

# INSPECTION REPORT

OFFICE OF EDUCATION STANDARDS  
CAYMAN ISLANDS GOVERNMENT

OCTOBER 2022



**HOPE ACADEMY**

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## INTRODUCTION

# INSPECTIONS OF SCHOOLS, COLLEGES AND EARLY YEARS CENTRES IN THE CAYMAN ISLANDS

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

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

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





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



# INTRODUCTION

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

The four levels are defined as follows:

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

## Consistency in quantitative terminology








Inspectors use quantitative terms in reports, as follows:

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









# SCHOOL INFORMATION

## General information

	<b>School name</b>	Hope Academy
	<b>Address</b>	Grand Harbour Shoppes; Units 1-8 Grand Cayman
	<b>Telephone number</b>	1 (345) 769-4673
	<b>Website</b>	<a href="https://www.hopecayman.com">https://www.hopecayman.com</a>
	<b>Name of the principal</b>	Dr. Samantha Tibbetts - Director Mrs Natalie Donoghue - Principal
	<b>Date of this inspection</b>	October 04 - 06, 2022
	<b>Date of the last inspection</b>	December 2020





## Students

	<b>Number of students on roll</b>	112
	<b>Age range of the students</b>	5-18 years
	<b>Grades or year groups</b>	Grades KG - 12
	<b>Number of Caymanian students</b>	84
	<b>Number of students with special educational needs</b>	82
	<b>Largest nationality group of students</b>	Caymanian






# SCHOOL INFORMATION



## Staff

	<b>Number of teachers</b>	21
	<b>Number of teaching assistants</b>	28
	<b>Teacher-student ratio</b>	5 to 1
	<b>Teacher turnover</b>	3 teachers / 18%

## Curriculum

	<b>Main curriculum</b>	US Curriculum
	<b>External tests and assessments</b>	STAR, PSAT
	<b>Accreditation</b>	None

## School inspection overall performance history

<b>Cycle 1 Inspection</b>	December 2020	 Good
<b>Cycle 2 Inspection</b>	October 2022	 Good

# SCHOOL INFORMATION

## School Context

Hope Academy is an inclusive private, co-educational school for students from five to eighteen years of age. The school provided a full-time academic programme of study that followed the Florida State Standards complemented by after-school support or tutoring. The school had a licensed health care facility that provided clinical services to the students and wider community. Specialist services included psychological assessments, speech and language therapy, mental health counselling and Applied Behavioural Analysis (ABA) staffed by registered behavioural therapists and board-certified behaviour analysts. This team of specialists were responsible for the design and evaluation of individualised, programmes for students with a range of needs. The school's mission was to promote hope, optimism, perseverance, and excellence among students.



















The school opened in 2009 and was located at Grand Harbour. At the time of the inspection there were 108 students on the roll, the large majority of whom were Caymanian. There were 84 students who were diagnosed with special educational needs. All students graduated from Grade 12 with a high school diploma. A few students, not in attendance due to ill health, were able to attend ordinary classes by connecting to their class on-line. The majority of high school students took SAT and PSAT assessments in readiness for application to higher education.

The school was organised into Primary, Middle and High school phases where students were taught in small classes with a high adult to student ratio. There were twenty-one teachers and twenty-eight support staff.



# PERFORMANCE STANDARD

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

Promoting our students' personal and social development.	Primary	Change in judgement since last inspection	Middle	Change in judgement since last inspection	High	Change in judgement since last inspection
1.1 Students' attainment in English	 Satisfactory	▶	 Satisfactory	▶	 Satisfactory	▶
1.1 Students' progress in English	 Good	▶	 Good	▶	 Good	▶
1.1 Students' attainment in mathematics	 Satisfactory	▶	 Satisfactory	▶	 Satisfactory	▶
1.2 Students' progress in mathematics	 Good	▶	 Good	▶	 Good	▶
1.2 Students' attainment in science	 Satisfactory	▶	 Satisfactory	▶	 Satisfactory	▶
1.2 Students' progress in science	 Good	▶	 Good	▶	 Good	▶





# PERFORMANCE STANDARD

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

Promoting our students' personal and social development.	Primary	Change in judgement since last inspection	Middle	Change in judgement since last inspection	High	Change in judgement since last inspection
2.1 Positive behaviour for good learning	 Good	▶	 Good	▶	 Good	▶
2.2 Students' civic and environmental understanding	 Good	▶	 Good	▶	 Good	▶

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

Quality Indicator	Primary	Change in judgement since last inspection	Middle	Change in judgement since last inspection	High	Change in judgement since last inspection
3.1 Teaching	 Good	▶	 Good	▶	 Good	▶
3.2 Learning	 Good	▶	 Good	▶	 Good	▶
3.3 Assessment	 Good	▶	 Good	▶	 Good	▶









## PERFORMANCE STANDARD

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





Quality Indicator	Primary	Change in judgement since last inspection	Middle	Change in judgement since last inspection	High	Change in judgement since last inspection
4 Curriculum	 Satisfactory	▶	 Satisfactory	▶	 Good	▲

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

Quality Indicator	Primary	Change in judgement since last inspection	Middle	Change in judgement since last inspection	High	Change in judgement since last inspection
5.1 Health and safety	 Satisfactory	▶	 Satisfactory	▶	 Satisfactory	▶
5.2 Support and guidance	 Excellent	▶	 Excellent	▶	 Excellent	▶



# PERFORMANCE STANDARD

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



# KEY STRENGTHS AND RECOMMENDATIONS

## What the school does well

- The well-developed, flexible and rigorous academic and behavioural intervention systems that identified and supported students with additional needs. This ensured that all students with additional needs received the right kind of support when they needed it.
- Students made good progress in each phase in English, mathematics and science.
- Students respected school staff, behaved well and got on well with each other.
- Teachers used assessment information well in planning and delivering lessons and creating learning experiences to meet the needs of students.
- The commitment of all staff to the care and welfare of students
- Senior leaders' strong sense of mission to meet students' individual needs, provide an effective education for all and provide a platform for further growth and success after leaving school.

## Recommendations

- In lessons, place a greater emphasis on the development of higher order thinking skills to provide more challenge, especially for higher attaining students.
- Develop the curriculum further, especially in the primary and middle phases to provide more practical experiences.
- Take steps to promote and make better provision for healthy lifestyles.
- Ensure that the new leadership structure is fully embedded and has a sustained and positive impact on improving the curriculum, quality of teaching and learning and student outcomes.

## What has improved since the last inspection?

- The High School curriculum



## OVERALL PERFORMANCE

### ► Good

Hope Academy was judged to be a good school. It was very successful in helping students to improve their personal and social development and develop their academic knowledge and skills. Students were learning successfully how to regulate their own behaviour and in each phase behaviour was good. Relationships between students and staff and among students were positive. Students were learning effectively throughout the school. In the Primary, Middle and High School phases, they made good progress in the core subjects of English, mathematics, and science. They became more confident, knowledgeable, and skillful as they moved up the school, and took more responsibility for their own learning. Students achieved acceptable standards and were able to progress to college or other positive destinations after they graduated from school.










Throughout the school teaching was of a high quality. Teachers used assessment information very well and planned effective learning experiences for their classes. As a result, students were engaged in lessons and made good progress. Most students had learning support needs. The highly effective teamwork and collaboration between skillful teachers and expert clinicians helped students overcome their barriers to learning. The curriculum provided by the school was based on the Florida State standards. Recent investment in additional IT resources helped students access the curriculum more effectively.

The Director and Principal had a clear sense of mission and were highly committed to meeting students' individual needs. This strong purpose was shared by staff, and they strived to support and help students to excel. The school was effective at reviewing its own performance and finding ways to continuously improve. The links between parents and the school were strong. Communication between the school and parents was clear, continuous and mutually supportive. Teachers and parents worked well together to enhance students' learning and their personal and social development.



# ACHIEVEMENT

## Students' attainment in relation to international standards

Students' attainment in relation to international standards	Primary	Middle	High
1.1 Attainment in English	 Satisfactory	 Satisfactory	 Satisfactory
1.1 Attainment in mathematics	 Satisfactory	 Satisfactory	 Satisfactory
1.1 Attainment in science	 Satisfactory	 Satisfactory	 Satisfactory

### English

Attainment in English was satisfactory at all phases of the school. Results of standardised tests and internal data indicated a rising trend in English attainment across all phases of the school. In the Primary Phase, most students demonstrated satisfactory understanding of key elements of story writing such as setting and characterisation. Most could write introductory paragraphs with appropriate descriptive details using adjectives and adverbs. In the Middle Phase, most students demonstrated satisfactory understanding of writing conventions and used punctuation marks appropriately in sentences. In lessons, most demonstrated comprehension skills such as inferencing and visualising. In the High School phase, students were able to write using complex sentence structures. Students' writing portfolios indicated that most were able to write for different contexts. In a High School English lesson, most students demonstrated the expected understanding of different modes of writing and were able to deepen their understanding through peer discussions and independent practice. Students at all phases of the school had few planned opportunities to collaborate meaningfully to co-create knowledge and deepen their understanding of the key ideas being taught in lessons.



# ACHIEVEMENT

## Students' attainment in relation to international standards



### Mathematics

Attainment in mathematics was satisfactory at each phase. The school's internal assessments were aligned to the Florida State standards and demonstrated that most students in each phase reached the relevant standards. The school confirmed this judgement by using the STAR standardised assessments. In class and recent work in the Primary Phase, Grade 3 students were developing an understanding of place value in three- and four-digit numbers in line with expectations. Students in Grade 2 found this concept difficult to grasp. In the Middle School, students' understanding of the basic processes of addition, subtraction, multiplication, and division had developed and in Grade 6, most could divide whole numbers by fractions. The majority of students in this grade also had a sound understanding of the principles underpinning the method they used. In Grade 7, most students understood the concept of multiples and they could readily find the common multiples of two numbers. In High School, students' knowledge and problem-solving skills in mathematics were extended beyond number in line with expectations. They developed relevant skills in algebra and geometry.












### Science

Attainment in science was satisfactory across all phases of the school. In the Primary Phase, most students achieved at levels in line with the Florida State Standards. Students could make and test a hypothesis and showed age-appropriate skills in predicting whether objects would float or sink. In the Middle Phase, students showed a good understanding of facts about the biosphere, well supported by picture prompts. At Grade 12, students could research the historical development of models of the atom and use this information to develop presentations about their chosen model. At all phases, students had limited practical scientific skills and as a result did not have secure skills in measuring, recording, and evaluating evidence. A minority of students in each phase did not develop a sufficiently deep and secure understanding of scientific facts and concepts.



# STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT

Students' progress in key subjects	Primary	Middle	High
1.2 Progress in English	 Good	 Good	 Good
1.2 Progress in mathematics	 Good	 Good	 Good
1.2 Progress in science	 Good	 Good	 Good

## English

Progress in English was good at all phases of the school. In the Primary Phase, most students were developing phonemic awareness and sight word vocabulary. Students were motivated to read through the effective use of online IT resources. Primary students with complex learning needs were developing their phonic knowledge and were able to use letter cards and other resources to demonstrate their understanding of simple words. In Middle School, students progressed well in their use of mind maps to sequence information appropriately. A majority were confident speakers and demonstrated increasing confidence in their use of new vocabulary. Students' writing samples in the High School were of a good standard and most used developmental feedback to improve their work. In addition, most students at this phase made good progress in their understanding of the writer's craft and how choices such as diction and sentence structure influenced meaning. In a significant minority of lessons, higher achieving students were not always sufficiently challenged and so did not always make sufficient progress. School internal data showed that a majority of students with special educational and additional learning needs were making better than expected progress against their learning support plan (LSP) reading targets.





# STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT

## Mathematics



Progress in mathematics was good in each phase. The growth and development in students' mathematical knowledge and skills exceeded expectations. The school confirmed that the progress and growth in students' knowledge and skills in mathematics by using both internal and standardised assessments. Most students' confidence in using number grew as they progressed through Primary to the Middle Phase. They developed their skills further in using addition, subtraction, multiplication and division of a wide range of number types, such as real numbers, fractions and decimals. Students' knowledge of geometry grew, and they developed a sound understanding of more abstract mathematical techniques such as using algebra to solve a variety of problems. As students advanced from one phase to the next, they learned to use wider ranges of mathematical techniques. This enabled them to know how mathematics can be applied outside of school to solve a range of problems. By Grade 12, students appreciated that data can be organised in different ways to solve problems in commerce. Students with IEPs made good progress and were exceeding their targets in mathematics.







## Science



Progress in science was good across all phases of the school. Students demonstrated a growing understanding of scientific method and could explain terms such as 'fair test', 'hypothesis', 'theory' and 'scientific law' at age-appropriate levels. Most students progressed well in lessons, and showed high levels of engagement in their learning, particularly when supported by picture prompts and vocabulary checklists. As students progressed through the school, they developed a deeper awareness of the effect of climate change on marine life around the islands. They demonstrated they were developing their understanding of the impact of urban development and climate change on the environment. At the High School phase, in marine science, all students contributed enthusiastically to robust class discussions about changes in ecosystems as a result of changes to the habitat and the composition of animal and plant life. In each phase, a few students had difficulty in understanding and using scientific vocabulary and concepts.



# STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT

Students' personal and social development	Primary	Middle	High
2.1 Positive behaviour for good learning	 Good	 Good	 Good
2.2 Students' civic and environmental understanding	 Good	 Good	 Good

## Behaviour



Students' behaviour for learning was good at all phases of the school. Almost all students demonstrated positive dispositions to learning and were polite and respectful in their interactions with their peers and adults. Affirming relationships between students and teachers supported effective teaching and learning across all phases of the school. Through the use of social and emotional learning strategies and the Positive Behaviour Intervention and Support (PBIS) Programme, the school was successfully improving students' personal and social development and as a result they respected and tolerated others. Incidents of bullying were rare. In the student interview, most students reported that they felt safe at school. Others expressed that teachers or other staff were always available if they needed to talk or were worried about anything. One student commented that the school community was like a family. Almost all students knew the school rules and most complied with them. Students' average attendance for the current and previous term was good.



# STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT










## Civic and environmental understanding



Students' civic and environmental understanding was good across all phases of the school. Most students were knowledgeable of Caymanian traditions and culture. Most could name sites of cultural significance on the Cayman Islands. Older students had appreciable understanding of the Cayman Islands system of government. A school initiative "Celebrate Cayman" was planned annually to promote awareness of local traditions and culture. Students' participation in campaigns such as "Hannah's Heroes" to raise funds for childhood cancer was promoting their sense of civic responsibility and the importance of giving back to society. In addition, the Student Council had created an important avenue for students to make meaningful contributions to the work of the school. Students reported that their opinions were valued, and their suggestions were acted upon. For example, they had installed recycling bins for plastic in the main office and another by the printer for waste paper. Students had participated in beach clean-ups and turtle release. Most students demonstrated good understanding of local and global environmental issues and the place of Christianity on the Cayman Islands.



# CURRICULUM

Teaching, learning and assessment	Primary	Middle	High
3.1 Teaching	 Good	 Good	 Good
3.2 Learning	 Good	 Good	 Good
3.3 Assessment	 Good	 Good	 Good



## Teaching

Overall, teaching was good. All teachers knew their subject well. They planned learning to take account of the different needs of students including those with additional needs. They set clear learning objectives and checked regularly for students' understanding. Teachers set very clear expectations of students' behaviour to ensure they remained focused and engaged at all times. They gave careful consideration to the environment for learning and set a calm, positive ethos. This supported students at all stages to focus on learning. Teachers used a wide range of sometimes imaginative approaches to reduce barriers to learning and ensure that tasks and learning activities were relevant and meaningful. These included adjusting the pace of learning for some students, support from teaching assistants and behavioural therapists and using a variety of differentiated resources and intervention programmes. For example, in Grade 3, the use of an adaptive reading programme promoted students' independence in developing their oral reading skills. All teachers checked regularly that students understood the learning objectives. In a few lessons teachers did not provide enough opportunities for class, group or individual discussions and questioning. They often missed opportunities to develop students' critical thinking. Higher attaining students were not always sufficiently challenged from questioning or by the learning activities.





## Learning




Learning was good across the school. Almost all students were motivated to learn through a wide range of resources to support them, including creative approaches using digital technology, motivating rewards and visual prompts. They demonstrated the ability to interact positively with staff and peers supported by thoughtful, personalised approaches which encouraged positive responses. Most students showed skills in using digital tools and platforms. This was reducing barriers to learning and helping them to access learning activities independently. In Grade 10, students researched local employment opportunities and relevant skills prior to applying these in a real work placement. Learning often linked students' experiences to the local community and environment which gave tasks relevancy. There were insufficient opportunities for students to make connections in learning with Caymanian culture. There were also too few opportunities for students to collaborate with their peers on learning tasks and take responsibility for their own and group learning tasks.



## Assessment

Assessment was good at all phases of the school. There was a consistent whole school approach to the collection and use of assessment information which was an improvement on the previous inspection. Teachers used assessment information well to determine students' starting points, to identify their strengths as well as their skills and knowledge gaps. Teachers used comprehensive student assessment profiles to inform the development of individualised learning support plans for tier 3 students with special educational and additional learning needs. As a result, they received personalised support to accelerate their progress. Students' targets were tracked carefully and reported on regularly. Students' assessment data was readily accessible to teachers, students, and parents via an online platform. Assessment was an integral part of the teaching and learning process. In most lessons, teachers frequently checked for students' understanding. The use of online resources and adaptive technology often provided students with instant feedback on the quality of their work. However, students' evaluation of their own work and the work of their peers was not yet embedded in practice. Across the school, there was generally too much variability in the quality of written feedback to students. In English, students usually received helpful feedback which helped them to improve their work.

# CURRICULUM

Offering a curriculum that meets the educational needs of all students	Primary	Middle	High
4 Curriculum	 Satisfactory	 Satisfactory	 Good









## Curriculum

The curriculum was satisfactory in the Primary and Middle and good in the High School. The school offered an integrated curriculum based on the Florida State Standards and incorporated Applied Behaviour Analysis (ABA) therapy and clinical services. Continuity and progression were carefully planned. In the High School, higher achieving students could enrol in an advanced class. Improvements had been made to delivering alternative courses to students who found the general curriculum too difficult. Students could now choose from a wider range of electives. School leaders had invested in an impressive range of online resources to augment, extend, and reinforce students' learning in novel and exciting ways. Teachers did not always plan sufficient opportunities to promote interdisciplinary learning to help students make relevant and meaningful links across all areas of their learning. The school organised useful opportunities for students to engage with the local community through the work experience programme. Additionally, students had participated in a range of field trips locally and overseas to enhance their learning. Partnerships with the local community enhanced students' learning. The school had not yet introduced the full range of extracurricular activities that was in place Pre-Covid-19. Students were well supported through a carefully planned induction and transition programme.



# SAFETY AND SUPPORT

Keeping our students safe and always supported	Primary	Middle	High
5.1 Health and safety	 Satisfactory	 Satisfactory	 Satisfactory
5.2 Support and guidance	 Excellent	 Excellent	 Excellent



## Health and safety

The buildings and premises were clean, well maintained and monitored by security cameras. Senior staff conducted regular safety checks to ensure student safety. The administration and storage of medication was well managed, based on professional and medical advice and agreed with parents where appropriate. Senior leaders were aware of statutory and government expectations around safeguarding and child protection. Staff understood their roles and responsibilities for ensuring that students were safe and well cared for. Within the limits placed on them by the location, school leaders had put arrangements in place to monitor students' movement between the school and outdoor play areas. The school supervising staff were not sufficiently visible or distinct from other adults in the outdoor areas. Extra-curricular activities were limited by the space and facilities available. While the school encouraged healthy lifestyles. Systems to promote healthy living were not well developed to encourage students to choose nutritious snacks and food options.









### Support and guidance

Provision for support and guidance was excellent. Positive relationships between students and staff were a strong feature of practice across all phases. This was further supported by staff's caring and nurturing approaches to helping students. Highly developed, flexible, and rigorous intervention systems and programmes identified and supported students with additional needs to make significant progress. Interventions, supported by skilled professionals, were embedded within learning programmes. This ensured that all students with additional needs received the right kind of support when they needed it. Students' learning support plans were detailed, appropriate and shared with all relevant staff. Parents received comprehensive information about their children's progress. Skilled specialist staff provided life changing training and advice to parents to help them to support their children at home. Students knew what they needed to do to improve their learning and behaviour. They were involved in discussions about their progress and next steps in learning. Career guidance provisions prepared students well for higher education and the world of work. All High School students took part in the well organised work experience programme in their final year at school. This helped them gain an appreciation of the world of work and it provided them with ideas on possible future careers.



# LEADERSHIP AND MANAGEMENT

Leading and managing our school and developing our links with the community we serve	School Wide
6.1 Leadership	 Good
6.2 Self-evaluation and improvement planning	 Good
6.3 Links with parents and the community	 Good
6.4 Staffing and the learning environment	 Satisfactory



## Leadership

Leadership was good across the school. The Director and Principal had a clear vision and strong sense of direction and mission to drive improvements across the school. They were both highly committed to providing an education which met the needs of the students and prepared them for a successful life after graduating from the school. This strong ethos permeated the school and staff provided a caring and positive learning environment. The senior leadership team had been extended and the new members shared the same values and sense of mission. They were supporting other teachers well and were beginning to make an impact on improving the curriculum and other aspects of the school's provision. Senior leaders were fully aware of the limitations of the existing buildings and site. They had in place policies and procedures to safeguard students and make best use of the available facilities. They had plans to address this by developing a new school building in the medium term on another site. The school did not have a governing board or an advisory committee to support, advise and hold the senior leaders to account.





## Self-evaluation and improvement planning

Self-evaluation and improvement planning were good. Through monitoring lessons and informal discussions, senior leaders were aware of how well students were progressing in each of the classes. They had a detailed knowledge of the students and knew their parents well. Senior leaders carried out an evaluation of the school's strengths and development needs and from this they constructed a school improvement plan. The plan was clear and logical and identified areas for growth in each area of the school's work. The improvement planning process did not benefit from full consultation with staff or other stakeholders. The school had a very good approach for developing further the skills of teachers. Teachers evaluated their skills with a rubric and discussed their analysis with a senior leader after a lesson observation. The school responded very well to the recommendations made in the last school inspection report in 2020. Senior leaders made improvements to the structure of leadership, the provision of IT and science resources, the curriculum and the organisation and sharing of assessment data. They also obtained exclusive access to an adjacent small field to provide space for physical exercise.



## Links with parents and the community

The links with parents and the community were good. Leaders, teachers and other staff engaged very well with individual parents on the education of their children. These links strengthened students' learning and engagement with the school. The communication between parents and the school was very effective. Parents were always welcome in the school and there was regular contact with their children's teacher. The school had given parents and students access to an IT platform and this enabled them to keep track of on-going work and assessment scores. This informative platform supplemented the regular helpful reports on students' work. The school had well developed and productive links with the local community. A strong feature was the provision of work experience for all students in Grade 12 in a wide range of businesses and enterprises across the island. Students participated in many local competitions and locally organised activities. Some members had recently left the school's PTA and it had not yet been fully reconstituted since the outbreak of Covid 19. The school's specialised clinical services were used by students from a number of schools across the island.



## Staffing and the learning environment

Staffing and the learning environment were satisfactory. Teaching staff were well-qualified and skilful. They were supported very well by an extensive team of highly qualified specialist clinicians. Teaching and support staff worked very well together in classrooms. In a very few occasions the deployment of support staff in classes did not meet the particular needs of individual students. Overall, the premises were adequate to deliver the school's mission. The classrooms provided good environments for learning. They were well equipped and had a plentiful supply of IT and other classroom resources. Teachers used display surfaces very well to provide helpful prompts for students' behaviour and learning. Although the school did not have specialist laboratories or workshops, it was equipped adequately with resources for practical work and senior leaders had recently invested in additional IT resources to help students access the curriculum at different reading levels. The school did not have a perimeter fence, however, staff supervised outside areas continuously during students' arrival, morning break, lunch time and dismissal.



# SURVEY RESULTS

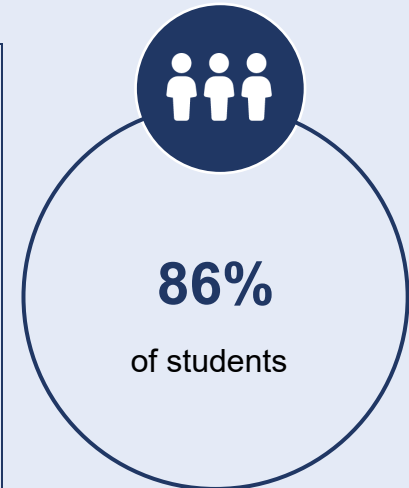
Before the inspection, the views of parents, staff and students were surveyed. The numbers of participants that completed the survey were:

Students	62	Parents	45	Staff	35
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## Students

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

Sixty-two students completed the online survey. This was a lower outturn than the previous inspection. A majority who completed the survey expressed satisfaction with the quality of education provided by the school. Almost all felt that teachers explained how they could improve their work and most felt they were making good progress in English, mathematics, and science. Most agreed that the school had appropriately qualified and suitably skilled teachers and staff, and a good range of resources to support their learning. Most students indicated that the school provided good support to those with special educational needs. Most students agreed that they enjoyed lessons and received regular reports on their learning. A majority agreed that most students showed good environmental understanding. They felt that they could join in a good range of extra-curricular activities provided by the school; a significant minority disagreed. A majority felt that they had opportunities to learn in the wider community. Most agreed that the school was safe, and a majority felt that the behaviour of most students in the school was good. They also thought that the school responded appropriately to their concerns and that bullying was adequately addressed by the school. Thirty-four students made written responses. Most made positive comments regarding the school, staff, leadership, and provision for students with special educational needs. A few expressed concerns regarding choice of subjects and limited extracurricular offerings.



**Strongly Agree and Agree**

**Unchanged** since the last inspection

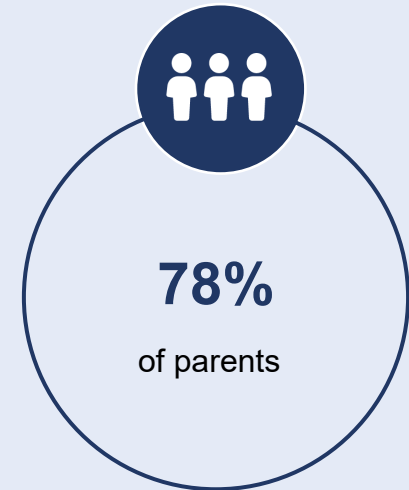


# SURVEY RESULTS

## Parents

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

Forty-five parents completed the online survey. This was a similar outturn as the last inspection. Almost all who responded to the survey felt that their child was safe and well cared for in school. Almost all agreed that their child was making good progress in English and mathematics. Whereas most felt that their child was making good progress in science. Additionally, almost all stated that students’ behaviour was good. Almost all parents thought that the school had appropriately qualified and suitably skilled teachers and staff and that the school provided good quality resources for their child’s learning. Similarly, almost all parents agreed that the school provided good support for students with special education needs. A majority of parents thought that the school helped their child to make good choices about their future education and career. A lower proportion of parents considered that provision for extra-curricular opportunities was good. Almost all agreed that they received good information about the school’s improvement plans and that communication between the school and parents was effective and timely. Most parents indicated that the school responded well to parental concerns. While most respondents felt that parents were involved effectively in the work of the school, a majority agreed that the school had good links with the wider community. Most felt that Parent-teacher meetings were helpful and held regularly. Almost all parents agreed that the school was well led. Additionally, parents’ comments about the school were mostly positive with strong praise for the quality of support provided to students with special educational and additional learning needs.



**Strongly Agree and Agree**

**12%**

**Decrease since** the last inspection



# SURVEY RESULTS

## Staff

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

Thirty-five members of staff responded to the online survey. This was the same percentage outturn as the last inspection. Almost all of those who responded were satisfied with the quality of education provided by the school. They thought that the school was safe and caring, and that staff were fair. Almost all agreed that the quality of SEN support was very good, and that staff were well qualified. They considered that the school had good assessment systems and students were provided with effective next steps in learning. Most staff indicated that the school had good resources and the majority felt that extra-curricular provision was good. Most felt that student behaviour was good, and bullying was dealt with well. More than three quarters of staff agreed that the school promoted healthy lifestyles and provided students with appropriate career choices. A majority of staff considered that students’ sense of responsibility and community and their environmental understanding were good. They felt that parents were well involved with the school and parent teacher meetings were well attended. Most staff thought the school was well led and effective CPD was provided. The majority felt that they were involved in developing the school improvement plan. Seventeen members of staff provided written comments for the survey and almost all expressed contained positive views on the school, its ethos and leadership.



**Strongly Agree and Agree**

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**6%**

**Decrease** 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 school is judged to be providing a **good** quality of education, there will be no further inspections until the next cycle which commences in September 2023.



## WHO ARE WE AND WHAT DO WE DO?

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

### How to contact us

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

[adminOES@gov.ky](mailto:adminOES@gov.ky)

### Where to read our reports

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

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







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