

INSPECTION REPORT

OFFICE OF EDUCATION STANDARDS
CAYMAN ISLANDS GOVERNMENT

OCTOBER 2023



Clifton Hunter High School

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INTRODUCTION

INSPECTIONS OF SCHOOLS IN THE CAYMAN ISLANDS

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

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

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





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



INTRODUCTION

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

The four levels are defined as follows:

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








Consistency in quantitative terminology

Inspectors use quantitative terms in reports, as follows:







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

SCHOOL INFORMATION

General information





	School name	Clifton Hunter High School
	Address	311 Frank Sound Road, Grand Cayman
	Telephone number	(345) 947-7353
	Website	https://schools.edu.ky/chhs
	Name of the principal	Dr. Villence Buchanan, Acting Principal
	Date of this inspection	02 October to 05 October, 2023
	Date of the last inspection	03 May to 06 May, 2021

Students




	Number of students on roll	880
	Age range of the students	11-16 years
	Grades or year groups	Y7 to Y11
	Number of Caymanian students	744
	Number of students with special educational needs	217
	Largest nationality group of students	Caymanian

SCHOOL INFORMATION




Staff

	Number of teachers	79
	Number of teaching assistants	16
	Teacher-student ratio	1:11
	Teacher turnover	0.05%

Curriculum

	Main curriculum	KS3 National Curriculum, KS4 National Curriculum, CXC, IGCSE, AQA, BTec, WJEC, City & Guilds
	External tests and assessments	Caribbean Examinations Council, GCSE, BTec, GL, CAT4, ADAM, DORA, City & Guilds, WJEC,
	Accreditation	Accreditation includes examining bodies listed above.

School inspection overall performance history

Cycle 1 Inspection	October 2018	 Weak
Cycle 2 Inspection	May 2021	 Satisfactory
Cycle 3 Inspection	October 2023	 Satisfactory

SCHOOL INFORMATION

Clifton Hunter High School is a government co-educational secondary school for students between 11 and 16 years of age, from Year 7 to Year 11. It is located in Frank Sound Road, Grand Cayman. At the time of the inspection there were 880 students on roll, a slight increase compared to the last inspection.







The school's motto is Nil Satis Nisi Optimum: Nothing but the Best. School leaders and staff placed particular focus upon optimising the achievement of all students and developing their personal and social skills. The current Acting Principal took up post in December 2022, and is supported by a senior team of three deputy principals.

The school provides appropriate exit qualifications. Students in Year 11 take CSEC examinations in most subjects, with smaller cohorts also taking GCSE and BTec qualifications, as well as City and Guilds qualifications. An accelerated programme in English allows a small group of more able students to sit the GCSE examination early. In Key Stage 3, students follow the National Curriculum.

The previous inspection in 2021 judged the overall performance of the school to be satisfactory, moving from weak in 2018. The school remains securely satisfactory at the time of this inspection, and some important aspects of the work of the school have improved. There has been good progress against several of the recommendations from the previous report.



SUMMARY

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




Quality Indicator	Current Inspection Judgement	Change in judgement since last inspection
1.1 Students' attainment in English	 Satisfactory	▼
1.1 Students' progress in English	 Satisfactory	▼
1.1 Students' attainment in mathematics	 Weak	►
1.2 Students' progress in mathematics	 Satisfactory	▼
1.2 Students' attainment in science	 Satisfactory	▲
1.2 Students' progress in science	 Satisfactory	▼

SUMMARY

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

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

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



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

SUMMARY

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





Quality Indicator	Current Inspection Judgement	Change in judgement since last inspection
4 Curriculum	 Good	▲

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

Quality Indicator	Current Inspection Judgement	Change in judgement since last inspection
5.1 Health and safety	 Good	▲
5.2 Support and guidance	 Good	▲

SUMMARY

Performance Standard 6. Leading and managing our school and developing our links with the **community** we serve

Quality Indicator	Current Inspection Judgement	Change in judgement since last inspection
6.1 Leadership	 Satisfactory	▼
6.2 Self-evaluation and improvement planning	 Satisfactory	▼
6.3 Links with parents and the community	 Good	►
6.4 Staffing and the learning environment	 Good	►

OVERALL PERFORMANCE

What the school does well

- Attainment and progress were good or better in many non-core subjects, especially creative, aesthetic and performance areas of learning.
- Almost all students were friendly, respectful, and polite.
- Older students' sense of responsibility and their enthusiasm and willingness to take on leadership roles in the school were commendable.
- The curriculum was broad and balanced, offering a wide range of options for students.
- Well-attended extra-curricular activities enhanced students' experience of school life.
- The school provided a safe and caring environment for students.

Recommendations

- Raise achievement in core subjects, particularly in Key Stage 3, by:
 - setting aspirational targets based on national and international benchmarks;
 - tracking students' attainment and progress more accurately.
- Improve the quality of teaching and learning by:
 - identifying and sharing existing good practice across all subject areas;
 - ensuring teachers have high expectations of all students;
 - developing strategies to involve students actively in their learning.
- Ensure the effectiveness of leaders at all levels in raising standards across the school by:
 - clearly identifying key strengths and areas for improvement and aligning self-evaluation judgements closely with framework standards;
 - empowering and supporting subject leaders and establishing clear lines of accountability;
 - obtaining effective and meaningful external support and advice for senior leaders.



OVERALL PERFORMANCE

What has improved since the last inspection?

- Students' attainment in science.
- Students' civic and environmental understanding.
- The quality and breadth of the curriculum.
- Arrangements to ensure the health and safety of students and staff.
- The level of care, support and guidance for students.



OVERALL PERFORMANCE

Clifton Hunter High School was judged to be a satisfactory school overall.

Students' achievement was satisfactory in English and science but remained weak in mathematics. Students' performance in external examinations in English and science was good, but attainment in Key Stage 3, in lessons and in written work meant that overall attainment was satisfactory in these subjects. In all core subjects, students were making satisfactory progress.

Behaviour was good overall, as at the last inspection. Almost all students were friendly and polite and relationships between staff and students were good. Older students showed responsibility by taking on leadership roles. Students' civic and environmental awareness had improved since the last inspection and was good. Most students were aware of the challenges to the island's environment, for example, with public transport and traffic mentioned as concerns.

Teaching was satisfactory. Almost all teachers were secure in their subject knowledge and planned lessons to include clear learning goals. In practice, these learning goals were sometimes not achieved. In the better lessons, teaching was good or excellent, with teachers' high expectations leading to high-quality outcomes for students, but this was inconsistent. Learning was satisfactory, with most students being willing learners. They enjoyed collaborating but were frequently not given enough opportunity to take the initiative and to think critically or to solve problems themselves. Assessment was satisfactory. The school collected and analysed data well, and school leaders and teachers had begun to use the information gained from assessment to adapt the curriculum to meet the needs of different groups of students.




The curriculum was good. Breadth and balance were evident through a full range of core and non-core subjects. Students enjoyed opportunities to develop their talents and interests through creative and practical lessons and a wide range of extra-curricular activities.

Health and safety and also support and guidance had improved since the last inspection and were good. The school's policies and procedures were comprehensive and created a safe environment. Students benefited from high levels of support, including support for students with special educational needs. They received good counselling and guidance, including careers guidance, as needed.

Leadership, together with self-evaluation and improvement planning, were satisfactory. The new Principal had established a clear and ambitious vision for the school, and staff were clearly committed to improving the school. There had already been improvements in some key areas, notably the quality of the curriculum, health and safety and support for students. School leaders demonstrated a good knowledge of the strengths of the school and knew where improvements needed to be made, but the school's own self-evaluation judgements were not sufficiently aligned to the required standards. New initiatives were positive but needed more time to demonstrate the full impact on school performance.

ACHIEVEMENT

Students' attainment in relation to international standards

Quality Indicator	Current Inspection Judgement
1.1 Attainment in English	 Satisfactory
1.1 Attainment in mathematics	 Satisfactory
1.1 Attainment in science	 Satisfactory

English



Attainment in English was satisfactory. In English Language CSEC examinations students' attainment was good because most students attained above international standards. All Year 10 students who took the English Literature examination in 2022 were successful, as were those students who followed the City and Guilds Level 1 basic skills course. In Year 10 students were able to discuss the literary features of poems, for example the effect of imagery and repetition in the poem "Dreaming Black Boy". Students in Year 11 were able to analyse their own weaknesses in order to create challenging questions for their peers preparing for exams. However, attainment in Key Stage 3 was much less strong. Internal assessments indicated that most students' attainment was in line with international standards, and this was consistent with what was seen in both lessons and workbooks. Most students could read for meaning and were able to draw appropriate inference about characters. Students with special educational needs could confidently match singular and plural pronouns with the appropriate form of the verb. However, for a minority of students their attainment was below expected levels, and they found difficulty with, for example, simple letter writing. Weak attainment was often a result of teachers' low expectations.

ACHIEVEMENT

Students' attainment in relation to international standards



Mathematics

Attainment in mathematics was weak. By the end of Year 11, students were attaining at a level below the expected curriculum and international standard. There were some small signs of improvement, especially in basic numeracy, where most students showed appropriate age-related mastery. For example, students in Year 7, were able to arrange positive and negative numbers in order by estimating the height and depth above and below sea level of a range of objects. When given the opportunity, students relished collaborating and problem solving, such as when students in a Year 11 class suggested real situations to be solved by trigonometry. Opportunities to relate mathematics to the real-world helped understanding. For example, a Year 9 class learned about hire purchase agreements and down payments. Some capable Year 11 students could also show that they were able to manipulate frequency density data when plotting histograms. In Year 8, when supported and challenged appropriately, students were able to apply the rules of BIDMAS successfully.






Science

Attainment in science was satisfactory overall and has improved since the last inspection. Prior attainment of students on entry was low. In Key Stage 3, attainment was weaker because levels of challenge in lessons, assessment and tracking of progress were not optimised. Attainment in CSEC examinations was good for almost all students by the end of Year 11 in single science and some optional sciences with smaller cohorts, notably biology and chemistry. Regional comparisons in examination subjects were positive. Activities and learning opportunities in Key Stage 4 were matched to students' ability and teaching provided ample opportunity for students to demonstrate their good command of scientific knowledge. In all year groups an increased frequency of practical activities in science was evident which enabled students to better demonstrate skills and understanding related to investigative science. In Year 7, students measured the growth of mung beans exposed to differing volumes of water. Year 10 students were using scientific methods correctly to manipulate variables associated with rusting of nails and Year 11 students performed redox reactions with good levels of skill and dexterity.

ACHIEVEMENT

Students' progress in key subjects

Quality Indicator	Current Inspection Judgement
1.2 Progress in English	 Satisfactory
1.2 Progress in mathematics	 Satisfactory
1.2 Progress in science	 Satisfactory

English

Progress in English was satisfactory. A majority of students in Year 11 made better than expected progress in relation to their starting points and as a result achieved well in their external examinations. In Year 11 lessons, students made good progress in their understanding of what was required of them in relation to their chosen text for the examination. In one lesson, students were able to quickly apply their newly acquired skills and knowledge because they were challenged and given the opportunity to work together. In Key Stage 3 all groups of students, including those with special educational needs, made expected progress from their individual starting points and could apply their knowledge and skills. For example, in a Year 9 lesson students applied what they had learned about writing a cause-and-effect paragraph to produce their own paragraph about the effect of immigration on the Cayman Islands. However, for a minority of students, progress was too slow and they did not move on quickly enough in applying their skills to reading tasks. This was as a result of the slow pace of lessons.



ACHIEVEMENT

Students' progress in key subjects



Mathematics



Progress in mathematics was satisfactory. This was evidenced by assessments and students' work in class and in their written work. Progress in Key Stage 4 was better than in Key Stage 3. A majority of students in Year 7 to Year 9 made expected progress, whereas in Year 10 and 11, most students had made expected progress. Gains in knowledge, skills and understanding in lessons were at expected levels overall, including for students with special educational needs. In a minority of lessons across the school, careful checking through mini-plenaries showed better than expected progress. Progress was better when students were able to actively engage in discussion so that they could arrange their thoughts and argue their point of view. Similarly, when quality formative feedback challenged and focused students' contributions, progress was more rapid, especially for the more able students. Although rarely seen, critical thinking opportunities enhanced progress. Where a minority of students were passive, distracted or uninterested, progress was weak.



Science

Progress in science, overall, was satisfactory. In Key Stage 3, data indicated that most groups of students, including those with special educational needs, made expected progress related to their starting points. In lessons, most students made gains in scientific knowledge, skills and understanding. Progress was limited, however, by the lack of pace and challenge evident in a significant minority of lessons and limited use of assessment to show next steps in learning. Incomplete work in notebooks sometimes prevented consolidation of knowledge and understanding. For example, experiments in scientific method were incomplete. In Key Stage 4, progress was stronger leading to better outcomes by the end of Year 11. Greater coherence and continuity in students' note-taking and experiment evaluations was evident. Students worked together more purposefully and were engaged in more frequent activities involving critical thinking and problem-solving. Students challenged each other to establish correct answers related to a specific heat capacity equation in one physics lesson. Such opportunities to question and take responsibility for learning led to a majority of students in Key Stage 4 making better than expected progress between annual assessment points.

STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT

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



Behaviour

Positive behaviour for good learning was good. Students across both key stages were well-mannered, polite and respectful to staff and their peers. Prefects assisted with supervision and reported that other students responded positively to them. The school council delivered a confident presentation in assembly on the aspirational qualities of leadership, inspiring younger students to become positive members of the school community. In almost all lessons observed, students were supportive, collaborative and helpful to their peers. All students adhered to the school uniform policy and wore their uniform with great pride, notably the prefects. Students were particularly appreciative of the flexibility of choice given to them by the school. Many were keen to talk about clubs and achievements, such as being a member of the debating team. Attendance rates were satisfactory; however, school leaders were working to improve this and had recently seen an impact. A minority of students arrived late to their lessons mainly as a result of not moving around the large site quickly enough. A significant minority of students expressed concerns about behaviour and feeling safe in school, including concerns about bullying. However, behaviour during the inspection was good, and in focus groups students said this had been less of an issue recently.




STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT



Civic and environmental understanding

Civic and environmental understanding was good. Most students showed a positive understanding of the local environment and demonstrated high levels of civic responsibility. The majority contributed to the life of the school and to the wider community. Systems for the empowerment of student leadership were seen in an awareness assembly and prefects presented a clear outline of the work of Key Club, Leo Club, and the Student Council. Posters celebrating national heroes and the national song were widely evident around the school. Most students demonstrated respect for themselves and for others. In a Boyz2Men assembly, they listened attentively and showed appreciation by applauding visiting dignitaries and also each other. A Boyz2Men chapter was established as was Rise Up for Girls. Almost all students had a good knowledge of local government, but a significant minority was not aware of wider governance and the office of the Governor of the Cayman Islands. Most were aware of the challenges to the island's environment with public transport and traffic mentioned as concerns. The problem of litter in the school was in the process of being addressed and plastic plates in the canteen had been replaced with better sustainable choices. Recycling mechanisms had been established and students were part of this process.

TEACHING, LEARNING AND ASSESSMENT

Quality Indicator	Current Inspection Judgement
3.1 Teaching	 Satisfactory
3.2 Learning	 Satisfactory
3.3 Assessment	 Satisfactory



Teaching

Teaching was satisfactory. Teachers generally planned their lessons and included learning intentions and success criteria so students understood the work being undertaken. Teachers had a sound mastery of their subject and an adequate understanding of how to structure a lesson. However, planning rarely included opportunities for collaborative work, critical thinking, problem solving or the use of information technology. Where teaching was less strong, there was little evidence of differentiation, and support and challenge were inconsistent features of lessons. The pace was frequently too slow. Questions were typically closed rather than open and did not stimulate discussion. Teachers managed the learning environment well. Consequently, students knew and adhered to classroom routines, and this resulted in a reasonably orderly classroom environment, which encouraged learning. There were, however, examples of good and excellent teaching, where teachers facilitated high-quality discussion. In the better lessons, teaching supported those students with special educational needs and challenged those with gifts and talents. Students enjoyed the opportunity to be active and to take part in debates where they could defend their views and listen to those of others. Lessons in creative, expressive and performance subjects such as PE and music, were often of very high quality.

TEACHING, LEARNING AND ASSESSMENT



Learning

Learning was satisfactory. Students worked well in a positive manner for much of the time. Too frequently they were passive in their learning habits and could be easily distracted. Whilst many students understood the purpose of lessons, too many were unclear about the learning goals and so did not work purposefully. Students enjoyed working collaboratively and did so very productively in the better lessons. Knowledge and skills were acquired in most lessons but sometimes understanding was not as well developed. The application of students' learning was evident in a number of lessons such as mathematics and science, especially at Key Stage 4. Students in a Year 8 mathematics class were able to explain, using trigonometry, how high coconuts might be when they knew the angle of elevation and the distance from the tree. In a similar way, students in a Year 11 English class were able to draw inferences about Caribbean culture from the analysis of a poem. Students in all year groups rarely displayed critical thinking skills. When the opportunity arose, students could readily see and understand real world connections. Similarly, learning was exciting, enjoyable and productive in some lessons, such as those involving debates, and story-telling.



Assessment

Assessment was satisfactory. The school used tests, exams and in class activities to assess students' work. Students sometimes knew the results of their recent tests, but not all did. As a result, they did not always know their strengths and weaknesses. This meant that their independent learning and their ability to undertake self-improvement were hampered. The school possessed comprehensive data and analysed this data in a robust fashion. As a result, teachers and leaders could identify patterns of students' skill development and understanding. The degree to which school leaders and teachers used this information effectively; however, was inconsistent. In better lessons, teachers used information well to modify the learning experience of students. These data were also used to adapt the curriculum which was offered to students. Nevertheless, this initiative was at an early stage of development. Examples included the reduced curriculum offering to less able students in Key Stage 4, and the advanced classes in the Accelerated Programme for those students who clearly can cope with a greater degree of challenge. Most teachers used in-class assessments well to monitor students' progress. However, formative assessment of students' work was rarely more than congratulatory comments. Next step marking was not frequently seen. Alignment of assessments to the curriculum was not sufficiently accurate.

CURRICULUM



Quality Indicator	Current Inspection Judgement
4 Curriculum	 Good



Curriculum

The curriculum was good, demonstrating breadth and balance through a full range of core and non-core subjects. Planning was good and opportunities for creativity, performance and practical activities were successfully threaded through the curriculum. Progression, challenge and coherence in curriculum units of work were stronger in Key Stage 4 than Key Stage 3 due to teachers' higher expectations. Cross-curricular links were developing well. For example, a Year 8 English lesson related to a Graham Greene text drew on links with IT and modern languages. Curriculum options provided appropriate pathways to regional and international qualifications, including CSEC, BTEC and GCSE. Progression routes were well signposted. Recent curriculum developments included an option support programme which was starting to show impact for weaker learners and an accelerated programme in English involving early examination which provided extra curriculum challenge for students with the highest attainment. A wide range of extra-curricular opportunities operated at lunchtimes and after school with a significant minority of students involved in at least one club. A review of activities had led to new programmes such as mixed martial arts, Calm Club and Entrepreneur Club being available. Students, staff and parents made positive remarks in surveys about enrichment activities.

SAFETY AND SUPPORT

Quality Indicator	Current Inspection Judgement
5.1 Health and safety	 Good
5.2 Support and guidance	 Good



Health and safety

Health and safety arrangements were good because leaders had significantly improved policies and training, particularly in child protection, so all adults on site had a better understanding of how to report concerns and keep children safe. Evacuation procedures were practised regularly. Counsellors and peer counsellors provided confidential emotional support which students valued. Security and police officers were visible around the site and effectively supervised bus safety. Wardens provided additional supervision for students on school transport. All academy buildings were accessible for students, including those with special educational needs or limited mobility. Perimeter fences and academy doors had new security fittings that prevented unauthorised entry from the outside. The premises, including classrooms and bathrooms, were clean and frequently checked by the maintenance staff. The majority of students surveyed said they felt safe. The nurse provided day-to-day care for students' medical needs, including administering a vaccination programme. Personal record keeping complied with the school's required level of confidentiality. There was an improved range of healthy breakfast and lunch choices. Increased numbers of students selected meals consistent with the school's healthy lifestyle policy. There was a full range of sports and exercise that most students enjoyed.





SAFETY AND SUPPORT



Support and guidance

Support and guidance were good as demonstrated in positive relationships between staff and students. The personal guidance and counselling available to students was of high quality and prioritised their well-being and mental health. Girl Force and Boyz2Men were programmes specifically organised to target and improve identified students' social skills and self-esteem. Year 9 students received careers information and guidance that helped them make decisions when they made subject choices to match their future employment intentions. Students in Year 10 benefited from one week of work experience and Year 11 students received effective advice about the transition to the next stage of their education, for example, selecting and applying for places at school, college, or university. Learning Mentors recorded and monitored levels of attendance and behaviour for each academy but the data was not collated to examine and improve whole school trends. The quality of support for students with special educational needs had increased capacity with additional inclusion teachers employed to adapt and personalise learning activities that met learners' needs. External specialists, such as educational psychologists, supported this work with diagnostic assessment and advice that enabled students to make better progress.

LEADERSHIP AND MANAGEMENT

Quality Indicator	Current Inspection Judgement
6.1 Leadership	 Satisfactory
6.2 Self-evaluation and improvement planning	 Satisfactory
6.3 Links with parents and the community	 Good
6.4 Staffing and the learning environment	 Good



Leadership

Leadership was satisfactory. The new Principal had a clear and ambitious vision for the school and was supported by senior leaders who shared her commitment to improving standards of achievement and promoting the social and personal development of students. The Principal provided clear leadership in relation to teaching and learning and there was a comprehensive programme of lesson observations and learning walks in place, with a focus on supporting weaker teachers. School leaders identified areas where teaching and learning were strong. However, the dissemination of good practice had not yet proved wholly successful. Staff other than the senior team assumed responsibility for aspects of school performance. For example, teaching and learning co-ordinators worked with teachers in each academy, the SENCO supported provision for students with additional needs, and other staff were responsible for data management and extra-curricular programmes. They were competent and proactive in these roles. There was, however, a lack of clarity over reporting arrangements and accountability, particularly in terms of subject leadership across the whole school, and, as a result, initiatives were not always fully effective. Morale among staff was high. Teachers were supportive and collegiate in their approach. Senior leaders' management of self-evaluation and strategic planning lacked professional rigour. The self-evaluation judgements were too generous and improvement targets in the plan lacked challenge.



Self-evaluation and improvement planning

Self-evaluation and improvement planning were satisfactory. The school collected and collated a wide range of evidence for self-evaluation purposes. Senior leaders sought the views of stakeholders including teachers, parents and students about how well they thought the school was performing. School leaders had implemented comprehensive procedures for the monitoring of teaching and learning. Regular lesson observation allowed senior leaders to assess the quality of provision. Continuous professional development, based on perceived needs, was offered to all staff and was responsive to teachers' requests. Senior leaders used information gathered from a range of sources to evaluate key aspects of the work of the school. They demonstrated an awareness of the relative strengths of the school and the areas where improvements were needed. However, self-evaluation tended to focus on procedures rather than impact, and judgements were not sufficiently aligned to the framework standards. Improvement plans identified priorities and expected outcomes, but it was not always clear exactly how success would be measured. The school has successfully addressed a number of the recommendations from the last inspection report.



Links with parents and the community

Links with parents and the community were good. Parents felt welcome in school, they appreciated the approachability of staff and spoke warmly of the individual support offered to their children. Attendance at school events such as the talent show and sports day was high. There was an active parent-teacher association. The school consulted parents and informed them about the work of the school through surveys, e-mail and social media, and parents said they felt increasingly involved in the formulation of school policy. Reporting to parents was regular and detailed, giving clear information about students' academic progress and their personal and social development. Parents were engaged as partners in their children's learning through, for example, induction meetings, contact with the class tutor and an interactive parent forum. However, a significant minority of parents shared concerns about school communication. Individual parents mentioned exemplary support for children with special needs or those dealing with difficult family circumstances. A minority of parents were concerned about the physical learning environment such as litter, the lack of lockers and the operation of the canteen. The school had good links with the wider community, including visiting

LEADERSHIP AND MANAGEMENT

speakers, volunteering for community projects and links with neighbouring schools, which enhanced students' wider educational experience.

Staffing and the learning environment



Staffing and the learning environment were good. Teaching staff were well-qualified in the relevant subjects and the school benefited from high numbers of suitably qualified support staff, including additional assistant teachers appointed in the current academic year to work with students with additional needs. These assistant teachers were deployed effectively to modify the learning experience to suit individuals. The school possessed good specialist facilities such as science laboratories, sports facilities, a swimming pool and performance space which enhanced learning and allowed students to develop their talents and interests. The campus was spacious and generally well-maintained. However, the open-plan design of the building frequently inhibited teaching and learning. There was a high level of movement through teaching spaces and, at times, intrusive noise from neighbouring lessons made it difficult for students to hear the teacher or other students. Resources were plentiful and mostly used to good effect to enhance learning. For example, students in Key Stage 4 used laptop computers to carry out research and prepare presentations in business studies and science. This was less evident in Key Stage 3.

SURVEY RESULTS

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

Students	644	Parents	191	Staff	91
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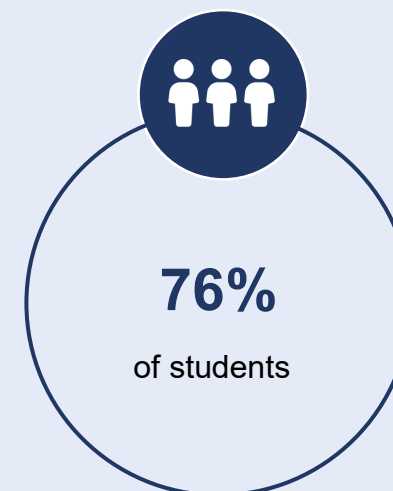
Students

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

Six hundred and forty-four students completed the survey which was an increased number from the previous year. 76% said they were satisfied with the quality of education at the school, an increase compared to the last inspection. Most students were positive about their progress in mathematics and science and almost all thought their greatest progress was in English. Students said they enjoyed most of their lessons which they felt were well resourced. A majority of the students surveyed appreciated support for homework and advice from teachers who explained to them how to improve. Most students were very satisfied with the opportunities they had to participate in extra-curricular activities.

Students’ main concerns were about general behaviour within the school that affected their feelings about safety. They thought only a minority developed a sufficient sense of community and environmental understanding. A majority expressed the view that the school could be more responsive to their concerns, especially those related to bullying.

Three hundred and eighty-three students submitted free text comments in addition to the survey. A minority gave critical views on school uniform, policy around hairstyles and the quality and selection of food available for lunch. A few expressed opinions about staff and student relationships but this was not reflected in student satisfaction about teaching in most lessons. Only a majority responded to the question about support for students with special educational needs due to lack of first-hand knowledge, but a few commented on lessons not well enough adapted for them to work independently.



Strongly Agree and Agree

13%

Increase since the last inspection

SURVEY RESULTS

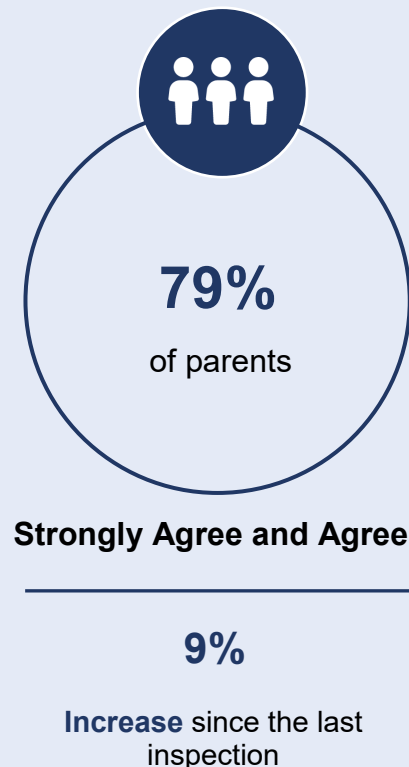
Parents

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

One hundred and ninety-one parents completed the survey, of whom 71% were Caymanian. Overall, most parents were satisfied with the quality of education provided by the school with 79% saying they strongly agreed or agreed with this statement. This was an increase since the last inspection. Most thought their children were making progress in English, science and non-core subjects, and the majority felt that progress in mathematics was good. Most were happy with the quality of teaching, the range of extra-curricular activities, and the way in which the school promoted environmental awareness and a sense of responsibility.

The majority of parents thought the school was well led and provided regular and helpful reports, but a minority disagreed. A majority were satisfied with the level and quality of the school's communication with parents, and agreed that parents were effectively involved in the work of the school. While only a significant minority of parents reported that they felt the school dealt effectively with incidents of bullying, a significant minority also shared that they were unsure or unable to answer the question. A minority of parents disagreed that the school dealt effectively with incidents of bullying.

There were 87 written responses. The majority were positive, but a significant minority expressed concerns about poor behaviour and incidents of bullying. A few were critical of the physical learning environment, for example, noise levels due to the open-plan design of the school and the cleanliness of the buildings.



SURVEY RESULTS

Staff

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

91 teachers and support staff completed the survey. Most staff were from overseas and a majority had worked at the school for more than three years. All staff indicated that, overall, the school provided a good quality of education, which was an increase compared to the previous inspection.

Almost all staff judged the school to be well led. Similarly, almost all felt the school offered a safe and caring environment for all members of the school community, that assessment and careers education were appropriate and that students with SEN were well supported. In addition, almost all staff felt that the next steps in learning are well signposted for students and that students are able to engage in a range of extra-curricular activities.

Most staff believed the school encouraged students to take responsibility for themselves and their environment and that resourcing and professional development activity were appropriate. Most staff thought behaviour was good, and almost all felt that students were treated fairly by all staff and that there were good arrangements to address incidents of bullying should they occur. Almost all staff indicated they were sufficiently involved in self-evaluation and school improvement. A majority of staff agreed that parents were involved appropriately and that the attendance at parent meetings was good.



100%

of staff

Strongly Agree and Agree

12%

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

adminOES@gov.ky

Where to read our reports

Our reports are published regularly and are currently available on the Cayman Islands Government website. Please use the following link to read our latest publications.

www.oes.gov.ky





www.oes.gov.ky | adminOES@gov.ky

Office of Education Standards
Government Administration Building
133, Elgin Ave, George Town
Grand Cayman