active in their learning, develop their critical thinking skills and take greater responsibility for their own learning. Systematic school-wide processes to improve teaching were in place which was bringing about improvement. Leaders had introduced good systems for assessment across the school but these were not yet fully embedded and assessment remained satisfactory overall. Arrangements for the health and safety of students were satisfactory. Students received good support in their learning for core subjects but not in other subjects. They were suitably prepared for further education or employment upon leaving school. Staff ensured a good quality of pastoral care for all students.

Leadership of the school was now good overall. The Principal, appointed in August 2019, provided inspirational leadership. Working effectively with senior and middle leaders, he had transformed many aspects of the work of the school. Self-evaluation and improvement planning were now good. Links with parents and the community, staffing and the learning environment were good. Some teaching areas required review to ensure appropriate spaces to enable high quality teaching and learning to take place.

## ACHIEVEMENT

### Students' attainment in relation to international standards

Quality Indicator	Current Inspection Judgement
1.1 Attainment in English	 Good
1.1 Attainment in mathematics	 Weak
1.1 Attainment in science	 Weak



#### English

Attainment in English was good. In external examinations and other tests, the majority of students were attaining levels that were above international standards. Over the last three years, although there had been interruptions in schooling due to Covid-19, standards had been improving year on year. For example, 83 per cent of students sitting CXC examinations obtained a level 2 pass and 91 per cent of those in the accelerated group obtained level 2 in the CSEC English Literature examination. Girls attained higher than boys, but boys' attainment had improved over time, and more recently the gap between that of boys and girls had narrowed. The attainment of students with assessed special educational needs had risen over the past three years, with the majority of these students achieving well in English. Most students in Key Stage 3 were attaining at good levels. In class, students demonstrated good oral and listening skills. They understood about the parts of speech such as rhetorical question, and how to construct an effective narrative. Students in Year 10 could analyse poems, such as "Dreaming Black Boy" by James Berry, with sensitivity and perception and demonstrated an understanding of complex imagery and language.



# ACHIEVEMENT

## Students' attainment in relation to international standards



### Mathematics

Attainment in mathematics had improved year on year but remained weak. By the end of Year 11, students were performing below expected curriculum and international standards. Some groups of students were attaining well below expectations due to their low starting points but were steadily closing these gaps. Students' basic computational skills and understanding of mathematical concepts often restricted their ability to solve problems. Students in Year 7 could calculate missing angles in diagrams, and when given the opportunity, work collaboratively in teams to solve problems. In Year 9, some students were challenged by early exposure to Year 10 expectations in statistics and completed this successfully. Where attainment was lower, students were consolidating their mathematical skills related to real life. A Year 10 group had successfully calculated how they could make a specific purchase with a limited range of coins. In Year 11, higher attaining groups of students showed a good grasp of complex concepts and methods to solve simultaneous equations. Students did not receive enough regular oral and written feedback to help them recognise what they were achieving in mathematics or to focus them on their next attainment steps.






### Science

Attainment was weak overall. The majority of students entered the school with low prior attainment. The range of courses on offer at the school suited all abilities. Although some variance in performance was evident, there were significant improvements in science attainment since the last inspection. The dedication of the subject leader and her departmental colleagues to raising standards in science was bearing fruit. Attainment had shown a rising three-year trend of improvement and teachers in the science department were building on that. The quality of teaching was better than in the last inspection and lessons were well-planned and resourced. This was also contributing directly to improved outcomes. In Year 7, students understood how plants and animals adapt to suit the environment where they live. Students in Year 8 were knowledgeable about the forces required to move an object and could use a Newton meter effectively to measure this. Students in Year 11 could use correct scientific terminology to describe the bones of the human skeleton and create electrical circuits using different kinds of batteries. Where possible, and within the constraints of the timetable and facilities at the school, students improved their knowledge through undertaking practical investigations. There was an over-reliance on the use of worksheets in science lessons, particularly in Key Stage 3. This restricted the extent of challenge and thus, students' independence in their own learning.



## ACHIEVEMENT

### Students' progress in key subjects

Quality Indicator	Current Inspection Judgement
1.2 Progress in English	 Good
1.2 Progress in mathematics	 Good
1.2 Progress in science	 Good



#### English

The progress of students in English was good. Students entered the school below international standards, and made good progress. From these low starting points, they improved their skills, knowledge and understanding from throughout Key Stage 3 and into Key Stage 4. The oldest, higher attaining, students made very good progress with the course they could study in English literature. Throughout the year, classwork in English mirrored this progress, with students working hard and displaying good levels of achievement. Students listened carefully to information and were articulate and happy to respond to teachers' and visitors' questions. Students worked well in pairs and groups, using their knowledge of various English language strategies to produce the work requested. Students could use their English skills in a range of different contexts. The progress made by students with special educational needs was generally good but with some variation. Their attainment had been steadily rising as more was expected of them. Students were often quizzed at the beginning of lessons to check on the previous lesson's learning and the electronic scoreboard motivated them to do well and accelerated their progress.



# ACHIEVEMENT

## Students' progress in key subjects



### Mathematics

Progress in mathematics was good. Most students in Year 7 to Year 9 made expected progress, and across the school the majority had made better than expected progress. In Year 10, almost all students had made better than expected progress and in Year 11 most students did. Students made good progress through carefully sequenced content, defined in both weekly and lesson plans. This enabled teachers to cover the same content in different groups but allowed them to adjust the starting points to suit the students' needs. Teachers' questioning often made good links to prior learning in previous lessons to make students aware of their progress. Where possible, learning was linked to real life contexts so that students could see the relevance of mathematics. Progress was best in lessons when students were actively problem solving in groups. This ensured they reasoned more and explained mathematical concepts together to deepen their understanding. Not all classes provided opportunities for students to develop their problem solving skills.





### Science

Progress in science was good. Taking into consideration the low starting points of students on entry to the school, most made better than expected progress. This was commensurate with the improvements made in teaching across the department since the last full inspection. Data indicated that students in both key stages were making good progress. This was particularly significant in Key Stage 3. Students' progress in lessons was demonstrated by their ability to answer some probing questions posed by teachers. Work in students' notebooks was of the appropriate quality and quantity but there was an over-reliance on the use of worksheets that was a barrier to progress.

Most students made good progress in art, drama, home economics, information technology, music and physical education.

## STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT

Quality Indicator	Current Inspection Judgement
2.1 Positive behaviour for good learning	 Good
2.2 Students' civic and environmental understanding	 Satisfactory



### Behaviour

Positive behaviour for learning was good. This was as a result of most teachers' clear expectations of students, reinforced by positive behaviour management techniques throughout the school. Learning mentors supported students effectively with personalised programmes well matched to their needs. Almost all students behaved calmly and courteously, demonstrating good relationships with adults and each other. Most students showed a positive attitude to their learning with good application and quiet concentration. They listened attentively and answered questions willingly. The school had been developing the concept of a 'growth mindset' and students defined their understanding of this as being able to try harder and not give up. However, many were unable to define specific learning strategies that they could use to improve their work. As a result, the majority of students were not taking responsibility for their own learning. The Year 11 prefects demonstrated high levels of self-esteem and were excellent ambassadors for their school. Students wore their uniform with pride. As a result of effective data monitoring and support for targeted students, levels of attendance and punctuality had improved and were now good. The number of exclusions and suspensions had reduced, and the school was continuing to monitor the relevant data rigorously and take appropriate action when required.



## STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT



### Civic and environmental understanding

Students' civic and environmental understanding was satisfactory. Most students were observed to be respectful of themselves and others. The majority of students contributed to the life of the school and wider community. This was evidenced through the Key Club, the Leo Club and the Student Council initiative in raising mental health awareness. The prefect system enabled students to enhance their civic responsibility and understanding. Most students demonstrated good knowledge of the recent Cayman Islands election results. They were interested in the change of Premier and in what the Parliament might address over the next four years. Most students were knowledgeable about the fragile state of the Islands' environmental well-being. They were keenly aware of the impact of the destruction of the mangrove habitat relating specifically to marine life sustainability and the reduction of the hurricane buffer. The school had yet to encourage the reduction of plastic waste in its canteen. Students needed to be held to account about failing to clean up litter during morning break and lunch. Enhancing recycling opportunities for all members of the school community were planned but was yet to be implemented.

## TEACHING, LEARNING AND ASSESSMENT

Quality Indicator	Current Inspection Judgement
3.1 Teaching	 Satisfactory
3.2 Learning	 Satisfactory
3.3 Assessment	 Satisfactory



### Teaching

Teaching was satisfactory. Whilst the majority of teaching in lessons was satisfactory or good there was too great a variation in quality, with several being excellent whilst a small number were weak. In some subjects there was a consistency in approaches and techniques used by all teachers which resulted in stronger learning outcomes for students. In other subjects the variation in teacher effectiveness meant that students' learning was not developed systematically. Relationships were respectful and warm which allowed teachers to use humour appropriately to engage and motivate students. Generally, teachers' subject knowledge was at least satisfactory and, in some cases, good. This good knowledge was used to enthuse and interest the students in their work which resulted in learners being absorbed in their studies. Lessons were carefully planned. Where a department's staff planned together, students had a more consistent learning experience. Teachers felt supported and could more easily monitor student progress and where required put in place appropriate interventions. Classroom management was good with minimal off-task student behaviour. Students were more likely to be passive than disruptive. Matching work to ability was inconsistent, especially when challenging higher ability students or enabling the less able to access the curriculum. On occasion, teachers set too much work to keep students busy or did most of the talking rather than making them think. Whilst lessons plans included critical thinking and enquiry skills, these were not yet embedded in day-to-day lesson activities. The school had provided teachers with appropriate training to improve teaching, and this was beginning to bring about improvement.

## TEACHING, LEARNING AND ASSESSMENT



### Learning

Learning was satisfactory. Most students were keen to do well. They wanted to please their teachers and recognised the importance of achieving well in school. Students worked diligently at tasks both individually and with others. Learning was particularly effective when collaborative work was set. When given the opportunity, students demonstrated that they could cooperate well with others and could develop ideas and solutions. For example, there was excellent learning when students took responsibility for their own others learning when they were given the opportunity to prepare a PowerPoint presentation and then teach their fellow students. There were, however, passive learners, who did not engage with learning and who were not noticed by some teachers. Students' independent learning skills were underdeveloped, and teachers took too much responsibility for their learning. They were able to recap learning and make links to their new work. Often the best learning occurred when students studying related to real life. Information and communication technology was used to enhance learning in a wide variety of ways and enriched learning experiences. Students enjoyed researching using laptops and also using these to record their work.

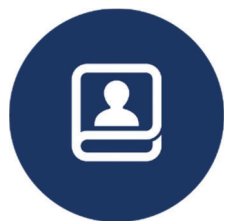


### Assessment

Assessment was satisfactory. Leaders had introduced and quickly embedded good systems for assessment across the school. Regular data collection points were timetabled and implemented robustly. Data was analysed accurately, made accessible to all relevant staff which enabled them to closely monitor all students' progress and attainment. Teachers were accurate in assessing students' strengths and needs. Because the data collection points were aligned with curriculum coverage, teachers could use the information to inform their planning. Core subject leaders were trained effectively and were using data well to identify areas for further improvement. In most lessons, teachers questioned students to check their understanding of new learning, but the use of deeper follow-on questions to explore their first answers was variable. The adaptation of teaching to reinforce emerging strengths in learning during lessons, or address shared misconceptions, was inconsistent. Teachers' marking of books was variable both within and across subjects. As a result, students did not receive consistent feedback about how well they were doing and were often unsure about what they needed to do to improve further.

# CURRICULUM

Quality Indicator	Current Inspection Judgement
4 Curriculum	 Satisfactory





## Curriculum

The curriculum was satisfactory. The school had a broad and balanced curriculum across Key Stages 3 and 4. Not all curriculum areas provided sufficient challenge for higher attaining students. The school had yet to develop effective cross-curricular links in most subject areas. However, In Year 7 to Year 9, history and geography were now planned together as a unit of work for humanities, with a clear focus on Caymanian culture. Extra-curricular activities offered a mix of additional support for core subjects and access to wider opportunities, such as drama and music. The Key Club and Leo Club enabled students to take on leadership roles and contribute to the wider community. The curriculum in Key Stage 4 was designed to develop a strong work ethic and included academic and technical subjects to meet all students' needs and interests. Students and parents were very positive about the guidance and support provided with regard to making subject choices. Clear links were explained between subject areas and future employment and learning opportunities. Additionally, to support students' positive future in work the school offered 'mock' interviews and held a careers fair with over 40 businesses involved.



## SAFETY AND SUPPORT

Quality Indicator	Current Inspection Judgement
5.1 Health and safety	 Satisfactory
5.2 Support and guidance	 Satisfactory



### Health and safety

Health and safety were satisfactory because school leaders had ensured effective policies and procedures were in place for the safety and well-being of students and staff. The premises were secure. Several security guards monitored school entry gates and circulated throughout the entire campus during the school day to ensure safety. Additionally, school leaders patrolled the academy buildings and campus regularly throughout the day, and built positive relationships with students. The buildings and premises were hygienic and fairly well maintained. Some small areas that required maintenance had not yet been repaired because replacement parts were on order. Guidance counsellors ensured safeguarding arrangements and almost all staff were trained in child protection. The work of the guidance counsellors and the addition of the Health Services Authority psychologist and a music therapist was responsive to identified needs. Almost all students felt the school was a safe and nurturing place. The school had good links with external health agencies. The full-time nurse and dental assistant helped to maintain health care, including by dispensing medication to those who required these, as well as maintaining health records.

## SAFETY AND SUPPORT




### Support and guidance

Support and guidance were satisfactory. The overall climate of the school was respectful and positive. This was demonstrated well through the student-teacher relationships inside and outside of the classroom setting. There were systems in place for tracking behaviour, and attendance. Guidance counsellors provided good provision for all students. The work of the guidance department covered student support when students were in “crisis” and when they needed basic support from external agencies. Leaders had developed systems for tracking students’ progress. The majority of teachers used assessment information in lessons to meet the needs of students. Pastoral care was good, with most teachers demonstrating appropriate care and support. Students felt well guided to make option choices as well as academic choices beyond Year 11. Relationships across the school were positive and effective in supporting the work of the school. The learning coordinators, special educational needs coordinator, three part-time school inclusion specialists and a range of external providers provided support for students’ academic, emotional, psychological and social needs. Most students with special educational needs were meeting their academic targets.



## LEADERSHIP AND MANAGEMENT

Quality Indicator	Current Inspection Judgement
6.1 Leadership	 Good
6.2 Self-evaluation and improvement planning	 Good
6.3 Links with parents and the community	 Good
6.4 Staffing and the learning environment	 Good



### Leadership

Leadership was good. The Principal embodied the school's motto, 'Nothing but the best' and provided inspirational leadership. Senior and middle leaders shared his vision and ambitious agenda for school improvement. The Principal had been successful in giving staff a clear sense of direction. Under his leadership, significant improvements had been achieved in a short time, in several cases from a low starting point. Senior leaders were alert to the need to embed good practice across all subject departments to secure consistency in students' learning experiences. Staff and student morale had improved as they participated in positive developments that reshaped and transformed their daily lives in the school. An effective performance management system identified and supported staff where required. Staff were empowered and thrived on being given delegated authority to drive improvement. Effective teamwork was evident in several subject departments. Professional development needs were identified and met through a regular programme. Good steps were taken to involve and consult staff and other stakeholders prior to finalising planned changes. Leaders had the clear capacity to continue to secure further school improvement.

## LEADERSHIP AND MANAGEMENT



### Self-evaluation and improvement planning

Self-evaluation and improvement planning were good. There were clear processes in place for collecting information that helped leaders to know the school well and identify strengths and areas for improvement. Development plans were in place, subject to regular review, and focused upon appropriate aspects of the school requiring improvement. Senior leaders understood the need to continue to review the amount of documentation generated in the process of evaluating and planning improvements. Leaders at all levels were involved in the regular monitoring of teaching. Teachers were actively engaged in the process of self-evaluation. Leaders were aware of the need to give a greater focus to evaluating classroom learning experiences from the viewpoint of students. The involvement of students in school improvement was at an early stage of development. Good progress had been made in addressing all the key recommendations made in the previous inspection report. Senior leaders were correctly encouraging teachers to be more accurate in how they judged the progress students made in their learning over time. Leaders were successful in delivering development targets as evidenced by the improvements across the school.



### Links with parents and the community

The school's links with parents and the community were good. Communications with parents were regular and included meetings with staff and good use of telephone calls, emails, social media and letters. Parents received regular reports on their child's progress. Parents' meetings with teachers were arranged and students could accompany their parents. Parents were highly appreciative of the actions of staff to support their child's ongoing learning throughout covid-19 restrictions, including the supply of packs of learning materials and online teaching. There were good and effective links with the wider community to support the work of the school, including with businesses and former students. Links with other schools included various sporting events and many competitions with individuals and teams recording notable successes. Parents reported feeling welcome in the school and were pleased with the school's diligence in dealing with any concerns they raised about their child. The Parent Teacher Association worked hard to engage parents and was supportive of the school.

## LEADERSHIP AND MANAGEMENT



### Staffing and the learning environment

Overall, staffing and the learning environment was good. Teaching staff, including teaching assistants, were suitably qualified. Their deployment was efficient and effective. Staff turnover was low. Teachers and students did their best to make often less than ideal teaching areas operate effectively. There were several good quality specialist teaching areas, including home economics, performing arts and physical education. The various buildings were accessible, with lifts providing assistance for those with a mobility issues. Technology, including smart boards, were used by most teachers and students to support teaching and learning. Learning support and assistant teachers supported a large number of students who required help with their learning. However, this support was not readily available in lessons other than English, mathematics and science. Teachers and students had access to appropriate resources, including laptops, but there were departments which required further materials and textbooks. The lack of sufficient science laboratories for practical work was being addressed. Students' use of the school library for research was restricted due to subject classes being taught there. Some students' work was on display, but this could have been used to much greater effect across the school to enliven teaching and common areas.

## SURVEY RESULTS

Before the inspection, the views of parents, staff and students were surveyed. The numbers of participants that completed the survey were:

Students	450	Parents	179	Staff	88
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### Students

#### Survey: “I am satisfied with the quality of education provided at this school.”

Fewer students participated in the survey for this Cycle 2 inspection than in the 2018 inspection. Of those who responded, a fifth were more positive than at the previous inspection about their school offering them a good quality of education.

More students felt that the behaviour of most students in school was good. A significant number of students said that they felt safe and cared for in the school. Similarly, a much greater percentage of students said that they were treated fairly in the school. A much greater proportion of students said that the school was well led.

In their comments, many male students expressed concern about the higher expectations made of them regarding hairstyles, uniform and not being permitted to wear earrings or bring cell phones into school. Students said they wanted further challenge in their lessons and a better quality of food at lunchtime. A few said that the open-plan teaching areas were noisy and difficult to work in.

## SURVEY RESULTS

### Parents

#### **Survey: “I am satisfied with the quality of education provided at this school.”**

More parents participated in the survey for this Cycle 2 inspection than in the 2018 inspection. There was a slight increase in the percentage of those who responded positively about the school providing their child with a good quality of education.

Most parents said that their child was making better progress in English and in science. Most felt that the quality of teaching had improved and that their child was treated more fairly at school. Many more parents said that the school dealt effectively with bullying and provided good support for students with special educational needs. More said that the school responded appropriately to parental concerns.

In their comments, several highlighted the part the Principal had played in providing the school with good leadership. They welcomed the range of extra-curricular activities open to their child and praised the school for the support provided to students over the period of Covid-19 lockdown. Several said that the library was not readily accessible by students and that their child found the open classrooms distracting and that their child struggled to hear the teacher clearly.



## SURVEY RESULTS

### Staff

who said that the

#### **Survey: “This school provides a good quality of education.”**

More staff participated in the survey for this Cycle 2 inspection than in the 2018 inspection. There was an increase in the percentage of those who responded positively about the school providing students with a good quality of education.

Fifteen per cent more staff who responded said that the behaviour of students was now good. There was a significant increase in those who reported that the school was a safe and caring environment for all members of the school community. Most agreed that the school was better at dealing effectively with bullying. Most staff said that the school was well led compared to the majority in the previous survey.

In their comments, several staff members said that there was insufficient support staff to cater effectively for the number of students with special educational needs. Teachers were pleased that examination results were improving, and that staff morale had improved under the leadership of the relatively new Principal.



## WHAT HAPPENS NEXT?

The school has been asked to prepare an action plan within four weeks of the publication of this inspection report.

This should address:

- The recommendations identified within this report;
- Areas identified by the school as requiring improvement;
- Other external reports or sources of information that comment on the work of the school.

## WHEN WILL THIS SCHOOL BE INSPECTED AGAIN?

As Clifton Hunter High School was judged to be providing a **satisfactory** quality of education, there will be no further inspections until the next cycle which commences in 2023.



## WHO ARE WE AND WHAT DO WE DO?

The Office of Education Standards is part of the Portfolio of Civil Service within the Cayman Islands Government. Our function is to inspect early childhood care and education centres, public and private schools and report upon standards in all educational institutions in the Cayman Islands.

### How to contact us

You can contact us using the following e-mail address.

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### Where to read our reports

Our reports are published regularly and are currently available on the Cayman Islands Government website. Please use the following link to read our latest publications.

[www.oes.gov.ky](http://www.oes.gov.ky)







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