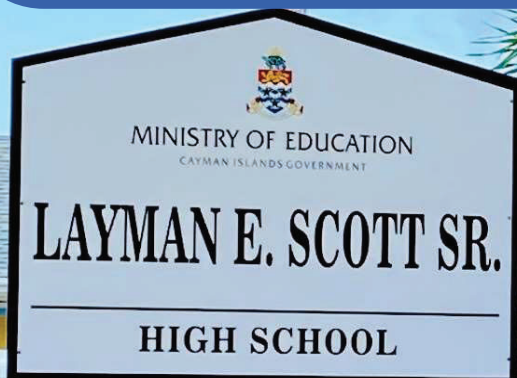


INSPECTION REPORT

OFFICE OF EDUCATION STANDARDS
CAYMAN ISLANDS GOVERNMENT

May 2021



Layman E. Scott Sr. 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:

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	Layman E. Scott Sr. High School
	Address	941 A Dennis Foster Road, Cayman Brac
	Telephone number	1-345-948-2226
	Website	https://schools.edu.ky/leshs
	Name of the principal	Mr. Devon Bowen
	Date of this inspection	May 18 - 20, 2021
	Date of the last inspection	October 2018

Students




	Number of students on roll	153
	Age range of the students	Age 11 - 17
	Grades or year groups	Years 7- 12
	Number of Caymanian students	127
	Number of students with special educational needs	43
	Largest nationality group of students	Caymanian

SCHOOL INFORMATION



Staff

	Number of teachers	24
	Number of teaching assistants	4
	Teacher-student ratio	1: 6
	Teacher turnover	4%

Curriculum

	Main curriculum	Cayman Islands National Curriculum
	External tests and assessments	CSEC, IGCSE, BTEC, CAPE, GL Assessments: CAT4 Test
	Accreditation	None

School inspection overall performance history

Cycle 1 Inspection	October 2018	 Satisfactory
Cycle 2 Inspection	May 2021	 Good



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	 Good	▲
1.2 Students' progress in mathematics	 Good	▲
1.2 Students' attainment in science	 Good	▲
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	 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	 Good	▲
3.2 Learning	 Good	▲
3.3 Assessment	 Good	▲

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	 Good	▶



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	 Good	▶



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

- Leadership was effective and senior leaders were respected by the school community which accounted for the many improvements in the performance standards at this inspection.
- Students made good progress in English, mathematics and science and in many of the other subjects.
- Teaching had improved so that no weak teaching was observed on the inspection and the majority of observed lessons was judged as good.
- The curriculum offered many varied learning opportunities to students, including some off the island, so that they could experience the wider world.
- Students received good quality support and guidance which helped those with special educational needs make progress.
- Relationships were positive and created an atmosphere where students could prosper and learn.

Recommendations

To continue the significant improvements since the last inspection the school leaders need to:

- Develop further strategies for challenging the highest achievers and supporting those struggling to learn.
- Further improve teaching strategies to better promote students' critical thinking skills and peer assessment.
- Utilise teachers' non-teaching time and find more innovative ways to enhance student learning.

In addition, the Ministry of Education should consider confirming the acting senior leadership posts to ensure stability.

What has improved since the last inspection?

- Thirteen performance standards had improved from satisfactory to good and another from weak to good.
- Students' attainment and progress in core subjects were now good, improving from satisfactory.
- Leadership had become more focused and successful in driving improvement throughout the school in a relatively short period of time.



OVERALL PERFORMANCE

► Good

The overall performance of Layman E. Scott Sr. High School was judged as good. There were improvements in students' achievement and progress in English, mathematics and science. Notably, the majority of students were attaining above international standards and making better progress than expected. Leadership was strong, and despite the fact that some members of the senior leadership team were in temporary positions, the senior leadership team had driven improvement well. Senior leaders had involved all staff in the necessary improvements and middle leaders had responded very effectively in leading their subjects to secure improvements in students' outcomes.




The process of school improvement had developed well. It was now systematic, built on good evidence of how well the school was doing and involved all members of staff. The outcome of the inspection was testimony to the success of this work, as nearly every performance standard in the inspection had improved from satisfactory to good and those that had previously been good remained as that. The focus on improving teaching, learning and assessment was a significant and effective strategy by the senior leadership team. They had correctly identified these areas as the most effective way of effecting change in the quality of student's learning, and improving their progress. The impact of this could be seen in the raising of standards across the year groups.

Positive relationships between staff and students and among the students themselves were a key feature of the school. Staff were happy to work extra time out of school hours to support and coach the students who recognised their good fortune. Students made highly positive comments about the extra efforts made by teachers to support their learning. Concerns raised by both parents and students were routinely listened to and acted upon, which strengthened the support they gave the school. Students had regular opportunities to take part in events in Cayman Brac, Grand Cayman and beyond. Thus, they were aware of the world outside their shores and were prepared for their future lives, as many will study away from the island and ultimately work away. Students were proud of being Caymanian and knowledgeable about their heritage, with many wishing to have significant useful roles within the community when they graduate.



ACHIEVEMENT

Students' attainment in relation to international standards

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



English

Attainment in English was good. Over the past three years, students' attainment in English in external examination had improved significantly, with a majority achieving above national and international standards. Students' attainment in the 2020 external examination was excellent, with 81 per cent of students achieving Grade 2 or better. While variable across year groups, internal assessment data indicated that most students achieved above expected standards. From observed lessons and review of students' workbooks, most students demonstrated appropriate skills in grammar and the mechanics of writing. However, there was variability in the quality of students' handwriting and work presentation. In lessons, a majority of students achieved in line with curriculum expectations. Reading intervention at Years 7-9 had led to improvement in students' attainment in English at Key Stage 3. In a Year 7 English lesson, most students demonstrated appropriate understanding of the format and content of letters of apology. Similarly, in a Year 11 lesson, almost all students demonstrated good understanding of the features of summary writing. However, there was scope to further promote students' achievement in English by placing increased focus upon students' oral language development in lessons. In a significant minority of lessons, teachers accepted one word or phrases as responses. Where teachers structured regular opportunities for students to interact and discuss this led to higher levels of student engagement in lessons.



ACHIEVEMENT

Students' attainment in relation to international standards



Mathematics

Attainment in mathematics was good. This had improved steadily from 2018. By the end of Year 11, most students were performing above expected curriculum, national and international standards. Internal assessments confirmed this trend of improvement. Students in Year 7 could simplify and solve algebraic equations. Those in Year 8 could calculate the circumference of a circle with a known diameter. Year 9, students used trigonometry ratios to calculate angles and lengths of sides of a right-angled triangle. In Year 10, students used frequency polygons to successfully represent grouped data and could work collaboratively to find the total surface area of a cuboid. Year 11 students demonstrated a good understanding of how histograms are constructed and were able to extract information accurately from these. Students, particularly boys, did not take sufficient pride in presenting their written work well. In Year 9, students were challenged by early exposure to Year 10 expectations and rose to the challenge successfully. This enabled these students to pursue the Additional Mathematics examination in Year 11. Attainment was lower for students with special educational learning needs (SEND). These students struggled to consolidate and relate their numerical and mathematical skills to real life. Students received good oral feedback but written feedback did not always focus on their next attainment steps.




Science

Attainment in science was good. A majority of students attained at a level above curriculum expectations in both Key Stages. Overall, attainment was improving over time. Students showed good levels of knowledge and understanding in scientific topics and processes such as chemical reactions and particles, elements and components, and investigating science using scientific methods. However, there was some variation in attainment across year groups. Attainment was strongest in Years 7 and 9 and weakest in Year 8. Girls attained more highly than boys because there were fewer girls with special educational needs. Students with special educational needs attained well given their individual starting points. At the end of Key Stage 4, the majority of students attained at a standard above those set internationally. A trend of improvement was evident over the last three years. Students displayed a good understanding of the key components of the scientific disciplines of physics, biology and chemistry. In a Year 10 physics lesson, students demonstrated secure understanding of why heat transmissions vary in different environments. At Key Stage 4 students' attainment was variable and the present Year 10 showed stronger levels of attainment than those in Year 11.



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

Progress in English was good. The school's internal assessment data showed that most students made better than expected progress from their starting points. Most Year 11 students exceeded the target set by their Cognitive Assessment Test results. In lessons, when teachers used a variety of teaching strategies and structured regular opportunities for students to actively participate in their learning, most students made good progress. In a Year 10 English Literature lesson, most students demonstrated a good understanding of the metaphorical use of language. All students worked well in groups to share their personal and thoughtful responses to a poem. They were actively engaged in co-creating and demonstrating their knowledge of thematic issues through media such as song, drama, poetry and panel discussion. Linking lesson content to the everyday life experiences of students made learning relevant and authentic for them and contributed to their good progress. Students with special education needs made good progress from their starting points. In a Year 10 English lesson on summary writing, targeted support by a teaching assistant ensured that a student with additional learning needs made acceptable progress in the lesson. Target setting to enhance students' progress was underdeveloped across year groups.



ACHIEVEMENT

Students' progress in key subjects



Mathematics

Students' progress in mathematics was good. Internal assessment data indicated that almost all year groups had made significant gains over time. Lesson observations, scrutiny of students' workbooks and discussions with students confirmed that most students made good progress in their learning. The Year 10 students' early entry examination and individual support offered by teachers to students at lunchtime and after school aided their mathematical understanding. Focused support using computer software for those sitting the external examination also helped to support their progress. Some boys, most notably in Year 11, needed to engage more purposefully in their lessons as low-level distractive behaviour restricted their own progress and the progress of others. Whilst most students with SEND made good progress from their starting points, their progress was hindered at times when they did not have focused support in lessons. The best progress in lessons was observed when students were actively problem-solving in groups. This ensured that they reasoned more and explained mathematical concepts together to deepen their understanding. Students did not always have sufficient opportunities to work collaboratively.





Science

The progress of students in science was good. Students entered the school with standards of attainment that were below international expectations and a number of students had additional learning needs. From low starting points students made good progress as they advanced through the year groups, extending and deepening their scientific knowledge, understanding and skills. There was some variation in rates of progress between year groups. In Key Stage 3 the majority of students made good progress, and progress was most rapid in Year 7. In a Year 7 lesson, students demonstrated a good understanding of the elements needed for fire and successfully carried out an experiment to see the effects of removing oxygen from fire. At Key Stage 4, whilst a majority of students made good progress, it was slower than in Key Stage 3. Progress was strongest in Year 10. In a Year 10 Chemistry lesson on electrolysis, students made notable gains in their skills of organisation, observation and the recording of data. Students learned how to construct an electrolytic cell and carried out the process of electroplating. Students had to set up the experiment, conduct the experiment and record the results. The progress made by students with special educational needs was good.



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

Positive behaviour for learning was good. Students' standard of behaviour in almost all lessons was good. Most students demonstrated good attitudes to their schoolwork. Relationships between students and with their teachers and other adults were positive and respectful. Students were developing a good sense of self-respect and tolerance of different points of view. Incidents of bullying were infrequent and were dealt with effectively by the school. A significant minority of students reported that they felt unsafe in the school because given the school's location, they had a deep concern for their safety should an earthquake trigger a tsunami. Students wore the school uniform with pride. A good range of opportunities were available for students' leadership skills to be developed and students received awards in recognition for their work. For example, students received awards for citizenship, leadership, academic excellence, effort and attendance. Students participated in a range of leadership opportunities through the Leo Club, Cadet Corps, peer counsellors and class monitors. Senior students were selected for leadership roles as prefects. They were good ambassadors for their school. Elected class representative gave students a voice through the student council. Almost all students were punctual to school and to classes. Levels of attendance for the current and previous terms were good.



STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT




Civic and environmental understanding



Civic and environmental understanding was good. Most students were developing good understanding and appreciation for the distinctive features of Caymanian life, including the Islands' traditions and culture. Regular planned events such as Culture Day, Commonwealth Day and Remembrance Day successfully promoted students' knowledge, understanding and appreciation of the Cayman Islands. A group of students were working with a local artist to create a cultural mural at school. Also, local artisans had exposed students to the Caymanian tradition of thatch weaving. Devotion was a regular feature of school life. Consequently, most students were developing awareness of the importance of Christian religion to the community. Productive partnerships with organisations such as the Guy Harvey Foundation, Department of Environmental Health, and the National Trust provided rich and integrated opportunities for students to learn from and within the community. Most students were developing a good understanding of sustainability and conservation issues. Students participated in regular beach clean ups, and turtle nesting projects. Curriculum topics linked to project-based learning were used effectively to promote students' understanding of issues such as deforestation, habitat destruction and global warming. There was, however, scope for more students to show their initiative and participate in projects around the school to support sustainability and conservation in their own environment. Throughout the year, students had engaged in a range of opportunities to promote their civic engagement. These included fundraising for cancer, providing food baskets to residents in a rest home and reading to children at a local day care centre. Year 8 students had won an international video contest on "Kindness Matters" and had donated their prize money to a local charity.



TEACHING, LEARNING AND ASSESSMENT

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



Teaching

Teaching was good. This positive development since the last inspection was due to a systematic school-wide process to improve teaching. Teachers demonstrated good subject knowledge. They made good use of smart boards to support and reinforce students' learning. Where there was consistency in approaches and techniques used by teachers in a subject or department the stronger the learning outcomes were for students. Across years groups, relationships were respectful and purposeful. Lessons for all subjects were carefully planned to a set lesson plan template. Classroom management was generally good in most lessons. However, on occasion, where students were not actively engaged for a period of time, they became distracted. Opportunities for students to work collaboratively with a partner or in groups had a positive impact on their learning. A few teachers did too much of the talking and work. In the most effective lessons, students' critical thinking skills were being developed systematically. Higher ability students were challenged and those of lower ability, especially those with SEND, supported, motivated and engaged. Lesson plenaries sometimes lacked impact due to time for these at the end of lessons being limited.

TEACHING, LEARNING AND ASSESSMENT



Learning

Students' learning was good. Most students were keen to do well. They understood the importance of achieving well. Students used technology effectively to support their learning, though the school's slow Wi-Fi restricted reliable use. Regular homework played a part in students' learning and helped to reinforce learning. Students were motivated and learned best when collaborating with others to discuss and solve set tasks and problems. Their higher-order and critical thinking skills were developing but students required further opportunities to use and extend these. Students performed well when given the opportunity to take responsibility for their own learning. The best learning occurred when they knew their own strengths and weaknesses in the topic they were working on and what they needed to do next to improve. Opportunities for meaningful real-life contexts and links to other subjects enhanced their learning. Students with SEND learned best when they were supported well in mainstream classes or in tutorial sessions for specific, focused purposes. School leaders were planning to give the same attention to improving student's learning further as they had successfully given to teaching.

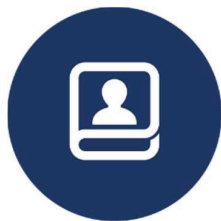


Assessment

Assessment was good. There were clear whole school assessment procedures in place. These were established and well understood by teachers and students. Students were assessed four times a year. Targets were set annually and reviewed at every assessment point. External benchmarks such as Cognitive Ability Tests (CATs), were used to aid the target setting process so that actual assessment data could be compared to predictions. The data collected was evaluated on a whole school, department and individual levels and included students with special educational needs. Assessment data was shared with all staff and used well to plan lessons. Regular assessment took place in lessons on an ongoing basis and students received feedback on how well they were progressing. This was supported by teachers' marking which provided students with feedback on their progress. Occasionally, however; the quality of written comments in books was too general and brief. Most teachers showed a good understanding of the strengths and weaknesses of their students and used this to good effect to adjust their teaching. In the best lessons teachers' questioning succeeded in gaining an accurate picture of how well students were progressing and what they needed to do to improve. There were some opportunities for student feedback and self-assessment which helped students to build confidence in their own learning.

CURRICULUM

Quality Indicator	Current Inspection Judgement
4 Curriculum	 Good





Curriculum

Curriculum was good. The school followed the Cayman Islands National Curriculum leading to a range of examinations. The curriculum was broad, balanced and challenging, and prepared students well for transition to the next stage of their learning or the world of work. It was reviewed annually and was continually developing. Senior leaders took account of the views of students and parents through regular surveys and meetings. Consequently, new subjects were on offer with plans to further improve the range of vocational options. In response to a recommendation in the previous inspection report, students were developing increased understanding of local history, culture, and environmental understanding by linking science and social studies topics to local issues in the community. Project-based learning was now a feature of these lessons, however, there was scope for more regular cross-curricular links in other subjects. Homeroom sessions were underused and there were missed opportunities to develop aspects such as students' personal development and social education. A suitable range of extra-curricular activities and clubs allowed students to enhance their learning in a range of academic, creative, practical and physical endeavours. Students regularly participated in a wide range of competitions including robotics, technology, essay and public speaking. The school had good links with feeder schools. Additionally, there were established systems in place to provide students with guidance regarding subject choice, programme selection and career choice. All students completed community hours as part of graduation requirements. The school's remote learning systems were robust and promoted continuity in learning for students who fell ill or were out of school for periods of time.



SAFETY AND SUPPORT

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



Health and safety

Health and safety arrangements were judged as good. Across the school there was a strong focus on health and safety. Strict signing processes monitored the entry and exit of visitors to the premises. Established procedures were in place for field trips which included risk assessments. The premises were generally clean and well maintained although a minority of students were not always careful in their disposal of litter. The premises were accessible for students with special educational needs. Fire drills were conducted regularly and records were kept. The facilities manager conducted regular maintenance checks and work orders were logged in an electronic software system. Recommendations in the previous inspection report and environmental health report regarding health and safety had been satisfactorily addressed. However, recommendations from the recent fire inspection report including the installation of an emergency fire alarm system had not yet been actioned. There were planned opportunities for students to engage in physical exercise throughout the week. The school's canteen served balanced lunches, but not all snacks were healthy choices. Students were adequately supervised by staff, including at break and lunch times. A security guard patrolled the premises throughout the day. Staff's training in first aid required renewal. All staff, including ancillary staff, were trained in child protection. All staff understood the processes for keeping students safe.

SAFETY AND SUPPORT







Support and guidance

Support and guidance were good. Students' individual needs and well-being were given high priority. Staff knew the students well and their relationships were good with mutual respect and trust being displayed. Students knew who to go to if they needed to talk to someone. Most students' behaviour was good, and they displayed a good understanding and support for the rules and values of the school. Attendance, punctuality and academic progress were closely monitored and action taken as a result of this. Support for students with special educational needs was good. Students were regularly assessed and a clear, planned approach to helping students was adopted. Individual support plans had clear objectives, appropriate timeframes and the resources needed for implementation. As a result, students with special educational needs made good progress in their learning. Support came from staff within the school and from experts from external agencies. Peer counsellors trained by the school counsellor were available to support students as needed. The Special Educational Needs Co-ordinator monitored the implementation and the impact of these plans. Careers guidance was frequent and comprehensive. Students received career guidance through a weekly careers lesson in Years 10 and 11. The options booklet for Year 9 students clearly set out what subjects were available and how to study them. At the last annual school careers fair, 31 companies from the islands attended.



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. Although most of the senior leadership team were in acting positions, in the short time they had been in posts, they had provided clear and consistent direction for the school. This had provided the necessary drive for the improvements that had resulted in better student outcomes and more effective teaching. The clarity of their focus on improving teaching, learning and assessment meant that students' achievement was better than might be expected. There was a robust system for performance management and regular observation of teaching. Leaders had been particularly successful in improving the quality of teaching and no weak teaching was observed over the course of the inspection. Middle leaders demonstrated that they had the knowledge and understanding to take these developments and further embed them into the practice of the school. This will continue the trend of improved student outcomes. There was a good range of opportunities for students to take up leadership roles. These included peer counsellors, school council members and prefect positions. Senior leaders did not always hold subject teachers to account for the progress of each of their students. There was strong evidence that senior leaders had the capacity to further improve the school. However, the temporary nature of some of their positions meant that their capacity was underdeveloped. Staff and parents commented that validating the posts of principal and deputy principal would make them feel more secure in the stability of the school.



LEADERSHIP AND MANAGEMENT



Self-evaluation and improvement planning

Self-evaluation and improvement planning were good. There were secure self-evaluation processes that used data and classroom observations to help identify priorities. The process of development planning had been strengthened and included the staff, parents and students. Any planning involved the whole staff who worked in teams on different aspects to develop proposals to meet the findings of self-evaluation. These were then discussed and worked into a formal plan. The plan was reviewed at the end of the year and this cycle was repeated. Plans had incorporated ideas from parents and students and were acted upon. For example, parents' requests for quick and easy communication had been answered with a series of WhatsApp groups. Plans were in place to install lockers for students' heavy bags and laptops, and students' request for school blazer style jackets was being considered. Where possible school leaders had aligned their development process to the areas in the Successful Schools and Achieving Schools2 Framework. All recommendations from the last inspection had been addressed and those improving students' progress and outcomes had been tackled well.



Links with parents and the community

Links with parents and the community were good. The school had very supportive links with parents who commented that they valued the small size of the school as they felt that their child was known as an individual. The relationship was enhanced by the many out of school hours staff gave to students for extra studies and for revision classes. Parents were appreciative of the quick response by school leaders when schools were closed due to COVID-19. Most parents expressed that the move to home learning had been supportive and effective. The school had begun to make improvements to the way they had communicated with parents which were strengthened through the closure. Parents received a useful amount of information about their child's education. Several information and communication technological links had been used and continued to be used. These included apps for quick messaging and those for informing parents about homework and how well their child was doing academically and pastorally. Reports were sent and stored on this application. Parents liked this facility as it gave them an opportunity to look back over time and track their child's progress. Reports were informative but did not consistently include the next steps for students' learning to help parents know precisely how to provide support. Links with the community were good and gave the students opportunities to experience a range of activities both locally and off the Island broadening their horizons and their knowledge of the wider world.



LEADERSHIP AND MANAGEMENT



Staffing and the learning environment

Staffing and the learning environment were good. Teachers had good subject knowledge and were well qualified. Learning support staff worked well to enhance students' learning. Retention of staff was good. As Layman E Scott Sr. High School was a small school offering a broad curriculum, this did cause inconsistencies in staff deployment. Some staff were underused when there were opportunities to offer valuable support to other areas. The building was well kept and fit for purpose. Classrooms were large and light and the school had good specialist accommodation but a few areas needed refreshing and refurbishment. The outside areas were spacious with room for gardening and outdoor sports. In addition, the school had the use of the Cayman Brac's specialist sports facilities and swimming pool. Resources were generally appropriate and sufficient in number. The students had individual laptops, due to efforts of the Ministry of Education and generous benefactors during the school closure. However, the speed of Wi-Fi had become a hindrance to students' independent research. The building was one-storey, close to the sea, and in the event of a tsunami extremely vulnerable.



SURVEY RESULTS

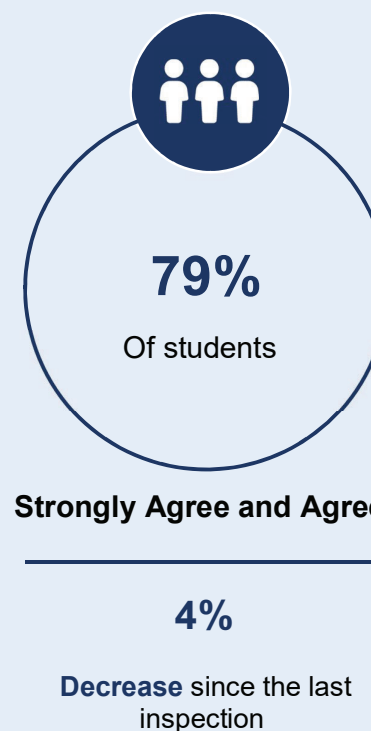
Before the inspection, the views of parents, staff and students were surveyed. The numbers of participants that completed the survey were:

Students	129	Parents	73	Staff	29
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Survey: “I am satisfied with the quality of education provided at this school.”

The same number of students responded to the survey as at the last inspection. Students were considerably more positive in their views about the school. Most were happy with most aspects of the school including the quality of teaching and their teachers. They were pleased with their progress in learning and felt supported in their work. Students thought they made good progress in their subjects. They were positive about homework and access to resources. They thought that their school was well led.

A majority, felt that the school provided good support to students with special education needs and that school leaders consulted them on how the school can improve. A majority thought that students’ behaviour was good and inspectors observed that it was good. Sixty-one per cent, said they felt safe in the school. Inspectors discovered that a large number of students felt unsafe because their school was at sea level, close to the sea and if there were an earthquake and a tsunami they may be vulnerable. Individuals commented on concerns that inspectors agree with, such as the school Wi-Fi was slow and that there was a need for students’ lockers as schoolbags with laptops were heavy. These areas were being addressed by leadership. There was a request from students that the range of subjects available should to be widened to include history and psychology.



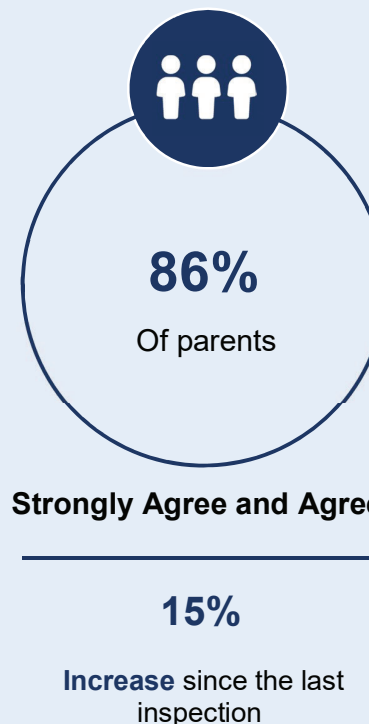
SURVEY RESULTS

Parents

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

Seventy-four parents responded to the survey, significantly more than the fifty-one at the last inspection. Most parents, 88 percent, were satisfied with the quality of education provided by the school. One stated, “I am beyond pleased with how some teachers went above and beyond to help their students, such as weekend classes.” Most, believed their children were making good progress in English, mathematics and other subjects, and even more thought their children made good progress in science. Parents were positive about their child’s engagement as a member of the wider community and their environmental understanding within and beyond school. Almost all thought that the school was well led and commented on “strong leadership”. This was an improvement from last inspection.

However, only a majority felt that the school dealt effectively with incidents of bullying or that students with SEN were well supported. Inspectors’ evidence showed that bullying was dealt with well, and that support was good. A majority felt that parents were effectively involved in the work of the school. Whilst almost all parents said they felt their children were safe in school, there were comments about child protection but all members of staff had undergone the appropriate training.



SURVEY RESULTS

Staff

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

Twenty-nine staff members responded to the survey at this inspection, considerably more than the eighteen at the previous inspection. Staff were positive about the role of the school in supporting students' learning. 87 percent, felt that the school provided a good quality of education in a safe and caring environment where students were treated fairly. This was an improvement since the last inspection.

Most thought that bullying was dealt with effectively. All staff considered the school to be well led. Almost all were involved in self-review and future planning. They believed that the curriculum was enriched by a good range of extra-curricular activities. Staff considered their colleagues to be well qualified and that there were good quality teaching resources available to support teaching and learning. Most concluded that they enjoyed opportunities for good professional development.

Staff agreed that students demonstrated good behaviour as young people who understood their role in the wider community. Almost all staff believed that students showed a good environmental understanding and were helped to take the next steps in their learning and their future choices. Most considered that the students were helped to choose a healthy approach to living. Almost all staff felt that good support was provided to students with special educational needs. Most staff believed that parents were involved in the work of the school. A significant minority of staff, 46 per cent, felt that parents' meetings were well attended and helpful. The written responses were overwhelmingly positive.



Strongly Agree and Agree

5%

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 the Layman E. Scott Sr. High School was judged to be providing a **good** 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.

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www.oes.gov.ky | adminOES@gov.ky

Office of Education Standards
Government Administration Building
133, Elgin Ave, George Town
Grand Cayman