

# INSPECTION REPORT

OFFICE OF EDUCATION STANDARDS  
CAYMAN ISLANDS GOVERNMENT

OCTOBER 2022



**CAYMAN LEARNING CENTRE**

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# INTRODUCTION

## INSPECTIONS OF SCHOOLS AND COLLEGES IN THE CAYMAN ISLANDS

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

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

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

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



# INTRODUCTION

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

The four levels are defined as follows:

|   |  |
|---|--|
| <b>Excellent</b> - exceptionally high quality of performance or practice  | <br>Excellent    |
| <b>Good</b> - the expected level for every school in the Cayman Islands, both public and private.   | <br>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.   | <br>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. | <br>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>                 | Cayman Learning Centre  |
|    | <b>Address</b>                     | 7 Pasadora Place, Smith Rd,<br>George Town, Grand Cayman                    |
|    | <b>Telephone number</b>            | 1 (345) 943-7323  |
|    | <b>Website</b>                     | <a href="https://www.caymanlearning.com">https://www.caymanlearning.com</a> |
|    | <b>Name of the principal</b>       | Ms. Carrie-Ann Preston  |
|  | <b>Date of this inspection</b>     | October 10 - 12, 2022   |
|  | <b>Date of the last inspection</b> | December 2020   |

## Students

|   |  |                  |
|---|--|------------------|
|    | <b>Number of students on roll</b>                        | 14               |
|    | <b>Age range of the students</b>                         | 10-14 years      |
|    | <b>Grades or year groups</b>                             | Years 6, 8 and 9 |
|    | <b>Number of Caymanian students</b>                      | 9                |
|   | <b>Number of students with special educational needs</b> | 14               |
|  | <b>Largest nationality group of students</b>             | Caymanian        |



# SCHOOL INFORMATION

## Staff

|   |                                      |     |
|---|--------------------------------------|-----|
|  | <b>Number of teachers</b>            | 6   |
|  | <b>Number of teaching assistants</b> | 0   |
|  | <b>Teacher-student ratio</b>         | 2:1 |
|  | <b>Teacher turnover</b>              |     |

## Curriculum

|   |                                       |  |
|---|---------------------------------------|--|
|  | <b>Main curriculum</b>                | English National Curriculum  |
|  | <b>External tests and assessments</b> | CAT4, GL Progress Tests in English, Maths and Science. NGRT and NGST |
|  | <b>Accreditation</b>                  | None   |

## School inspection overall performance history

|                           |               |   |
|---------------------------|---------------|---|
| <b>Cycle 1 Inspection</b> | December 2020 | <br>Weak         |
| <b>Cycle 2 Inspection</b> | October 2022  | <br>Satisfactory |

## SCHOOL INFORMATION

Cayman Learning Centre is located at Pasadora Place, George Town, Grand Cayman. It was registered as a school in 2019 following its opening in 2006 as a home tutoring centre. This provided remedial support to students in literacy and numeracy and support for social and emotional development. There were currently 14 students, aged ten to fourteen years, registered full time at the school. All students had special educational needs including dyslexia, autism spectrum disorders or general learning challenges. The breakdown of the classes was as follows:

Year 6: 4 students; Year 8: 7 students; Year 9: 3 students.

In addition to the full-time programme, the school offered an after-school tutorial programme. There were 25 students enrolled in the after-school programme. Cayman Learning Centre is owned and led by Ms. Carrie Preston who is trained in special education. As the Centre Director, Ms. Preston is responsible for the daily operations of the school.

Cayman Learning Centre followed a curriculum based on the English National Curriculum. The school also offered a bespoke programme for students struggling with the learning process and the curriculum was augmented by a range of specialist remedial programmes.

The school's vision is to promote the development of students' social, emotional and academic skills and knowledge so they become resilient, self-sufficient, lifelong achievers who enjoy learning, reach their maximum potential and contribute responsibly to the global environment. The school's mission is to provide a stimulating and inclusive education in a caring community built on trust, fairness, and respect for all.

The school's staff body included 6 full time teaching staff and an administrative assistant. This was the school's second inspection.



# SUMMARY

| Quality Indicator                       | Secondary Inspection Judgement  | Change in judgement since last inspection |
|---|---|---|
| 1.1 Students' attainment in English     | <br>Weak           | ▶   |
| 1.2 Students' progress in English       | <br>Satisfactory   | ▲   |
| 1.1 Students' attainment in mathematics | <br>Weak           | ▶   |
| 1.2 Students' progress in mathematics   | <br>Satisfactory   | ▲   |
| 1.1 Students' attainment in science     | <br>Weak           | ▶   |
| 1.2 Students' progress in science       | <br>Satisfactory | ▲   |



# SUMMARY

| Quality Indicator                                   | Secondary Inspection Judgement  | Change in judgement since last inspection |
|---|---|---|
| 2.1 Positive behaviour for good learning            | <br>Good         | ▲   |
| 2.2 Students' civic and environmental understanding | <br>Satisfactory | ▶   |

| Quality Indicator | Secondary Inspection Judgement  | Change in judgement since last inspection |
|-------------------|---|---|
| 3.1 Teaching      | <br>Satisfactory   | ▶   |
| 3.2 Learning      | <br>Satisfactory | ▲   |
| 3.3 Assessment    | <br>Satisfactory | ▲   |



# SUMMARY

| Quality Indicator | Secondary Inspection Judgement  | Change in judgement since last inspection |
|-------------------|---|---|
| 4 Curriculum      | <br>Weak | ▶   |

| Quality Indicator        | Secondary Inspection Judgement   | Change in judgement since last inspection |
|--------------------------|--|---|
| 5.1 Health and safety    | <br>Satisfactory  | ▶   |
| 5.2 Support and guidance | <br>Satisfactory | ▶   |



# SUMMARY

| Quality Indicator                            | Secondary Inspection Judgement  | Change in judgement since last inspection |
|--|---|---|
| 6.1 Leadership                               | <br>Satisfactory | ▲   |
| 6.2 Self-evaluation and improvement planning | <br>Satisfactory | ▲   |
| 6.3 Links with parents and the community     | <br>Satisfactory | ▶   |
| 6.4 Staffing and the learning environment    | <br>Satisfactory | ▶   |



# OVERALL PERFORMANCE

## What the school does well

- The Director and staff had created a nurturing and caring environment which has led to consistently good behaviour and a calm, positive learning environment.
- Students demonstrated a sound knowledge of local culture and values and the importance of environmental sustainability.
- The school had clear and systematic processes for evaluating its progress in improving outcomes for students and plans to improve the school were now in place.
- The school had developed a wide range of interventions that were helping students to make progress in their learning and particularly in their personal and social development.

## Recommendations

- Improve students' attainment in English, mathematics and science by:
  - Developing the core curriculum so that plans match and support the attainment level of students to help them to progress.
  - Reviewing the structure of the school day to ensure there is sufficient time to allow students to complete tasks and explore them in more depth through discussions, written tasks and the use of information technology for research.
  - Providing more opportunities for independent learning
- Provide opportunities for parents and students to lead on aspects of school life and share their opinions on school matters and how to engage with the local community

## What has improved since the last inspection?

- Progress in English, mathematics, and science
- Students' behaviour
- Learning and assessment
- Leadership and self-evaluation



# OVERALL PERFORMANCE

## ▲ Satisfactory

The overall performance of Cayman Learning Centre was judged to be satisfactory. This was an improvement from the previous weak judgement. A number of key quality indicators had improved since the previous inspection and the school now has capacity to improve.

Students' attainment in English, mathematics and science remained weak. However, progress in all three subjects had improved and were now satisfactory. Students' behaviour was now judged as good and learning and assessment were now satisfactory.

The curriculum remained weak. The school had further work to do to ensure that the planned and delivered curriculum matched students' levels of attainment. The curriculum was not sufficiently developed to promote students' knowledge and understanding, skills and competencies in all areas of their learning.

Leadership had improved and was now judged satisfactory as were self-evaluation and improvement planning. This was because the school's Director and staff now had an accurate understanding of the 'Successful Schools and Achieving Students 2' framework and applied this to their strategic planning.

Links with parents and the community remained satisfactory. There was regular communication with parents, and they continued to feel involved in their children's learning. Staff and the learning environment were satisfactory as teachers were well qualified, and small class sizes ensured that students' learning was personalised.



# ACHIEVEMENT

## Students' attainment in relation to international standards

| Quality Indicator             | Secondary Inspection Judgement  |
|-------------------------------|---|
| 1.1 Attainment in English     | <br>Weak |
| 1.1 Attainment in mathematics | <br>Weak |
| 1.1 Attainment in science     | <br>Weak |

### English

Students' attainment in English was weak. Most were below expected levels in standard diagnostic assessments and international benchmarks in reading. At Year 6, most students could read and understand simple texts and identify the main ideas and characters. A few students' reading fluency and comprehension of texts was close to age-appropriate expectations. Across the school, most students' writing skills were significantly below those expected for their age. Their writing was weak in content and technical accuracy. Most used spelling, punctuation and grammar with increasing accuracy but did not consistently transfer these skills to their own writing. In Year 8, most students participated well in group discussions to identify the main ideas and some key features of language in a poem or story. In Years 9, the majority of students could write for a purpose such as reflecting on a holiday or describing a personal experience or a character. The majority of these students organised text well by using word banks and mind maps as support before they began writing.



# ACHIEVEMENT

## Students' attainment in relation to international standards



### Mathematics

Attainment in mathematics was weak. External assessment data, observations in lessons and their most recent work, showed that only a majority of students achieved in line with the age-related curriculum standards. A majority of students were able to recall and apply what they had learned. For instance, Year 6 students could identify the mathematical concepts in a word problem, however most students had not mastered their appropriate times tables. This made it difficult for them to solve age-appropriate arithmetical problems. Students could read basic numerals but only a few could tell the time. Year 8 students could round up and down, use place value and read numerical expressions in word sentences for 4 and 5 digit numbers. Older students were only beginning to use algebra to generalise the structure of arithmetic, including formulating mathematical relationships. Most students found it difficult to apply algebra to solve problems. A few students could identify, explain, and use terms such as algebraic manipulation, variable expression, numerical coefficient and constant.



### Science

Attainment in science was weak. External assessment data, observations in lessons and their most recent work showed that only a majority of students achieved in line with the age-related curriculum standards. In Year 6, the majority of students knew that the fossil record showed what life used to look like and how different species had adapted over time. Students were beginning to use more scientific vocabulary, including words such as evolution. In Year 8, a minority of students could explain the process of photosynthesis. Most were not able to describe in simple terms the role of chlorophyll in absorbing the sun's energy. At this stage, the majority of students could recall the main characteristics of carnivores and herbivores and talk about carnivorous plants like the Venus Flytrap. However, they were only just beginning to develop their investigation skills. By Year 9, the majority of students were able describe a range of respiratory related diseases and their symptoms. Few students used scientific language to make sense of the world around them or were involved in experiments that built upon prior knowledge in order to make predictions or draw conclusions.

# ACHIEVEMENT

## Students' progress in key subjects

| Quality Indicator           | Secondary Inspection Judgement  |
|-----------------------------|---|
| 1.2 Progress in English     | <br>Satisfactory |
| 1.2 Progress in mathematics | <br>Satisfactory |
| 1.2 Progress in science     | <br>Satisfactory |

### English

Progress in English was satisfactory. Most students showed progress in their reading over time. The school's reading intervention programme supported them well to make progress from their prior levels. By Year 8, students had developed greater fluency and accuracy in reading, and they had more confidence in tackling a range of texts. Most students' writing had improved as they progressed through the school and by Year 8, they made much better use of punctuation when writing, for example, about a personal experience. Students' confidence in speaking and listening to their peers continued to improve as they progressed through the school. By Year 8, most students could participate in purposeful group discussions which encouraged them to collaborate. Most had developed their listening skills, shared opinions and respected those of others. Students' use of digital technology was developing well. By Year 9, most could research and write about subjects of particular interest to them including different forms of transport and historical figures. Their growing confidence enable them to share their research with peers. Students' reading was hampered by the lack of sufficient opportunities to develop their personal reading.



# ACHIEVEMENT

## Students' progress in key subjects



### Mathematics

Progress in mathematics was satisfactory. Non-curricular based mathematics tracking indicated that although progress was uneven, students made expected progress from their start points. In Year 6, mental arithmetic often held back progress for a minority of students. When given the opportunity to use tools and manipulatives such as number-lines, place value charts and multiplication tables, students made significant independent progress and could engage in problem solving tasks. By Year 8, some students had developed their skills and could select tools and manipulatives to make progress. For instance, students used and compared different strategies such as rounding and benchmarking to solve problems. By Year 9, the majority of students employed more mathematical vocabulary to express their understanding of mathematical concepts. Some intervention mathematics classes did intend to consolidate previous learning; however, this was more about repetition and practice than application of knowledge to new situations.



### Science

Progress in science was satisfactory. Internal teacher assessment and students' workbooks indicated that students made progress against their starting points, although this was inconsistent across groups and assessments. In Year 6, most students used resources such as the internet and laptops to progress their learning. For instance, students investigated scientists like Mary Anning to advance their understanding of dinosaurs and the concept of evolution. Most students could apply their knowledge of the life cycle and how things grow to a variety of categories from birds, amphibians, mammals and finally humans. Cross-curricular links ensured that students' knowledge of Arachnids was deepening through their understanding of Charlotte's Web in English. By Year 8, students had progressed their knowledge of matter to four states now including plasma. By Year 9 most students could make connections between scientific concepts and real life. For instance, students could relate the recent pandemic and COVID-19 virus to other respiratory diseases and their effects. However, students did not always get the opportunity to carry out investigations or experiments for themselves. As a result, they were not yet confident enough to identify further questions arising from any results.



# STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT

| Quality Indicator                                   | Secondary Inspection Judgement  |
|---|---|
| 2.1 Positive behaviour for good learning            | <br>Good         |
| 2.2 Students' civic and environmental understanding | <br>Satisfactory |



## Behaviour

Behaviour for good learning was good. Staff and students had a strong rapport. They worked together well and respected each other. Students were kind and courteous to each other. They supported each other well to maintain a calm atmosphere in the classroom. SEN students showed appropriate self-discipline using learned techniques such as 'Brain Breaks' and positive affirmation to regulate their behaviour and maintain concentration. Class Dojo was used to monitor and reward positive behaviour in lessons. However, previous rewards of additional free play and 'Fun Fridays' were more valued and appreciated by students. Almost all students followed the school rules and wore their uniform in line with the school policy. When asked, students stated that they enjoyed coming to school. The school's monitoring and intervention system had resulted in fewer incidents of poor behaviour and an improvement in attendance



## Civic and environmental understanding

Civic and environmental understanding was satisfactory. Most students demonstrated an age-appropriate awareness of Caymanian culture and the place of Christian religion on the islands. This was evident in weekly assemblies, and student history and geography workbooks and projects. In students' humanities workbooks they demonstrated a sound knowledge of the early Cayman settlers and famous pirates like Edward Teach. Students' understanding of the impact of 'Hurricane Ian' had been enriched through their discussions about 'Coming March' in English. As a result, they created the title, 'Coming Hurricane' and effectively linked their literacy skills to the real world. Students had regular local visitors to the school, one of whom spoke about Hurricane preparation. A government visitor discussed the islands' historical settlement and current population. Students were aware of both the local and global issues of the changing environment.



## STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT

For example, a visit from CCMI taught students about coral bleaching and the links with Australia. Students had the opportunity to take part in a CCMI led experiment to investigate 'coral bleaching'. This experience helped them to appreciate and understand the effect of climate change on their environment. However, there were still too few opportunities for student initiated environmental projects.



# TEACHING, LEARNING AND ASSESSMENT

| Quality Indicator | Secondary Inspection Judgement  |
|-------------------|---|
| 3.1 Teaching      | <br>Satisfactory |
| 3.2 Learning      | <br>Satisfactory |
| 3.3 Assessment    | <br>Satisfactory |



## Teaching

Teaching was satisfactory overall though was inconsistent across year groups and subjects. In the better lessons observed such as those in English, physical education, and information technology, teachers used topics which had a particular appeal to students. Most class teachers had secure subject knowledge and lessons were planned with varying degrees of differentiation. A few lessons involved too much teacher talk and student activity took far too long to begin thus the pace was slow and progress limited. In an English lesson there was effective assessment of learning when the teacher checked for understanding before moving on, asking ‘What have we learned today?’ However, in a mathematics lesson poor time management resulted in a rushed plenary with little time to consolidate and check learning. Regular intervention by teachers in the core subject lessons ensured most students continued to make progress against start points deploying ability-related activities. This was not always closely linked to the learning objectives and contained mainly worksheets. In better lessons, feedback from the teacher was deep and meaningful and students remarked at being challenged, although such high expectations were not always evident in science and mathematics student workbooks. All teachers were skilled in re-engaging students with learning by using visual prompts such as pictures, wall displays and motivating rewards.





## Learning

Learning was satisfactory and had improved since the last inspection. Students were keen to learn and in better lessons, where learning fostered personal interests, were able to work with little teacher supervision. Most students were able to explain, using appropriate language, what they had learned. For instance, science students described a range of diseases that affected the lungs. Students could articulate their strengths and areas they needed to improve, with most referring to their weekly target tracker, or the self-reflection exit slips. However, this was often not sufficiently focussed on the main objectives of the lesson. Students used laptops confidently which sometimes supported the development of independent learning and research skills. A few students who found class activity more difficult could manage their own 'Brain breaks' when they became overwhelmed. Students were able to work in pairs during project-based learning and in teams for physical education, although the limitations of the curriculum impacted the regularity of this opportunity. Students made links in their learning to other subjects and to the real world. In students' workbooks for example in social studies they linked historical events in their study of English monarchs with the death of Queen Elizabeth and her successor, King Charles.



## Assessment

Assessment was satisfactory. The school now had clear systems for recording students' attainment and progress, both termly and annually, in the core subjects. This provided teachers with sufficient information on their students' strengths and weaknesses. However, this information was not always used effectively to plan lessons. Learning Support Plans were used well to record and monitor the progress of SEND students. They included external agency support as well as teacher expectations. However, targets were not revisited effectively or frequently enough, and this limited individual progress. Intervention staff used the information very effectively to adapt lessons and differentiate work for students. Teachers used questioning well in lessons, often with open-ended questions and sometimes with follow-up questions to assess students' knowledge and understanding. Teachers' marking in workbooks was inconsistent and often consisted of a series of ticks without clear feedback to help students to learn. Students were beginning to assess their own work but this was mostly superficial, as they were not clear on the expected standards. Parents spoke positively about the regular written reports they received.

# CURRICULUM

| Quality Indicator | Secondary Inspection Judgement  |
|-------------------|---|
| 4 Curriculum      | <br>Weak |



## Curriculum

The curriculum remained weak. The school had reviewed its core curriculum to align learning objectives to the English National Curriculum standards at Key Stages 2 and 3. Staff did not always match student abilities to the appropriate core curriculum level. The majority of students at all stages were attaining below or well below the expected levels at Key Stages 2 and 3 in English and mathematics. The timetabled allocation time for core subjects at Key Stage 3, in particular, was not sufficient and there were limited opportunities for discussion, personal research and time to complete writing tasks. Project based learning provided some opportunities for student choice, creativity, and practical experiences such as field trips and local visitors. Students used information technology to develop their independent learning skills. The school had recently introduced a programme for art, music and drama. However, it was too early to evaluate the impact of the programme on the development of students' aesthetic skills. Students had too few opportunities to learn beyond the classroom. The current curriculum did not prepare students sufficiently for the next phase of their learning.



# SAFETY AND SUPPORT

| Quality Indicator        | Secondary Inspection Judgement  |
|--------------------------|---|
| 5.1 Health and safety    | <br>Satisfactory |
| 5.2 Support and guidance | <br>Satisfactory |



## Health and safety

Health and safety was satisfactory. The school provided a safe and caring environment. All statutory requirements were in place for fire and environmental health. There were regular fire and earthquake drills. The school had limited space but was clean and tidy. Entry to and exit from the school was monitored by the school administrator ensuring visitors signed in and sanitised their hands upon entry. The high pupil teacher ratio ensured that supervision of students was good. The school did not have a nurse, but medicine consent was gathered from parents and prescription medicine was kept locked away in the Director's office and administered by her. Procedures were in place for monitoring off-site visits that included risk assessments signed off by the Director. The school had appropriate safeguarding training arrangements for all staff. Staff were aware of the school's safeguarding policy and students were aware of who to speak to if they felt unsafe. Healthy living was not systematically embedded into the daily life of students at school. For instance, food was ordered in each day which was seldom healthy, and the limited outdoor space afforded little opportunity for choice or variety of physical activity.





## Support and guidance

Support and guidance was satisfactory. Teachers knew students very well and had strong, positive relationships with them. Daily wellbeing check-ins focused successfully on developing character and promoting students' wellbeing across the school. Staff set daily social and emotional targets for students which supported their personal development. Staff provided effective advice and guidance to students at all times. The new management information system had recently developed approaches to managing attendance and punctuality and had significantly improved students' attendance. Intervention programmes had supported students to develop their skills in self-confidence and communication. Students' personal learning plans were reviewed and shared with parents, teachers and students. Most students had achieved their individual learning targets over the past year. Curriculum targets and levels were not always well matched to students' needs. The majority of students would benefit from the inclusion of a broader curriculum with more opportunities for them to develop skills for life and work. The school did not always make best use of its setting and environment to provide opportunities for students to learn actively about healthy lifestyles, managing resources and other life skills such as shopping, gardening, and self-care.



# LEADERSHIP AND MANAGEMENT

| Quality Indicator                            | School Wide   |
|--|---|
| 6.1 Leadership                               | <br>Satisfactory |
| 6.2 Self-evaluation and improvement planning | <br>Satisfactory |
| 6.3 Links with parents and the community     | <br>Satisfactory |
| 6.4 Staffing and the learning environment    | <br>Satisfactory |

## Leadership



Leadership was satisfactory. The Director had achieved notable success in her commitment to support a range of students with often significant learning difficulties to attend school and make progress in their learning. She had addressed a number of recommendations in the previous inspection and the school was now satisfactory. The implementation of new assessments, data-gathering and analysis was beginning to inform the next steps for improving the school's performance. The Director had established more formal approaches to evaluating and improving the quality of teaching. Teachers valued the supportive feedback that they received from the Director following regular learning walks to evaluate the quality of learning and teaching across the school. The quality of teaching, particularly in relation to how teachers communicated with students had improved as a result. All staff showed strong commitment to the ethos of the school and its aim to improve outcomes for students. While teachers had defined roles including core English, mathematics, science and reading intervention, they did not lead aspects of development across the school to improve and share good practice. The Director had recently undertaken a survey of stakeholders to seek their views on school improvement. However, there was no governing body to act as a critical friend to advise the Director and hold her accountable for the school's performance.





## Self-evaluation and improvement planning

Self-evaluation and improvement planning was satisfactory. The school had well established processes for gathering evidence to evaluate its work. The Director now regularly took account of stakeholders' views in establishing priorities for improvement. The end of school year self-evaluation examined how well the school's performance had impacted on students' learning. This evaluation informed the school's priorities set out in its development plan. The school's priorities accurately reflected the need to improve the curriculum and students' attainment in English and mathematics. While improvement priorities were now inked clearly to the 'Successful Schools and Achieving Students' framework, it was not always clear who was responsible for leading on the key development areas. The school had acted on recommendations from the previous inspection report and outlined the measures of success for all areas targeted for improvement. These led to significant improvement in some areas identified including students' behaviour, personal and social development, and engagement with their learning and attendance. However, the curriculum had not developed sufficiently and remained weak. Parents, students, and other stakeholders were not involved in self-evaluation or involved in improvement planning.



## Links with parents and the community

Links with parents and the community were satisfactory. The school informed parents regularly about all matters related to their children's progress and wellbeing through an online support group, letters, emails and by telephone. The school's Director was readily available to address any parental concerns during and after school. Parents knew their children's learning targets and were briefed and involved in supporting their children on intervention programmes designed to support their learning. Parents received regular reports on the progress of their children with targets set within learning support plans. The school had some effective links with its local community to support students' learning. Local companies had donated trees and computers and visited the school to deliver presentations about the community. The school had not developed these links sufficiently to support students to acquire valuable life skills. The school recognised that it needed to take more account of students' views on school life, the curriculum and improvement matters.

### Staffing and the learning environment



Staffing and the learning environment were satisfactory. All teaching staff were well qualified and staff retention levels were good. A range of digital technology was readily available and enhanced students' learning experiences through intervention programmes and for their personal research projects. Students had access to laptops, desktops, and could project video resources to a large screen monitor. A variety of technology platforms were taught and used throughout the school year. Students benefitted from a low staff student ratio (1:2). The school premises were clean, well-maintained and adequate for the number of students on roll. Staff used displays in the classroom well to support students with helpful learning prompts. However, there were insufficient resources available for science and aesthetic activities and the current facilities presented some restrictions for students' curriculum options. There was no indoor or outdoor games area for physical education, no music room or space for art and design activities. The outside area has been turfed and there was a seating area and shade. However, the small size of the building and access to outdoor space were limited. Access to and within the building was appropriate for students and adults who may have a disability or additional support needs.

# SURVEY RESULTS

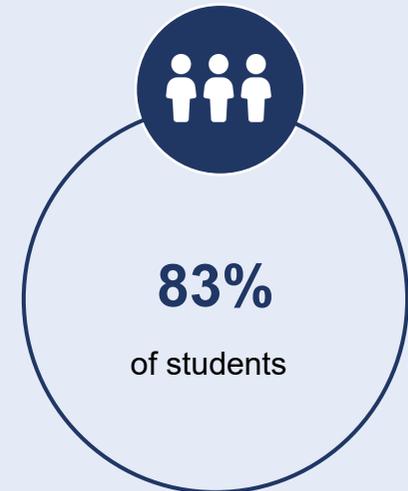
Before the inspection, the views of parents, staff and students were surveyed. The numbers of participants that completed the survey were:

|          |    |         |   |       |   |
|----------|----|---------|---|-------|---|
| Students | 12 | Parents | 9 | Staff | 6 |
|----------|----|---------|---|-------|---|

## Students

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

Twelve students responded to the survey. All students thought they had made good progress in English and almost felt they had progressed well in mathematics since starting at the school. Almost all students feel well supported in their lessons, particularly in English and science. Most enjoyed lessons and felt that they had particularly good relationships with their teachers. The majority of students would like the school to offer a broader range of subjects including aesthetic subjects such as art and design, music and home economics. Most enjoyed sporting and outdoor activities and would like the school to provide more opportunities for them to participate in a wider range of sports such as boxing, football and baseball. A few students thought that relationships among students were not always positive, and the school could do more to promote healthy lifestyles. They thought that homework was sometimes too difficult for them, and that staff should seek their views on school related matters more often.



**Strongly Agree and Agree**

**3%**

**Increase** since the last inspection

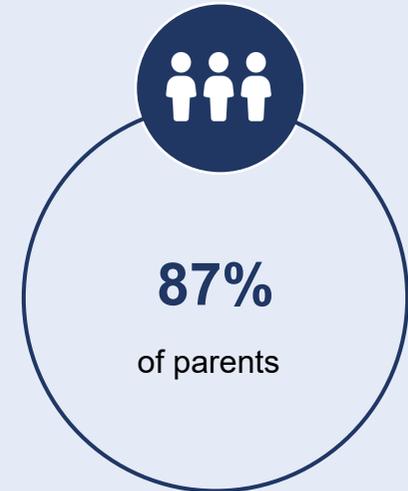


# SURVEY RESULTS

## Parents

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

Nine parents responded to the survey. Almost all parents were happy with most aspects of the school. They thought that their children were happy, settled and making progress in their learning. Most parents felt that their children benefited from staff's nurturing approaches and wellness classes which were helping them successfully manage any anxieties that they had. A few parents thought that homework and the level of tasks set in lessons were sometimes too difficult and not always appropriate to their child's level of ability. Most parents would like the school to offer more extra-curricular activities. Their children particularly enjoyed physical education and parents felt that the school could offer more opportunities for students to participate in a wider range of sporting activities. Most parents were happy with the quality of teaching at the school and felt that their children were making particularly good progress with their reading.



**Strongly Agree and Agree**

**13%**

**Decrease** since the last inspection



# SURVEY RESULTS

## Staff

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

All staff responded to the online survey. All staff thought the behaviour of students at the school was good. All staff believed that the school was particularly good at providing appropriate support for students with special educational needs. They felt that all staff helped students to choose a healthy lifestyle in a safe and caring environment for all members of the school community and staff treated students fairly. The majority of teachers thought that students understood their responsibilities as members of the community and showed a good understanding of the local environment. Most teachers thought that the school had good systems for assessing students. Just a minority of teachers thought that students had opportunities to join in a range of extracurricular activities provided by the school. The majority felt that the school gave clear advice to students on their next steps in learning. Around a third of staff felt that the school supported students to make decisions about their future career choices and further education pathways.



83%

of staff

**Strongly Agree and Agree**

17%

**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 **satisfactory** 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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