

INSPECTION REPORT

OFFICE OF EDUCATION STANDARDS
CAYMAN ISLANDS GOVERNMENT

April 2021



First Baptist Christian 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:

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

Consistency in quantitative terminology








Inspectors use quantitative terms in reports, as follows:

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









SCHOOL INFORMATION

General information

	School name	First Baptist Christian School
	Address	920 Crewe Road, George Town, Cayman Islands KY1-1003
	Telephone number	345-945-7906
	Website	www.fbcs.edu.ky
	Name of the principal	Mrs. Janet Durksen
	Date of this inspection	April 27 to 29, 2021
	Date of the last inspection	March 17 to 19, 2019





Students

	Number of students on roll	133
	Age range of the students	five years to 11 years
	Grades or year groups	Kindergarten to Grade 6
	Number of Caymanian students	85
	Number of students with special educational needs	10
	Largest nationality group of students	Caymanian






SCHOOL INFORMATION



Staff

	Number of teachers	12
	Number of teaching assistants	4
	Teacher-student ratio	1:9
	Teacher turnover	12%

Curriculum

	Main curriculum	Virginia State Standards
	External tests and assessments	Terra Nova and STAR Tests
	Accreditation	None




School inspection overall performance history

Cycle 1 Inspection	March 19 to 21 2019	 Satisfactory
Cycle 2 Inspection	April 27 to 29, 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	 Satisfactory	▲
1.1 Students' progress in English	 Satisfactory	▲
1.1 Students' attainment in mathematics	 Satisfactory	▶
1.2 Students' progress in mathematics	 Satisfactory	▶
1.2 Students' attainment in science	 Satisfactory	▶
1.2 Students' progress in science	 Satisfactory	▶






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	 Good	▶


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	▶
3.3 Assessment	 Satisfactory	▲





SUMMARY

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	 Good	▶
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	 Satisfactory	▶
6.2 Self-evaluation and improvement planning	 Satisfactory	▲
6.3 Links with parents and the community	 Good	▶
6.4 Staffing and the learning environment	 Satisfactory	▶



OVERALL PERFORMANCE

What the school does well

- The school had a Christian and caring ethos where every member of the school community was valued and respected. Respectful and affirming relationships were evident among staff and students and this successfully promoted a conducive environment for learning. As a consequence, students were learning in a climate characterised by mutual respect and care and almost all students were developing attitudes of kindness, empathy and tolerance.
- In a majority of lessons, audio visual and information communication and technology resources were used effectively to maintain students' engagement and to promote and reinforce their learning.
- The school had established productive links with parents and the wider community and these effectively enhanced the quality of students' learning experiences.

RECOMMENDATIONS

1. In order to improve the quality of teaching and students' attainment to good, senior leaders should ensure that:
 - All teachers use the wealth of assessment data to plan lessons with differentiated targets to meet the needs of all students, including those with special educational needs;
 - Ensure that teachers' marking is regular and developmental in order to provide students with the guidance they need to improve their work and to plan next steps in their learning;
 - Reduce inconsistencies in the quality of teaching across the grades.
2. Senior leaders should strengthen self-evaluation and school improvement planning processes so as to monitor more closely the impact of the school's provision on students' outcomes and to drive school-wide improvement in a more deliberate and strategic way.

What has improved since the last inspection?

- Students' attainment and progress in English had improved to satisfactory.
- Planned curriculum review had ensured that students' learning was rich, varied and rewarding.
- Self-evaluation was more systematic and better aligned to the Successful Schools and Achieving Students 2 Framework.



OVERALL PERFORMANCE

Satisfactory

First Baptist Christian School was judged satisfactory overall. Since the last full inspection, the school had made improvements in the following areas: students' attainment and progress in English, assessment, curriculum and self-evaluation and improvement planning.

Inspectors observed that the Christian values and ideals expressed in the school's mission statement were reflected in the fabric of the school. As a consequence, all students were learning in a climate characterised by mutual respect and care and almost all students demonstrated attitudes of kindness, empathy and tolerance in their interactions with others. Additionally, school leaders were committed to planning and implementing strategies for improvement. Most of the staff demonstrated strong commitment to the ethos of the school, its values and success. There was a clear focus on consultation and collegial working leading to high levels of commitment from staff.

The school was judged to have good performance in the following areas:

Positive behaviour for good learning;

Students' civic and environmental understanding;

Health and safety;

Links with parents and the community.

The following performance standards were judged satisfactory:

Students' attainment in English, mathematics and science;

Students' progress in English, mathematics and science;

Teaching, learning and assessment;

Curriculum;

Support and guidance;

Leadership;




Self-evaluation and improvement planning;

Staffing and the learning environment.



ACHIEVEMENT

Students' attainment in relation to international standards

Quality Indicator	Current Inspection Judgement
1.1 Attainment in English	 Satisfactory
1.1 Attainment in mathematics	 Satisfactory
1.1 Attainment in science	 Satisfactory

English

Attainment in English was satisfactory. Overall, students demonstrated skills, knowledge and understanding in reading and writing that were in line with curriculum expectations. External standardised tests and recent assessment data indicated that most students were achieving at or above curriculum standards. At Kindergarten, students engaged in phonics activities to identify and sound out letter sounds. There was a pronounced emphasis upon children's phonological awareness. Consequently, most students were able to use their phonic knowledge to segment and blend letter sounds to pronounce unfamiliar words. At Grade 1, most students could identify textual features. At Grade 2, students identified adjectives that tell how things looked, tasted and smelled. In a minority of lessons, students did not achieve at the level they were capable of, because lesson content was pitched too low. Grade 5 students could use past tense and past participle forms for regular and irregular verbs. In the upper grades, lessons in oral language were well structured and students were able to express their opinions on age-appropriate topics. Most students' comprehension skills, particularly those of inference and analysis were well developed.



ACHIEVEMENT

Students' attainment in relation to international standards



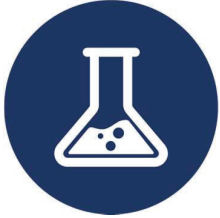
Mathematics

Attainment in mathematics was satisfactory. Most students achieved in line with curriculum expectations. In standardised tests, a majority achieved above international standards. Students' attainment in Kindergarten was in line with curriculum standards. For example, students explored the concept of length and used terms such as 'longer' and 'shorter'. Students could also identify sets with 'one more', 'one less' or 'the same'. At Grade 1, students could represent and name fractions for halves and fourths using models. In Kindergarten and Grades 1 to 3 students' attainment was satisfactory because in a majority of lessons, all students were not consistently challenged and supported. Additionally, in instances, lessons objectives were too broad resulting in a mismatch between students' ability and teaching strategies. Analysis of students' work showed there were gaps in students' understanding of key skills. For example, a significant minority of students in Grade 2 could not tell the time on an analogue clock and could not make the link to fractions. Conversely, at Grades 4 to 6, most students' attainment was good because in a majority of mathematics lessons, students' higher-level mathematical skills and critical thinking were well developed. Most lessons challenged students' understanding and students had regular opportunities to apply their skills and knowledge to different contexts. At Grade 4, most students demonstrated appropriate understanding of decimals and place value. At Grade 6, most students were able to represent and explain data using graphs and pie charts. Additionally, most used mathematical language appropriately such as mean, probability, tally and frequency.



ACHIEVEMENT

Students' attainment in relation to international standards





Science

Students' attainment in science was satisfactory overall. Students' performance in science in external standardised tests reflected a rising trend. Classroom observations, review of students' work and assessment data showed that most students achieved at curriculum standards. In Kindergarten, students applied their knowledge to make predictions whether objects would sink or float. Most could classify living and non-living things. Grade 1 students had conducted simple experiments to find out if plants needed sunlight and water to grow. In Grade 2, most students could describe and classify matter by its observed properties and uses. Additionally, students were able to classify the matter as occurring naturally or manufactured. In Grade 6, students conducted a scientific enquiry on sound waves by recognizing and controlling variables. They took accurate and reliable measurements and applied their knowledge to make predictions and draw conclusions. Across grades, a majority of students were developing good observation skills as well as their critical thinking and problem solving skills. However, there was scope for teachers to increase opportunities for all students to engage in open-ended explorations.



ACHIEVEMENT

Students' progress in key subjects

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



English

Progress in English was satisfactory. Of note, most students with special educational needs made better than expected progress in relation to their starting points in reading. All students had regular opportunities to engage in reading and a majority were confident and expressive readers. In Kindergarten, emphasis was placed upon developing early reading skills such as sequencing and prediction. Additionally, print-rich environment supported children's learning. Across the grades, students were given valuable opportunities to discuss themes and characters in ways that stimulated emotional engagement with the text. For example, in a Grade 4 English lesson, most students were able to make text to self-connections and discussed how they felt when the elephant in the story was sold because she could no longer work. Additionally, most students engaged in the writing process regularly. The range of writing tasks included poetry, procedural and creative writing. Students at Grades 5 and 6 demonstrated good understanding of the conventions of grammar and punctuation. Samples of students' work were displayed across the school. However, review of students' work books indicated variable standards of writing and work presentation. Inspectors observed that students' standards of work were directly linked to the frequency with which teachers corrected their work.



ACHIEVEMENT

Students' progress in key subjects



Mathematics

Progress in mathematics was satisfactory overall. Review of assessment data, work scrutiny as well as lesson observations indicated that most students made satisfactory progress from their starting points. In Kindergarten, most students made satisfactory progress in lessons. Most were able to work cooperatively as they engaged in a carousel of activities designed to compare the length of different objects. They also constructed 'trains' using a set numbers of cubes, an activity that promoted counting and correspondence of number. In Grades 1 to 3 students' progress was satisfactory overall. However, a majority were not always challenged or supported enough in their learning. In a minority of lessons, the lesson content was pitched too low. In Grades 4 to 6 effective teaching, targeted support and highly engaging lessons resulted in most students making good progress in lessons. In the more effective lessons, students made accelerated progress because teachers developed their problem-solving skills and in-class support was tailored appropriately to students' individual needs. For example, in a Grade 4 mathematics lesson, targeted small group support from the teacher addressed the needs of different ability groups successfully. At Grade 6, most students could solve one step linear equations and find the value of the variable.





Science

Progress in science was satisfactory. At Kindergarten, most students were able to predict the effect of magnets on various objects. Through a process of trial and error, most were able to test their predictions. At Grade 1, a majority were able to measure, record and interpret weather data. Inspectors observed that students' progress was slower in Kindergarten and the lower grades where there were limited opportunities for independent exploration and discovery. However, students' progress in science increased as they moved up through the school and built upon their skills, conducted investigations and wrote conclusions about their learning. In the upper grades, most students demonstrated a secure grasp of scientific concepts and methods. As a consequence, most were developing skills in observation, prediction, investigation, and measurement. Through consistent use of the scientific method and their increasing scientific vocabulary students in Grades 5 and 6 were able to clearly articulate their hypothesis and record their results. However, students' research, enquiry-based learning and critical thinking skills were hampered by not having access to a fully operational laboratory. In the upper grades, regular opportunities for project based learning allowed for student choice and ownership of their learning.



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	 Good




Behaviour

Students' behaviour for learning was judged as good. Almost all students' attitudes to learning were exemplary. Across the school, positive supportive environments were the hall marks of most observed lessons. In Kindergarten, most children followed classroom procedures and the expectations regarding behaviour. As a result of the school's high expectations, almost all students were respectful and polite to each other, staff and visitors. Relationships between staff and students were respectful and warm. Almost all students demonstrated good behaviour at break and lunchtimes. Additionally, their personal and social skills were well developed. The school's promotion of Christian ethos and values successfully underpinned the students' good behaviour. Attendance was good and almost all students arrived on time for school. The school had clear policies and procedures regarding attendance and school leaders satisfactorily monitored individual attendance. Throughout the day, almost all students moved between lessons in a timely fashion. Almost all students conformed to the school's uniform code. In the student survey, most students reported that they felt safe and well cared for when in school.



STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT

Civic and environmental understanding



Civic and environmental understanding were judged as good. Throughout the school, almost all students demonstrated respect for their teachers and peers and were considerate of the needs of others. All students had opportunities to participate in activities which helped them to understand the culture of the Cayman Islands, including a Culture Day celebration. Students also reported they learned about local culture and traditions in social studies lessons, and had completed projects about different aspects of Caymanian culture. The National Anthem and the National Song were sung regularly. Displays throughout the school celebrated aspects of Caymanian heritage. The school had also arranged visits to community and invited special visitors to the school to enhance learning in this area, such as a visitor who taught students how to plait thatch. Almost all students showed good understanding and respect for Christianity, and were able to relate Bible scriptures to everyday situations. Students who were from other religions also expressed that they felt comfortable in their religious beliefs, while learning about Christianity.

Students had the opportunity to contribute to the life of the school through the Student Council. The Student Council representatives communicated the concerns and ideas of the larger student body to the Principal in regular scheduled meetings. Students demonstrated care for their school environment and had participated in Earth Day activities which included collecting trash around the school grounds. Most students understood the need to take care of the environment, and the need for sustainability. For example, students understood that the ozone layer blocked harmful ultraviolet rays from the sun. Additionally, students had participated in activities to promote their environmental understanding such as battery recycling, Turtle Release, the Carib Wave event, and the Rotary Science Fair. However, there was scope to embed environmental practices such as recycling in the everyday life at the school. Students had participated in fundraising activities for a variety of charities. As a consequence, they were developing care and empathy for others.



TEACHING, LEARNING AND ASSESSMENT

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

Teaching

Teaching was judged satisfactory. Across the grades, teaching was satisfactory with good practice evident in the upper school. Examples of excellent teaching were observed in lessons taught by subject specialists such as music and computer. In lessons judged satisfactory, the teaching was predominantly teacher directed, questioning was mostly closed, and students did not have regular opportunities to engage in critical thinking or problem solving. Conversely, where effective teaching was observed, lessons were well planned and highly engaging and students' critical thinking was successfully promoted in lessons. In most lessons, almost all students were focused on their task and concentrated for sustained periods. One example of this was in a computer lesson where all the students were highly engaged in pairs working together to solve problems and write codes for 'Dash' Robots. Most teachers had secure subject knowledge and this was reflected in well-structured lessons with a clear instructional focus. However, the use of assessment data was not used consistently to inform planning across the school. As a consequence, teaching strategies were not always well matched to students' ability. In the more effective lessons, teachers skilfully used ongoing monitoring and formative assessment to target support and refine students' learning. For example, in a Grade 6 lesson, effective one to one conferencing provided students with the feedback they needed to improve their writing. In a majority of lessons, worksheets were used effectively to promote and reinforce students' learning. In the more effective lessons, cross curricular links effectively supported students to apply their learning in varied contexts. For example, in a Grade Six design and technology lesson, students designed and built model rafts and made connections to the class reading book 'The Refugee'.



TEACHING, LEARNING AND ASSESSMENT



Learning

Learning was judged as satisfactory. Across the grades, almost all students were engaged, motivated and keen to learn. In Kindergarten, most students demonstrated high levels of engagement in lessons and were able to work independently for short periods. In elementary, most students remained on task for extended periods when lessons engaged and interested them. Particularly in the upper grades, students' active involvement in lessons fostered their independence and allowed them to take ownership of their learning. Nonetheless, the development of learning skills, particularly collaboration, enquiry-based learning and critical thinking, was slowed by inconsistency in teaching effectiveness across different subjects and grades. When lessons were well planned, students eagerly participated but in a minority of lessons, low expectations and the absence of targets limited their reflection and analysis. Students' productive collaboration also varied between subjects and across grades. Most students developed and used their learning skills to generate ideas and problem solve but not all students were aware of their individual strengths and weaknesses. Technology was used regularly in most classes, particularly in upper grades. This effectively fostered students' ability to conduct research, find answers, explore topics and independently draw conclusions. Application of new learning to the real world and in other areas of study was a developing feature of lessons, as was the application of students' innovation, enterprise and critical thinking skills in daily lessons.




Assessment

Assessment was judged as satisfactory. Following the previous inspection, school leaders had improved the school's assessment systems and processes. Internal assessments were aligned to the State of Virginia Core Curriculum Standards. Additionally, the school used tests, quizzes and international benchmarking exams such as STAR and Terra Nova to track and measure students' progress in key areas of their learning. The external data allowed for accurate identification of curriculum gaps as well as trends and patterns in students' attainment and progress. However, the results of external assessment and formative assessment were not always used consistently by teachers to adjust teaching strategies and to modify curriculum to meet the learning needs of all students. In the more effective lessons, teachers were beginning to use assessment information more effectively to adjust curriculum and teaching approaches to meet students' needs but this is not yet an embedded practice. Assessment information was analysed to identify strengths and weaknesses in student performance. Most teachers knew their students well. During lessons, teachers provided ongoing verbal feedback to clarify students' understanding. Peer and self-assessment approaches were underdeveloped and the absence of regular self-reflection limited students' ability to take responsibility for their own learning. There was scope to improve the regularity of marking and to provide detailed written feedback so students knew what to do to improve.



CURRICULUM



Quality Indicator	Current Inspection Judgement
4 Curriculum	 Satisfactory

Curriculum

Curriculum was judged as satisfactory. The curriculum was sufficiently broad and balanced and provided unique, varied and rewarding learning experiences for the students. There was, however, scope to increase the range of creative, physical and practical experiences for students. The curriculum was compliant with the State of Virginia Core Curriculum Standards. It successfully motivated students and promoted their engagement. Progression was systematic, enabling a smooth transition within and between phases. There were plans to expand offering to include middle school provision. Cross-curricular links were a regular feature in a majority of the more effective lessons, but this was not consistent throughout the school. As a consequence, there were missed opportunities for students to cross reference other areas of their learning. Curricular reviews had resulted in limited modifications. For example, the recent introduction of the curriculum mapping software, once fully implemented, will ensure consistency in planning and target setting. Additionally, teachers will be better able to set clear learning outcomes and evaluate the effectiveness of lessons. Across the curriculum, programmes such as social studies developed students' knowledge, understanding and appreciation of Cayman culture, heritage and traditions. Science lessons incorporated local knowledge and linked projects to local issues in the community and the environment. Additionally, students participated in a range of field trips linked to curriculum topics. In Kindergarten, children made choices through learning centers that developed their early scientific and mathematical understanding. In the elementary phase, students exercised choice in projects and activities. After school clubs were linked to students' interests and there was improvement in the range of choices on offer.



SAFETY AND SUPPORT

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

Health and safety

Health and safety were judged as good. There were established arrangements to ensure students' health, safety and security across the school. Policies such as Child Protection and Hazard Management were available. The school had also developed procedures and had regular drills for emergencies such as fire, earthquake, Tsunami and Lock-Down. School leaders ensured students' safety on field trips by contracting a licenced transportation company and increasing the adult to student ratio as needed to ensure proper supervision. The school was accessible to all students, including those with special educational needs. Although most classrooms were on the second floor, there was an elevator which was regularly serviced and maintained. Maintenance requests were logged regularly by staff and leadership, and the completion of these jobs by the facilities team was monitored by senior leadership of the church and school. Healthy lifestyle was promoted by the scheduling of regular opportunities for physical activities. Students participated in physical education lessons at least two times per week. Additionally, there were opportunities for students to participate in extra-curricular activities such as basketball and football. Parents were encouraged to send healthy snacks and lunches for their children, although there were instances of sugary snacks and lunches which were not balanced being sent from home. The canteen menu offered a variety of healthy lunch choices, however, the portions required review. Staff were aware of students and other staff members who had allergies, and were trained in the use of Epinephrine administration. The school was a "Nut-Free" school, and established procedures were in place in the event a student inadvertently brought a nut product into the school. Child Safeguarding policies were in place, and staff and regular volunteers all had up to date training. Cyber-Safety was a feature of the information communication technology curriculum. As a consequence, most students were aware of cyber-bullying and knew what to do if it occurred.



SAFETY AND SUPPORT



Support and guidance

Support and guidance were judged as satisfactory. All of the staff knew individual students' social and emotional needs well. The positive ethos of the school meant that the school was able to create an environment where students felt confident and secure. As a consequence, majority were comfortable to raise and discuss any concerns with a trusted staff member. Almost all students were able to approach any adult within the school for support and guidance. The school leaders and designated staff worked closely with families to address any concerns. In the short time that the Special Needs Coordinator (SENCO) has been in post she has had a significant impact on the implementation of school's processes and procedures for identifying and supporting students with additional needs. A Special Education Needs Policy was developed which outlined clear procedures for identifying and supporting students in line with the Cayman Islands Special Educational Needs Code of Practice. Support plans were in place which clearly identified students' needs and their implementation was monitored by the SENCO. Throughout the school, most students with special educational needs were effectively supported in a variety of ways including the modification of lessons, use of support assistants, intervention groups and one to one sessions with specialists. However, while students' educational needs were well understood by the school and tracking showed that most students on the SEN register were making at least expected progress, a minority of staff did not effectively address all students' needs through appropriate planning and differentiation in lessons.



LEADERSHIP AND MANAGEMENT

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

Leadership



Leadership was judged as satisfactory. The school's senior leadership team was recently appointed following the resignation of the head of school last term. However, the current Principal and other members of the senior leadership team have had a long tenure at the school. School leaders were competent and committed and demonstrated in-depth familiarity with all aspects of the work of the school. The Principal and deputies operated as an efficient and effective team and their collegial style of leadership reflected the Christian ethos of the school. Responsibilities were delegated as appropriate and there was evidence of distributed leadership. Additionally, the school's organisational policies provided clear guidance for the operation of the school. Performance management arrangements were in place and staffs' roles and responsibilities were clearly defined. Almost all staff showed strong commitment to the ethos of the school, its values and success. There was evidence that school leaders had engaged in analysis of aspects of the school's performance and this was used to inform professional development opportunities. However, there was scope to further develop instructional leadership by embedding and monitoring successful teaching approaches throughout the school to ensure that planned professional development was having the desired impact on students' learning outcomes. For example, assessment practices needed to be more embedded at the classroom level. The board of management was properly constituted and regular board meetings were held. Minutes were kept of board meetings. Board members were fully



LEADERSHIP AND MANAGEMENT

committed to the work of the school and played a collaborative role in the formulation of the school's organisational policies.

Self-evaluation and improvement planning

Self-evaluation and improvement planning were judged as satisfactory. The board and senior leaders were beginning to establish a culture of review in the school. As a consequence, the board had crafted a strategic five year plan and school leaders had developed a response to inspection plan. School leaders had shared self-evaluation information with staff and parents and this information was used to identify key priorities for short-term and long-term improvement. Nonetheless, the school's improvement plan did not take sufficient account of all the performance standards in the Successful Schools and Achieving Students 2 Framework. Furthermore, there was scope for senior leaders to place increased focus upon assessment of impact rather than a description of provision in self-evaluation processes. There were established systems in place for monitoring the work of the school. These included processes and tools for monitoring the quality of teaching and learning. However, there was the need for greater consistency between whole-school priorities and classroom practice. Over the course of the inspection, Inspectors observed inconsistency in the quality of teaching and assessment practices across the grades. Consequently, senior leaders needed to be more rigorous in implementing and monitoring teaching practices to promote improvements in students learning outcomes. The school had made satisfactory progress in addressing most of the recommendations in the previous inspection report.



LEADERSHIP AND MANAGEMENT



Links with parents and the community

Links with parents and the community were judged as good. Parents were involved in the life of the school through regular opportunities such as reading with students, information sharing with classes on key topics, and presentations at assemblies. Parents also had opportunities to contribute ideas via the Parent Teacher Fellowship, and regular parent surveys were distributed by school leadership to poll the views of parents. The Principal reported that parents' input was sought in school improvement planning processes. Parents expressed that they were involved in their children's learning through opportunities to join them on field-trips, to visit their classes and to attend weekly devotions in the Sanctuary. Parents felt that reporting on their child's progress and attainment was regular and thorough. Report cards, however, did not include next steps in students' learning. A variety of channels were used to communicate with parents. There was scope for the use of these platforms to be streamlined for greater efficiency and effectiveness. Students participated in community activities such as fundraising for various charities. They also participated in national competitions and events such as the Minds Inspired Chess Tournament where three students had won the top three awards at the primary level. Students also won awards for their National Children Festival of the Arts performances and the Caribbean Utilities Company Football League where the school had a combined team with another school.



Staffing and the learning environment

Staffing and the learning environment were judged as satisfactory. There was a sufficient number of staff, with relevant experience and qualification to deliver all subjects. Staff deployment was mostly appropriate, although there were instances across the school where staff required further development to adequately meet the needs of all students. The school had specialist teachers for various areas, including physical education, Spanish, information communication technology (ICT) and music; Music and computer were areas of strength in the school's provision which positively impacted student's learning. The premises were clean and there was a safe environment for learning, teaching and extra-curricular activities. The library was well resourced, with a wide variety of books for all reading levels and interests. Students shared that they were generally happy with the library, and were pleased with the choice of books that was available. Students had regular access to a good range of computers and other information and communication technology devices which were used effectively in lessons to enhance students' learning. The computer room was well equipped. The Kindergarten and Grade 1 classes had access to a resource room which was also equipped with laptops, equipment and books for their use. The school had a large playfield, which was utilised regularly for football, but required some improvement. The play area for Kindergarten and Grade 1 also required further development to enhance students'



LEADERSHIP AND MANAGEMENT

outdoor play and exploration opportunities. The school was equipped with an appropriate range of resources, including, textbooks, Dot and Dash Robots with accessories and projectors.



SURVEY RESULTS

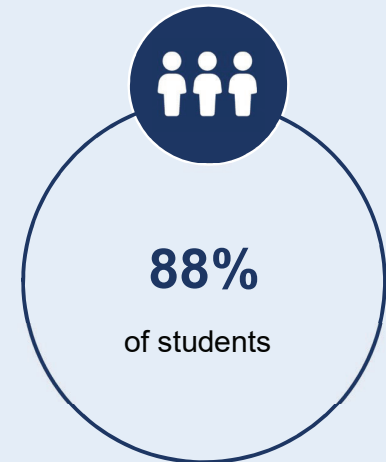
Before the inspection, the views of parents, staff and students were surveyed. The numbers of participants that completed the survey were:

Students	43	Parents	94	Staff	13
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Students

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

Almost all students agreed that they were making good progress in English, mathematics and science. Almost all agreed that overall, in all other subjects, they were making good progress in their learning. Most students agreed that the behaviour of most students in the school was good. Almost all students felt that most students understood their responsibilities as members of a wider community. Similarly, almost all felt that students showed good environmental understanding. Almost all felt that they could join in a good range of extra-curricular activities provided by the school. Most expressed that they felt safe at school and that bullying, if it occurred, was dealt with promptly. Almost all agreed that they received regular reports on their progress. Most students agreed that they got the right amount of homework to help with their learning. Most expressed that that they understood how to have a healthy lifestyle. Most students agreed that if they had special learning needs the school would do a good job to help them. All students agreed that the school had appropriately qualified and suitably skilled teachers and staff. Almost all felt that they had access to good quality resources for their learning. Almost all students agreed that the overall quality of education was good and that they received a good quality of education. All students also felt the school was well led and that the school responded to students’ concerns.



Strongly Agree and Agree

14%

Increase since the last inspection



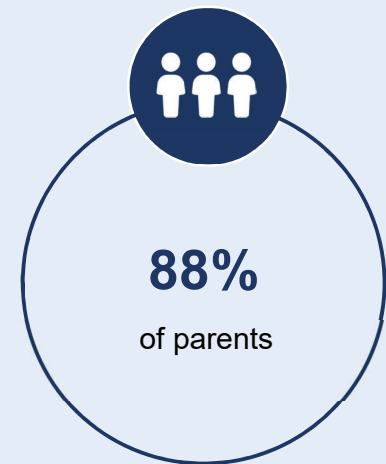
SURVEY RESULTS

Parents

Survey: "I am satisfied with the quality of education provided at this school."

There were 94 respondents to the parent survey. Almost all parents agreed that their child made good progress in English. Most agreed that their child made good progress in science and mathematics. Almost all parents agreed that their child enjoyed lessons in a safe environment. Almost all parents felt that the behaviour of most students in the school is good. Likewise, almost all parents agreed that their child was developing a good sense of responsibility as a member of the wider community and was developing good environmental understanding. Almost all parents stated that their child was treated fairly at school and expressed the view that the school dealt effectively with incidents of bullying if they occurred. Most parents felt that communication between the school and home was effective and timely and almost all expressed that school reports were regular and informative. Almost all parents agreed that the school was well led and that school leaders responded appropriately to parental concerns. Only a majority felt that parents were effectively involved in the work of the school. Almost all parents agreed that the school provided good resources for their child's learning. Most parents agreed that their child could join in a good range of extra-curricular activities provided by the school. Several parents made highly positive comments about the school. For example, a parent wrote:-

"The school, its environment and staff have helped my children to grow in confidence and to blossom. Their strengths and weaknesses are easily identified by teachers, who genuinely care for about their growth and love of learning."



Strongly Agree and Agree

2%

Increase since the last inspection



SURVEY RESULTS

Staff

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

All staff agreed that the behaviour of most students in the school was good. All staff felt that most students understood their responsibilities as members of a wider community. All staff expressed that students were treated fairly and that the school helped students to choose a healthy life style. All staff agreed that the school provided a safe and caring environment and dealt effectively with incidents of bullying. All staff agreed that there were good assessment systems in the school and that the school regularly informed students of their next steps in learning. Almost all staff expressed that students could join in a good range of extra-curricular activities provided by the school. Most staff believed that the school provided good support to students with special educational needs. Almost all staff agreed that the school was well led. Almost all staff expressed that the school effectively supported their continuing professional development. However, only a majority expressed that they were involved in the process of school self-evaluation and improvement planning. Almost all judged that the school enjoyed good links with the wider community and that parents were sufficiently involved in the work of the school. Similarly, almost all staff felt that there were sufficient resources of good quality to support their teaching and that the overall quality of education provided by the school was good



87%

of staff

Strongly Agree and Agree

10%

Increase since the last inspection



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 First Baptist Christian 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.

adminOES@gov.ky

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





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