

INSPECTION REPORT

OFFICE OF EDUCATION STANDARDS
CAYMAN ISLANDS GOVERNMENT

OCTOBER 2023



First Baptist Christian School

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INTRODUCTION

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

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

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

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





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



INTRODUCTION

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

The four levels are defined as follows:

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 First Baptist Christian School



Address 920 Crewe Road, George Town



Telephone number (345) 945-7906



Website www.fbcs.edu.ky



Name of the principal Mrs. Janet Durksen



Date of this inspection 02 October - 04 October, 2023



Date of the last inspection 27 April - 29 April, 2021

Students



Number of students on roll 223



Age range of the students 2- 14 years



Grades or year groups Early Years to Grade 8



Number of Caymanian students 112



Number of students with special educational needs 11



Largest nationality group of students Caymanian



SCHOOL INFORMATION

Staff



Number of teachers

15



Number of teaching assistants

9



Teacher-student ratio

01:12



Teacher turnover 30%

Curriculum



Main curriculum

Virginia State Standards



External tests and assessments

MAP



Accreditation

None

School inspection overall performance history

Cycle 1 Inspection

March 2019



Satisfactory

Cycle 2 Inspection

April 2021



Satisfactory

Cycle 3 Inspection

October 2023



Good



SCHOOL INFORMATION

First Baptist Christian School operates under the auspices of First Baptist Church in Grand Cayman. It is governed by a School Ministry Team (SMT) which provides oversight for the school regarding its mission, strategy and finances. The school opened in 1996 and has expanded the age range of the students it serves. It now caters for children between two and 13 years of age. Students are organised across three phases: Pre-School, Elementary and Middle School up to Grade 8.

Pre-School has been under the direction of the main school since February 2021. Since the previous inspection in 2021, student enrolment in the Elementary and Middle phases has increased by 25 per cent. Overall, student enrolment at most phases of the school has experienced significant growth. However, the number of students in Middle School has fluctuated over the past two years. At the time of this inspection, two-thirds of Middle School students were new to the school.



















The Principal and Vice Principal were appointed to their roles just before the previous inspection and continue in those roles. This has provided stability and has contributed to the growth in the school. Last year, the school had a relatively high turnover rate among teachers. New teachers and teaching assistants were recruited to manage the expansion in student numbers and grades. There are relatively few students with special educational needs (SEN).

First Baptist Christian School was judged satisfactory in its previous inspection in April, 2021. The school has now improved and is judged to be good.









PERFORMANCE STANDARD

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






Promoting our students' personal and social development.	Early Years	Change in judgement since last inspection	Elementary	Change in judgement since last inspection	Middle School	Change in judgement since last inspection
1.1 Students' attainment in English	 Satisfactory	-	 Good	▲	 Good	-
1.1 Students' progress in English	 Satisfactory	-	 Good	▲	 Good	-
1.1 Students' attainment in mathematics	 Satisfactory	-	 Good	▲	 Good	-
1.2 Students' progress in mathematics	 Satisfactory	-	 Good	▲	 Satisfactory	-
1.2 Students' attainment in science	 Satisfactory	-	 Good	▲	 Good	-
1.2 Students' progress in science	 Good	-	 Good	▲	 Good	-

PERFORMANCE STANDARD

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

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




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

Quality Indicator	Early Years	Change in judgement since last inspection	Elementary	Change in judgement since last inspection	Middle School	Change in judgement since last inspection
3.1 Teaching	 Satisfactory	-	 Good	▲	 Good	-
3.2 Learning	 Satisfactory	-	 Good	▲	 Good	-
3.3 Assessment	 Satisfactory	-	 Good	▲	 Satisfactory	-








PERFORMANCE STANDARD





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

Quality Indicator	Early Years	Change in judgement since last inspection	Elementary	Change in judgement since last inspection	Middle School	Change in judgement since last inspection
4 Curriculum	 Good	-	 Good	▲	 Satisfactory	-

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

Quality Indicator	Early Years	Change in judgement since last inspection	Elementary	Change in judgement since last inspection	Middle School	Change in judgement since last inspection
5.1 Health and safety	 Good	-	 Good	▶	 Good	-
5.2 Support and guidance	 Good	-	 Good	▲	 Good	-

PERFORMANCE STANDARD

Leading and managing our school and developing our links with the community we serve	School Wide	Change in Judgement since last inspection
6.1 Leadership	 Good	▲
6.2 Self-evaluation and improvement planning	 Good	▲
6.3 Links with parents and the community	 Good	▶
6.4 Staffing and the learning environment	 Satisfactory	▶



KEY STRENGTHS AND RECOMMENDATIONS

What the school does well

- The school was inclusive. Its Christian ethos and respectful culture were shared by the whole school community.
- Students' academic attainment and progress had improved to good in Elementary. Students' attainment and progress in English and Science were good at Middle School.
- Students were polite, collaborative and communicated their learning effectively. Their civic and environmental understanding was strong.
- Improvements in teaching and learning were evident; notably teacher-student interaction and the integration of digital technology in learning.
- Senior leaders had established a culture of self-review with reflective self-evaluation and rigorous improvement planning.
- Leaders worked collegiately within the school, with parents and the wider community, including other schools.

Recommendations

Improve the consistency in teaching and learning in all phases and subjects by:

- continuing to develop strategies to secure and retain suitably qualified teaching staff;
- maintaining the momentum in sharing best practice, to secure improved students' outcomes, particularly in the Pre-School;
- using data consistently and effectively so that all students are suitably supported or challenged in their lessons;
- focusing on students' progress in lessons when monitoring teaching and learning;
- further raising the profile of mathematics across the school.

What has improved since the last inspection?

- Student attainment and progress had improved in English, mathematics and science in Elementary.
- Teaching, learning and assessment had improved, particularly in Elementary.
- The curriculum had improved to good in Elementary.
- Support and guidance for students had improved in all phases.
- Leaders had a clear sense of direction which has had an impact on student outcomes.
- The schools' self-evaluation and school improvement planning were now reflective and focused.



OVERALL PERFORMANCE

Good

The overall performance of First Baptist Christian School was judged to be good. Student achievement had improved in all core subjects in Elementary, and was good in English and Science in Middle School. Students attained above expected standards in external MAP testing.

Students' behaviour, attendance and punctuality remained good. A calm, purposeful atmosphere prevailed across the school. Students were polite and courteous to adults and each other. They communicated their learning well and took pride in their work. Their Christian ethos, their understanding of the importance of being a Caymanian, and their contributions to the community and the environment remained good.

In addition to improved student outcomes, the school had made key improvements in the quality of teaching since the previous inspection which improved to good overall. In the Elementary and Middle, many examples of effective practice were seen. However, partly as a result of high teacher turnover, there were still inconsistencies across the school in classroom management and teaching practices. Master teachers supported teachers in classrooms to improve their practice although outcomes were not yet fully embedded. The curriculum had improved to good in Elementary and Preschool.










Support and guidance improved to good. Students' progress was tracked carefully, and planned interventions have had an impact on raising achievement. Although, the absence of a SENCO meant that targeted interventions to support students with special education needs were not monitored closely enough.

Leadership had improved to good because of improved student outcomes in English, mathematics, and science and the quality of teaching and learning. Self-evaluation and school improvement plans were reflective and strategic, with the right priorities. The school has made good progress in addressing the recommendations in the previous inspection report. Senior leaders demonstrated strong capacity to improve the school further.



ACHIEVEMENT

Students' attainment in relation to international standards

Students' attainment in relation to international standards	Early Years	Elementary	Middle School
1.1 Attainment in English	 Satisfactory	 Good	 Good
1.1 Attainment in mathematics	 Satisfactory	 Good	 Good
1.1 Attainment in science	 Satisfactory	 Good	 Good



English

Attainment was good in Elementary and Middle and satisfactory in Early Years. At Elementary and Middle School, standardised test results indicated good attainment. School internal assessments showed that attainment in the Early Years was satisfactory. In lessons, most children in the Early Years matched letters to sounds demonstrating phonetic understanding. Children responded to adults but infrequently initiated conversation or asked questions. Students read often in library lessons and used online reading programs. Grade 1 recognised blends and students changed phonemes to make new words. Students in Grade 2 used graphic organisers which helped them plan work, draft and improve their writing. Cross-curricular links were made with science and Caymanian culture as they conducted an experiment and wrote up the results. Across the school, oracy skills were strong. From Grade 2 upwards, students engaged in meaningful discussions, expressed their views and opinions well and developed their listening skills. Students in Grade 4 used prompts to compare and contrast characters in a story and subsequently applied their skills to independent writing. Grade 8 students effectively used the think, pair and share approach alongside editing. Students of all abilities shared their poetry with abstract and concrete nouns.

ACHIEVEMENT

Students' attainment in relation to international standards



Mathematics

Attainment in mathematics was good in Elementary and Middle and satisfactory in Early Years. International test results reflected good attainment in Elementary and Middle. Assessment records and observations indicated that by the end of the Early Years phase, most children had mathematical skills and understanding in line with expectations. Children in the class for four-year-olds selected and matched coloured cubes to recreate a pattern and count the number of skittles which they knocked over in a game. In lessons and in their work, the majority of students in Elementary attained above curriculum standards. They demonstrated secure mathematical knowledge and understanding when working with numbers. Most students in Year 2 understood, described and used place value including hundreds, tens and units mentally and orally with accuracy and confidence. Older students could apply this knowledge to solve real-life problems such as calculating the percentage of savings when shopping. They worked collaboratively and used mathematical vocabulary to reason. Students spoke with confidence, enthusiasm and fluency about what they knew, understood and could do in mathematics. In Middle School, most students understood and used opposite integers as they considered and compared different weather patterns across the world. In lessons and books students' higher attainment was not so evident as students did not always demonstrate or extend their mathematical skills and understanding.



ACHIEVEMENT

Students' attainment in relation to international standards

Science












Attainment in science was judged as good at Elementary and Middle and satisfactory in Early Years. At Elementary and Middle School, standardised test results reflected good attainment. In Early Years, most children demonstrated satisfactory scientific understanding and skills such as observing, comparing, and making simple predictions. However, children did not routinely take part in rich, inquiry-based experiences to explore why things happened and how they worked. Students in Kindergarten investigated and described a range of textures in the outdoor environment using scientific as well as rich, descriptive language. In lessons and students' workbooks in the Elementary and Middle phases, most students attained levels of performance that were in line with curricular standards, with a majority achieving above expected levels. Students' use of scientific vocabulary was a strength across all year groups. Grade 3 students applied their learning of ecosystems to explain the importance of protecting local mangroves. Grade 4 students confidently articulated their knowledge of photosynthesis and described the products and byproducts of the process. In Middle School, students made models, planned experiments, recorded and reported their findings, and consequently developed accuracy in their scientific skills. In lower Elementary classes, students' ability to independently plan, record and report their findings was less developed.



ACHIEVEMENT

Students' progress in key subjects

Students' progress in key subjects	Early Years	Elementary	Middle School
1.2 Progress in English	 Satisfactory	 Good	 Good
1.2 Progress in mathematics	 Satisfactory	 Good	 Satisfactory
1.2 Progress in science	 Good	 Good	 Good

English

Elementary and Middle School students made good progress in English whilst in Early Years, it was satisfactory. In lessons and in their work, the majority of students in the Elementary and Middle phase made better than expected progress. At the Elementary and Middle phases, internal, and external assessment data indicated that students continued to make improvements over time. In Early Years, most children made progress in their listening and reading skills as they followed stories read to them by the teacher and joined in with familiar lines. In Elementary and Middle, students made good progress with reading age-appropriate material for pleasure and purpose. Most showed significant progression in oracy skills. Grade 3 students used conjunctions to make sentences and increased their understanding of how to plan and organise their writing in paragraphs. They developed their vocabulary by looking for meanings of unfamiliar words. They confidently discussed positive and negative aspects of characters in a text. Students made good progress in independent writing when they re-drafted their writing and addressed errors highlighted by teachers or peers. Students with special educational needs made at least expected progress against their starting points. In a Grade 6 lesson, students had meaningful discussions which helped them understand how to structure their writing and gain the attention of the reader. By Middle School, students applied their analytical skills to recognise nuance and explore metaphoric language in texts.

ENG

ACHIEVEMENT

Students' progress in key subjects



Mathematics

Progress in mathematics in the Elementary phase was good. It was satisfactory in Early Years and Middle. At Elementary internal and external assessment data indicated that students continued to make improvements over time. In Early Years, children made good progress in their own choice of activity such as sorting crockery in role play. They did not always extend their learning during planned tasks, for example, when they were limited to sorting five items. Good progress was evident in the Elementary years as students in Year 2 threw dice to create numbers and identify how many hundreds, tens and units there were. Progress was more rapid in lessons where students used tangible resources to aid their explorations and problem solving. Students in upper Elementary and Middle undertook work on a range of computer platforms each lesson. Progress in the Middle was satisfactory because work was insufficiently well-matched to students differing needs, particularly those who were more, or less, able. In Grade 7, students understood and used mathematical terms such as divisor and dividend to explain their reasoning. They multiplied and divided decimal numbers using strategies learned. However, they did not progress quickly enough, to apply these skills to solve multistep problems with decimal numbers. The progress of students with special educational needs varied from satisfactory to good across the school.

ACHIEVEMENT

Students' progress in key subjects







Science



Students' progress in science was good in Early Years, Elementary and Middle. In Early Years, through play-based activities, most children made good progress in their understanding of body parts and the senses. At Elementary and Middle, internal, and external assessment data indicated that students continued to make improvements over time. In workbooks and in lessons, students showed a steady progression in their knowledge and understanding of the scientific method. Grade 1 students distinguished between pull and push forces. By Grade 2, students developed skills in making and testing hypotheses. They worked scientifically and conducted experiments to determine which objects were attracted to magnets, which deepened and solidified their understanding of magnetism. At Grade 3, students proficiently used software such as Google Earth Pro to identify and explore pond ecosystems in the Cayman Islands. By Grade 4, most could apply their scientific knowledge and understanding to explain the importance of photosynthesis to the existence of life on earth. As students progressed through the school, they consistently demonstrated critical thinking skills and a deliberate focus upon the scientific process. Grade 8 students planned experiments to determine which variable would have the most significant impact on plant growth. Students with special educational and additional learning needs made good progress in their learning when lesson activities were well-suited to their individual learning needs.



STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT

Students' personal and social development	Early Years	Elementary	Middle School
2.1 Positive behaviour for good learning	 Good	 Good	 Good
2.2 Students' civic and environmental understanding	 Good	 Good	 Good

Behaviour

Positive behaviour for learning was judged good at Early Years, Elementary and Middle. Students demonstrated positive attitudes and behaviours and conducted themselves well socially within and beyond the classroom. Interactions among students were marked by politeness and courtesy, whether they were engaging with their peers, school staff, or visitors. In Early Years, despite the term being in its early stages, routines were becoming well-established. As a result, most children were learning important social skills, such as sharing and taking turns. Nearly all children displayed high levels of engagement and enthusiasm in their learning activities. During interviews, students said that they felt cared for at school and knew whom to approach if they had any issues. Students reported that incidents of bullying were rare. However, they were aware of who to go to if they had a concern. Students took great pride in the school's nurturing, inclusive culture and embraced its caring Christian ethos. Most students demonstrated a good understanding of how to ensure their online safety. Furthermore, students knew the importance of adhering to school rules and were aware of the consequences associated with rule violations. Occasionally, there was low level disruption in classes where tasks did not always match learner's needs. Nearly all students adhered to the school's uniform requirements, and attendance remained consistently high throughout each term. Students were generally punctual to school and lessons.



STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT









Civic and environmental understanding

Civic and environmental understanding was good at Early Years, Elementary and Middle School. Almost all students demonstrated good understanding of the distinctive nature of the Cayman Islands, the islands' traditions, culture and the importance of Christian religion to the community. Most students knew the significance of historical sites such as Pedro Castle, the Botanic Park and the National Museum. Across the school there were several displays that celebrated different aspects of Caymanian culture promoting a sense of pride in the local heritage. Children in Early Years were able to identify and name Cayman National Symbols. Older students were able to name key members of the government. Almost all sang the National Song with fervour during devotion. Students contributed actively and positively to the life of the school through the Student Council. Students also engaged in a wide range of sports, writing and robotics and competitions which supported their achievement and all-round personal development. Students participated in activities that helped them develop values such as citizenship and social responsibility. These included raising funds to support local charities. Most students demonstrated a strong understanding of environmental issues, including pollution and the threat of invasive species in the Cayman Islands and beyond. They recognised the connection between caring for the environment, preserving traditions, and sustainability. However, there was scope for students to initiate projects and activities in the school community that support conservation and sustainability on an ongoing basis.



TEACHING, LEARNING AND ASSESSMENT

Teaching, learning and assessment	Early Years	Elementary	Middle School
3.1 Teaching	 Satisfactory	 Good	 Good
3.2 Learning	 Satisfactory	 Good	 Good
3.3 Assessment	 Satisfactory	 Good	 Satisfactory

Teaching

Teaching was good in Elementary and Middle and satisfactory in Early Years. In Early Years, teachers focused on introducing phonics, numeracy and exploratory science. A strong and caring relationship was clear with teachers asking questions and giving instructions, but the development of curiosity and creativity was less evident. Across the school, teacher interactions with students were positive. In the more effective lessons at Elementary, teachers showed a clear understanding of their subject area and students, worked to a detailed plan with appropriate differentiation and delivered well-paced lessons. There were however, inconsistencies in good practice across the school. The majority of teachers planned lessons to enrich students' learning using technology and relating learning to real life experiences. For example, in Grade 2, they taught students how to make a local drink to develop their factual writing skills to produce recipes. In mathematics, teachers used leaflets from a local supermarket to enhance students' understanding of decimal numbers and planning and budgeting for a family meal. Teachers used resources effectively in the more effective lessons. For example, cross-curricular links were made in Grade 5, when the magical powers of Matilda were explored through the properties of magnetism. Pace had improved and, learning time was maximised when planned activities met the needs of all ability levels. Students with special educational needs, and those of higher ability were not always appropriately or sufficiently supported. When teaching assistants were meaningfully involved, they helped accelerate students' progress. Assessment data was not always applied confidently and consistently in planning and teaching. Good examples of critical



TEACHING, LEARNING AND ASSESSMENT

thinking were seen in science in Elementary and Middle, where teachers used their expert subject knowledge to challenge the majority of students to exceed their target grade.

Learning






The quality of learning was good in Elementary and Middle and satisfactory in Early Years. Children in Early Years were encouraged to explore, discuss, and evaluate. However, at times, they presented in a passive manner, and were insufficiently inquisitive. They could make connections with the world around them and enjoyed sharing information for example, about fruits that The Hungry Caterpillar ate. Elementary students worked well both independently and collaboratively. They showed strong communication skills, were eager to learn and in better lessons, asked questions to move their learning forward. Grade 1 students explored the values of obedience and trust in Bible studies and were able to link this to everyday life. Students across the school were more proficient and confident in their IT skills, but their higher order and critical thinking skills were less developed. In better lessons, students asked questions and engaged in discussions which enhanced their learning. The learning skills of Middle phase students varied. In an effective science lesson at Middle School, the teacher used models and ICT resources effectively to present information, promote skill development and reinforce students' learning. Students were motivated and engaged; for example, in a science lesson where they made good progress in their understanding of plant and animal cells. In stronger lessons, students researched independently, expressed considered ideas in collaborative group work and offered compelling evidence in class discussions.

Assessment



Assessment in Elementary was good. It was satisfactory in Early Years and Middle. Across the school, assessment procedures and collection of data was more rigorous than previously. Teachers used baseline assessments, and regular assessments to plan interventions and measure progress. Early Years used baselines, checklists with milestones and report cards aligned to the EY framework to measure children's progress. However, teachers in this phase sometimes asked closed questions and accepted answers in chorus. In the better Elementary classes, teachers used data information alongside regular teacher, peer and self-assessment. External data was sometimes more positive than internal data outcomes, for example in Middle School mathematics. The school was reviewing their internal assessment systems, particularly in the Middle School, to better match external outcomes. Marking and constructive feedback was evident in books, assignments and verbally in class. As a result, most students knew what they were achieving and what their next steps should be. Self and peer assessment were becoming more embedded. For example, in a Grade 8 lesson students assessed their own work and critiqued others' transfer of skills to a digital platform. This good practice was not consistently applied throughout the school. Where teachers successfully used the wealth of data to inform planning, lessons were more effectively delivered. This allowed teachers to personalise learning and lessons to reflect the needs of each student.

CURRICULUM

Offering a curriculum that meets the educational needs of all students	Early Years	Elementary	Middle School
4 Curriculum	 Good	 Good	 Satisfactory

Curriculum

The curriculum was good in Early Years and Elementary, and satisfactory in Middle. Early Years had fully adopted the Cayman Islands Early Years curriculum and provided a range of experiences for children. However, the timetabling arrangements in Early Years, did not always ensure that learning time was maximised. The school provided a well-rounded education within a supportive and caring environment, underpinned by strong Christian values. The curriculum at all phases of the school effectively integrated aspects of Caymanian culture and heritage, fostering a deep understanding of local traditions. The school's commitment to interdisciplinary learning created meaningful connections across subjects and educational phases. The curriculum had clear progression pathways which ensured continuity and progression in students' learning. This was achieved by regular reviews and amendments of ideas and concepts taught in each year. However, progression was not as strong in non-core subjects, particularly in the Middle School. Information and communication technology were effectively integrated into lessons encouraging independent research and inquiry skills among students. The school offered an extensive range of school trips, visits and activities to enrich the curriculum and provide authentic learning experiences for students such as trips to the Parliament and the weather station. School leaders undertook regular curriculum reviews which had led to recent innovations in the science curriculum with the addition of STEM/engineering and Sea Perch components. As the Middle School had recently grown, transitions to the next phase of their education and career guidance, were not yet fully developed.



SAFETY AND SUPPORT

Keeping our students safe and always supported	Early Years	Elementary	Middle School
5.1 Health and safety	 Good	 Good	 Good
5.2 Support and guidance	 Good	 Good	 Good

Health and safety

Health and safety were good in the Early, Elementary and Middle phases of the school. Arrangements to ensure the health and safety of all students including frequent risk assessments and training of all staff in child protection and first aid were embedded across the whole school. An external security company, on-site security officers and staff in the school office monitored the site using close circuit television cameras at key points around the school. Students and parents felt confident in the safety procedures at school. Students had a very good understanding of healthy food and lifestyles and almost all brought vegetables and fruit to eat during the day especially on 'Well-being Wednesday' when they received class points for this. Students and staff understood the importance of keeping hydrated throughout the day and especially in PE lessons. All students were well cared for. Relationships were supportive and external professionals supplemented school support if there were any concerns. Buildings and equipment were clean, and repairs were made regularly. Records and certification were up-to-date and kept securely. Leaders, the school board, and parent teacher association were all aware of the school's limited outdoor accommodation. Leaders had responded well to the challenge of this by staggering students' lunch breaks over three sittings to reduce the numbers of students playing outdoors at any one time and to ensure they had sufficient room to play and socialise safely together.









Support and guidance

Support and guidance across all phases were good. The education and well-being of all children and students were at the heart of all the school was and did. Relationships between all members of the school community including staff, students and parents were respectful, warm and supportive. Students appreciated teachers' care and advice knowing that they wanted the best for each of them. Systems to track, support, advise and guide behaviour, attendance and academic progress were in place and were frequently reviewed and developed. Students and their parents had frequent opportunities to discuss their progress and next steps. New students, including those with special educational needs, and those with English as a second language were welcomed and integrated well into the school. Leaders had close links with parents and were flexible in discussing and accepting additional support where necessary. Arrangements to track and support the academic progress of students with special educational needs were comprehensive. However, these were not always implemented as effectively as they could be. Most parents surveyed felt their children made good progress and that they were given detailed information about their children through regular reports and parent-teacher meetings. A majority were satisfied with career information given to older students. However, parents at the meeting expressed the importance of starting these talks with younger students.

LEADERSHIP AND MANAGEMENT

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



Leadership

The Principal and Vice Principal promoted a shared vision amongst all stakeholders. Their clear sense of direction and strategies to improve teaching and student outcomes had been successful in raising standards. Leaders continued to find ways to overcome barriers and drive improvement across key aspects of the school. They worked collegiately with parents and the wider community, including other schools. As a result, the school had gained a good reputation in the community. Leaders demonstrated that they had good capacity to improve further. Distributed leadership, to strong practitioners, had had an impact on improving classroom practice, particularly with new teachers. However, this needed time to become fully embedded. Most middle leaders had a secure understanding of how to improve their subjects although a few were not yet fully involved in monitoring lessons across the school and evaluating the impact of initiatives on student achievement. Monitoring of teaching and learning was regular and rigorous but did not focus sufficiently on progress in lessons. However, professional development needs were identified, and support provided through training and development and effective team teaching. Governors had a good understanding of the schools' priorities. They met monthly with the Principal and provided support as well as held leaders to account for school performance. The whole school community shared Christian values and a culture of respect.





Self-evaluation and improvement planning

Self-evaluation and school improvement planning were good. The schools' self-evaluation (SEF) was written collaboratively and used a wide range of evidence. Leaders were analytical, rigorous and reflective in writing the SEF. They continuously evaluated the impact of their action plans, reviewing them as needed. This demonstrated that leaders knew their school well and understood its priorities and how to improve key areas. The SEF provided clear next steps for continued improvement and also outlined steps taken to successfully address the recommendations of the previous report. These recommendations had been addressed with improvements in key areas such as teaching, learning and assessment evident. For example, in response to the recommendations, there was strong practice observed in providing students with developmental feedback to improve their work. However, the recent loss of five teachers meant that there were still inconsistencies seen across the school. SEF and improvement planning had improved since the previous inspection; it had become more focused and strategic which had resulted in improved student outcomes as well as improvements to other key aspects of the school such as the curriculum.



Links with parents and the community

Links with parents and the community were good. The schools' reputation in the community was positive, which had resulted in a significant increase in student enrolment. Parents were particularly pleased with the school's shared values which encouraged them to work in close partnership with the school. Parents had contributed to raising standards, for example, by working in partnership with the school to integrate technology into learning. There were many links with parents that supported students' learning including online platforms, science fairs, reading with students and sharing information about careers and Caymanian culture. Communication with parents was regular and used a wide variety of channels. Parents felt that the school nurtured the talents and interests of students. Students were provided with opportunities to attend talks from members of the Caymanian community and take part in community projects. However, there was insufficient effective career guidance, including for younger students. Parents said that they would like to see more extracurricular opportunities in areas such as music, swimming, business, or finance studies for older students. Parents had a good understanding of the progress their children made, including how this compared to international standards. The parents of children with special educational needs and those with English as an additional language felt their children were well supported.



Staffing and the learning environment

Staffing and the learning environment were satisfactory. There were sufficient numbers of qualified teaching staff and an increased number of support staff in the school. Support staff were not always used effectively to enhance learning. Recently, the school had faced challenges in retaining and recruiting teachers. School leaders worked hard to create additional capacity and support and improve teachers' practice. Strategic plans to support teachers included professional development, leadership opportunities and help gaining further qualifications. A member of staff was being trained to take on the role of SENCO. Staff turnover had resulted in some inconsistencies, gaps in students' learning and fewer extracurricular activities at the start of this year. To address specific needs, the school had recruited specialist teachers to provide language, music, technology, and PE. Technology devices were used regularly and effectively, maintained well and had enhanced learning. The premises were clean and had been updated through a rolling programme. Since the previous inspection, the playground for Early Years had been improved. However, the field remained unusable. The library was used regularly but was too small to accommodate a whole class of students.

SURVEY RESULTS

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

Students	88	Parents	131	Staff	16
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Survey: “I am satisfied with the quality of education provided at this school.”

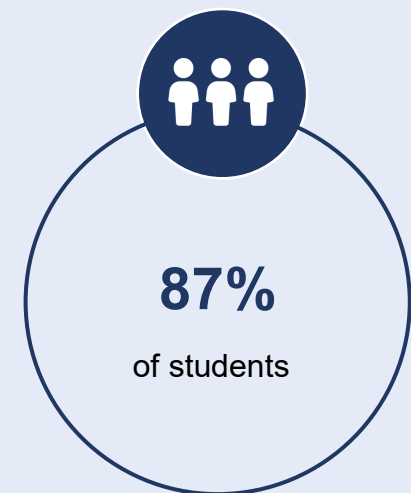
Forty-three more students participated in this survey than the previous inspection which could possibly be as a result of increased student enrolment. Their feedback on the quality of education offered by the school was positive. Almost all agreed that they were making good progress in English and mathematics. Most believed that they were making good progress in science.

The majority of students thought the behaviour of their fellow students was good. Most agreed that students had a good understanding of their responsibilities as members of the wider community and were developing strong environmental awareness.

Almost all reported that lessons were of good quality, although only a majority stated that they enjoyed the lessons. Most indicated that they were content with the amount of homework, that the school offered the subjects they wanted to study and that they appreciated the wide range of extra-curricular activities. Almost all agreed that school leaders had sought their input on how the school could improve, and most felt that their concerns were appropriately addressed. Almost all reported receiving regular updates on their progress.

The majority of students believed that the teaching staff was appropriately qualified and there were sufficient resources to support their learning. Most felt that the school helped them make informed choices about their future education and career. Similarly, most judged that the school was well-led and effectively addressed issues related to bullying.

Students who provided written feedback made mostly positive comments about the school's provision. However, a few expressed a desire for additional extra-curricular activities such as cooking classes, sign language, and drama.



Strongly Agree and Agree

-1%

Decrease since the last inspection

SURVEY RESULTS

Parents

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

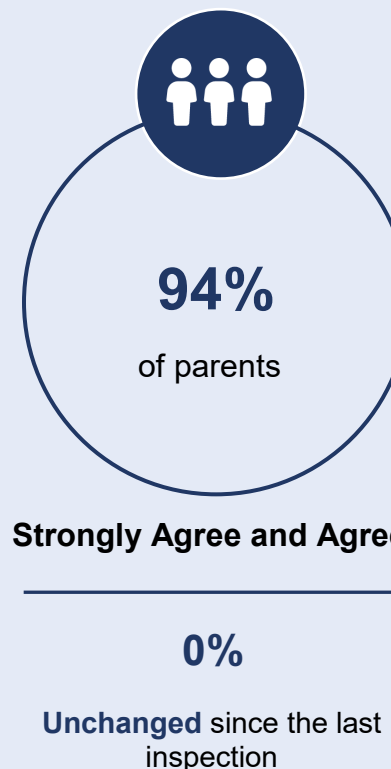
There were 131 responses to the parent survey. This was 37 more than in the last inspection. Almost all were positive about their children’s progress in subjects beyond maths, English and science, behaviour, sense of responsibility and community, environmental understanding, enjoyment of lessons, feelings of safety, healthy lifestyles and sense of fairness.

Almost all were also positive about the quality of teaching, school leadership and communication. Most were satisfied with progress in English, science and maths, students’ inspiration to learn and choice of subjects.

Most felt positive about regular meetings with parents, opportunities to be involved, responses to any concerns, the number and qualifications of staff, resources, links with the wider community and choices for future careers.

A few parents were dissatisfied with extra-curricular opportunities and homework. There were 67 written responses. The majority of these were positive, especially about leadership and care of their children.

A few were dissatisfied with a few aspects including opportunities and provision for sport and music and some inconsistencies in teaching. A quote which typified parents’ views was: “The school is well managed. Teachers are approachable and accessible. The school has our children at heart and is responsive to parents’ feedback”.



SURVEY RESULTS

Staff

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

Sixteen staff responded to the survey, three more than previously. All staff strongly agreed or agreed that the school provided a good quality of education compared with 87% previously. In the questions on pupil behaviour, assessment systems, creating a safe and caring environment, resources, helping with career choices and providing staff professional development, a few felt unable to respond but they did not disagree with the statements presented.

They all thought the school offered a good range of curriculum choices and they all felt the students had a good understanding of their next steps in learning. Almost all responded positively to all survey questions. All believed students have a healthy lifestyle and are fairly treated in the school. Almost all felt that any bullying is dealt with effectively and that the school is well lead with teachers who all have appropriate qualifications.

Overall, staff thought that the school offered good quality education, and they were very positive. Only two disagreed with questions on being involved with the SEF, parental involvement and community interaction. There were a few additional comments made at the end of the survey all of which were very enthusiastic and complimentary about the school ethos. Staff commented on the excellent and well-rounded education for students and the strong emphasis on using data to track student progress and growth.



WHAT HAPPENS NEXT?

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

This should address:

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

WHEN WILL THIS SCHOOL BE INSPECTED AGAIN?

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

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