

FOLLOW THROUGH INSPECTION REPORT

OFFICE OF EDUCATION STANDARDS
CAYMAN ISLANDS GOVERNMENT

MAY 2023



CAYMAN ACADEMY

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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/centre 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 **Cayman Academy** took place from **24th to 26th May 2023**. 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 **Cayman Academy**, Inspectors evaluated the progress that had been made by school leaders in addressing recommendations **1 and 2** from the previous full inspection.

The school made **satisfactory** progress in addressing **all** recommendations. The inspectorate judged that there had been **satisfactory** 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	Cayman Academy
	Address	211 Walkers Road, George Town
	Telephone number	1 (345) 640-2630
	Website	https://www.caymanacademy.ky
	Name of the principal	Jewel Meikle
	Date of this inspection	May 24-26, 2023
	Date of the last inspection	September 2022

Students




	Number of students on roll	280
	Age range of the students	3-18
	Grades or year groups	KG-12
	Number of Caymanian students	132
	Number of Students with special educational needs	18
	Largest nationality group of students	Caymanian

SCHOOL INFORMATION



Staff

	Number of teachers	22
	Number of teaching assistants	6
	Teacher-student ratio	1:14-1:19
	Teacher turnover	18%

Curriculum

	Main curriculum	UK
	External tests and assessments	GL CAT4, NGRT/ST, KS1/KS2, CXC
	Accreditation	AAA

School inspection overall performance history

Cycle 1 Inspection	November 2020	 Good
Cycle 2 Inspection	September 2022	 Weak

RECOMMENDATION 1

Improve leadership capacity by

- Resolving the senior leadership appointments as a matter of urgency to ensure the school has the full complement of suitably qualified and experienced senior leaders in place. Revisit the middle leadership structure to ensure that the size of the team is appropriate to the school.
- Providing support and training for senior and middle leaders to ensure that they understand and can carry out their roles in improving teaching and learning and raising achievement, especially in the Primary school phase.
- Improving the school self-evaluation process to ensure that it is rigorous, systematic and accurate. Regularly review and modify the improvement plan as an integral part of strategies for improvement.

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

The school had a full complement of suitably qualified and experienced leaders in place; the school appointed two new Vice Principals, identified subject coordinators (dedicated math, Science and English leads), restructured the senior management team and appointed two new members to the board. The parent body provided additional leadership support for the school. The newly appointed middle leaders bolstered the capacity of the school, as they identified areas for further development, initiated recommendations and supported the implementation process. However, the distributive leadership structure is not yet well embedded, as there is an imbalance in the responsibilities of some members of the senior leadership team posing a succession risk. For instance the High School Vice principal still had a number of additional responsibilities including eighteen hours of teaching, managing the heads of subjects in the high school, some health and safety and was still in the process of handing over assessment and school examinations. As such the risk to succession planning remains until the redistribution is completed. The absence of adequate additional staff, such as a lab technician in the high school, further impacts the quality of lessons. Although the newly appointed staff members were offered the three-month notice period, the school runs the risk of attrition

as older staff are required to provide only one-month notice. There is sound evidence of middle and senior leaders' capacity to plan, anticipate and solve problems.

All subject leaders were relatively new to their roles, having been appointed at the beginning of the academic year. Middle leaders had received training in several areas, including leadership, teaching and learning. Online options for professional development which were available to staff. The school utilised the "Three, Two, One" strategy to ensure that new information from professional development was being implemented in lessons. Although, the impact of this was inconsistent at this stage. The school leaders had partnered with another private school and had opportunities to converse about leadership and review documents which that school used. This requires more time to fully impact school leadership. More specific training and support for senior leaders to ensure that they can effectively carry out their roles of leading the school was still necessary.

The school leadership had sought external support in regard to the re-development of the school quality assurance systems and had partnered with another private school. As such the new



RECOMMENDATION 1

Self-Evaluation (SEF) template had been adopted that was directly aligned to the SSAS2 Inspection Framework. The collection of the SEF information was a team effort and a number of senior and middle leaders were able to articulate the evidence and judgements. However, a few of the outcome judgements were inaccurate due to a misinterpretation of the quantitative thresholds in the framework. Information that populated the SEF was often more descriptive and lacked the evaluative comments. The School

Improvement Plan (SIP) was not closely linked to the SEF and many actions that the school had in place were not represented in the SIP. The document would benefit from a more tiered approach allowing for the school leaders to prioritise improvements, allowing for departments to add their own specific details in order to meet targets.



RECOMMENDATION 2

Improve the quality of teaching and learning across the school by

- Increasing the proportion of good and better lessons to support more rapid progress, especially in the Primary school, by
 - providing students with more opportunities to learn through practical activities
 - improving teachers' use of assessment information in planning for students with differing abilities
 - ensuring that lessons start on time and maintain a good pace throughout.
- Ensure that students with special educational needs and disabilities are making progress from their starting points as a result of personalised targets and an adapted curriculum.

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

A number of regular practical activities were offered across most subjects. For instance, in science students took part in laboratory experiments like dissecting a heart, during physical education and sports students are given the opportunity to run the sessions and evaluate their peers, and in English students used drama to convey their responses taking feedback from their classmates.

The correct complement of teachers had ensured almost all lessons started on time during the inspection.

The school had revisited the assessment across the school and were in the process of handing over responsibility to one of the new staff members with assessment experience. The school had only just started to write a whole school assessment policy to ensure the standardization, of assessment and feedback, across the entire school. The school had stated that they had purchased a new assessment system (Frog for international schools) which also allowed for the inclusion of bespoke objectives for SEND and high achieving children and students. The new system will map against the school curriculum and provide monitoring, progress and

attainment data. Work had begun but needed more time to be fully rolled out across all of the school phases. Staff also explained the system will support more regular review and curricular gap analysis. The new SENCO had completed all Individual Education Plans and was part of the wider assessment development in the school. Heads of department used data to evidence their review their year groups and individuals. For instance, the Primary science lead could articulate the story behind the progress changes for particular students. All staff had a clear understanding of the new grade thresholds for Below, On and Above target which was now standardised across all phases of the school. In lessons, teacher questioning had improved and in better lessons this was to the form of deep and meaningful conversations. However, teacher planning did not yet show how learning experiences have been adapted based upon the class assessment data. In students' work, there was evidence of the new 'WOW' and 'NOW' although, feedback on the next steps needed to be more specific and less generic.

The Special Educational Needs Coordinator had implemented systems, procedures, professional development and support for teachers to help ensure students with SEND made progress from

RECOMMENDATION 2

their starting points. Staff now needed to ensure that they used the strategies with fidelity and senior leadership needed to hold staff accountable for effective support of students with SEND. Individual Education Plans were placed online for easy access by teachers, along with a bank of teaching strategies and information on differentiation. The SENCO was available to offer support to teachers. The Frog Progress Monitoring system was planned for full implementation in the upcoming academic year as a tool to monitor progress, adapt the curriculum and ensure all students were meeting individual targets. The SENCO felt that proper implementation of this tool would ensure that teachers planned for all learners, especially students with SEND. Staff have also received professional development from SENCO, specialist service providers and online. However, there was little evidence of consistent differentiation in planning. Teachers now needed to ensure that planning included effective differentiation strategies which would support students' progress. Learning Support Plans for students on Phases 1 and 2 should be completed in a timely manner to ensure personalised targets and strategies are accurate and useful.



SURVEY RESULTS

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

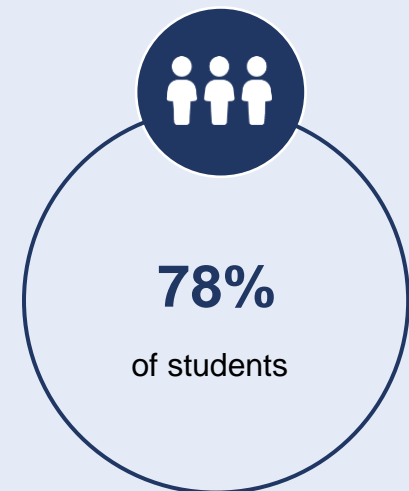
Students	103	Parents	107	Staff	30
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Students

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

Commentary here explaining any significant differences in survey responses and parents’ views since the last inspection.

One hundred and three students took part the online survey and forty five left a comment at the end and most comments were positive with a minority concerned about the quality of resources. Just over half of respondents indicated that they were Caymanian. Most suggested that they make good progress with English being the more positive response. Only a majority of students indicated that behaviour in school was good with 24% disagreeing and a significant minority did not understand their responsibilities in the wider community. All students stated that they thought their lessons were good with most indicating that they enjoyed most lessons. Students suggested that subject choice does not always match their needs. Almost all students suggested that teachers explain how they can improve. Most respondents indicated that they felt safe and cared for in school and that the school helps them choose a healthy lifestyle. Most reported being treated fairly and that any bullying is dealt with by the school. Most students surveyed thought the school was well led although only a significant minority suggested the school asked them how it could be improved. Most students indicated that the school provides next steps in learning and that they are given opportunities to learn in the wider community context. Most students reported having a good quality of resources and that the school provides a good quality of education.



Strongly Agree and Agree

0%

Unchanged since the last inspection

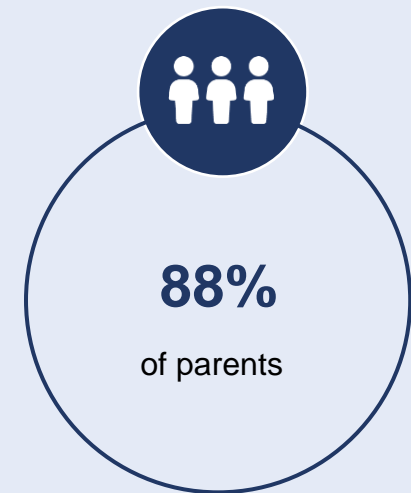
SURVEY RESULTS

Parents

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

Commentary here explaining any significant differences in survey responses and parents’ views since the last inspection.

One hundred and seven parents responded to the survey, of which a majority had at least one child who had attended the school for more than three years and a significant minority were Caymanian. Almost all parents agreed that their child was making good progress in English and science and most agreed that they child was making good progress in mathematics and good progress in all other subjects. Almost all parents reported that most students had good behaviour, was developing a good sense of responsibility as a member of the wider community and good environmental understanding. Most parents through the quality of teaching was good and that they child enjoyed most lessons. Almost all parents felt that their child was inspired to learn. Most parents agreed that their child could join in a good range of extra-curricular activities provided by the school and that the school provided subjects their child wishes to study. Almost all parents felt that they child was safe and cared for at school while most felt the school helped their child to choose a healthy lifestyle and was treated fairly at school. The majority reported that the school dealt effectively with incidents of bullying and most felt that the school helped their child make good choices about their future education and career. While only a significant minority of parents reported that the school provided good support to students with special educational needs, a significant minority stated the were unsure or unable to answer the question. Most parents agreed that the school was well led. A majority agreed that the communication between the school and parents was effective and timely and that parent-teacher meetings were helpful and held regularly. Most felt that the school responded appropriately to parental concerns and that the school reports were regular and informative and parents were effectively involved in the work of the school. A majority of respondents agreed that the school enjoyed good links with the wider community and most felt that the school had appropriately qualified and suitably skills teachers and staff and that the school provided good quality resources for their child’s learning. Most parents agreed that overall, they were satisfied with the quality of education provided at the school. A majority of parents who left open comments were highly positive while a significant minority left mixed reviews or areas for improvement.



Strongly Agree and Agree

0%

Unchanged since the last inspection

SURVEY RESULTS

Staff

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

Commentary here explaining any significant differences in survey responses and parents’ views since the last inspection.

Thirty members of staff took part in the survey and 14 left comments that were mostly positive. The majority of staff have been at the school less than three years with twenty percent less than one year. Most teachers are not Caymanian. All staff reported that behavior of students was good and that they understand their responsibilities as member of the wider community. Almost all staff indicated that the school provides a good environmental understanding and that assessment in the school is also good. Almost all students reported that the school regularly informs students of their next steps in learning and that the school is a safe and caring environment. Almost all of the staff surveyed suggested the school helps students choose a healthy lifestyle. In addition, they suggest students are treated fairly and incidents of bullying are dealt with effectively. Most indicated that the school helps support students with special educational needs and the majority stated that the school is well led. Most staff were involved in the process of self-evaluation and suggested that they are supported through CPD. Almost all indicated that parent / teacher meetings are well attended and helpful and that parents are effectively involved in the work of the school. Almost all thought there were good links with the community, that there were sufficient good quality resources and that the school has appropriately qualified and suitably skilled teachers. Almost staff who responded to the survey indicated that the school provides a good quality of education.



97%

of staff

Strongly Agree and Agree

-3%

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 making **satisfactory** progress against the recommendations, there will be no further inspections until the next cycle which commences in October 2024.



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.

www.oes.gov.ky





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