

INSPECTION REPORT

OFFICE OF EDUCATION
STANDARDS

OCTOBER 2023



Lighthouse 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	Lighthouse School
	Address	223A Shamrock Road, Red Bay, Grand Cayman
	Telephone number	(345) 947-5454
	Website	https://schools.edu.ky/lhs
	Name of the principal	Ms. Deniece Williams (Acting)
	Date of this inspection	10 October - 12 October, 2023
	Date of the last inspection	27 April - 29 April, 2021





Students

	Number of students on roll	118
	Age range of the students	5-17
	Grades or year groups	1-12
	Number of Caymanian students	96
	Number of students with special educational needs	118
	Largest nationality group of students	Caymanian






SCHOOL INFORMATION




Staff

	Number of teachers	16
	Number of teaching assistants	38
	Teacher-student ratio	1:7
	Teacher turnover	13%

Curriculum

	Main curriculum	Caymanian National Curriculum (Adapted)
	External tests and assessments	Award Scheme Development and Accreditation Network (ASDAN), City and Guilds, Performance Indicators for Valued Assessment and Targeted Learning (PIVATS 5)
	Accreditation	City and Guilds, ASDAN







School inspection overall performance history

Cycle 1 Inspection	February 2019	 Good
Cycle 2 Inspection	April 2021	 Good
Cycle 3 Inspection	October 2023	 Good



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	 Good	▶
1.1 Students' progress in English	 Good	▶
1.1 Students' attainment in mathematics	 Good	▶
1.2 Students' progress in mathematics	 Good	▶
1.2 Students' attainment in science	 Good	▶
1.2 Students' progress in science	 Good	▶






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	 Excellent	▶
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	 Good	▶
3.2 Learning	 Good	▶
3.3 Assessment	 Good	▶







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	 Excellent	
5.2 Support and guidance	 Excellent	



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	 Good	▶
6.2 Self-evaluation and improvement planning	 Satisfactory	▼
6.3 Links with parents and the community	 Excellent	▶
6.4 Staffing and the learning environment	 Good	▶



OVERALL PERFORMANCE

Lighthouse School was founded in 1976 by the National Council of Social Services to meet the educational requirements of children with special educational needs. The school provides education to 118 students ranging in age from five to 17 years.

The student body comprises individuals with a range of learning, social, emotional and health needs. These include Autism Spectrum Disorder (ASD), Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), Profound and Multiple Disabilities (PMLD) or Social, Emotional and Mental Health Needs (SEMH). Students enrol at different points in their educational journey from the beginning of Year 1 to the end of Year 12. The cohort of the school has changed over the past four years, with the enrolment of more students with ASD, SLD and PMLD and fewer with MLD. A small group of medically vulnerable students engage in hybrid learning, joining their class online for lessons, devotions, and lunch.

To accommodate the growing student population, there were plans to extend the school's facilities to include early years children and to provide more space for secondary students. Students followed personalised learning programmes based on an adapted version of the Cayman Islands National Curriculum. Older students have the opportunity to pursue programmes from the Award Scheme Development and Accreditation Network (ASDAN) and City and Guilds.

The current Acting Principal had previously been Deputy Principal and took up her new role in April 2023. This was the third change of Principal in the past four years. The two previous Principals had been promoted to work in the Cayman Islands Department of Education Services.



OVERALL PERFORMANCE

What the school does well

- The school provides a calm, safe, and supportive community for students and families which resulted in happy students and good attendance.
- Positive and supportive relationships between staff, staff and students led to excellent student behaviour.
- Effective dedicated and driven leaders provided positive role models.
- High levels of staffing with committed and highly trained teachers and teaching assistants and an extensive range of medical and other specialists provided effective support for students' progress and wellbeing.
- Excellent links with parents and the community have enabled parents to support their children's complex needs at home and allowed students to participate in and contribute to the wider community.

Recommendations

Improve leadership by:

- strengthening self-evaluation and school improvement by analysing data and other information more rigorously to identify clearer school improvement targets;
- developing middle leaders and involving them more fully in improvement planning;
- focusing lesson monitoring on the progress which all students make.

Improve the quality of teaching by:

- using assessment information more effectively to plan tasks to meet the needs of all students and include problem solving and critical thinking;
- planning opportunities to develop students' independence and communication skills, including access to their augmentative communication aids;
- reviewing curriculum opportunities to better meet the bespoke interests and needs of students.



OVERALL PERFORMANCE

What has improved since the last inspection?

- Provision and support for students with complex medical and other needs in partnership with other specialist agencies.
- Support and guidance for students.
- Enhanced buildings and facilities for students which could be used by the community.



OVERALL PERFORMANCE

► Good

Lighthouse School was judged to be good. Students made good progress because staff knew them well, valued and celebrated their strengths and effectively supported their needs. The school had a strong ethos which was safe, calm, and respectful.

The majority of students reached levels higher than expected for students with special educational needs given their starting points and complexity of needs. School data showed that most achieved more than students in similar schools. Support and guidance were excellent. All staff were well-trained. Relationships throughout the school were positive and supportive.

Leadership was good. Leaders were clear in their drive to meet the needs of all students in their care. Staff were positive, and supported and appreciated their leaders. Staff retention was good. Students benefitted from a range of specialist resources, but some such as augmentative communication aids were not always used effectively. Leaders had used their understanding of their school to modify the effectiveness of provision with a changing cohort. However, processes for self-evaluation and improvement planning were insufficiently focussed and rigorous to target appropriate priorities. A minority of middle leaders were new and inexperienced and were developing their leadership skills. They were at an early stage of having an impact on school improvement.

Behaviour for learning was excellent. Students who exhibited challenging behaviours were exceptionally well-managed and supported. Students developed their understanding of the Christian faith and Caymanian culture well through visits, clubs and visitors which also extended students' learning and experiences of life.

Health and safety arrangements were excellent. Policies, protocols and procedures to safeguard students were robust and embedded. There were highly effective systems in place for monitoring students' arrival and departure.




Excellent links with parents and the community effectively involved parents in students' learning, extended what the school provided and enabled students to play a positive part in the wider community's awareness of diversity.

Teaching, learning and assessment were good. Assessment systems were comprehensive, but assessment information was not always used well enough to ensure that all activities were sufficiently challenging for all students to maximise progress and reach their fullest potential. Teaching staff occasionally stepped in to help a minority of students too quickly which reduced learning of independence and problem-solving skills. The curriculum was adapted well to provide practical learning but not yet sufficiently well matched to all students' bespoke interests.



ACHIEVEMENT

Students' attainment in relation to international standards

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



English

Attainment in English at the primary and secondary phases was good. School based assessments, using internationally recognised tools (PIVAT 5), showed that the majority of primary students gained above expected results. Older students entered for alternative programmes, ASDAN and City and Guilds, also achieved good, certificated outcomes. In primary classes, the majority of students understood what they were learning in relation to their needs and learning abilities. Older students with profound and multiple disabilities (PMLD) recognised phonemes, and the majority could sound them out or demonstrate understanding. Secondary students with moderate learning disabilities (MLD) recognised letter sounds and applied them to read whole words through blending. The majority of secondary students with autism spectrum disorder (ASD) and students with intellectual disabilities (ID) recognised the difference between questions and commands and could order mixed-up sentences. An increased focus on reading comprehension had improved students' understanding when following text but independent creative language was less well developed. Younger students recognised sound through individual and choral repetition. Those with limited oral skills used alternative resources to communicate responses. Students demonstrated understanding of rhymes through songs and actions.



ACHIEVEMENT

Students' attainment in relation to international standards



Mathematics

Attainment in mathematics at both primary and secondary phases was good. School-based assessments demonstrated that the majority of primary students achieved better than expected results. The majority of older students who were entered for alternate certification (ASDAN) also attained higher levels than expected given their varying levels of complexity of need and initial starting points. Given the range of needs and abilities, the majority of students attained well in lessons and in their work. More able MLD students in secondary classes understood and compared place value to 4 digits, wrote number sentences and could read and set the time on analogue clocks on the hour and half past. The majority of older SLD students could indicate which objects were heavier or lighter. The majority of Primary ASD students recognised and represented numbers in different ways. They could count, order numbers, and add and subtract one and two digit numbers. The majority successfully matched shapes, numbers and different denominations of Caymanian currency. The majority of MLD students could find missing numbers and demonstrated an understanding of place value. However, only a few students could accurately apply their mathematical knowledge to real-life problems.



Science

Students' attainment in science was good across both primary and secondary phases. In lessons, students worked above their expected targets according to their level of ability and need. Internal science data based on PIVATS 5 from the end of the previous school year, classroom observations and work scrutiny showed that the majority of students attained levels above expectations. Students across the school accurately understood key states of matter and physical change. The majority of primary students successfully categorised living and non-living things whilst secondary students described ice as it melted in the sun and identified that liquid was turned into gas by a heated diffuser. Primary ASD students made predictions before investigating and describing changes when chocolate, butter and ice-cream were put in ice or hot water. Students in the PMLD classes effectively grasped scientific concepts related to change through focussed bursts of exploration while engaging in sensory activities such as adding water to flour and manipulating shaving cream.



ACHIEVEMENT




Students' attainment in relation to international standards

Students' understanding of scientific methods was limited due to insufficient opportunities to explore, create and conduct practical experiments themselves.



ACHIEVEMENT

Students' progress in key subjects

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



English

Progress in English at the primary and secondary phases was good. The majority of students made better than expected progress in relation to their wide-ranging starting points. In primary lessons, students made good progress as they were introduced to phonics, practised letter formation, and used the “Fred Fingers” syllable counting technique to break down word into their individual sounds. Their progress was evident as they suggested rhyming words in class and segmented unfamiliar words when reading aloud. Primary ASD students listened to the “Old MacDonald” song and then described the name and colour of the animals. The majority knew the different sounds each animal made and repeated them in the plenary. Photographs showed that students in the secondary classes had made good progress in writing project work for the alternative curriculum programmes. Not all students with more complex needs progressed as rapidly but they were encouraged to engage in the activities presented. In one lesson, a child with PMLD recognised the qualities of a toothbrush through sensory activities whilst others explored the word ‘toothbrush’ in sentences and flash-card recognition. Older non-verbal students with SLD demonstrated progress and understanding as they pointed to statements on wall charts.



ACHIEVEMENT

Students' progress in key subjects



Mathematics

Progress in mathematics was good in both the primary and secondary phases. In lessons and in their work, the majority of students made better than expected progress in relation to their starting points. All groups of students made better progress when tasks were practical. For example, when using scales to compare light and heavy objects or measuring ingredients when cooking. Tangible resources and manipulatives such as Base Ten Blocks and Ten-frames helped the majority of students throughout the school progress well in their understanding of number, place value and addition. The majority of more able Secondary ASD students developed their understanding and skills well as they used systematic strategies to estimate, count and check a given number of objects. Throughout the primary phase, the majority of students made good progress by counting, sorting and making repeating patterns with a range of objects. Good progress was enhanced throughout the school as students chose and played mathematical games on devices such as laptops and iPads. Progress was occasionally slowed when tasks were insufficiently well matched to students' needs. For example, very simple single or four-piece shape insert puzzles were too easy for a significant minority of SLD secondary students.



ACHIEVEMENT

Students' progress in key subjects





Science

Students' progress in science was good across both phases. Internal school data from summer 2023, using PIVATS 4 indicated that the majority of students made better than expected progress from their starting points. This was supported by work scrutiny and observations of learning. Younger primary students made good progress in their knowledge of an animal's need for air as they breathed in and out and searched for pictures of living and non-living things around their classroom and from a sensory box. In a primary ASD class, students developed their prior knowledge of plant growth as they learned about seed dispersion. Students successfully developed their scientific understanding as they went outdoors on a hunt for objects and decided what form of matter they found. In a secondary ASD class, students progressed in their scientific knowledge as they made models of local wildlife and researched information about the animals' diet and habitats. In an SLD secondary class, students made good progress as they correctly sequenced plants in various stages of growth. Progress in science was slower in a significant minority of lessons across the school which did not include investigation and experimentation.



STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT

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

Behaviour



Behaviour was excellent across both phases. Across the school, students demonstrated respect and tolerance for others. In the student survey, all respondents said that they enjoyed learning. This was supported by classroom observations where students demonstrated highly positive attitudes towards their work and showed enjoyment when completing tasks. Students made good progress in their ability to self-regulate. For example, students including those with ASD, used calming areas in classrooms and breathing techniques very effectively to help them relax. Relationships between staff and students were exceptionally positive and supportive. Students responded with respect and consideration for staff as they calmly and very patiently provided support. During the inspection parents commented how well their children's behaviour had improved on trips and at home since they had been at Lighthouse. All students who completed the survey said that they felt safe at school. Students showed care and were generous to each other. When given the opportunity, they successfully collaborated in their learning. All students wore the school uniform correctly. Attendance was in line with similar special education schools internationally.



STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT




Civic and environmental understanding



Civic and environmental understanding was judged as good in both the primary and secondary phases. Given their complex needs, most students developed a good understanding of Caymanian culture. They cherished their family units and community, and shared information about the different areas where they lived. Students visited sites of historic significance and understood that the Cayman Islands National Museum and Pedro St. James were important to the preservation of Cayman's history. In many classrooms, students actively took on roles of responsibility and completed tasks which helped the lessons run smoothly. Most students, including those who were learning from home, joined in devotions and prayers, Christian worship songs and the national song. They said grace before meals to the best of their abilities. Students showed high levels of tolerance and respect for others. They participated in beach clean-ups and learned about protecting the environment during activities with the Mangrove Rangers. The school's recycling initiative was inconsistently implemented across the school.



TEACHING, LEARNING AND ASSESSMENT

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

Teaching

Teaching at both primary and secondary phases was good. Lesson plans showed that teachers knew their students well and had carefully considered their individual needs and levels of learning during planning. However, plans were not always implemented effectively as teaching staff sometimes provided excessive support or premature answers to questions. This reduced the impact of teaching and opportunities for students to think critically and problem solve. Lessons were calm because teachers maintained supportive and respectful relationships with students and managed behaviour well. Teachers explained their expectations quietly and purposefully and reinforced classroom management with praise, humour and clear guidance. Focused training for teaching assistants had improved their confidence and competence in teaching. For example, in one lesson teaching assistants effectively led the whole class whilst the teacher worked with individual students. Purposeful cross curricular links were seen in some lessons. For example, in one secondary art lesson, students created pictures of animals using simple regular shapes, reading and following instructions in simple script and symbols. In a primary science lesson on solids and liquids, the teacher maintained the focus of ASD students as she involved them in predictions and practical investigations with well-planned resources.





Learning

Learning was good in both phases. Students were eager to learn, interested in lessons and enthusiastic in discussion. Individualised activities and concentrated support enabled them to engage in manageable, achievable tasks. In English, students collaborated with peers in research and occasionally completed short tasks independently. In mathematics, they used devices to extend their learning by applying their knowledge of number. In life skills, secondary PMLD students learned how to dress themselves, check their appearance and improve self-sufficiency. Alternative programmes helped secondary students to develop skills such as cooking, gardening and budgeting. These activities supported students to make links between subjects such as horticultural and scientific inquiry or literacy and maths whilst shopping within a budget. Most students used technology well to enhance learning. In effective lessons, students learned through practical tasks and investigation, such as a life skills lesson in which primary PMLD students learned to use cutlery to feed themselves. Their successes were always celebrated. Students did not always have sufficient opportunities to persevere with learning or to learn from their mistakes.



Assessment

Assessment was good in both primary and secondary phases. Procedures had been developed and refined over recent years. A considerable amount of data was in place which the majority of teachers used effectively to inform their planning and delivery. In lessons, teachers frequently checked their students' understanding and whether targets set in Learning Support Plans (LSPs) were being reached. They did this through students' portfolios, individual and group questions, peer interaction, observations and self-assessment. PMLD and SLD students were assessed on their levels of engagement and tracked along well developed 'routes of learning' which had been designed to record and celebrate these students' steps of development. Students with MLD were encouraged to consider what they needed to learn next. A minority of teachers were not fully conversant with data. The school had a clear marking policy, but this was implemented inconsistently. In the best practice, teachers provided purposeful commentary for students through stamps denoting 'verbal feedback', 'no help given', 'assisted work' stickers along with "what went well" and "even better if" charts. Not all staff used their assessment knowledge sufficiently well to ensure that teaching and activities matched students' individual needs and learning levels.

CURRICULUM

Quality Indicator	Current Inspection Judgement
4 Curriculum	 Good





Curriculum

The curriculum was good in the primary and secondary phases. An adapted version of the Cayman Islands National Curriculum was supplemented by therapeutic programmes, personalised learning plans and ASDAN in the secondary phase. Curriculum leads continually reviewed the curriculum to ensure that it was broad, balanced and relevant for all. Whilst these leads had expanded the range of pathways offered to students these were not yet sufficiently bespoke for all students' complex needs and interests. Regular speech and occupational therapy increased students' learning and access to their curriculum. Extra-curricular activities, including sailing and Taekwondo enhanced learning and life experiences. Older ASD students loved weekly chess classes from a visiting chess master and were preparing to enter local tournaments. Positive curriculum links provided practical ways for students to use, deepen and embed their mathematical understanding of geometry. Partnerships with the National Trust, National Gallery and a local theatre, further enriched the curriculum. Inclusion Cayman contributed to identifying essential work skills, which were integrated into the secondary curriculum, to prepare students for future employment. Transitions were seamless and parents and students were appropriately supported at each stage.



SAFETY AND SUPPORT

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

Health and safety



Health and Safety were excellent in both phases. The school was a safe space for students and staff. Child protection and safeguarding arrangements were rigorous and shared with all stakeholders. Records were kept securely. All staff, including outside agencies, bus contactors and volunteers were trained in safeguarding each year. Reminders of safeguarding points and personnel were posted in every classroom and in key areas around the school. Effective policies and procedures, including those for fire and electric safety and those to protect students from all types of abuse and bullying were firmly in place and reviewed regularly. Protocols for safety were shared with students, through appropriate social stories. Staff were vigilant and dealt quickly, sensitively, and effectively with students' needs and concerns. Procedures for students' arrival and departure at school were expertly managed. Buildings and equipment were in excellent condition and repaired promptly when necessary. Sensory spaces, sensory rooms and other outdoor spaces were available to students throughout the day. Access to the new large-scale playground equipment which had been installed, extended opportunities for active exercise beyond the school day. Staff, including school cooks and the school nurse, continually promoted safe and healthy lifestyles.



SAFETY AND SUPPORT





Support and guidance



Support and guidance were excellent in both phases. All staff, including those who worked in the canteen and on the buses, had very positive relationships with students. Staff knew each student well and understood their needs. Leaders and teachers worked in partnership with a host of colleagues and outside agencies which provided specialised support for all students. Specialists liaised closely with the school and provided training for staff and support for students and their parents. The Department of Education Services and school funded hybrid learning and a community teacher to support home-learning for the few PMLD students who could not attend physically due to medical reasons. Every student had a learning support plan (LSP) which was written and discussed collaboratively with specialists and students' parents. These tracked students' well-being, personal and academic progress each term. Most older students completed ASDAN certification and had opportunities to experience and practice activities such as cooking, car washing, office administration, hospitality and gardening in and beyond the school. However, students in the primary phase were not included in these practical career opportunities. Transition arrangements for students within the school, and for those entering and leaving, were well-managed.



LEADERSHIP AND MANAGEMENT

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

Leadership



Leadership was good. The senior leadership team, comprising the acting principal and two deputies, were highly committed and experienced. This team worked collaboratively for the good of students and provided secure and visible leadership for the whole school community. Staff shared a common purpose and vision. They all spoke positively about leaders. Leaders had taken effective strategic decisions, such as rolling out ASDAN across the school, to increase opportunities for students to learn through practical, relevant tasks. This had maintained students' progress despite an increase in the complexity and severity of students' needs. Middle leaders had good specialist subject knowledge which they used to identify and address teachers' and teaching assistants' professional development needs. A significant minority of middle leaders were new to their role and were at early stages of monitoring and improvement planning. Leaders provided effective training for teaching staff. Professional development in 'Read, Write, Inc' had helped them to support students' literacy skills and maintain good progress in English. Senior leaders had the understanding, competence and capacity to identify and secure further improvement, but there was insufficient focus and challenge in self-evaluation efforts. As a result, judgements were sometimes too generous and improvement targets lacked precision.





Self-evaluation and improvement planning

Self-evaluation and improvement planning were satisfactory. Leaders had a secure and sound knowledge of the school because they appropriately monitored a range of data and were committed to improvement. Lesson monitoring focused on strategies and the learning environment and required greater emphasis on the learning and progress students made. This led to an over positive view of teaching and reduced leaders' targeted focus for improvement. Similarly, leaders had looked at achievement data and had been encouraged by positive outcomes. However, they had not analysed students' achievement or carefully examined how well all groups of students were progressing with sufficient rigour. This, along with external advice, had contributed to an over-positive self-evaluation which also contained inconsistencies of text and grade. Leaders had made satisfactory progress in addressing areas for development from the previous inspection. They had streamlined and linked self-evaluation and the school development plan which had made these more useful and manageable. These were, however, not sufficiently fine-tuned to help leaders pinpoint specific priorities for improvement. The recommendation to provide more opportunities for students' perseverance and problem-solving remained an area for development.





Links with parents and the community

Links with parents and the community were excellent. Extremely strong, effective partnerships between staff and parents successfully helped both groups to collaboratively support student's learning and development. Termly written reports, including comprehensive next steps for learning, were detailed and personalised. These were supplemented by termly progress meetings and informal conversations and emails, especially if parents or staff had any concerns. In addition, videos on the school's social media page provided news about the school and additional ideas of how parents could support their children's learning. During the inspection, parents expressed their appreciation for the school and how much staff had helped them support their children. Feedback from the survey for parents indicated that 98% were satisfied with the education that the school provided. Students were involved in a range of community events such as corporate training days. A wide range of regular parent and community volunteers, including a local chess master, provided additional adult supervision in class and on outings. They also provided specialist input and additional fundraising support for provision such as the sensory garden.



Staffing and the learning environment

Staffing and the learning environment were good. The school was fully staffed. A high level of passionate and well-trained teaching assistants supplemented a range of well qualified teachers. Staff were positive about the school and about the students. A diverse team of professionals including specialist teachers, school nurse, educational psychologist, speech therapists and a visual impairment teacher provided further input for students. To address the growing need, there were plans to provide additional much needed space for secondary students and facilities for an early years' department. Students had a range of books in their classrooms but rarely used the school library. Leaders were developing this with the support of the community literacy group, LIFE. Leaders used their detailed knowledge of students to prioritise and purchase specialist resources such as dynamic seating to aid concentration. In addition, iPads for communication and hoists to safely move PMLD students with physical disabilities were available. Symbols as well as individual laptops and tablets were used well in class for communication and learning. A significant minority of students did not take these with them at lunch and break times which reduced opportunities for communication throughout the day.

SURVEY RESULTS

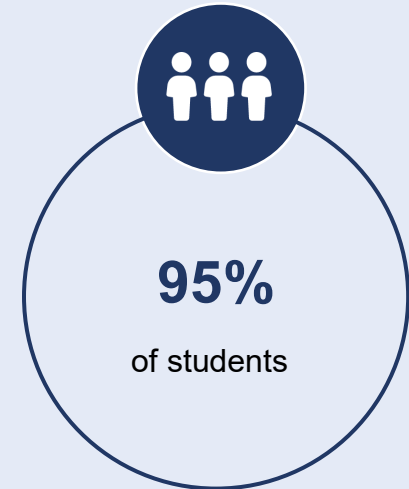
Before the inspection, the views of parents, staff and students were surveyed. The numbers of participants that completed the survey were:

Students	20	Parents	73	Staff	56
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Students

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

Twenty students completed the survey. Their responses were very positive. Almost all students were satisfied with the quality of education provided at the school. Almost all felt they were making good progress in English, mathematics and science. The majority of students felt that behaviour was good among most students, and that they understood their responsibilities as members of the wider society. All students responded that their lessons were good and that they enjoyed their lessons with teachers who helped them understand how well they were doing. A majority of students felt there was a good range of extra-curricular activities while almost all felt the school offered the subjects they wished to study. All students responded that they felt safe and cared for at the school, were treated fairly and that any incidents of bullying were effectively dealt with. All agreed that they received the help they needed. A majority of students felt that the school helped them to make good choices about their future education and careers. Most felt that the school was well led. All responded that the school had qualified and suitable staff and quality resources and that they received information on their progress and next steps. Almost all felt they were given good opportunities to learn in the wider community. Students who offered comments were positive, including that they enjoyed attending the school and learning.



Strongly Agree and Agree

2%

Decrease since the last inspection.

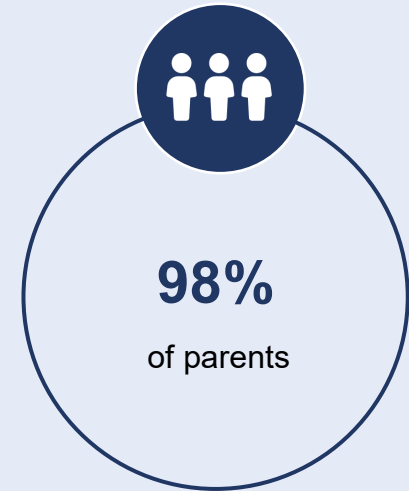


SURVEY RESULTS

Parents

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

Almost all of the 73 parents who responded to the online inspection survey were satisfied with the quality of education provided by the school. This was an increase since the previous inspection. All of them felt that their children were given good support with their special educational needs. Almost all said their children were safe at school, thought the school was well led and that communication between themselves and the school was strong. In addition, almost all agreed that their children were treated fairly and were taught well. They felt that reports and parent-teacher meetings were frequent and useful. Almost all parents expressed that behaviour in the school was good and that any concerns were effectively dealt with. The majority of parents felt that any bullying was dealt with well. The majority agreed that their children were making good progress in English, mathematics and science but a significant minority were unable to answer this question. Most parents stated that their children had a good understanding of the environment and their responsibility in the community. Most felt their children had access to a range of subject choices. A majority were confident that their children were given good guidance about future education or career choices. Parents’ comments in the survey were overwhelmingly positive about the school. A few expressed a desire for their children to have homework.



Strongly Agree and Agree

9%

Increase since the last inspection.



SURVEY RESULTS

Staff

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

Fifty-six members of staff responded to the inspection survey. All but four of these were teaching staff. Almost all agreed that the school provided a good quality of education. This was a slight dip since the previous inspection. Almost all respondents thought that the school was a safe and caring environment, that any incidents of bullying were dealt with and that students were treated fairly. Almost all indicated that there was good support for students’ special educational needs and that assessments of students’ learning were in place. Almost all felt that links with the wider community were good, that staff were well-qualified and that the school was well-led. Most respondents agreed that students’ behaviour was good, that students knew their next steps for learning, were encouraged to lead healthy lifestyles and make good career choices, that parents’ meetings were well attended and that parents were involved with the school. Most felt that the school had a good range of resources and that students had a good understanding of the environment. Most stated they were involved in school evaluation and improvement and that their professional training was good. The majority of staff who responded felt that the curriculum was suitable, broad and that students had a good understanding of their responsibilities in the community. However, a significant minority, of respondents disagreed that the curriculum was suitable and a minority, disagreed that the students had a good understanding of their community responsibilities. Additional comments from staff suggested more training for teaching assistants and additional music, speech therapy and vocational training for secondary students was needed.



96%

of staff

Strongly Agree and Agree

4%

Decrease since the last inspection.



WHAT HAPPENS NEXT?

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

This should address:

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

WHEN WILL THIS SCHOOL BE INSPECTED AGAIN?

As the school is judged to be 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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