

FOLLOW THROUGH INSPECTION REPORT

OFFICE OF EDUCATION STANDARDS
CAYMAN ISLANDS GOVERNMENT

NOVEMBER 2022



Triple C School

A Ministry of the Church of God Chapels

MISSION Triple C School partners with families to provide an internationally competitive education in a Christ-centered environment and seeks to lead students to fulfill their God-given purpose.

VISION Triple C School students will acquire wisdom, knowledge, and a Biblical world-view as evidenced by a commitment to Jesus Christ with a lifestyle of creativity, character, leadership, service, stewardship and worship.

MOTTO To grow in wisdom and stature, and in favor with God and man. Luke 2:52

Triplecschool.org



TRIPLE C SCHOOL

TABLE OF CONTENTS

Introduction	3
School Information	6
Recommendations	7
Recommendation 1	9
Recommendation 2	10
Recommendation 3	11
Recommendation 4	13
Recommendation 5	15
Overall Evaluation	3
Survey Results	17
Next Steps	20
About the Office of Education Standards	21



INTRODUCTION

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

In academic year 2020-21, the Office of Education Standards conducted inspections of schools and early years centres across the Cayman Islands. Where the overall performance of a school or setting was evaluated as weak, then a further inspection was arranged six months following the publication of the initial report.

Views of stakeholders

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

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

Follow-Through Inspection

The Follow-Through Inspection of Triple C School took place from November 8 to 9, 2022. The inspectorate gathered evidence through lesson observations and discussions with staff and parents. School documents and children's progress and attainment information were also reviewed.

During the Follow-Through Inspection of Triple C School, Inspectors evaluated the progress that had been made by school leaders in addressing the 6 recommendations from the previous full inspection.

The school made weak progress in addressing 5 of the 6 recommendations. The inspectorate judged that there had been weak progress overall.



INTRODUCTION

Consistency in quantitative terminology








Inspectors use quantitative terms in reports, as follows:

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









SCHOOL INFORMATION

General information

	School name	Triple C School
	Address	74 Fairbanks, George Town, Grand Cayman
	Telephone number	1 (345) 949-6022
	Website	www.triplecschool.org
	Name of the principal	Leonora Mendoza-Hydes
	Date of this inspection	November 8 - 9, 2022
	Date of the last inspection	May 2021





Students

	Number of students on roll	399
	Age range of the students	3 years to 17 years
	Grades or year groups	Preschool to Grade 12
	Number of Caymanian students	232
	Number of Students with special educational needs	26
	Largest nationality group of students	Caymanian






SCHOOL INFORMATION


Staff

	Number of teachers	42
	Number of teaching assistants	19
	Teacher-student ratio	1:09
	Teacher turnover	

Curriculum

	Main curriculum	Curated Triple C Curriculum
	External tests and assessments	MAP, PSAT, AP, SAT
	Accreditation	Associated Christian School International (ACSI)

School inspection overall performance history

Cycle 1 Inspection	May 2021	 Weak
Cycle 2 Inspection	November 2022	 Weak



RECOMMENDATION 1

Improve leadership by:

- Reviewing the senior leadership structure to ensure there is secure and continuous leadership capacity that has the ability to urgently address the issues identified.
- Improving the quality of self-evaluation using a range of data and identify clear priorities to bring about clear and timely progress in addressing the weak areas identified in this inspection.
- Securing a stable annual planning cycle that involves all key stakeholders.
- Provide opportunities for middle leaders to take on additional leadership responsibilities.

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

This Follow-Through Inspection of Triple C School was the first routine inspection that the school has received since the Full Inspection in May 2021. Inspections had been postponed due to the community transfer of COVID-19 in 2021. Like other schools offering compulsory education, Triple C had received a thematic visit in January 2022 in lieu of regular inspections. During this Follow Through Inspection, the inspection team met with the senior leadership team and middle leaders, looked at curriculum plans, assessment data and other documents, visited a sample of lessons and spoke to groups of students about their learning.

Subsequent to the Full Inspection in May 2021 there were changes to the leadership structure at Triple C School. Additionally, since the appointment of the new head of school, there had been a further review of the leadership structure. Consequentially, the senior leadership team now comprised the Principal/Chief Administrative Officer, two Vice-Principals, Business Manager and Dean of Students and Spiritual Life. During the Follow Through Inspection Senior leaders all expressed commitment to the vision of the school.

Nonetheless, they were aware of the need to improve school improvement planning processes, teams and systems to drive school improvement in a targeted manner. As previously highlighted in the thematic report, all members of the senior leadership team would continue to benefit from planned training to promote secure understanding of strategic leadership and school development.

Senior leaders had begun the review of school practices including self-evaluation and school improvement planning. For example, self-evaluation was used to identify key priorities such as assessment and curriculum. Consequently, senior leaders had begun work on a bespoke curriculum to promote high quality learning experiences for all students while reflecting the Christian ethos of the school. However, this was at an early phase of development and required greater urgency in both development and implementation. Also, Inspectors noted inconsistencies in assessment practices and an uncoordinated approach to curriculum planning. School leaders were not yet using assessment and other data effectively to bring about clear and timely progress in addressing weak areas. Although self-evaluation and school improvement planning were now part of the school's annual planning cycle and staff and the School Board were involved in aspects of planning and review, there was still the need



RECOMMENDATION 1

for well-developed systems to guide staff and to improve their practice. The school's cycle of planning, observation and review did not provide appropriate guidance for teaching and learning and remained an important area for improvement. School leaders now needed to take additional steps to activate the school improvement plan as a guiding vision for school development. This will require the analysis of trends in assessment data, the strengthening of the middle leadership team and the engagement and inclusion of views of students and parents in the determination of key priorities for improvement.

Inspectors found that senior leaders had placed appropriate focus upon developing a distributed model of leadership. Consequently, a number of middle leadership positions were introduced. However, high staff turnover at the end of the last school year meant a number of middle leaders were recently appointed to their positions. The Follow-Through Inspection highlighted the developmental nature of some of these positions as well as inconsistencies in staff understanding of some roles and responsibilities.

There was the need for greater clarity about some roles at middle-management level. Therefore, staff will require additional training, mentoring and coaching to carry out their leadership roles and responsibilities effectively.

Although school leaders had taken appropriate steps to address aspects of this recommendation, Inspectors found that there was weak progress overall in addressing the recommendation in its entirety. It was the considered view of the inspection team that the school's self-evaluation and school improvement planning processes, in particular, required further review and strengthening in order to drive whole school improvement in a deliberate and systematic way. Parent and student survey results indicated the need for greater stakeholder involvement in school improvement planning processes.



RECOMMENDATION 2

Ensure all safeguarding policies, procedures and training meets the regulatory requirements of the Cayman Islands Government

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

During the Follow-Through Inspection, inspectors found that child protection and safeguarding arrangements were not sufficiently robust. As a consequence, there continued to be serious concerns regarding arrangements for child protection and safeguarding. The previously developed child protection policies were not in line with the requirements of the Cayman Islands Government. These policies had not been further developed since the previous inspection and continued to be distributed to staff as guidance for safeguarding issues. The newly appointed Child Protection Officers were not named in the policies, and they were not visible in the school community as designated Child Protection Officers. The lead Child Protection Officer had minimal knowledge of the policy requirements or the model policies provided by the Ministry of Education, but the secondary Child Protection Officer stated these policies were being used to guide their own practice. The staff handbook contained the outdated policies. Therefore, not only were practices not in keeping with expected standards, but staff were not secure in their understanding of safeguarding and reporting requirements. Although the school provided evidence that some staff had signed to acknowledge they had seen the older policies, there was no evidence that staff who had joined the school in the 2022 academic year had been informed of the policies. The Child Protection Officers were unsure about how information was shared with new staff regarding child protection, but assumed that information had been shared in the induction meeting held by senior leaders.

Few staff had not yet undertaken the required Ministry of Education online Child Protection training, while a significant minority of staff had completed the online training recently; as recent as the first day of this inspection. The staff who recently completed the training included staff who had started working at the school in the new academic year. This meant that the school was non-compliant with Ministry of Education requirements for staff to complete the online training prior to working with students.

Staff's understanding of proper reporting procedures for suspected abuse or neglect was weak due to the outdated policies, lack of comprehensive and timely training and lack of clarity regarding Child Protection Officer roles. For example, Inspectors noted that an incident of suspected abuse which happened prior to the inspection had not been reported and had been handled incorrectly, potentially placing the student at further risk. The school required immediate and sweeping changes in order to promptly and effectively address weaknesses in child protection and safeguarding arrangements.



RECOMMENDATION 3

Raise attainment and improve progress in the elementary and middle phase in English, mathematics, and science by:

- **Raising expectations of students' ability by setting aspirational targets and predictions.**
- **Improving student led enquiry and problem-solving skills.**
- **Ensuring teaching takes account of prior attainment, particularly for the more able**

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

Following the last inspection, school leaders had developed a system for target setting and interventions through an individual student learning action plan. This utilised Measure of Academic Progress (MAP) data and the IXL learning platform to promote students' progress and achievement in key areas of their learning in language arts, mathematics and science. However, the school was not yet tracking students' progress effectively. In some classes data walls had been created to track progression in students' learning and students in Elementary used sticky notes for target setting. However, practices were not systematic across phases and the targets within learning action plans were not clearly written in student-friendly language. As a result, a majority of students were not fully aware of their targets. The school's internal assessment data indicated that students were doing well in key areas of their learning but this did not correlate with the MAP growth data which showed that progress was still weak in elementary and middle school in reading, language, science and mathematics. There was an exception in Grade 4 reading, language and science. Since school leaders had not engaged in a comprehensive analysis of internal assessment data, they were not able to readily identify how groups of students were achieving. This impacted the suitability and level of support provided to students who required support in their learning. In a minority of observed mathematics and science lessons students worked in

groups and teachers provided some differentiated activities. However, this was not a common feature in a majority of lessons. There were insufficient planned opportunities for students to take ownership of and demonstrate responsibility for their own learning. Self and peer assessment strategies were underdeveloped in most lessons and there was limited use of target setting and success criteria to allow students to reflect on their learning and to encourage independence in their learning.

In the more effective lessons observed during the Follow-Through Inspection, Inspectors observed examples of student-led enquiries and problem solving. Similarly, in those lessons, teachers used questioning satisfactorily to promote students' higher-order thinking skills and to deepen students' understanding of lesson concepts. Teachers probed students' initial responses and encouraged them to extend and develop their responses. There were also good examples of digital learning in some lessons where students used laptops to conduct research or to sequence and organise their information. However, enquiry and problem-solving skills were not sufficiently embedded across all phases of the school and this impacted progress within lessons for a majority of students.

In a minority of lessons, reference was made to prior learning in other subject areas. For example, in a science lesson on social insects, the teacher effectively linked a previous social studies lesson on human interactions in order to help students make



RECOMMENDATION 3

connections and understand the concept of social insects. However, lessons with connections to prior learning and cross-curricular references were not a common feature across the school. As a result, the more able students were not appropriately challenged and less able students did not always receive the support they needed to make acceptable progress in their learning.



RECOMMENDATION 4

Improve policies and practice for assessing students' learning by:

- Writing a whole school policy to inform practice and clarify expectations.
- Setting up a system to track student progress across the school using the Measures of Academic Progress (MAP) tests and other data.
- Consistently marking students' work and identifying their next steps in learning.
- Benchmarking data in line with OES expectations and provide this information to parents and the Board

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

The school did not have a whole school assessment policy resulting in a range of uncoordinated practices using a wide variety of language regarding assessment thresholds. For instance, student performance was referred in percentages, percentiles, GPA, letter grades and averages. This was further compounded by a lack of constructive alignment between curricular expectations, a common state standard and assessment. There was a contradiction between internal and external data that did not provide clarity on student performance.

The school continued to use MAP for the external assessment of student attainment and progress although senior students reported that the process itself was sometimes disorganised negatively impacting upon their performance. The school had indicated the purchase of an additional external attainment assessment, namely Stanford 10, which was planned for roll out later in the year. The school had recently added the IXL programme which used the MAP RIT scores to represent student performance in language, reading and mathematics. This provided a gap analysis and next steps although it was inconsistently applied across the grades. Younger children were assessed using the

Brigance system to identify areas for development.

The school did not have a holistic marking policy and thus marking was inconsistent. Marking in workbooks by teachers was insufficient consisting of mainly ticks and congratulatory feedback. However, marking and feedback was better in the lower school particularly grades 4 and 5 where feedback was useful in steering students towards their next steps. Workbooks indicated that students rarely had the opportunity to re-draft their work, with self and peer assessment only an emerging feature of marking. Students' performance continued to be benchmarked against the MAP although there was a lack of robust analysis of this data. Consequently, the school staff did not have a complete or accurate picture of student achievement. In addition, data that was collected was not aligned to the OES Successful Schools and Achieving Students 2 expectations. Renweb was utilised to provide student data for both parents and students; however, only the internal data was able to be stored in this way resulting in an incomplete picture of student performance. The school did not use all of the assessment data to triangulate student performance, as such this required further development.



RECOMMENDATION 4

Assessment was satisfactory in Early Years and weak in Elementary, Middle and High.

Because the school had not yet created a whole school assessment policy and framework, external and internal summative assessments lacked coherence. The Stanford 10 Test was recently changed to MAP (Measures of Academic Progress) in reading and mathematics across the whole school. Information from both these tests had not been used to track student attainment and progress and benchmark data by grade or school. Older students sat a range of tests; all 10th graders took the PSAT, and SAT tests were optional for Grade 12 students. AP exams were also in place for higher ability Grade 12 students. This data was not used to modify teaching practices, set individual and group targets or effectively track student progress. From Grades 1-12, teachers and school leaders have not consistently utilised formative or summative data in lessons and as a result teaching was not always matched to the students'

needs and they did not always receive appropriate feedback on their learning. Tests and quizzes were frequently set for students as homework. Whilst these were useful in checking understanding, they had limited use in providing more helpful feedback for students and some students found the volume of tests and quizzes stressful. There was variability in the marking of students' books across grade levels. In some classes and subjects, helpful feedback was given to students and their next steps in learning were identified. However, in other classes marking was only cursory. A draft assessment policy had been written but the majority of staff were not following it. In Early Years however, individual learning portfolios were used effectively, to track children's academic and social development. Assessment was on-going and linked to the Cayman Islands Early Years Framework.



RECOMMENDATION 5

Improve the curriculum by:

- Reviewing the use of time in the Early Years where too much time is spent on nap time and breaks.
- Securing a whole school programme for civic and environmental education so that students further develop their leadership skills, and understand, and appreciate the Caymanian culture and increase their national and global awareness. Identifying key skills and concepts across all grades so that students have clear learning pathways.
- Broadening the curriculum at High School so that students have a greater choice of electives and clear career pathways to maximise their chances of entering College or University on leaving school.
- Reviewing the recently created curriculum plan to improve the areas identified above.

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

Satisfactory progress had been made, however, in more effective use of time in the Early Years. There was a variety of learning opportunities scheduled throughout the week for young children. They had time to play outdoors, interact with age appropriate resources and collaborate with each other. Rest time was scheduled and balanced with time for play and interaction opportunities.

A whole school programme for civic and environmental education had not yet been developed. However, there was some movement towards integrating aspects of Cayman's history and culture in lessons such as American History by drawing comparisons between the United States and the Cayman Islands. The developing Social Studies curriculum was expected to incorporate lessons on Cayman Islands history and geography, but this had not yet been satisfactorily addressed.

Classrooms now had displays of the Cayman Flag, Coat of Arms and posters with the National Heroes as well as displays of the current Ministers of Government. One class was engaged in an activity where students had to research National Heroes and portray them using drama. While there were elements of Caymanian culture included in some aspects of the school's work, this required further development.

Staff were in the process of developing scope and sequence documents each quarter. The Curriculum Lead had recently begun attending meetings with staff as they developed these documents and had provided them with templates to support uniformity. This was in the early stages of development and there had been minimal oversight of this until recently. More emphasis now needed to be placed on ensuring that key skills and concepts were sequenced appropriately to promote a clear progression of skills across grade levels.



RECOMMENDATION 5

Whilst there were additions to the High School electives and Advanced Placement class options, there was no evidence to indicate these changes were guided by student need or desire. The Career's Advisor, however, supported students formally in Years 10 through 12 in planning for further education and careers. The use of online programmes such as Bridge U also supported students transitioning to the next stage of their education.

Following the previous inspection, school leaders had made the decision to curate their own curriculum. This was still in the developmental stage and the approach to date has been fragmented. This curated curriculum will need to adequately reflect local context while incorporating the world view and meeting the needs of all users. There was the need for clear mapping and alignment across curriculum, assessment, resources and teaching practices.



RECOMMENDATION 6

Increase the opportunities for students to progress to higher education by:

- **Delivering career guidance and support from Grade 9 or earlier so that students can plan their academic courses.**
- **Structuring a coherent external examination programme so that students have the opportunity to take the appropriate exams for their next stage of education.**

The school had made satisfactory progress in addressing this recommendation.

Previously career guidance was only offered to Year 12 students. Following the inspection in May 2021, school leaders had extended the career guidance programme to Year 10 with informal engagement of students at Year 9. There were plans to timetable career guidance sessions for Year 9 students in the next school year. Teachers regularly discussed expectations for high school and college during home room sessions and general assemblies. Senior students participated in college preparation courses which equipped them with key readiness skills in preparation for transition to the next phase of their learning. Students had also completed a career interest survey. Additionally, online applications such as Bridge U and Career One Stop were used to match students' abilities, interests, and aptitudes and this guided their selection of potential career pathways. Students utilised websites such as OKcollegestart.org to explore classes that they needed to graduate and how those classes aligned with future career choices. Staff supported students with the preparation of their college portfolios, resume writing and mock interviews.

Senior leaders had continued to review the curriculum to ensure it met the needs of the senior students. This had led to the introduction of additional AP classes, although students' feedback suggested they were not always appropriately involved in the selection. Arrangements with local and international universities was providing students with useful taster opportunities regarding higher education. Senior students also benefitted from opportunities to participate in work placements to enhance their personal development and this provided a useful introduction to areas such as time management and work ethics. Each year a group of students was selected to participate in the Chamber of Commerce work experience programme.

School leaders had devised an appropriate external examination programme so students were able to sit a range of examinations for the next phase of their education. These included the reintroduction of the Stanford 10 examination, PSAT and SAT tests. High achieving students were able to sit AP examinations.



SURVEY RESULTS

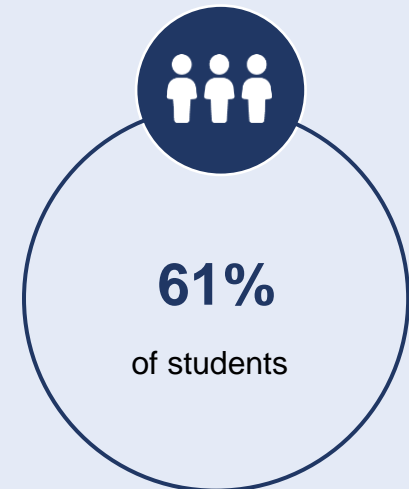
Before the inspection, the views of parents, staff and students were surveyed. The numbers of participants that completed the survey were:

Students	218	Parents	272	Staff	61
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Students

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

Two hundred and eighteen students completed the online survey ahead of the Follow-Through inspection. This was fewer than the three hundred and twelve students who completed the survey for the full inspection in May 2021. The majority of students who responded to the survey were Caymanian. Most felt that they were making good progress in English and mathematics. A majority believed they were making good progress in science. A majority indicated that lessons were good and that they enjoyed them. Similarly, a majority felt that teachers helped them to understand how well they are doing in their school work. The majority of students felt that the behaviour of most students in the school was good. A majority felt that they were developing good environmental understanding and a sense of community at school. Most students reported feeling safe and cared for at school. A majority of students agreed that the school sought their views and responded to concerns appropriately. Similar percentages of students believed they are treated fairly and that the school dealt effectively with bullying. A majority of students judged that they had access to a good range of extra-curricular activities but almost a third of respondents disagreed with this. A majority were happy with the choice of subjects they were offered but a significant minority were not. Only a significant minority of students believed that the school was well led and that staff responded appropriately to their concerns. A majority of students felt that the school has appropriately qualified and suitably skilled teachers and staff. Most felt that college preparation was effective, A majority expressed that they were satisfied with the quality of education at the school. Over one hundred students made written comments. Whilst some commented positively on the quality of education; many expressed concerns regarding communication with teachers and issues with locker room facilities and WIFI.



Strongly Agree and Agree

27%

Decrease since the last inspection

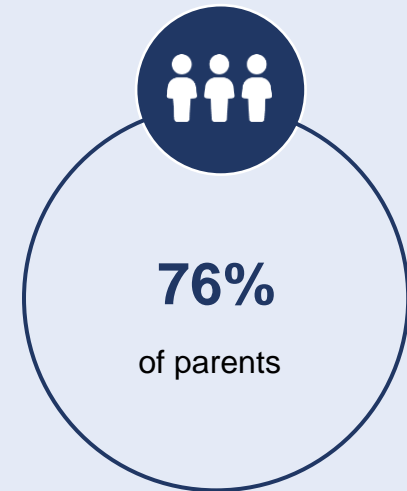


SURVEY RESULTS

Parents

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

More parents completed this online survey than had responded to the May 2021 survey. Almost all parents felt that their child was making good progress in English. Most reported that their child was making good progress in mathematics and science. Almost all parents believed that the behaviour of most students at the school was good. Most parents expressed that their child was developing a good sense of responsibility as a member of the wider community and that they were developing good environmental understanding. Most parents agreed that the quality of teaching was good and that their child enjoyed lessons. Almost all parents felt their child was safe and cared for at school while most felt that they were treated fairly. A majority of parents agreed the school was well led and that they received good information about the school’s improvement plans. Only a majority of respondents agreed that the school responded appropriately to parental concerns and that parents were effectively involved in the work of the school. Similarly, only a majority of parents believed that the school helped their child make good choices about his or her future education and career and that communication between the school and parents was effective and timely. Most parents were satisfied with the quality of education provided at the school. There were approximately 130 written comments shared by parents. These were very mixed, with some being positive about the new leaders and the quality of education and positive ethos at the school, while others expressed displeasure regarding the lack of text books for subjects, the dissolution of the SEN department and the lack of a curriculum. Communication with parents and parental involvement in decision making were also raised as concerns.



Strongly Agree and Agree

12%

Decrease since the last inspection

SURVEY RESULTS

Staff

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

More staff completed this online survey than had responded to the previous survey. Most had worked at the school for three years or more. Almost all of those who responded were satisfied with the quality of education. Almost all felt the behaviour of most students was good. Almost all thought that the school was safe and caring. Almost all staff considered that students’ sense of responsibility and community and their environmental understanding were good. Almost all felt that students could join in a good range of extra-curricular activities provided by the school. Only a majority agreed that the quality of SEN support was very good. Almost all felt 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. Almost all agreed that the school had appropriately qualified and suitably skilled teachers and staff. Almost all staff felt that the school helped students make good choices about their future education and career. Most staff agreed that there were sufficient resources of good quality to support their teaching. Almost all felt that the school was well led and that they were involved in the process of school self-evaluation and improvement planning. Most staff agreed that the school effectively supported their continuing professional development. Most felt that parents were well involved with the school improvement plan. Twenty-five members of staff provided written comments for the survey and almost all expressed positive views on the school, its ethos and leadership



Strongly Agree and Agree

11%

Increase since the last inspection



WHAT HAPPENS NEXT?

The school has been asked to prepare an action plan within four weeks of the publication of this inspection report.

This should address:

- The recommendations identified within this report;
- Areas identified by the school as requiring improvement;
- Other external reports or sources of information that comment on the work of the school.

WHEN WILL THIS SCHOOL BE INSPECTED AGAIN

As the Inspectors judged the school's overall progress towards addressing the previous inspection's recommendations as weak, there will be a Follow-Through Inspection of Triple C 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.

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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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