

INSPECTION REPORT

OFFICE OF EDUCATION STANDARDS
CAYMAN ISLANDS GOVERNMENT

OCTOBER 2022



TRUTH FOR YOUTH SCHOOL

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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:

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

Consistency in quantitative terminology








Inspectors use quantitative terms in reports, as follows:

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









SCHOOL INFORMATION

General information

	School name	Truth for Youth School
	Address	84 Walkers Road, George Town, Grand Cayman
	Telephone number	1 (345) 949-2620
	Website	None
	Name of the principal	Ethel Angela McLaughlin
	Date of this inspection	October 11 - 13, 2022
	Date of the last inspection	February 2020





Students

	Number of students on roll	165
	Age range of the students	4 to 11 years
	Grades or year groups	Kindergarten to Grade 6
	Number of Caymanian students	67
	Number of students with special educational needs	0
	Largest nationality group of students	Caymanian






SCHOOL INFORMATION



Staff

	Number of teachers	12
	Number of teaching assistants	6
	Teacher-student ratio	14:1
	Teacher turnover	50%

Curriculum

	Main curriculum	New York State Curriculum, CI Early Years Curriculum (KG and Social Studies)
	External tests and assessments	Star assessments
	Accreditation	None

School inspection overall performance history

Cycle 1 Inspection	February 2020	 Weak
Cycle 2 Inspection	October 2022	 Weak

SCHOOL INFORMATION

School Context

Truth for Youth School is owned and operated by the Church of God (Universal). It is located south of the business district of George Town. The Board of Directors of the church directly manage the school, including overseeing the school's finances and recruiting and selecting staff.

At the time of the inspection, there were 165 students at the school, aged from four to eleven years. The school was organised in two phases, a Kindergarten, and a Primary phase for Grades 1 to 6. This report evaluates both phases separately. No students were formally identified as having special educational needs and disabilities (SEND), although approximately 12 had been identified as needing intervention after an initial assessment. In school ethos reflected that of the church and was characterised by a strong Christian ethos.













There were twelve teachers and six assistant teachers, together with non-teaching support staff. The Cayman Islands Early Years Curriculum Framework and the Abeka curriculum were followed in the Kindergarten classes. In Primary grades 1 to 6, the school followed the American Common Core State Standards (CCSS) in English, mathematics, and science. The school uses Star diagnostic testing and has recently introduced a suite of digital learning platforms for internal assessment.

The Principal has been in post since 2020 and, prior to that, came out of retirement to serve as Deputy Principal for four years. She is supported by a Curriculum Co-ordinator, who is also the specialist music teacher, and there are subject co-ordinators for the core subjects of English, mathematics, and science. Three new teachers had joined the school in September 2022. Of the previous inspection report's recommendations, only the one relating to the curriculum had been fully met.



SUMMARY

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

Quality Indicator	Kindergarten Inspection Judgement	Change in judgement since last inspection	Primary Inspection Judgement	Change in judgement since last inspection
1.1 Students' attainment in English	 Satisfactory	▶	 Weak	▼
1.2 Students' progress in English	 Weak	▼	 Weak	▼
1.1 Students' attainment in mathematics	 Weak	▼	 Weak	▼
1.2 Students' progress in mathematics	 Satisfactory	▶	 Weak	▼
1.1 Students' attainment in science	 Satisfactory	▶	 Satisfactory	▶
1.2 Students' progress in science	 Satisfactory	▶	 Satisfactory	▶









SUMMARY

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

Quality Indicator	Kindergarten Inspection Judgement	Change in judgement since last inspection	Primary Inspection Judgement	Change in judgement since last inspection
2.1 Positive behaviour for good learning	 Good	▶	 Good	▶
2.2 Students' civic and environmental understanding	 Satisfactory	▼	 Good	▶

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

Quality Indicator	Kindergarten Inspection Judgement	Change in judgement since last inspection	Primary Inspection Judgement	Change in judgement since last inspection
3.1 Teaching	 Satisfactory	▶	 Satisfactory	▶
3.2 Learning	 Satisfactory	▶	 Satisfactory	▶
3.3 Assessment	 Weak	▶	 Weak	▶







SUMMARY

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


Quality Indicator	Kindergarten Inspection Judgement	Change in judgement since last inspection	Primary Inspection Judgement	Change in judgement since last inspection
4 Curriculum	 Satisfactory	▲	 Satisfactory	▲

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

Quality Indicator	Kindergarten Inspection Judgement	Change in judgement since last inspection	Primary Inspection Judgement	Change in judgement since last inspection
5.1 Health and safety	 Satisfactory	▲	 Satisfactory	▲
5.2 Support and guidance	 Weak	▶	 Weak	▶



SUMMARY

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



OVERALL PERFORMANCE

What the school does well

- Students have positive attitudes to learning. They work hard in class and are keen to do well.
- Students' behaviour is good. They are friendly, courteous and considerate to each other and to their teachers.
- There is a strong Christian ethos in the school, and the Principal provides good spiritual leadership.

Recommendations

Improve school leadership at all levels by

- reviewing roles and responsibilities to ensure effective direction and strategic planning
- providing support and training to develop the role of subject leaders so that they can improve teaching and thus raise standards in the core subjects
- ensuring teachers are deployed where they will be most effective by careful timetabling and use of support staff
- deploying more effective performance management systems to ensure all leaders and teachers are held to account for their performance

Raise attainment and progress in all subjects by

- analysing data meaningfully so that it provides useful information to monitor performance standards
- implementing clear systems for tracking and monitoring students' progress, building on the work that has been done with learning platforms and assessment systems.

Improve teaching and learning by

- securing high quality teachers with the appropriate levels of experience and skills
- effectively sharing the existing good practice
- ensuring that systematic monitoring of teaching and learning evaluates students' outcomes and their experiences in the classroom
- providing professional development to help teachers develop effective strategies to help students learn, especially in lower Primary classes
- ensuring that teachers understand how to use assessment data to plan teaching which meets the needs of all students.



OVERALL PERFORMANCE

Establish effective governance by

- ensuring that there are arrangements for governance in place with the capacity to support the school's strategic planning and effective management.
- delineating responsibilities clearly, to separate the strategic and operational needs of the school, including financial management, the recruitment and selection of staff and the day-to-day operation of the school.

What has improved since the last inspection?

- Civic and environmental understanding in Primary
- The quality of the curriculum
- Health and safety



OVERALL PERFORMANCE

► Weak

The overall performance of Truth For Youth School was weak, as in the previous inspection and follow-through inspection.

Attainment and progress were satisfactory in the Kindergarten. In Primary, this was inconsistent, with weak attainment in English and mathematics, and progress in mathematics. This represents a decline since the last inspection. Students in the upper Primary grades demonstrated better achievement overall than the rest of the school.

Students' behaviour in lessons and around the school was good. They enjoyed good relationships with each other and with their teachers. Most had a good awareness of civic and environmental issues, and showed knowledge and appreciation of Caymanian heritage and culture.

Teaching and learning remained satisfactory overall, but teachers' knowledge of how students learn and their classroom practice were inconsistent across the different subjects and age groups. Students were conscientious and wanted to do well.

The curriculum was judged satisfactory, which is an improvement since the last inspection. The school had implemented the Cayman Islands Early Years curriculum for Kindergarten and social studies, and the New York State curriculum in Primary, which ensured a cohesive curriculum with clear progression routes. However, the delivery of the curriculum required improvement.







Arrangements for health and safety had improved since the last inspection, and were satisfactory. The premises were safe for students and the school's policies and procedures complied with expected regulatory standards. Support and guidance were weak. In particular, support for students with special educational needs which was inadequate.

School leadership was weak, as was self-evaluation and improvement planning. There was a lack of strategic planning and arrangements for governance were insufficient in terms of moving the school forward. The school did not currently have the capacity to improve. Links with parents and the community remained satisfactory, and most parents were satisfied with the education provided by the school. Staffing and the learning environment remained satisfactory.



ACHIEVEMENT

Students' attainment in relation to international standards

Quality Indicator	Kindergarten Inspection Judgement	Primary Inspection Judgement
1.1 Attainment in English	 Satisfactory	 Weak
1.1 Attainment in mathematics	 Weak	 Weak
1.1 Attainment in science	 Satisfactory	 Satisfactory

English

Attainment in English was satisfactory in Kindergarten and weak in Primary. Only a minority of students achieved expected international standards in initial assessments at the start of the year. In lessons, most children in Kindergarten could identify and name initial letters and sound them out. A few could write simple sentences independently. In Primary, most students' reading comprehension skills were relatively strong. In Grade 2, students identified elements of 'tall tales' and understood the concept of exaggeration. Grade 4 students explored how to read for gist and detail. In a Grade 5 lesson, students linked excerpts from a story to the Universal Declaration of Human Rights, showing insight and understanding. However, writing skills were under-developed. Students made frequent errors of spelling, punctuation and grammar and, in Grades 1 and 2, they often formed letters incorrectly. Only a minority of students could write at length or produce personal or creative writing pieces. When speaking, students could recall facts and details, but discussions were superficial in most lessons. Grade 3 students read a story about an interesting school experience, then simply recounted the events, rather than discussing their own reactions to the story. Attainment of English skills was better in the upper Primary grades.



ACHIEVEMENT

Students' attainment in relation to international standards



Mathematics

Attainment in mathematics was weak in both phases. Data from the school's assessment system showed that only a minority of students reached the expected standards at both the Kindergarten and Primary phases. This was confirmed in lesson observations and students' recent work. In Kindergarten, a majority of children had an understanding of number bonds to five by adding and taking away eggs from a nest. A minority of Grade 2 students could subtract accurately a single digit number from a multiple of ten by splitting the larger number into two parts. In Grade 3, a majority of students could multiply a two-digit number by a single digit number. In Grade 4, most students could successfully round five and six figure numbers. In this class, some students used a vertical number line to carry out this process whereas others examined the size of the significant digit. In Grade 5, the majority of students were able to multiply decimal numbers by a single digit number. In Grade 6, students solved word problems by applying their knowledge of ratio and proportion.









Science

Attainment in science was satisfactory in both phases. In Kindergarten, children demonstrated early scientific skills and understanding such as observing, comparing, measuring and sorting. From lesson observations and review of students' workbooks, most students in Primary demonstrated levels of knowledge, skills and understanding in science that were at least in line with curriculum standards. In the upper Primary classes, a majority of students used scientific language confidently and were able to apply their learning to real life contexts. They also had the opportunity to work in groups to discuss and report their findings. In the lower Primary classes, students were able to conduct simple experiments to investigate how force causes motion. However, in the lower grades, students were less confident in recording information and drawing conclusions about their investigations. Students did not regularly engage in practical activities to develop their understanding of the scientific process. Students' ability to independently plan, record and report their findings was under-developed.



ACHIEVEMENT

Students' progress in key subjects

Quality Indicator	Kindergarten Inspection Judgement	Primary Inspection Judgement
1.2 Progress in English	 Weak	 Weak
1.2 Progress in mathematics	 Satisfactory	 Weak
1.2 Progress in science	 Satisfactory	 Satisfactory

English

Progress in English was weak in both phases. The school could not demonstrate evidence of progress against recognised external or international standards. However, evidence from lessons and from students' work showed that the majority made adequate progress as they moved through the school, as shown in the better attainment and progress in Grades 5 and 6, compared to lower Primary, where progress was below expected levels. In Kindergarten, children recognised letters and read simple words and, in lower Primary, they progressed to reading stories and identifying key events and ideas. By Grade 6, most could make inferences and cite evidence to support their ideas. A few students in the higher grades used a wide range of vocabulary and structures in their written work, but progress in writing was inconsistent. Within lessons, students reinforced their prior knowledge before applying this in new contexts. However, they had few opportunities to engage in meaningful discussion or debate, so the majority did not make good progress in higher-level speaking skills. Students with SEND did not make expected progress against their starting points.



ACHIEVEMENT

Students' progress in key subjects



Mathematics

Progress in mathematics was satisfactory in Kindergarten and weak in Primary. In the majority of lessons, students' progress was restricted by the slow pace of instruction. Although a satisfactory understanding of number had been built in Kindergarten, the limited use of manipulatives in lower Primary hindered students' development of the concept of number and place value. Nevertheless, the majority of students made progress as they proceeded through the school. Their understanding of place value grew from Grade 3 to Grade 5 through using the distributive law to split large numbers and decimals before multiplying them with a single digit number. By Grade 6, students' knowledge of ratio and proportion had grown and at this stage they could solve complex problems expressed in words, which involved dividing a number of items unequally in two parts. Students often developed their own graphical representation of the problem to aid understanding and to facilitate a solution. Lower ability students were not often provided with additional support in lessons and consequently made very little progress in class.







Science

Students' progress in science was satisfactory in both phases. In Kindergarten, children made satisfactory progress in their understanding of the senses and body parts. In the Primary phase, when lessons were planned well, most students showed a steady progression in their understanding of key scientific concepts. In Grade 1, students were able to explain that light is needed to see objects and could identify objects that give off light. Grade 2 students developed their skills in conducting simple experiments to explore and describe the properties of matter. By Grade 3, most students had acquired satisfactory understanding of scientific inquiry and were able to conduct more complex experiments to investigate the effect of force on motion. By the time students reached Grade 6, a majority could explain the differences between chemical and physical changes. However, students in the lower grades did not make good progress in developing their critical thinking skills, such as making hypotheses and drawing conclusions when carrying out experiments. In lessons, students with special educational and additional learning needs did not make the progress they were capable of because activities were not usually well matched to their varying learning needs.



STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT

Quality Indicator	Kindergarten Inspection Judgement	Primary Inspection Judgement
2.1 Positive behaviour for good learning	 Good	 Good
2.2 Students' civic and environmental understanding	 Satisfactory	 Good

Behaviour

Students' behaviour for learning was good. The school's strong, positive Christian ethos led to students' behaviour being a positive feature across the school. Almost all students were polite and respectful in their interactions with their peers and adults. In Kindergarten, routines and behavioural expectations were beginning to be established and children mostly followed classroom rules. They learned to share and to take turns. Older students showed consideration to others and listened respectfully when engaging in discussion in lessons. In cases where there was disagreement, they almost always resolved this amicably. They moved around the school between lessons in an orderly way, with the upper Primary students going out of their way to help and care for the younger students. Students were warm and friendly to each other and other adults. Incidents of bullying were extremely rare. In a few lessons, a minority of students engaged in off task behaviour particularly when teaching did not meet their needs. This was especially the case amongst the younger children. Almost all students observed the school's uniform code. Most students were punctual to school and lessons. In general, students attended well with attendance levels returning to pre-pandemic levels.



STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT







Civic and environmental understanding



Civic and environmental understanding was satisfactory in Kindergarten and good in Primary. Devotion was an established feature of the school and valued by students, along with religious education lessons. Consequently, all students were developing appropriate understanding of the importance of Christian religion to the community. Through social studies lessons, students deepened their appreciation of Caymanian culture and environment. Most of the older students demonstrated good understanding of the Cayman Islands' history and traditions. However, children in Kindergarten had limited regular activities to promote age-appropriate understanding of Caymanian culture and heritage and as a result had a basic knowledge of features of the islands such as the animals who lived there. Most of the older students could name places of cultural significance. Most were knowledgeable about the main economic activities of the Cayman Islands. They could talk about local customs and food. Some students participated in recycling activities. Most understood the importance of protecting the environment, and enjoyed explaining about the importance of the mangroves to the island. Students' awareness of environmental sustainability was not as strong as there were few opportunities to promote this.



TEACHING, LEARNING AND ASSESSMENT

Quality Indicator	Kindergarten Inspection Judgement	Primary Inspection Judgement
3.1 Teaching	 Satisfactory	 Satisfactory
3.2 Learning	 Satisfactory	 Satisfactory
3.3 Assessment	 Weak	 Weak

Teaching

The quality of teaching was satisfactory in Kindergarten and Primary, but varied in quality across the school. In music, upper primary English and science, lessons were lively, brisk, challenging and enjoyable. In the better lessons in Kindergarten, teachers devised appropriate activities for this age group. However, in lower Primary, lessons were less effective and the pace of learning was sometimes too slow. Teachers usually shared lesson objectives, but students did not always understand them and only a minority of teachers checked to see if they had been achieved. Although most teachers demonstrated sufficient knowledge of the subjects they were teaching, a few in lower Primary did not always take sufficient account of how younger students learn. The majority of teachers had limited questioning skills and tended to focus on factual knowledge at the expense of developing students' understanding. More effective questioning was evident in some lessons, for example, in science and religious education. In upper Primary mathematics, teachers skilfully arranged for students to do different activities in class based upon their past performance. However, most teachers did not take account of assessment information when planning lessons, so the learning needs of different groups of students were often not met. Lower ability students were not well supported in class and higher attaining students were not sufficiently challenged. In particular, the development of critical thinking skills was rarely seen in lessons.





Learning

The quality of learning was satisfactory. In a few lessons learning was strong when students made links with important global topics such as the United Nations Declaration on Human Rights. In the Kindergarten children had few opportunities to explore and investigate. Across the school, students worked well with others in their class most of the time. Students were conscientious, but they were not always fully engaged in learning. Students took very little responsibility for their own learning; for example, when carrying out experiments in science. They did not often apply their ICT skills to do research and find information for themselves; but relied exclusively on their teachers for information. Students worked in groups in some science lessons, but generally they worked individually and did not have the opportunity to collaborate in class. They often found it difficult to link what they were learning in class to their own lives as the lesson plans were not adapted by teachers for their context. Similarly, students found it difficult to make connections between their learning in different subjects as teachers did not often make links explicit. Higher-order or critical thinking skills were rarely seen in lessons.



Assessment

The quality of assessment was weak. It was not used as an integral part of teaching. One of the learning platforms used by the school had the capacity to provide assessment information benchmarked against the New York State standards for the core subjects of English, mathematics and science. However, this information was not accessed or used consistently and systematically by class teachers to plan lessons and adjust them to meet the needs of all groups of students in class. The structure or sequencing of the curriculum was not modified to improve learning. Senior leaders did not access this system to find out how well students were achieving against these standards. The use of 'exit tickets' as a means of checking what students had learned in a science lesson was an effective way of evaluating the success of learning. Teachers did not provide sufficient opportunities for students to assess their own work or that of others. This resulted in students not fully knowing the standards which they were working towards. Teachers marked students' written work, but rarely provided helpful written developmental feedback.

CURRICULUM

Quality Indicator	Kindergarten Inspection Judgement	Primary Inspection Judgement
4 Curriculum	 Satisfactory	 Satisfactory







Curriculum

The quality of the curriculum was satisfactory. It was broad and balanced across the school and largely based on the New York State curriculum. Social studies, PE and the Kindergarten curriculum were based on the Cayman Island's curriculum and religious education was based on a commercial scheme. Overall, the curriculum provided satisfactory continuity and progression. The school adopted the New York State curriculum after a review last year. It purchased the associated lesson plans for a range of subjects together with helpful IT platforms which provided learning activities in some classes and had the potential to provide detailed assessment data. In English, mathematics and science, lesson plans were provided as part of the New York State curriculum. However, these were frequently too restrictive and not well matched to the students' needs. Teachers delivered the planned lessons without adapting the curriculum model to suit the specific circumstances of the school. Links between different areas of learning were occasionally made by teachers to help students to embed and extend their learning. In science and social studies, visits to Pedro St. James, the Turtle Centre, the National Museum and Cayman Parrot Sanctuary, enriched learning and helped students to appreciate Caymanian culture. Netball, football and basketball were available as extra-curricular activities and provided opportunities for students to develop teamwork.



SAFETY AND SUPPORT

Quality Indicator	Kindergarten Inspection Judgement	Primary Inspection Judgement
5.1 Health and safety	 Satisfactory	 Satisfactory
5.2 Support and guidance	 Weak	 Weak



Health and safety

The arrangements for health and safety were satisfactory. Since the last inspection, school leaders had further secured the premises to restrict public access and keep students safe. Large play equipment in the Kindergarten and Primary areas were well maintained, and different break and lunchtimes for different grades ensured there was enough space for everyone to play safely. Levels of security were satisfactory, and all visitors were expected to sign in and out. Students were well supervised at breaks and lunchtimes. Policies and procedures to promote students' health and wellbeing were in place. The fire service had issued a certificate of compliance and fire drills were conducted regularly and recorded. There was a satisfactory Department of Health report but the school's Environmental Health report was outstanding. The school had a part-time nurse who conducted regular health screenings once parents granted approval. Physical education was part of the school's planned programme, and most students were active in their free time. However, healthy living was not systematically promoted in the life of the school as students consumed a variety of both healthy and unhealthy snacks. All staff had completed training in child protection and first aid and certificates were all up-to-date..









Support and guidance

Support and guidance were weak. There was a positive, caring atmosphere in the school and relationships between staff and students were respectful. The school had a system in place for tracking and reporting on students' attendance. Although a Special Educational Needs Coordinator (SENCO) had recently been appointed, the coordination and monitoring of services for students with SEND were inadequate. The school reported no students with SEND in the school which was not the case. Students who required support in their learning were identified and timetabled for interventions in the form of individual or small-group sessions with the SENCO. However, interventions did not take place as planned. Learning support plans were in place for students but there was variation in the quality of details in the plans, and there was insufficient evidence that students' targets were tracked and regularly reported on. In lessons, teachers' planning did not always consider students' targets on their learning support plans. Consequently, most students with SEND did not make expected progress in their learning. The systems for tracking and reporting on the progress of all groups of students were under-developed. There was insufficient evidence that students' assessment information was used to improve classroom practice to accelerate students' progress in key areas of their learning.

LEADERSHIP AND MANAGEMENT

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

Leadership



Leadership was weak. The Principal upheld the Christian ethos of the school and provided spiritual leadership to students and staff. However, the school lacked a clear strategic direction and there was little evidence of drive or commitment to change the significant areas of weakness in the school. There was complacency about the quality of education provided by the school. School leaders made decisions in response to events, rather than proactively planning and implementing policies. For example, allocation of teaching assistants seemed to arise when a member of staff was asked to take a new role and suddenly needed time out of the classroom. The appointment of a curriculum co-ordinator was beginning to bring greater coherence to school organisation, but it was too soon to see significant improvement. Middle leadership was under-developed. Subject leaders' roles were not well defined. They were not effectively supported, and therefore had not succeeded in raising standards in their areas. The school provided practical training for teachers in the use of digital learning platforms, but insufficient professional development to improve teachers' classroom practice. Governance was provided by the church Board of Directors. They supported the school financially, for example, by investing in digital equipment and learning platforms, but were unable to offer the educational or strategic support needed. The capacity of the school to improve was limited.





Self-evaluation and improvement planning

Self-evaluation and improvement planning were weak. The self-evaluation process was disorganised, and the judgements made by the school were not in line with the expected standards of the inspection framework. Judgements were not based on reliable evidence. School leaders lacked a secure knowledge of the strengths and areas for development of the school and, as a result, improvement plans were unspecific or unrealistic. Targets for improvement were vague and there were inadequate arrangements for monitoring progress against them. The Principal and curriculum and subject leaders carried out lesson observations, but these were not regular or systematic, and focused too much on teachers' actions and classroom organisation, rather than students' learning. Evaluation of teaching and learning did not inform targeted professional development. The school had made progress in implementing some of the recommendations from the previous inspection report by improving the safety of the premises and implementing a new curriculum. However, serious weaknesses in leadership and the quality of provision had not been successfully addressed.



Links with parents and the community

Links with parents and the community were satisfactory. Most parents thought the school was open and welcoming. Parents were invited into school for events such as concerts and sports days, and they appreciated the approachability of staff. In the survey completed in advance of the inspection, two parents commented that teachers were too strict, and sometimes unfair. However, most comments praised the care and helpfulness of teachers. The school communicated with parents through newsletters and social media. Some teachers sent weekly agendas or learning plans, but there was too much variability in the amount and quality of information the school provided to parents. Parents received information about school initiatives, but their views were not systematically gathered, and they were not consulted in advance about the school's plans. Reports on children's attainment and progress were regular and informative. Parents of children with special needs had not received good support from the school in the past, but they felt this had improved recently. Links with the local community included sports competitions with other schools and involvement in ceremonies to mark the funeral of the Queen. However, some parents said they would have liked a wider choice of extra-curricular activities for their children.

Staffing and the learning environment



Staffing and the learning environment were satisfactory. All teachers were appropriately qualified, but the school did not always deploy them to best advantage. The school's senior leadership did not have a clear idea of the strengths and potential of some staff, and were not creative in devising ways of allowing them to make best use of their talents for the good of the students. Many staff did not know what was expected of them, and there was little accountability. Consequently, there was inconsistency in terms of classroom practice. The SENCO was committed to supporting students but lacked the necessary experience or training to do so effectively. The school premises were pleasant, with ample space for sports activities and play. There was good-quality large apparatus in the Kindergarten outdoor area, and play equipment in Primary. The buildings needed updating, but there were attractive displays in most classrooms, including students' work. Some classrooms were too small to accommodate groups comfortably. Specialist accommodation, such as the science laboratory, were under-used. Resources, including digital learning platforms, had the potential to enhance and enrich students' learning. However, at the time of the inspection, there had been only limited impact.

SURVEY RESULTS

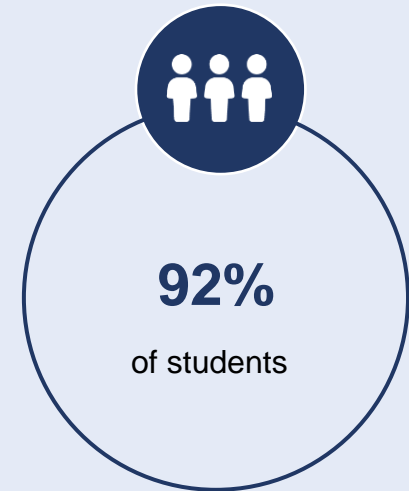
Before the inspection, the views of parents, staff and students were surveyed. The numbers of participants that completed the survey were:

Students	63	Parents	103	Staff	21
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Students

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

Sixty-three students responded to the online survey in advance of the inspection. Almost all felt that they were making good progress in English and mathematics. In comparison to the 2020 inspection report, fewer students reported that they were making good progress in science. Most felt that they were making good progress in other subjects. A majority felt that the behaviour of most students in the school was good. Similarly, a majority said that most students showed good environmental understanding and understood their responsibilities as members of a wider community. Most students expressed that they enjoyed their lessons. Most agreed that they could join in a good range of extra-curricular activities provided by the school. Almost all students indicated that they felt safe and cared for. Likewise, almost all agreed that the school helped them to make healthy lifestyle choices. Most expressed that they had opportunities to learn in the wider community. Most students felt that the school provided good support to students with special educational needs. Also, most believed that the school responded appropriately to their concerns. Almost all students reported that the school dealt effectively with incidents of bullying. Almost all students agreed that the school had appropriately qualified and suitably skilled teachers and staff. Almost all reported that they had access to a good range of resources to support their learning. Most students agreed that they received regular reports on their learning. Almost all indicated that they were satisfied with the quality of education provided by the school. Some students made positive comments about recent improvements in their school. Overall, almost all students were satisfied with the quality of education provided by the school.



Strongly Agree and Agree

4%

Decrease

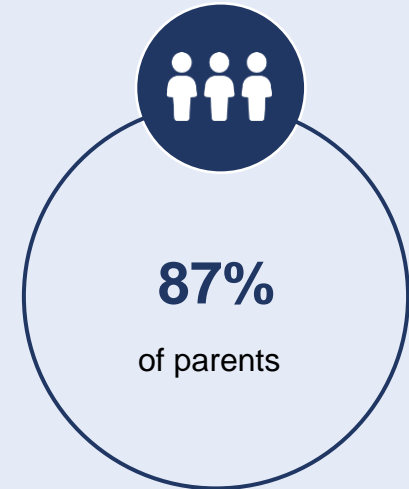


SURVEY RESULTS

Parents

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

One hundred and three parents completed the online survey in advance of the inspection. Most were satisfied with the overall quality of education provided by the school, as at the time of the last inspection. Almost all said their children were making good progress in English and most thought they were making good progress in mathematics and science. Almost all parents thought children's behaviour was good and they had good environmental understanding, enjoyed lessons, were taught well and inspired to learn. Most thought children felt safe in school and were treated fairly. Parents were less positive about how well the school dealt with bullying or supported students with special needs, with a majority agreeing. However, a significant minority of respondents did not answer questions on these aspects of the school. A minority said their children felt safe on buses, but only a very few actively disagreed, with over half of respondents unsure how to answer. Most parents thought the school was well led, responded to their concerns and provided regular and helpful reports. A majority said parent-teacher meetings were helpful and were happy with the level of parental involvement. Most were satisfied with the staff's qualifications and school resources. 54 parents submitted written comments. The majority were positive, but a few expressed concerns about the poor choice of extra-curricular activities, apart from sports. Two commented that teachers were sometimes too strict. Responses to the survey were very similar to the previous inspection.



Strongly Agree and Agree

2%
Increase



SURVEY RESULTS

Staff

Survey: This school provides a good quality of education.

Twenty-one members of staff responded to the online survey. All who responded to the survey thought that the school provided a good quality of education, an increase on the last inspection. They all thought students' behaviour, their sense of responsibility and environmental understanding were good. They indicated that the school was safe and it promoted and made good provision for healthy lifestyles. They also thought the school helped students to make sound career choices. All staff thought that the links with parents were good and almost all felt that parent and teacher meetings were well attended. Almost all staff considered that the school had good assessment systems and students were provided with appropriate next steps in learning. They also thought that staff were fair and effective at dealing with bullying. Most staff considered that the school was well led and they had access to appropriate CPD and resources for teaching. Almost all said that staff were qualified and involved in school self-evaluation and improvement planning. A majority thought that the provision for students with SEND was effective. Seven members of staff made positive comments about the school. The adoption of a new curriculum and the provision of IT resources and training were commended. Almost all teachers were positive about the school, which represents an increase since the last inspection.



100%

of staff

Strongly Agree and Agree

8%

Increase



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 overall performance of the school to be weak, there will be a Follow-Through Inspection of Truth For Youth School 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