



INSPECTION REPORT

WESLEYAN CHRISTIAN ACADEMY

OFFICE OF EDUCATION STANDARDS

May 2019

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Inspections of schools, colleges and early years centres in The Cayman Islands

As determined by Education Law (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, to government officers and to appointed 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' is the tool which is used both by schools to review their own work and by inspectors when they visit.

Inspection frameworks are a central feature of different school evaluation systems worldwide. They provide a structure within which inspectors make judgements based on 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.

Evaluations

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

The four levels on the scale are defined as follows:

- **Excellent** - exceptionally high quality of performance or practice.
- **Good** - the expected level for every school in The Cayman Islands, both public and private.
- **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.
- **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.

Consistency in quantitative terminology

Inspectors use quantitative terms in reports, as follows.

	Definition	Numerical
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%
Minority	15% or more but less than half	15% to 49%
Few	Up to 15%	0% to 14%

Information about Wesleyan Christian Academy

Name of school	Wesleyan Christian Academy
Address	62, Crescent Close, West Bay, Grand Cayman
Telephone	1-345-949-1121
E-mail address	dellis@wcacayman.com
School Website	www.wesleyanholinesscayman.com
Principal	Ms. Daphne Ellis
School day timing	8am to 3pm.
Age range of students	3yr 9m to 18 years
Number of students	128
Number of teaching staff	15
Number of support staff	4
Date of last inspection	April 2009

The context of the school

The Wesleyan Christian Academy was founded in 1977 and is located in West Bay, Grand Cayman. The academy is affiliated with the Wesleyan Holiness Church in West Bay.

The school's mission is 'Developing Christian Leaders through Biblical, Individualised Education' and its vision is '... providing the highest quality educational program with the cornerstones of Christian character development among students and staff, quality performance among students and staff and transition for students to be servant-leaders'.

Wesleyan Christian Academy is a private, K-12 Christian school which currently has 128 students on roll ranging from 3yr 9m to 18 years old. For the purposes of the inspection report the school is organised into three phases:

- Early Years / Kindergarten – PreK and K;
- Elementary school – Grades 1 to 6;
- High school – Grades 7 to 12.

The school follows the Accelerated Christian Education curriculum from Grade 1 to 12. The curriculum is delivered through the use of a series of workbooks. The workbooks are divided into a series of work texts called Packets of Accelerated Education (PACE's). It is expected that students complete 12 PACE booklets each year for each subject (English, mathematics, science, Bible studies and social subjects). The philosophy is that students should be allowed to progress through the materials at their own pace and not be held back by others in the class. When the students have completed a series of activities and 'check ups', the student is required to complete a self-test. This assesses the students' mastery of the topic content and successful completion is required before progression to the next level of PACE materials. The teacher is considered to be a 'facilitator' to provide guidance and direction with the prime goal to promote students' independence and responsibility for learning.

In the early years the school follows the Abeka Early Years Curriculum and Cayman Islands Early Years Curriculum Framework.

Key strengths

The inspection identified the key strengths of the school to be:

- The student's behaviour for learning is good because the school's Christian values of care, compassion, respect and tolerance are demonstrated by almost all students daily, especially in Kindergarten and elementary grades;
- Students' health and safety is good because the school has strong procedures and systems in place; child protection processes are robust, and the school is clean, well maintained and hygienic;
- The leadership of the Principal has led to significant improvements in the quality of education in the Kindergarten since the previous inspection.

Recommendations

The inspection identified the following priority areas to improve:

- Raise standards in the high school by:
 - increasing middle leadership capacity;
 - improving teaching and interactions with students;
 - making use of assessment information to plan more challenging learning;
 - improving the support and guidance for students' academic, pastoral and spiritual development, especially in the high school;
 - raising attainment in English, mathematics and science to be at least in line with international standards.
- Raise attainment and progress in science by:
 - reviewing the science curriculum to include practical working so that scientific skills increase in sophistication over Grades 1 to 12;
 - investing in science resources in the Kindergarten and elementary grades and in a science laboratory in the high school;
 - developing students' basic skills of numeracy, reading and writing in a scientific context;
 - improving student led enquiry and research skills;
 - fully implementing the exploration theme from the Cayman Islands Early Years framework into Kindergarten grades at the school.
- Improve teaching by:
 - teachers using the external SAT assessment information and internal 'on-grade' data to plan individualised goals that meet the needs of all students;

- strengthening teacher-student interactions in Grade 7 to 12 by planning learning activities in addition to the PACE booklets that engage and enthuse students;
 - teachers planning higher order questions that require students to think critically and creatively;
 - challenging the more able students through planned research and enquiry activities that require them to apply their knowledge to a new context.
- Improve learning by:
 - planning learning activities that improve students' collaborative, speaking and listening skills;
 - providing technology for learning that enables students to research and enquire independently;
 - increasing opportunities for students to apply their learning to the real world.
 - Improve the curriculum by:
 - planning the continuity and progression of non-core subjects from Grade 6 to 12
 - replacing the social science PACE curriculum with a Caribbean-based geography and history course;
 - increasing curriculum time for 'Beyond the PACE' to allow time for deeper understanding of local and global issues by planning each session around a 'big question' which students can research and discuss critically;
 - planning the application of students' extended writing skills into the 'Beyond the PACE' curriculum.

Summary

Overall Evaluation – Weak

The school is judged weak overall because there were serious weaknesses in the school's curriculum; it was too narrow and the weak resources and sequencing of science and non-core subjects led to weak progress in those areas. The high school (Grade 7 to 12) was also a serious weakness of the school because students' progress was weak. The school's own assessment data and external Stanford 10 SAT results corroborates that attainment and progress are weak in the high school.

Teaching was judged to be weak in elementary and high school. Only a majority of the quality indicators have been judged satisfactory.

Leadership and school self-evaluation were judged satisfactory because most recommendations from the previous inspection have been acted upon, especially in the Kindergarten.

Student progress in mathematics and English in the Kindergarten and elementary school was satisfactory because assessment was used by teachers to meet the needs of most students.

Students' behaviour for learning, civic and environmental understanding, health and safety was good in the Kindergarten and elementary grades. Support and guidance in the Kindergarten was also good.

Achievement

Students' attainment in relation to international standards	Early Years	Elementary	High
Attainment in English	Satisfactory	Satisfactory	Weak
Attainment in mathematics	Satisfactory	Satisfactory	Weak
Attainment in science	Weak	Weak	Weak

Attainment in English was satisfactory in the Kindergarten and elementary grades, and weak in the high school grades. Stanford 10 data showed that attainment was weak overall in the elementary grade, and inconsistent in Grade 7 to 11. The school's data analysis of grade level attainment in PACE for English showed that attainment in the elementary was on track to be satisfactory but in the high school it was weak. Most students in Kindergarten were attaining in line with age-related expectations in writing, speaking and listening because teachers planned practice activities for letter recognition and engaged children in writing experiences. PACE booklets helped consolidate sentence construction and penmanship in elementary and almost all students could write simple sentences and paragraphs. However, there were too few opportunities for students to develop their extended and creative writing skills and this hampered higher attainment in writing in the elementary school. Writing attainment was weak in the high school because only a few students could analyse or compare texts.

Attainment in mathematics was satisfactory in early years and elementary but weak in high school. The school's own internal data showed that most students were working at 'PACE grade level' in Kindergarten to Grade 6 but only a few students in Grades 7 to 12 were doing so. The Stanford assessment showed that mathematics attainment was weak in all grades for both 2017 and 2018. In Kindergarten, teachers' instruction and questioning enabled most children to be able to count to 100 and understand one more and one less. However, few children could use mathematical comparison terms such as longer or shorter. In the elementary most students could multiply fractions and use the lowest common denominator to solve problems. Attainment in mathematics in the higher grades was weak because the curriculum lacked challenge. Only a minority of middle grade students could apply negative number rules to solving equations correctly. In the high school few students attained at the expected level in Grade 11 and 12.

Attainment in science was weak in early years, elementary and high school because Stanford 10 test data assessed science as weak in most grade levels. The school's own internal PACE data showed that most students were working at 'PACE grade level' in Kindergarten to Grade 6 but that only a few students in Grade 7 to 12 were doing so. Current work showed that attainment compared to international standards was weak in elementary and high school because students were not developing and testing hypotheses or carrying out investigations where they could find and interpret their own data. In Kindergarten, children did not use equipment to explore the world around them, such as tools to collect and measure caterpillars. In middle school only a few students learned to carry out practical experiments themselves. In

high school students had no access to science laboratories to perform experiments at the standard expected for Grade 12.

Students' progress in key subjects	Early Years	Elementary	High
Progress in English	Satisfactory	Satisfactory	Weak
Progress in mathematics	Satisfactory	Satisfactory	Weak
Progress in science	Weak	Weak	Weak

Progress in English was satisfactory in the Kindergarten and elementary but weak in high school. In the Kindergarten classes, teachers enabled most students to develop conversation skills in a range of contexts and this led to progress in speaking and listening skills that was in line with expectations internationally. For example, in a Grade 1 class the students used songs to help remember key vocabulary in Spanish. Progress in reading was satisfactory across all grades of the school. However, in the Kindergarten and elementary grades there were not enough opportunities for students to engage in creative role play and, across all grades, the reading materials lacked challenge for the more able readers. There were only a few pieces of extended writing across all grades of the school. Students in the elementary and high school grades were not challenged sufficiently to write in a range of contexts as a means of consolidating their writing skills.

In mathematics, progress was satisfactory in early years and elementary grades but weak in high school grades. In Kindergarten and elementary, internal data showed that most students were making expected progress towards completing 12 PACE booklets this year. However, this same internal data showed that only a few students were on track to complete 12 booklets in Grade 7 to 12. Elementary students made satisfactory progress because they could describe how to use coins and dollars to go shopping and add up a bill correctly, which consolidated students' number knowledge using real life applications. In middle grades most students in Grade 7 could confidently multiply and divide fractions, understand equivalent fractions and solve problems using fractions. In the high school progress was weak because only a few students could calculate the surface areas of 3D shapes.

Progress in science was weak across all grades. In Kindergarten progress was hindered by the lack of scientific equipment. In topics where no additional equipment was needed, such as learning about plants students made satisfactory progress. Teachers improvised where they could but were unable to cover all of the requirements for early years. In the elementary and grades most students completed the required number of PACE booklets. In the high school grades the school's own tracking data showed only a minority of students were on track to complete their science PACE books. The PACE booklet curriculum did not enable students to practise and understand scientific method or the development of investigative skills, so students' progress against international standards was weak.

Students' personal and social development

Promoting students' personal and social development	Early Years	Elementary	High
Positive behaviour for good learning	Good	Good	Satisfactory
Students' civic and environmental understanding	Satisfactory	Satisfactory	Satisfactory

Students' behaviour for good learning was judged as good in the Kindergarten and elementary grades and satisfactory in the high school. In interviews, almost all students said they felt safe and incidents of bullying were rare. Parents of students in Kindergarten and elementary classes were confident that class teachers would solve any issue that arose. The Christian ethos of the school was reflected in the purposeful attitudes of students seen across all grades of the school; almost all students were polite and respectful in their interactions with adults and with their peers. Almost all students followed the agreed policy for school uniform and arrived at school in time for lessons; they were also punctual to lessons after breaks. Relationships between students and their teachers were strong in the Kindergarten and elementary grades. Relationships between the students and their teachers in the high school were satisfactory but they had little impact on improving student's achievement because academic support and guidance was ineffective. Attendance in 2018 was satisfactory but was below the expected standard during the inspection. The Pastor Service had little impact on students' well-being and behaviour, having contributed to only one Chapel session this year and no contribution to Bible teaching.

Civic and environmental understanding was judged as satisfactory in the Kindergarten, elementary and high school. A majority of students were active participants in the life of school and community through programs such as Meals on Wheels, Help for Houston, Autism Awareness, Down's Syndrome Awareness and the creative shoe box project for the elderly. Most students demonstrated an age-appropriate understanding of environmental issues and participated in keeping their school clean and tidy. A majority participated in environmental activities related to conservation and environmental sustainability including the Bottle Cap collection and Phone Book recycling projects. The Grade 7 class were enjoying the Turtle Rangers program aimed at preserving the green sea turtles. A majority of students demonstrated an awareness of the distinctive culture of the Cayman Islands and could identify national symbols such as the Coat of Arms and understood what the national flag represented. Students were also aware of the Cayman culture and traditions including the cuisine, thatch rope-making and had a good historical knowledge of the development of the islands. Almost all students had a clear understanding of the importance of Christian values to the community and actively participated in devotions and assemblies. However, few opportunities were available for students to take leadership roles within the school and the absence of a school council failed to support an understanding of the Cayman system of government and democracy.

Teaching, learning and assessment

Ensuring effective teaching to support students' learning	Early Years	Elementary	High
Teaching	Satisfactory	Weak	Weak
Learning	Satisfactory	Weak	Weak
Assessment	Satisfactory	Satisfactory	Weak

Teaching was satisfactory in the Kindergarten and weak in all other grades. Teachers in Kindergarten had sufficient subject knowledge and understood how young students learnt effectively. They used a range of teaching strategies and involved students actively in their learning. For example, children chanted as a whole class to learn phonics and teachers then used good questioning to deepen their understanding of digraphs. In the elementary grades teachers followed the PACE structure which led to too few opportunities for dialogue and questioning beyond simple recall of facts. There were only a few examples of planned whole class or group lessons which led to teaching approaches which only met the needs of certain students. In the high school grades teachers' subject knowledge was not strong enough to support students in all subjects on the curriculum. In other subjects, such as music and PE teaching was weak because lessons were not planned with an objective set at an age-appropriate level. For example, badminton was taught to high school students with a balloon instead of a shuttlecock which required an elementary grade level of hand and eye co-ordination.

Learning was satisfactory in Kindergarten grades and weak in elementary and high school. In Kindergarten, learning was satisfactory because children had opportunities for practical activities and talked about what they were learning. Students were motivated and they took a high level of responsibility for the completion of the agreed number of pages each day and most organised their time well. However, students in elementary and high school did not improve their learning skills effectively because too much time was spent on individual workbooks. Occasionally, when elementary students applied their knowledge to solving problems in mathematics learning was satisfactory. In Grades 7 to 12 students seldom experienced work that challenged them or involved critical thinking and teachers planned few connections across curriculum areas or to real world applications. The 'Beyond the Pace' sessions had potential to improve learning skills but were not fully effective because they were not planned with sufficient challenge.

Assessment was satisfactory in Kindergarten and elementary grades and weak in the high school. Teachers in Kindergarten assessed and recorded students' emerging skills in the areas of the Cayman Island Early Years Curriculum Framework and the Abeka curriculum. In the elementary grades students checked their own work and teachers used the PACE assessment and recording system effectively to track student progress. Staff knew their students' strengths

and weaknesses well. In elementary grades students received effective additional support because teachers communicated with parents. Written feedback on student work was weak because it was limited to positive comments and did not guide students in how they could improve. Standardised test data or end of booklet test results were not used to inform future planning. At the high school level, the school systems were not implemented effectively and so tracking of students' goal setting and work completion was weak.

Curriculum

Offering a curriculum that meets the educational needs of all students	Early Years	Elementary	High
Curriculum	Weak	Weak	Weak

The curriculum was weak across all grades. In the Kindergarten grade, the effectiveness of the curriculum was hampered by a lack of basic practical resources, most notably for exploration in science and weighing and measuring in mathematics. The curriculum was not broad and balanced at the elementary and high school grades. There was a narrow range of activities offered through the workbook-based curriculum and limited coverage of appropriate topics in science, social studies, information technology, music and physical education or opportunities for writing for different purposes. In high school grades students' scientific understanding was limited because there was no science laboratory for practical investigation. The focus on working individually resulted in a lack of skills development in speaking and listening, collaboration or discussion and critical thinking. As a result, students were not well prepared in the skills needed for college or career success. Bible education was strong with links running through every topic, but there were no other cross-curricular links between subjects. Resources and facilities were minimal. Reading materials from Grade 5 and above were outdated and narrow in range. The principal had recognised the gaps in the curriculum and introduced 'Beyond the Pace' to address some of the needs. This had had limited impact because there was no structured plan, learning objectives or cross-curricular links to local and global issues. The reading curriculum in the Kindergarten and elementary grades was well structured enabling students to develop skills at expected levels. In mathematics at Kindergarten and elementary level the curriculum in number, money, 2D shapes and problem solving established a good foundation of age-appropriate skills.

Teachers supplemented the PACE curriculum with a good range of opportunities for field trips and involvement in the wider community. Students visited Cayman Brac, local museums and the USA for study activities. They supported the recent visit by the Prince of Wales and the Duchess of Cornwall. Students participated in local inter-school competitions such as Brain Bowl and art competitions run by local businesses and had received awards and accolades.

Safety and support

Keeping our students safe and always supported	Early Years	Elementary	High
Health and safety	Good	Good	Satisfactory
Support and guidance	Good	Satisfactory	Weak

Health and safety was judged to be good in the Kindergarten and elementary grades, and satisfactory in the high school. Almost all parents and students said that they felt the school was a safe place to be. Child protection arrangements were appropriate, regular training was undertaken and records kept. The indoor and outdoor areas were clean and well maintained, as were the school buses. Fire safety and evacuation procedures were in place and staff and students understood them; evacuation records showed effective practice. A majority of students were eating healthy options at breaks, especially in the Kindergarten and elementary grades, and the teachers were appropriately supervising eating and play arrangements. In the high school, most students said that they received little advice on healthy lifestyles in school, and only a minority were observed eating healthy options at breaks. There was no structured programme in place to support students' healthy lifestyles. Furthermore, the physical education programme needed further development to ensure an appropriate range of activities were available to support the development of healthy lifestyles, especially for high school students. While risks were assessed formally for trips and visits, they were not sufficiently detailed to include mitigating factors. There was no formal programme to support students in staying safe on-line.

Support and guidance was judged to be good in the Kindergarten grades, satisfactory in the elementary grades, and weak in high school. Almost all teachers knew their students well, including the vulnerable ones, and relationships were positive between students and teachers, as well as between students in Kindergarten and elementary. Parents were confident that Kindergarten and elementary teachers were supportive and could help solve any potential issues. There were planned interventions for the students on the special needs register and outside agencies worked with students where required and specialists assisted the school in testing for special educational needs. Two careers conferences per year helped prepare high school students for the world of work or further study, as did the external mentoring available from businesses, but not enough students accessed these. Almost all high school students said they would go to the principal if they needed any help or guidance. However, not all teachers supported students with special educational needs appropriately; differentiated work and activities were seen in only a few lessons. There was little guidance for high school students on how they could improve or extend their work because relationships between the high school students and their teachers needed strengthening. Academic guidance for high school students about honours graduation was weak. In all grades few students said that they would approach the Pastor Service if they needed help or guidance and almost all students and parents interviewed said it had little impact on students' wellbeing.

Leadership and management

Leading and managing the school and developing links with the community	Whole School
Leadership	Satisfactory
Self-evaluation and improvement planning	Satisfactory
Links with parents and the community	Satisfactory
Staff and the learning environment	Satisfactory

Overall, leadership of the school was judged to be satisfactory. The Principal has provided clear and effective leadership since her appointment in 2017 and demonstrated a satisfactory capacity for improving the Kindergarten since the previous inspection. Almost all stakeholders understand the school's Christian based values. The school staff showed their commitment to delivering on the principal's improvement agenda. The Principal demonstrated a good knowledge of the schools' strengths and weaknesses, especially in teaching. The school advisory council met monthly to review the principal's reports and held her to account for a few aspects of the school's performance. The school advisory council did not drive forward improvements in students' achievement by benchmarking the school against local or international expectations or presenting the schools improvement needs to the church board. For example, middle management capacity was weak, and the board had not enhanced curriculum resources in science or the arts. The church board had not invested adequately in learning resources since the previous inspection.

The arrangements for improvement planning and self-evaluation were satisfactory. Since the previous inspection most of the recommendations had been addressed satisfactorily. In particular, the Principal had overseen improvements to the quality of provision in the early years and the frequency of monitoring of teaching at the school. There were comprehensive records to monitor and evaluate the quality of teaching. However, benchmarking students' progress against national requirements for English, mathematics and science had not been routine. The Principal had recently developed a satisfactory framework for self-evaluation and improvement planning, but it was not aligned closely enough to the inspection framework. There had not been a comprehensive review of the curriculum against international standards and consequently student achievement was weak in a wide range of subjects. Since the previous inspection students' higher level speaking and listening and skills in participating in critical debate and discussion had not improved quickly enough.

The links with parents and the community were satisfactory. Parents were very supportive of the work of the school and most contributed through active participation in school events, fundraising and students' home learning. For example, parents had supported the recent whole school recycling project. Communication between home and school was effective and started with the 'sycamore' website, then with curriculum orientation meetings, e-mails and regular

letters home. Almost all parents said they were well informed about their child's progress through the PACE report cards and test scores. The students gained an understanding of Caymanian culture from the regular programme of fields trips to a wide range of organisations. The school enjoyed positive links with the community, but students and parents said links with church leaders could be enhanced to benefit students' spiritual guidance and well-being.

Staffing and the learning environment were judged to be satisfactory. All teaching staff held suitable educational qualifications and staff retention levels were improving. The buildings were well-maintained and clean, so they provided a safe setting for children to learn. Resources for learning in English and mathematics were satisfactory. The small library was rarely used, and the book stock was not strong enough to support a broader curriculum. For example, Caribbean authors were under represented. Resources for science, technology and the arts were not suitable to meet the local and international curriculum standards for these subjects. The outdoor play area for Kindergarten was not used to improve children's physical development.

Survey results

Forty-four parents, 15 staff and 33 students completed the on-line survey. The results from the survey are detailed in Appendices One, Two and Three to this report.

Parents of children from all year groups completed the on-line survey in advance of the inspection. Almost all parents felt that their children were making good progress in English mathematics, science and in other subjects. Almost all parents agreed that behaviour was good, that their children were safe, treated fairly and that the school dealt with bullying effectively. Most felt that their children were acquiring a good environmental understanding. Most parents judged the quality of teaching to be good and stated that their children enjoyed lessons. The majority believed that their children had access to a good range of extra-curricular activities, but almost a third disagreed. Most felt that the amount of homework issued was suitable and that parents were effectively involved in the work of the school. Most parents judged that communication was timely, that the school responded to parental concerns and that informative reports were sent home. A majority felt the school was well led and that their children were inspired to learn. Most felt that the quality of education was good and that the school had good resources and students were safe on buses. Only a majority felt there was a good range of subject choice, a quarter disagreed. There were 22 comments from parents and most were positive about its affordability and their children's welfare. A minority of parents were concerned that the curriculum was too narrow with a lack of extra-curricular activities and that newer teachers were not sufficiently experienced in the curriculum.

Both teachers and support staff completed the survey. The majority of staff were from overseas and most had worked at the school for less than three years. Most staff judged the school to be well led. The majority of staff believed they received good professional development opportunities. Almost all staff believed that the school offered a safe and caring environment for all members of the school community. All staff thought behaviour was good and that staff were well qualified. Almost all agreed that students were treated fairly by all staff and all felt there were good arrangements to address incidents of bullying should they occur. Almost all staff thought assessment systems were good and most said they were sufficiently involved in self-evaluation and school improvement. Almost all thought resources were good. Most stated that there were effective wider links with the community, that parents were involved appropriately and that the school provided effective careers advice. There were some concerns at the range of extra-curricular choices and only a majority felt that the attendance at parent meetings was good. Of the nine comments from staff, all were broadly positive.

Students from Grade 5 upwards completed the on-line survey. A majority of students were Caymanian. A majority said lessons were good and they enjoyed them. Most said behaviour was positive and that they developed environmental understanding and a sense of community. Most believed that they were making good progress in English, mathematics, science and other subjects. The minority of students agreed that the school sought their views, but almost a half of students disagreed. Almost all students believed the school stopped bullying. A majority of students judged that they had access to a good range of extra-curricular activities and were happy with the choice of subjects they were offered. The majority believed they were treated fairly but almost a third disagreed. A majority also believed that the school was well led, with qualified staff, that careers was effective, and that staff responded to their concerns. A third felt

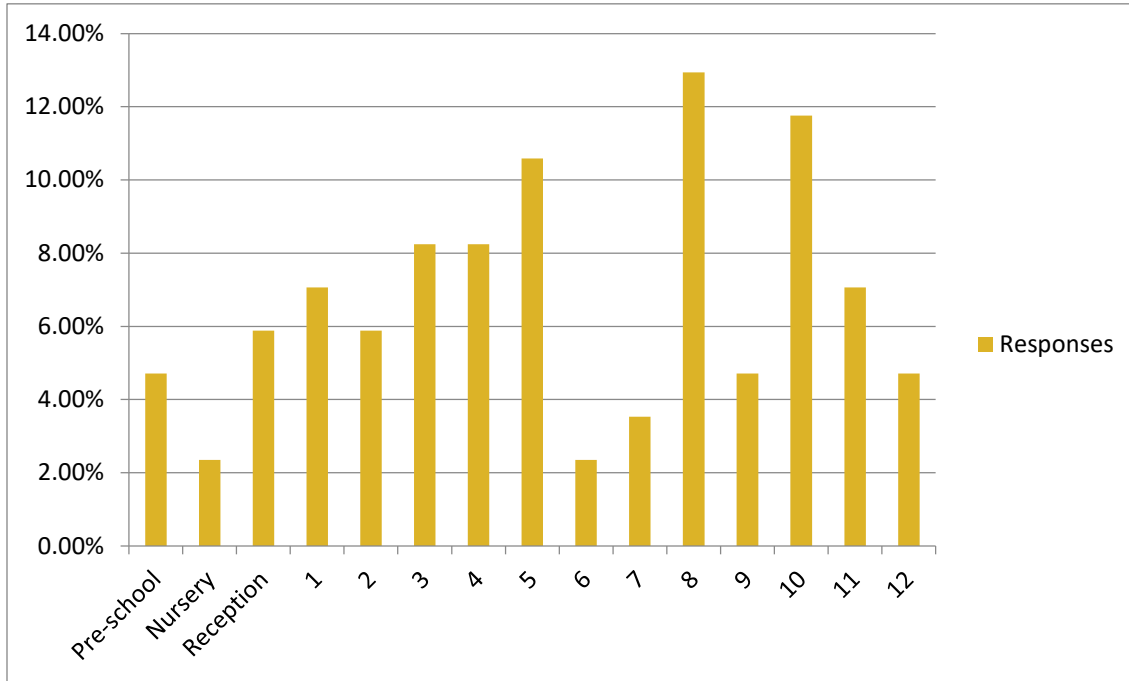
staff were not well qualified. Of the 16 student comments the majority were positive about their learning. A minority were concerned about staff qualifications and extra-curricular activities.

What happens next?

As the Office of Education Standards has judged the overall performance of the school to be weak, there will be a follow-through inspection of Wesleyan Christian Academy within six months of the publication of this report. The school will continue to be inspected on a regular basis until all aspects of performance are judged to be at least satisfactory.

Office of Education Standards | Parent Survey 2019

In which grade/year is your eldest child?



Response	Count
Answered	44
Skipped	0

How many years has your eldest child been at this school?

Response	Percentage	Count
Less than one year	14%	6
More than one year but less than three years	36%	16
More than three years	50%	22
	Answered	44
	Skipped	0

What is your nationality?

64%

Caymanian

36%

Non-Caymanian

My child is making good progress in English.

Response	Percentage	Count
Strongly Agree	47%	20
Agree	44%	19
Disagree	5%	2
Strongly Disagree	2%	1
I am unsure or unable to answer the question	2%	1
	Answered	43
	Skipped	1

My child is making good progress in mathematics.

Response	Percentage	Count
Strongly Agree	30%	13
Agree	53%	23
Disagree	5%	2
Strongly Disagree	2%	1
I am unsure or unable to answer the question	9%	4
	Answered	43
	Skipped	1

My child is making good progress in science.

Response	Percentage	Count
Strongly Agree	28%	12
Agree	60%	26
Disagree	0%	0
Strongly Disagree	2%	1
I am unsure or unable to answer the question	9%	4
	Answered	43
	Skipped	1

Overall, in all other subjects, my child is making good progress in their learning.

Response	Percentage	Count
Strongly Agree	44%	19
Agree	49%	21
Disagree	5%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	2%	1
	Answered	43
	Skipped	1

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	47%	20
Agree	42%	18
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	12%	5
	Answered	43
	Skipped	1

My child is developing a good sense of responsibility as a member of the wider community.

Response	Percentage	Count
Strongly Agree	49%	21
Agree	40%	17
Disagree	5%	2
Strongly Disagree	2%	1
I am unsure or unable to answer the question	5%	2
	Answered	43
	Skipped	1

My child is developing good environmental understanding.

Response	Percentage	Count
Strongly Agree	35%	15
Agree	51%	22
Disagree	5%	2
Strongly Disagree	2%	1
I am unsure or unable to answer the question	7%	3
	Answered	43
	Skipped	1

The quality of teaching is good.

Response	Percentage	Count
Strongly Agree	33%	14
Agree	40%	17
Disagree	12%	5
Strongly Disagree	5%	2
I am unsure or unable to answer the question	12%	5
	Answered	43
	Skipped	1

My child enjoys most lessons.

Response	Percentage	Count
Strongly Agree	28%	12
Agree	60%	26
Disagree	7%	3
Strongly Disagree	5%	2
I am unsure or unable to answer the question	0%	0
	Answered	43
	Skipped	1

My child is inspired to learn.

Response	Percentage	Count
Strongly Agree	35%	15
Agree	51%	22
Disagree	7%	3
Strongly Disagree	5%	2
I am unsure or unable to answer the question	2%	1
	Answered	43
	Skipped	1

My child can join in a good range of extra-curricular activities provided by the school.

Response	Percentage	Count
Strongly Agree	16%	7
Agree	40%	17
Disagree	23%	10
Strongly Disagree	9%	4
I am unsure or unable to answer the question	12%	5
	Answered	43
	Skipped	1

The school provides the subjects my child wishes to study.

Response	Percentage	Count
Strongly Agree	19%	8
Agree	42%	18
Disagree	19%	8
Strongly Disagree	7%	3
I am unsure or unable to answer the question	14%	6
	Answered	43
	Skipped	1

The quality and amount of homework is appropriate.

Response	Percentage	Count
Strongly Agree	30%	13
Agree	56%	24
Disagree	9%	4
Strongly Disagree	5%	2
I am unsure or unable to answer the question	0%	0
	Answered	43
	Skipped	1

My child is safe and cared for at school.

Response	Percentage	Count
Strongly Agree	70%	30
Agree	28%	12
Disagree	2%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	43
	Skipped	1

The school helps my child choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	40%	17
Agree	47%	20
Disagree	5%	2
Strongly Disagree	2%	1
I am unsure or unable to answer the question	7%	3
	Answered	43
	Skipped	1

My child is safe while on school buses.

Response	Percentage	Count
Strongly Agree	47%	20
Agree	37%	16
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	16%	7
	Answered	43
	Skipped	1

My child is treated fairly at school.

Response	Percentage	Count
Strongly Agree	42%	18
Agree	49%	21
Disagree	5%	2
Strongly Disagree	2%	1
I am unsure or unable to answer the question	2%	1
	Answered	43
	Skipped	1

The school deals effectively with incidents of bullying.

Response	Percentage	Count
Strongly Agree	49%	21
Agree	42%	18
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	9%	4
	Answered	43
	Skipped	1

The school helps my child make good choices about his or her future education and career.

Response	Percentage	Count
Strongly Agree	30%	13
Agree	44%	19
Disagree	2%	1
Strongly Disagree	5%	2
I am unsure or unable to answer the question	19%	8
	Answered	43
	Skipped	1

The school provides good support to students with special educational needs.

Response	Percentage	Count
Strongly Agree	19%	8
Agree	35%	15
Disagree	5%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	42%	18
	Answered	43
	Skipped	1

The school is well led.

Response	Percentage	Count
Strongly Agree	36%	15
Agree	38%	16
Disagree	14%	6
Strongly Disagree	5%	2
I am unsure or unable to answer the question	7%	3
	Answered	42
	Skipped	2

I receive good information about the school's improvement plans.

Response	Percentage	Count
Strongly Agree	26%	11
Agree	38%	16
Disagree	12%	5
Strongly Disagree	7%	3
I am unsure or unable to answer the question	17%	7
	Answered	42
	Skipped	2

Communication between the school and parents is effective and timely.

Response	Percentage	Count
Strongly Agree	40%	17
Agree	40%	17
Disagree	12%	5
Strongly Disagree	5%	2
I am unsure or unable to answer the question	2%	1
	Answered	42
	Skipped	2

The school responds appropriately to parental concerns.

Response	Percentage	Count
Strongly Agree	36%	15
Agree	50%	21
Disagree	5%	2
Strongly Disagree	7%	3
I am unsure or unable to answer the question	2%	1
	Answered	42
	Skipped	2

School reports are regular and informative.

Response	Percentage	Count
Strongly Agree	43%	18
Agree	43%	18
Disagree	7%	3
Strongly Disagree	2%	1
I am unsure or unable to answer the question	5%	2
	Answered	42
	Skipped	2

Parent-teacher meetings are helpful and held regularly.

Response	Percentage	Count
Strongly Agree	36%	15
Agree	45%	19
Disagree	7%	3
Strongly Disagree	10%	4
I am unsure or unable to answer the question	2%	1
	Answered	42
	Skipped	2

Parents are effectively involved in the work of the school.

Response	Percentage	Count
Strongly Agree	29%	12
Agree	50%	21
Disagree	10%	4
Strongly Disagree	2%	1
I am unsure or unable to answer the question	10%	4
	Answered	42
	Skipped	2

The school enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	26%	11
Agree	45%	19
Disagree	10%	4
Strongly Disagree	5%	2
I am unsure or unable to answer the question	14%	6
	Answered	42
	Skipped	2

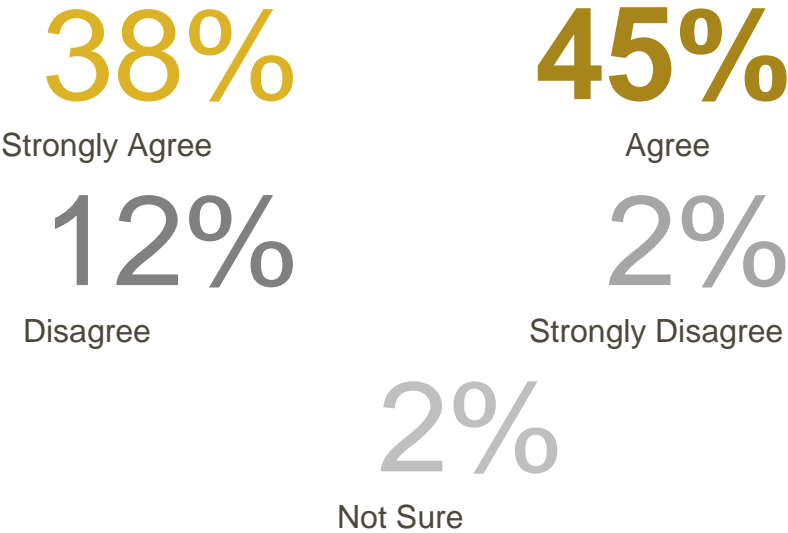
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	33%	14
Agree	38%	16
Disagree	7%	3
Strongly Disagree	14%	6
I am unsure or unable to answer the question	7%	3
	Answered	42
	Skipped	2

The school provides good quality resources for my child’s learning.

Response	Percentage	Count
Strongly Agree	29%	12
Agree	56%	23
Disagree	7%	3
Strongly Disagree	5%	2
I am unsure or unable to answer the question	2%	1
	Answered	41
	Skipped	3

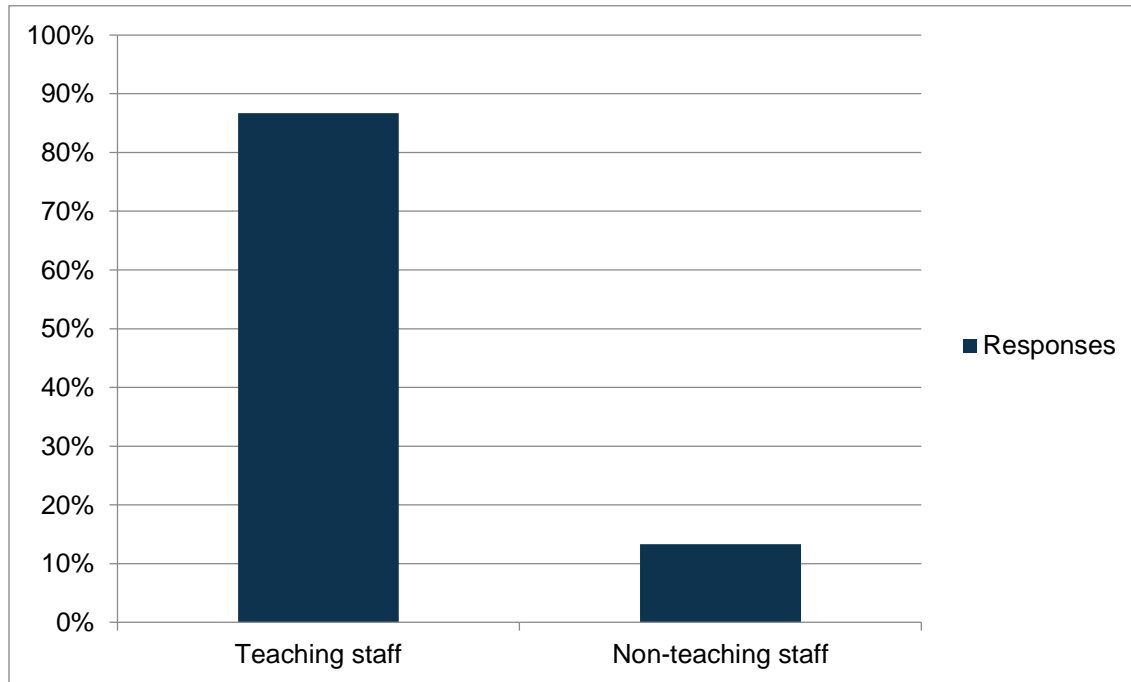
Overall, I am satisfied with the quality of education provided at this school.



Response	Count
Answered	42
Skipped	2

Office of Education Standards | Staff Survey 2019

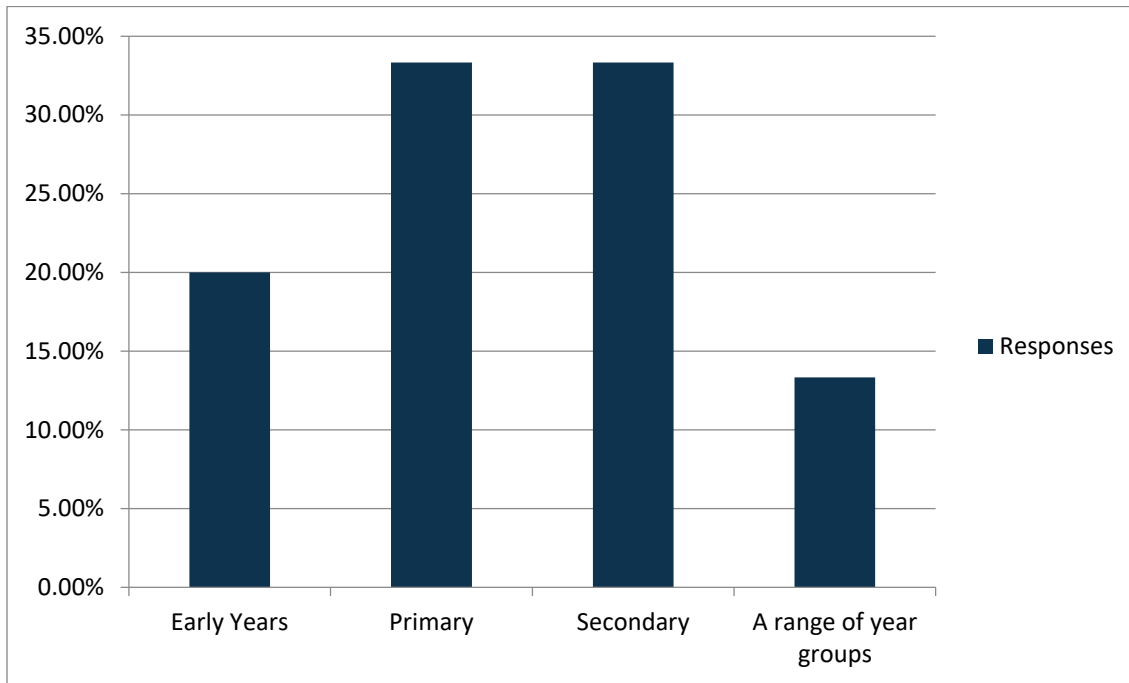
What is your role in the school?



How long have you worked at this school?

Response	Percentage	Count
One year or less	47%	7
More than one year but less than three years	40%	6
Three years or more	13%	2
	Answered	15
	Skipped	0

Which age-group of students are you mostly supporting?



What is your nationality?

47%

Caymanian

53%

Non-Caymanian

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	67%	10
Agree	33%	5
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	15
	Skipped	0

Most students at this school understand their responsibilities as members of a wider community.

Response	Percentage	Count
Strongly Agree	33%	5
Agree	60%	9
Disagree	7%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	15
	Skipped	0

Most students at this school show good environmental understanding.

Response	Percentage	Count
Strongly Agree	20%	3
Agree	73%	11
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	7%	1
	Answered	15
	Skipped	0

There are good assessment systems in this school.

Response	Percentage	Count
Strongly Agree	40%	6
Agree	53%	8
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	7%	1
	Answered	15
	Skipped	0

Students can join in a good range of extra-curricular activities provided by the school.

Response	Percentage	Count
Strongly Agree	0%	0
Agree	47%	7
Disagree	40%	6
Strongly Disagree	0%	0
I am unsure or unable to answer the question	13%	2
	Answered	15
	Skipped	0

This school regularly informs students of their next steps in learning.

Response	Percentage	Count
Strongly Agree	60%	9
Agree	33%	5
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	7%	1
	Answered	15
	Skipped	0

There is a safe and caring environment for all members of this school community.

Response	Percentage	Count
Strongly Agree	67%	10
Agree	27%	4
Disagree	7%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	15
	Skipped	0

The school helps students to choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	47%	7
Agree	53%	8
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	15
	Skipped	0

Students are treated fairly at this school.

Response	Percentage	Count
Strongly Agree	53%	8
Agree	40%	6
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	7%	1
	Answered	15
	Skipped	0

The school deals effectively with incidents of bullying.

Response	Percentage	Count
Strongly Agree	67%	10
Agree	33%	5
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	15
	Skipped	0

The school helps students make good choices about their future education and career.

Response	Percentage	Count
Strongly Agree	40%	6
Agree	53%	8
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	7%	1
	Answered	15
	Skipped	0

The school provides good support to students with special educational needs.

Response	Percentage	Count
Strongly Agree	20%	3
Agree	47%	7
Disagree	13%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	20%	3
	Answered	15
	Skipped	0

The school is well led.

Response	Percentage	Count
Strongly Agree	60%	9
Agree	27%	4
Disagree	7%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	7%	1
	Answered	15
	Skipped	0

I am involved in the process of school self-evaluation and improvement planning.

Response	Percentage	Count
Strongly Agree	20%	3
Agree	60%	9
Disagree	20%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	15
	Skipped	0

The school effectively supports my continuing professional development.

Response	Percentage	Count
Strongly Agree	27%	4
Agree	47%	7
Disagree	7%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	20%	3
	Answered	15
	Skipped	0

Parent teacher meetings are well attended and helpful.

Response	Percentage	Count
Strongly Agree	13%	2
Agree	47%	7
Disagree	13%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	27%	4
	Answered	15
	Skipped	0

Parents are effectively involved in the work of the school.

Response	Percentage	Count
Strongly Agree	20%	3
Agree	67%	10
Disagree	7%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	7%	1
	Answered	15
	Skipped	0

The school enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	27%	4
Agree	60%	9
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	13%	2
	Answered	15
	Skipped	0

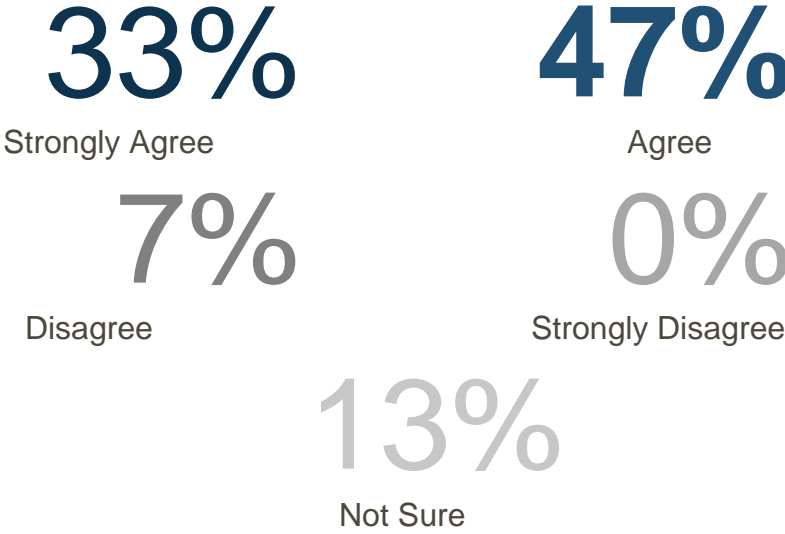
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	33%	5
Agree	67%	10
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	15
	Skipped	0

There are sufficient resources of good quality to support my teaching.

Response	Percentage	Count
Strongly Agree	33%	5
Agree	53%	8
Disagree	7%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	7%	1
	Answered	15
	Skipped	0

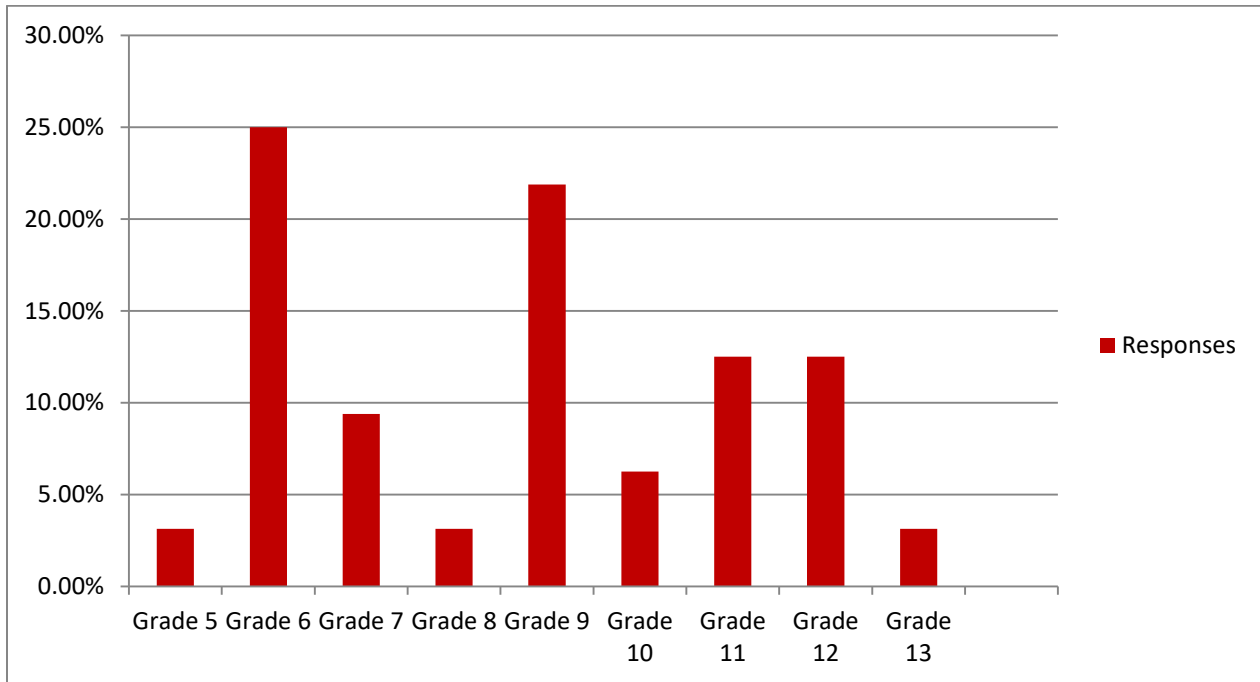
Overall, this school provides a good quality of education.



Response	Count
Answered	15
Skipped	0

Office of Education Standards | Student Survey 2019

Which is your current year group?



What is your nationality?

73%

Caymanian

27%

Non-Caymanian

Please state your gender.

19

Boys

14

Girls

I am making good progress in English.

Response	Percentage	Count
Strongly Agree	28%	9
Agree	47%	15
Disagree	13%	4
Strongly Disagree	0%	0
I am unsure or unable to answer the question	13%	4
	Answered	32
	Skipped	1

I am making good progress in mathematics.

Response	Percentage	Count
Strongly Agree	19%	6
Agree	53%	17
Disagree	13%	4
Strongly Disagree	0%	0
I am unsure or unable to answer the question	16%	5
	Answered	32
	Skipped	1

I am making good progress in science.

Response	Percentage	Count
Strongly Agree	13%	4
Agree	69%	22
Disagree	3%	1
Strongly Disagree	6%	2
I am unsure or unable to answer the question	9%	3
	Answered	32
	Skipped	1

Overall, in all other subjects, I am making good progress in my learning.

Response	Percentage	Count
Strongly Agree	22%	7
Agree	63%	20
Disagree	3%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	13%	4
	Answered	32
	Skipped	1

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	25%	8
Agree	50%	16
Disagree	16%	5
Strongly Disagree	6%	2
I am unsure or unable to answer the question	3%	1
	Answered	32
	Skipped	1

Most students at my school understand their responsibilities as members of a wider community.

Response	Percentage	Count
Strongly Agree	13%	4
Agree	69%	22
Disagree	3%	1
Strongly Disagree	3%	1
I am unsure or unable to answer the question	13%	4
	Answered	32
	Skipped	1

Most students at my school show good environmental understanding.

Response	Percentage	Count
Strongly Agree	9%	3
Agree	69%	22
Disagree	6%	2
Strongly Disagree	3%	1
I am unsure or unable to answer the question	13%	4
	Answered	32
	Skipped	1

Most of my lessons are good.

Response	Percentage	Count
Strongly Agree	38%	12
Agree	34%	11
Disagree	19%	6
Strongly Disagree	3%	1
I am unsure or unable to answer the question	6%	2
	Answered	32
	Skipped	1

I enjoy most lessons.

Response	Percentage	Count
Strongly Agree	16%	5
Agree	50%	16
Disagree	22%	7
Strongly Disagree	3%	1
I am unsure or unable to answer the question	9%	3
	Answered	32
	Skipped	1

My teachers help me understand how well I am doing in my schoolwork.

Response	Percentage	Count
Strongly Agree	38%	12
Agree	38%	12
Disagree	16%	5
Strongly Disagree	3%	1
I am unsure or unable to answer the question	6%	2
	Answered	32
	Skipped	1

I can join in a good range of extra-curricular activities provided by my school.

Response	Percentage	Count
Strongly Agree	17%	5
Agree	50%	15
Disagree	17%	5
Strongly Disagree	13%	4
I am unsure or unable to answer the question	3%	1
	Answered	30
	Skipped	3

My school provides the subjects I wish to study.

Response	Percentage	Count
Strongly Agree	19%	6
Agree	31%	10
Disagree	25%	8
Strongly Disagree	9%	3
I am unsure or unable to answer the question	16%	5
	Answered	32
	Skipped	1

I get the right amount of homework to help with my learning.

Response	Percentage	Count
Strongly Agree	19%	6
Agree	50%	16
Disagree	9%	3
Strongly Disagree	3%	1
I am unsure or unable to answer the question	19%	6
	Answered	32
	Skipped	1

Teachers explain to me how I can do better.

Response	Percentage	Count
Strongly Agree	44%	14
Agree	41%	13
Disagree	6%	2
Strongly Disagree	6%	2
I am unsure or unable to answer the question	3%	1
	Answered	32
	Skipped	1

I feel safe and cared for at my school.

Response	Percentage	Count
Strongly Agree	52%	16
Agree	29%	9
Disagree	6%	2
Strongly Disagree	6%	2
I am unsure or unable to answer the question	6%	2
	Answered	31
	Skipped	2

The school helps students choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	31%	10
Agree	56%	18
Disagree	3%	1
Strongly Disagree	6%	2
I am unsure or unable to answer the question	3%	1
	Answered	32
	Skipped	1

I feel safe on school buses.

Response	Percentage	Count
Strongly Agree	31%	10
Agree	34%	11
Disagree	0%	0
Strongly Disagree	3%	1
I am unsure or unable to answer the question	31%	10
	Answered	32
	Skipped	1

I am treated fairly at school.

Response	Percentage	Count
Strongly Agree	29%	9
Agree	35%	11
Disagree	10%	3
Strongly Disagree	19%	6
I am unsure or unable to answer the question	6%	2
	Answered	31
	Skipped	2

If there is bullying the school will do something to stop it.

Response	Percentage	Count
Strongly Agree	50%	16
Agree	41%	13
Disagree	3%	1
Strongly Disagree	3%	1
I am unsure or unable to answer the question	3%	1
	Answered	32
	Skipped	1

The school helps me make good choices about my future education and career.

Response	Percentage	Count
Strongly Agree	38%	12
Agree	28%	9
Disagree	9%	3
Strongly Disagree	3%	1
I am unsure or unable to answer the question	22%	7
	Answered	32
	Skipped	1

If I have special learning needs the school does a good job to help me.

Response	Percentage	Count
Strongly Agree	25%	8
Agree	38%	12
Disagree	9%	3
Strongly Disagree	3%	1
I am unsure or unable to answer the question	25%	8
	Answered	32
	Skipped	1

The school is well led.

Response	Percentage	Count
Strongly Agree	22%	7
Agree	50%	16
Disagree	9%	3
Strongly Disagree	16%	5
I am unsure or unable to answer the question	3%	1
	Answered	32
	Skipped	1

The school has asked me about how it can improve.

Response	Percentage	Count
Strongly Agree	6%	2
Agree	25%	8
Disagree	28%	9
Strongly Disagree	19%	6
I am unsure or unable to answer the question	22%	7
	Answered	32
	Skipped	1

The school responds appropriately to my concerns.

Response	Percentage	Count
Strongly Agree	16%	5
Agree	41%	13
Disagree	28%	9
Strongly Disagree	3%	1
I am unsure or unable to answer the question	13%	4
	Answered	32
	Skipped	1

I receive regular reports on my progress, which include the next steps I need to take.

Response	Percentage	Count
Strongly Agree	22%	7
Agree	53%	17
Disagree	9%	3
Strongly Disagree	6%	2
I am unsure or unable to answer the question	9%	3
	Answered	32
	Skipped	1

I am given good opportunities to learn in the wider community.

Response	Percentage	Count
Strongly Agree	16%	5
Agree	56%	18
Disagree	13%	4
Strongly Disagree	3%	1
I am unsure or unable to answer the question	13%	4
	Answered	32
	Skipped	1

The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	22%	7
Agree	34%	11
Disagree	6%	2
Strongly Disagree	28%	9
I am unsure or unable to answer the question	9%	3
	Answered	32
	Skipped	1

I have access to good quality resources for my learning.

Response	Percentage	Count
Strongly Agree	19%	6
Agree	50%	16
Disagree	16%	5
Strongly Disagree	6%	2
I am unsure or unable to answer the question	9%	3
	Answered	32
	Skipped	1

Overall, I am satisfied with the quality of education provided at this school.

28%

Strongly Agree

53%

Agree

6%

Disagree

6%

Strongly Disagree

6%

Not Sure

Response	Count
Answered	32
Skipped	1

Office of Education Standards

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 Portfolio of Civil Service website. Please use the following link to read our latest publications.

www.oes.gov.ky

