

FOLLOW THROUGH INSPECTION REPORT

OFFICE OF EDUCATION STANDARDS
CAYMAN ISLANDS GOVERNMENT

JANUARY 2021



Wesleyan Christian
Academy

WESLEYAN CHRISTIAN ACADEMY

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INTRODUCTION

FOLLOW-THROUGH INSPECTIONS OF SCHOOLS, COLLEGES AND EARLY YEARS CENTRES IN THE CAYMAN ISLANDS

In academic year 2019-20, the Office of Education Standards conducted inspections of schools and early years centres across the Cayman Islands. Where the overall performance of a school or setting was evaluated as weak, then a further inspection was arranged six months following the publication of the initial report.

Views of stakeholders

As part of the Follow-Through Inspection, parents, staff and students were invited to comment upon the work of the school by completing an on-line survey. The results from the survey are included within this report.

During the follow-through visit, inspectors focused upon the recommendations that had been made at the time of the previous inspection. They evaluated whether the school had made sufficient progress in addressing the areas requiring improvement. Inspectors used a four-point scale to comment on progress, with evaluations ranging between excellent, good, satisfactory or weak.

Follow-Through Inspection

This Follow-Through Inspection of Wesleyan Christian Academy took place from **26th to 28th January 2021**. This was the school's second Follow-Through Inspection following the Full Inspection that was conducted in May 2019.

The Inspectors gathered evidence through lesson observations and discussions with staff and students. School documents and students' progress and attainment information were also reviewed.

During the Follow-Through Inspection of Wesleyan Christian Academy, Inspectors evaluated the progress that had been made by school leaders in addressing the five recommendations from the previous inspection.

The school had made satisfactory progress in addressing two of the five recommendations from the previous Full Inspection report. The Inspectors judged that there had been weak progress overall.



INTRODUCTION

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 a quarter	15% to 24%
Few	Up to 15%	0% to 14%









SCHOOL INFORMATION

General information

	School name	Wesleyan Christian Academy
	Address	62 Crescent Close, West Bay, Grand Cayman
	Telephone number	(345) 949 -1121
	Website	www.wesleyanholinesscayman.com
	Name of the principal	Ms. Daphne Ellis
	Date of this inspection	January 26 to 28, 2021
	Date of the last inspection	May 13 to 15, 2019





Students

	Number of students on roll	94
	Age range of the students	3 years & 9 months - 18 years
	Grades or year groups	Kindergarten; Elementary: Grades 1-6; High School: Grades 7-12
	Number of Caymanian students	77
	Number of students with special educational needs	1
	Largest nationality group of students	Caymanian






SCHOOL INFORMATION

Staff

	Number of teachers	7
	Number of teaching assistants	4
	Teacher-student ratio	1 to 13
	Teacher turnover	28%

Curriculum

	Main curriculum	Accelerated Christian Education Curriculum
	External tests and assessments	Stanford 10 Achievement Test
	Accreditation	None



RECOMMENDATION 1

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.

The school had made **weak** progress in addressing this recommendation.

Since the first Follow-Through Inspection, the school leaders had made changes to staff deployment. Consequently a Head of Science and Head of Elementary had been appointed. Furthermore, the Principal had indicated that positions for a Deputy Principal and an English teacher were advertised last school year and subsequently filled. However, the COVID-19 pandemic and the subsequent closure of the borders had impacted their arrival. School leaders advised that active recruitment was ongoing. The recently appointed School Advisory Council provided support relating to administrative tasks and the church pastor now served as the School Administrator. Notwithstanding, the Principal still performed several substantive responsibilities including Head of School, and Head of mathematics and English departments. She also taught mathematics to some classes in the high school and was responsible for the monitoring and evaluation of teaching and learning and the vetting teachers' lesson plans. Consequently, there was still a clear impetus to further improve distributed leadership at the school to ensure a more efficient allocation of key tasks and responsibilities.

It was the considered view of the Inspectors that a review of the current leadership structure would support the school's capacity to improve.

During the Follow-Through Inspection, Inspectors observed improvements in the quality of teacher interactions, but there was variability in the quality of teaching across the phases of the school. For example, ineffective classroom management impacted the quality of children's learning experiences at Kindergarten and Grade 1. Additionally, teachers did not always take sufficient account of the individual needs of students. As a consequence, the more able students were not always challenged appropriately in lessons and the less able did not always receive the support they needed to make satisfactory gains in their learning. "Beyond the PACE" lessons had increased opportunities for students to collaborate for short periods in lessons. However, there was scope to improve these lessons to ensure that activities catered fully to range of learning needs in the classes.



RECOMMENDATION 1

In some observed lessons, teachers did not consistently pitch lesson content appropriately to match the range of abilities in the classes. A notable exception was an imaginative and engaging “Beyond the PACE” poetry lesson at Grades 10 to 12 which effectively maintained students’ interest. In addition, the teacher used a range of strategies which catered effectively to students’ varied learning needs. One student acted as guest poet and shared an original poem. After which her peers engaged in an interactive analysis and stimulating discussion about the poem. Nonetheless, in the majority of observed lessons, there was scope to incorporate a wider range of instructional strategies that involved whole class, group and individual activities and to improve opportunities for students to speak, read and write in a variety of contexts.

Arrangements for assessing, recording and analysing students’ achievement and progress required review. Data was available regarding the percentage of students that made the PACE honour roll but all teachers did not have an accurate understanding of the percentage of students meeting PACE standards in the end of unit checks. Furthermore, Inspectors observed that there was limited evidence of staff using assessment information to inform lesson planning and teaching and learning. Across the phases, students’ progress was not monitored sufficiently to ensure they were achieving as highly as possible. Furthermore, review of the PACE work books and discussion with teachers indicated that feedback to students was often limited to checkmarks or oral feedback. Teachers did not consistently provide students with written feedback to support them in making improvements. School leaders needed to make effective use of assessment data to inform future planning and to raise students’ attainment in core subjects.

As indicated in the previous Follow-Through Inspection report, the school had made some progress in improving support and guidance for students. As part of the pastoral and guidance provision, the church pastor facilitated weekly sessions with students at Grades 10 to 12. Furthermore, both the pastor and his wife provided counselling sessions to students as the need arose. Additionally, students were sometimes referred to external agencies for additional support. Over the course of the Follow-Through Inspection, Inspectors observed a nurturing ethos across the school. Additionally, good relationships at all phases provided opportunities to build students’ self-esteem. Almost all students demonstrated respect for their peers and teachers. Spiritual development was a dominant feature of the school. Chapel sessions were used effectively to promote students’ personal development as students assumed leadership positions for different activities during the chapel sessions.

Four students were currently participating in the Cayman Islands Chamber of Commerce Mentoring Cayman Programme which included monthly work place visits for a day. This was slated to conclude in May 2021. Additionally, throughout the school year, students had participated in a range of workshops and fora. For example, high school students had participated in STEM sessions, as well as a forum organised by the local tourist board and other companies. Students had also attended Career Expos and “Money Talks” sessions organised by local companies. As a consequence, students had gleaned useful information about career choices and work skills. Of note, school leaders were particularly proud of a recent graduate who had been awarded a prestigious scholarship to a recognised university overseas.



RECOMMENDATION 1

During this Follow-Through Inspection, Inspectors noted that a majority of students were making satisfactory progress in lessons. Most Kindergarten students could read at appropriate levels and were able to segment and blend unfamiliar words to pronounce these correctly. Most Grades 4 to 6 students understood the meaning of simple prefixes. Most were able to add prefixes to root words to create new words. Across the phases of the school, a majority of students read fluently and with appropriate emphasis. In a Grade 9 science lesson, students used models to depict the process of digestion. Students in Grade 4 to 6 created growth journals to depict the stages of seed germination. In a Grade 9 mathematics lesson, students were able to distinguish between complementary and supplementary angles.

The school's internal data showed that attainment in core subjects in the elementary and high school phases was satisfactory as a majority of students were meeting the PACE curriculum standards. However, the 2019 Stanford 10 Test showed variable levels of attainment in mathematics, science and English. The Principal advised that students did not sit the Stanford 10 Test in 2020 due to the COVID-19 pandemic and the resultant challenges involved in switching from the paper based test to online testing. Three Grade 12 students who sat the American College Test (ACT) in October 2020 achieved at the expected level or better.

During the inspection, Inspectors observed that teachers in the Kindergarten and Elementary phase of the school did not sufficiently encourage students' use of mathematics as tool in a range of activities within the school and for real life applications. Across the phases of the school, however, a majority of students had regular opportunities to plan and conduct scientific investigations. These activities supported students' acquisition of scientific skills and knowledge. There was scope, however, to support students to communicate scientific findings using mathematical skills.

"Beyond the PACE" lessons had increased opportunities for students to talk and listen in a variety of contexts, but these were limited to particular points in the school day and were not a regular feature of all lessons. Additionally, there were insufficient opportunities for students to write at length and for different purposes. However, across the school, the range, accuracy and fluency of students' reading were satisfactory or better.

Overall, Inspectors observed that in a majority of lessons, all students were not yet learning to the depth and breadth and with the speed and motivation expected.



RECOMMENDATION 2

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 Curriculum into Kindergarten grades at the school.

The school had made **satisfactory** progress in addressing this recommendation.

The school had maintained the satisfactory progress made in addressing this recommendation at the first Follow-Through Inspection. Since then, the school leaders had undertaken a further review of the science curriculum to raise students' attainment and progress in science. Arising from this review, an adapted online course in environmental science at Grades 10 to 12 was added to the range of subjects. Furthermore, a trained science teacher was assigned to teach 'Beyond the PACE' and other science related disciplines across the school. This served to promote accuracy of lesson content. Teachers' use of weekly planners and daily lesson plans promoted continuity in students' learning. In a majority of 'Beyond the PACE' lessons, teachers satisfactorily integrated student-centred activities that promoted students' practical learning linked to real world applications. Teachers also used a range of instructional strategies in science lessons. These included experiments, paired work and group tasks. Students also had access to an increased range of visual and technological aids to promote their learning.

At Grades 2 to 3, students conducted experiments into the density of matter with the creation of Lava Lamps using resources such as water, oil, dye and other materials. Students at Grades 4 to 6 investigated seed germination and formed conclusions about the conditions which were necessary for seeds to grow and thrive. At Grade 7 and 8, students' investigation of flowering plants promoted their understanding of male and female reproductive organs in plants. There was, however, a need for more deliberate planning to cater to the range of abilities, especially in the multi-grade classes. Opportunities for effective collaboration among students though evident in a majority of lessons, required increased regularity. The purposeful integration of reading and writing within the scientific context was evident in some observed lessons. Students, particularly those in the high school, engaged in content area reading and extended writing tasks to show their understanding of scientific concepts. However, this was not common practice in most subject areas.



RECOMMENDATION 2

Additionally, the incorporation of numeracy concepts in the teaching of science across the grades was lacking and required greater emphasis. The use of books with scientific terminology reinforced students' learning in "Beyond the PACE" lessons. Although the school had not yet acquired a science laboratory, school leaders had established a science resource room and had invested in a range of science resources which were available for students' use in lessons. Charts depicting scientific concepts, laboratory equipment and science models were integrated effectively in lessons to promote students' scientific awareness. Teachers also made creative use of both indoor and outdoor spaces for the conduct experiments and other practical activities to promote students' learning.

School leaders had also incorporated activities beyond the classroom to promote students' scientific skills. For example, the school's annual science fair was expanded to include a planned week of science activities. This was delayed due to the COVID-19 pandemic but students had begun their preparation for oral presentations and the creation of models for display. Planned learning opportunities within the local community provided students with authentic scientific exchanges. There was also a greater emphasis upon the development of children's early scientific skills through active exploration at the Kindergarten stage. Although all teachers did not yet demonstrate the required competence in implementing the Cayman Islands Early Years Curriculum Framework, they continued to benefit from professional development.

For example, teachers had participated in professional development opportunities to support their use of science, technology, engineering and mathematics (STEM) integration in lessons. A majority of teachers were beginning to use these skills to provide daily exploratory activities for children. This was noticeable during the Follow-Through Inspection, as children used STEAM kits and other resources to enhance their observation, problem solving and enquiry skills. For example, they created Lego models from pictorial representations and discussed the similarities and differences with their teachers. During the Follow-Through Inspection, Inspectors observed that a majority of students demonstrated high levels of engagement in class activities and were making satisfactory progress in science lessons.



RECOMMENDATION 3

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.

The school had made **weak** progress in addressing this recommendation.

School leaders recognised the importance of assessment data to inform the curriculum and teachers' lesson plans. However, all teachers had not yet effectively utilised the data available to help set targets for students or to check the accuracy of internal assessments. External assessments were last carried out in 2019. The Principal advised that the 2020 sitting of the Stanford 10 test was impacted by the COVID-19 pandemic. The next sitting of the Stanford 10 Test was planned for April 2021.

All teachers did not have a sufficiently accurate picture of the number of students working 'above', 'at', or 'below' the established PACE age-related expectations. Internally, students' individual targets continued to be based on the completion of work in PACE booklets. The imperative to complete booklets dictated the pace of individual student's progress. Inspectors noted that students' attainment and progress in reading was satisfactory throughout the school, but attainment and progress in writing and

mathematics was variable and weak in the majority of grade levels. Increasing opportunities for students to write at length and for a range of purposes outside of their PACE booklets would raise the standard of their written work. Teachers should also consider introducing a mechanism to accelerate students through the PACE scheme based on teacher assessment. Presently, where students had a secure understanding of a concept, they still had to complete the whole booklet before they could move on.

"Beyond the PACE" lessons were a regular and developing feature of the timetable across the school. Students expressed the desire for more of these sessions and viewed them as the highlight of the day. Inspectors found that science "Beyond the PACE" lessons were consistently more effective than other teaching episodes. Lessons in mathematics and English showed more variability in standard, particularly in the high school, where the lack of subject specialist teachers impacted the quality of a significant minority of lessons.



RECOMMENDATION 3

The more effective “Beyond the PACE” lessons were well planned, and worked well in a multi-age setting because they catered satisfactorily to the range of needs in classes and included opportunities for students to discuss and think critically. Conversely, the less effective ‘Beyond the PACE’ lessons were not sufficiently well planned and did not cater effectively to students’ varied learning needs. As a result, the lessons did not always target individual students’ gaps in understanding. While overall the quality of these sessions had improved, too many lessons still did not adequately challenge the more able or effectively support students working below age-related expectations.

At the last Follow-Through Inspection, the Principal had recognised the need for students to progress more quickly through the PACE curriculum. This remained a priority to ensure students achieved highly. There was further scope to increase the opportunities for extended writing, targeted teaching, and “Beyond the PACE” lessons. In turn, this may reduce the levels of student passivity and low-level off-task behaviours that were observed in a minority of PACE lessons.

The development of higher-order questioning and the planning of regular opportunities for critical thinking remained priorities for teachers’ professional development, particularly in the middle and high school where students had too few opportunities to apply their skills to new or different situations. Students needed to have more regular opportunities to consolidate their learning through practice, talk and reflection.



RECOMMENDATION 4

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.**

The school had made **satisfactory** progress in addressing this recommendation.

Following the first Follow-Through Inspection, the Principal and staff had made further modification to the curriculum to include additional sessions of "Beyond the Pace". Through this instructional approach, a majority of students were provided with opportunities to engage in collaborative learning, speaking and listening. The use of guest presenters in some lessons also provided opportunities for students to listen actively and to ask questions which promoted their oral communication skills. Elements of collaborative learning were mostly observed in physical education, social studies and science lessons. For example, in observed science lessons, students worked in groups to explore the process of seed germination and to explain photosynthesis. In Kindergarten, most students had sufficient opportunities to engage in collaborative centre-based learning as well as whole group discussions during circle time. In one of the Kindergarten classes, students role-played restaurant scenes, serving food and preparing receipts for orders. However, for the most part, students completed PACE tasks without regular peer interactions. As a consequence, there were insufficient opportunities for the students to assess the work of their peers or to listen to other viewpoints and problem solve as a group. Hence, students were not always sufficiently aware of how to improve their learning.

There was scope to revise "Beyond the Pace" sessions to include an afternoon class where students can reflect on their learning, engage in greater levels of collaboration and build their higher-order and critical thinking skills.

The integration of technology was observed in a majority of lessons. Digital learning tools, such as computers and hand held devices were used to enhance learning in a majority of lessons in the high school. Additionally, a minority of students had access to personal devices. In the elementary and high school phases, all students accessed the Duo Lingo programme which provided online learning experiences in Spanish. The use of online videos and websites were common features of a majority of "Beyond the PACE" lessons. In the elementary and high school phases, students independently conducted research online and documented their findings to support planned debates and scientific exploration. Reference books and dictionaries were also utilised by students for independent research in lessons.

"Beyond the PACE" lessons provided some opportunities for students to apply their learning to real world situations.



RECOMMENDATION 4

For example, in a social studies lesson in the elementary phase, students listened avidly to guest presenters from the local community and discussed how the information gleaned could be applied to relevant contexts. Similarly, in a Grade 4 to 6 social studies lesson, the students listened to the experiences of two local seafarers and added useful perspectives to the discussion. In another observed lesson, students discussed past and present school experiences with a guest presenter who was former school teacher and Member of the Legislative Assembly. During the discourse, the students offered their views on how things had changed and how this impacted their way of life today. Likewise, in an English Literature lesson in the high school, students made text to self connections and discussed similarities between their own life changing experiences and that of a character in a novel they were studying. To this end, most students shared personal experiences such as the birth of a sibling and death of a loved one. Some students referenced COVID-19 as a life changing experience. In a high school science lesson, students explored how photosynthesis impacted our way of life on earth. There was further scope, however, for staff to provide more regular opportunities for students to learn in real life contexts and to apply their understanding of different concepts in purposeful contexts.



RECOMMENDATION 5

Improve 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.

The school had made **weak** progress in addressing this recommendation.

Subsequent to the previous Follow-Through Inspection, the Principal and staff had placed greater focus upon the development and use of appropriate curriculum documents to promote continuity and progression in core and non-core subjects from Grades 6 to 12. This was evident in teachers' use of the scope and sequence curriculum documents to promote coordination in learning across the phases of the school. Teachers planned schemes of work for the different grades and had also developed forecast plans for the "Beyond the PACE" sessions. Reading books for Kindergarten and the Elementary classes provided graduated levels of difficulty to improve students' confidence while increasing their comprehension and fluency. In observed lessons, however, all teachers did not effectively cater to the range of learning needs in the multi-grade classes.

School leaders had also made improvements to the planned curriculum to broaden and enrich students' learning.

Children in the Kindergarten classes were developing greater awareness of Caymanian culture and heritage. Additionally, the introduction of Cayman Islands Revised National Curriculum at the elementary phase was promoting students' awareness of aspects of Caymanian heritage and culture. Students were developing their understanding of national identity and awareness of Caymanian local traditions and heritage through social studies lessons, field trips and visitors to the school. During the inspection, visitors from the Cayman Islands Seafarers Association had given talks to students about their travels and experience at sea. Additionally, students were developing appreciation of wider Caribbean experiences through the introduction of West Indian literature at the high school phase. For example, Grades 7 to 9 students were studying "The Cloud with the Silver Lining" by the noted West Indian author C. Everard Palmer.



RECOMMENDATION 5

School leaders, however, had not yet introduced Caribbean history into the curriculum, as had previously been recommended in a recent inspection. The School Board and Principal needed to recruit appropriately qualified staff with relevant subject expertise to support the delivery of this aspect of the curriculum.

The Principal had plans to introduce the City and Guilds Examination in mathematics and English in June 2021. Furthermore, two additional science courses had been introduced in the current school year. These were anatomy and physiology and also nutritional science. Additionally, environmental science had been introduced to Grade 10 to 12 students through an online resource. The school had also established a resource room for science.

Teachers had participated in STEM workshops to promote improvement in the teaching of science. Furthermore, there were plans to increase curriculum time for “Beyond the PACE” so students would be able to engage in regular discussions on global and environmental issues. A review of the school’s class schedules indicated that more sessions were allocated to “Beyond the PACE” for Grades 1 to 6 in particular. At Grades 7 to 9, the curriculum was delivered through more face to face teaching.

School leaders acknowledged that there were less “Beyond the PACE” sessions for Grades 10 to 12 students as most had already completed their course component and were now focused on revision and preparation for exams. However, only in a few observed lessons, were students given regular opportunities to think critically and to extend their thinking or to apply their learning to real life contexts.

While the modifications to the curriculum were important steps in improving the quality of students’ learning, Inspectors noted that the revisions to the curriculum were not yet having the desired impact on the quality of teaching and students’ learning standards in all phases of the school. In particular, there was the need to increase opportunities for students to write in extended contexts to support their understanding of literary genres.



SURVEY RESULTS

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

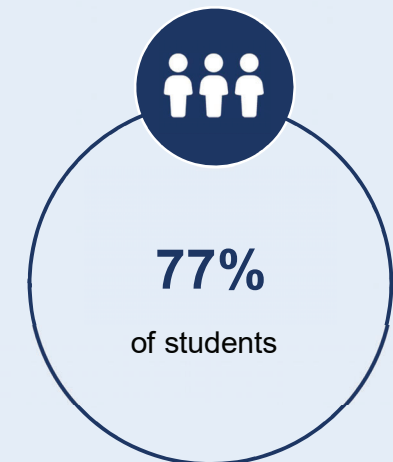
Students	40	Parents	38	Staff	11
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Students

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

A majority of students agreed that the educational provision at the school was good. Most stated that they were making good progress in English and mathematics and a majority felt that they were making good progress in science. Almost all felt that they were making good progress in other subjects. A majority expressed that students' behaviour was good. Most believed they were developing a sense of responsibility within the community and were demonstrating good environmental understanding. Almost all stated that lessons were good and that they enjoyed classes. Most agreed that homework was appropriate. A majority expressed that extra-curricular provision was adequate and that the school offered subjects that they wished to learn. Almost all shared that teachers advised them on ways to do better. Almost all indicated that they felt safe at school. Most stated that they were treated fairly and that bullying, if it occurred, was dealt with appropriately. Most felt that they were adequately supported to make healthy lifestyle choices. Most agreed that they were provided with appropriate career guidance. Most believed that students with special educational needs received good support.

Most students agreed that the school was well led and a majority stated that they were consulted about school improvement plans. In addition, a majority shared that the school responded to their concerns and almost all stated that they received regular reports on their progress. Additionally, a majority felt that the school maintained good links with the wider community. Most stated that teachers were suitably qualified. A majority agreed that good resources were available at the school to promote their learning.



Strongly Agree and Agree

10%

Increase since the last inspection



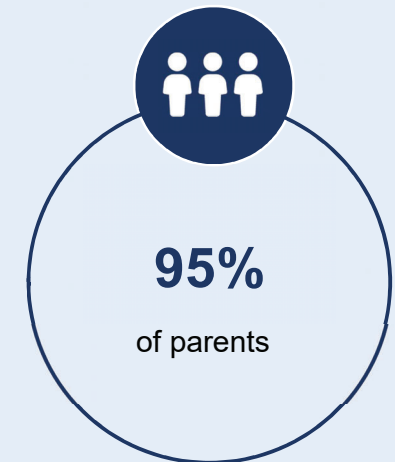
SURVEY RESULTS

Parents

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

Almost all parents were of the view that the quality of education provided by the school was good. All responded that their children were making good progress in English and most felt that their children were making good progress in mathematics and science. Almost all stated that their children were making good progress in other subjects. In addition, almost all felt that their children were well behaved. Almost all believed that their children were being supported to develop a sense of responsibility in the community and to demonstrate environmental understanding. Almost all stated that teaching quality was good and their children enjoyed lessons. Importantly, all believed their children were inspired to learn. A majority expressed that the school provided an appropriate range of good extra-curricular activities. Most agreed that suitable subjects were offered that their children wished to pursue. Almost all felt that homework was adequate. All parents agreed that their children were well protected in a safe environment. Almost all stated that their children were treated fairly and most believed that instances of bullying were appropriately managed. Almost all felt that their children were supported to make healthy lifestyle choices. Most indicated that their children received adequate career guidance. However, only a significant minority agreed that appropriate support was given to children with special education needs.

Most parents stated that the school was well led. Most agreed that they were involved in the self-improvement processes of the school. Almost all responded that communication was good and that the school responded appropriately to their concerns. Almost all stated that they received regular reports about their children’s progress. Also, most expressed that parents meetings were helpful. Almost all felt that parental involvement was adequate. Most agreed that the school maintained good links with the community. In addition, most parents felt that the school had sufficient and suitably qualified staff. Almost all believed that good resources were available at the school.



Strongly Agree and Agree

17%

Increase since the last inspection



SURVEY RESULTS

Staff

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

All staff agreed that the school provided a satisfactory quality of education. All staff stated that students’ behaviour was good. All agreed that students were developing a sense of responsibility as a member of the wider community and all believed that students demonstrated appropriate environmental awareness and understanding. All felt that good assessment practices were in place. Additionally, a majority were of the view that the school had a range of extra-curricular activities for students to access. All stated that students were given information about their next steps in learning and received appropriate career guidance. All staff agreed that the school provided a safe and caring environment for students. All explained that students were treated fairly and instances of bullying were sufficiently addressed. All staff indicated that the school was helping to promote healthy lifestyles among students. Most agreed that children with special education needs were appropriately supported.

In addition, all staff felt that the school was well led. Most shared that they were involved in the self-evaluation processes of the school and almost all agreed that they benefitted from continuous professional development opportunities. Also, most felt that parental involvement was satisfactory and all stated that parent teachers meetings were well attended. Of note, all believed that the school maintained good links with the wider community. All indicated that the school had suitably qualified teachers and that there were good resources available for use in lessons.



Strongly Agree and Agree

11%

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 Inspectors judged the school to be making weak progress in addressing all the recommendations from the previous Full Inspection report, 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.



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