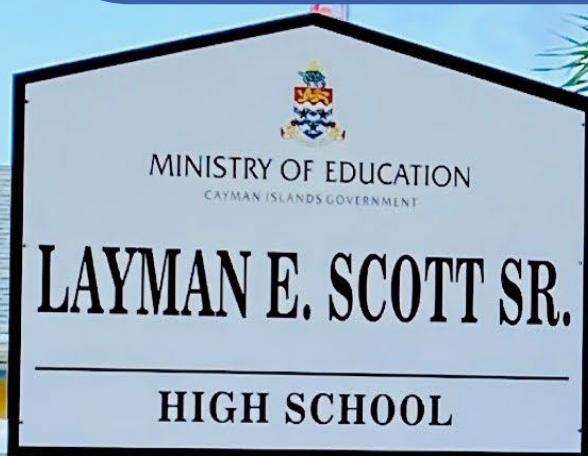


INSPECTION REPORT

OFFICE OF EDUCATION STANDARDS
CAYMAN ISLANDS GOVERNMENT

OCTOBER 2023



Layman E. Scott Sr. 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 | Layman E. Scott Sr. High School |
|  | Address | 941 A Dennis Foster Road, Cayman Brac |
|  | Telephone number | (345) 948-2226 |
|  | Website | https://schools.edu.ky/leshs |
|  | Name of the Principal | Mr. Devon Bowen |
|  | Date of this inspection | 16 October - 18 October, 2023 |
|  | Date of the last inspection | 18 May - 20 May, 2021 |

Students




| | | |
|---|--|-----------|
|  | Number of students on roll | 155 |
|  | Age range of the students | 11 - 17 |
|  | Grades or year groups | 7 - 12 |
|  | Number of Caymanian students | 127 |
|  | Number of students with special educational needs | 39 |
|  | Largest nationality group of students | Caymanian |

SCHOOL INFORMATION


Staff

| | | |
|---|--------------------------------------|-----|
|  | Number of teachers | 27 |
|  | Number of teaching assistants | 9 |
|  | Teacher-student ratio | 1:6 |
|  | Teacher turnover | 11% |

Curriculum

| | | |
|---|---------------------------------------|---|
|  | Main curriculum | Cayman Islands National Curriculum |
|  | External tests and assessments | CSEC, IGCSE, BTEC, CAPE, GL Assessments, CAT4 test. |
|  | Accreditation | Accreditation includes examining bodies listed above. |

School inspection overall performance history

| | | |
|---------------------------|--------------|---|
| Cycle 1 Inspection | October 2018 |  Satisfactory |
| Cycle 2 Inspection | May 2021 |  Good |
| Cycle 3 Inspection | October 2023 |  Good |

SUMMARY







Layman E Scott Sr. High School opened in 1967 and remains the only community co-educational secondary school on Cayman Brac. The school's mission is to enable students to develop their full potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy. Students enter Year 7 from each of the two primary schools on the island. The school caters for students between the ages of 11 and 17. At the end of Year 11, students matriculate to the Dual Enrolment Programme, pursuing associate degrees with the University College of the Cayman Islands. Students study a number of courses bespoke to their needs and circumstances. A quarter of students have special educational needs (SEN), which is a relatively high proportion. The provision is led by the Special Educational Needs Coordinator (SENCO).

The number on roll varies from year-to-year, depending on the demographics of the island. At the time of the inspection, there were 155 students on roll, a similar number as at the time of the last inspection, which meant that there was a low student-teacher ratio and small classes. Since the previous inspection, the Principal and the Deputy Principal have taken up their substantive appointments, having been acting in these posts previously. This has led to a stable senior leadership team. A new Deputy Principal was seconded to the role for one year following the retirement of a colleague. Staff turnover is below average, which also has a stabilising effect. The previous inspection in May 2021 judged the school to be Good. Although this remained the overall picture, there have been several improvements since then and the school has sustained and improved its efforts to provide a centre of excellence in learning.





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 |  Excellent | ▲ |

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 | ▶ |

SUMMARY

3.3 Assessment







Good



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 |  <p>Good</p> |  |





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 |  <p>Good</p> |  |
| 5.2 Support and guidance |  <p>Excellent</p> |  |



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

OVERALL PERFORMANCE

What the school does well

- The excellent leadership of the Principal and senior leaders provided a clear focus upon raising standards and the quality of education.
- Students' behaviour was excellent, and they had positive attitudes to learning.
- Provision for students' civic and environmental understanding offered numerous opportunities to develop their excellent understanding and appreciation of global and local issues.
- The excellent support and guidance provided for students.
- The excellent links and partnership with parents and the community.

Recommendations

- Share best practice across the school to accelerate progress and further raise attainment.
- Ensure marking is consistent and provides students with clear next steps to improve, and that teachers check the extent to which students follow this guidance in subsequent work.
- Fully embed all aspects of the Key Stage 3 curriculum and ensure that the progress from Year 7 to 11 is clearly mapped in all subjects.

What has improved since the last inspection?

- Good progress had been made in developing further strategies for challenging the highest achievers and supporting those struggling to learn. Expectations have been raised and learning scaffolded to help less able students to achieve the lesson objectives.
- Strong emphasis had been placed upon the promotion of students' critical thinking skills and peer assessment. Some headway had been made but school leaders acknowledged strategies were not yet fully embedded.
- Teachers' non-teaching time was more effectively distributed and had a positive impact on the learning of a few students. There was more to do to ensure the maximum impact, for example, in supporting students' use of the library.
- The quality of leadership which was judged good in the previous inspection was now judged as excellent.



OVERALL PERFORMANCE

► Good

The overall performance of Layman E. Scott Sr. High School was good. A purposeful and inclusive atmosphere permeated the school, which reflected the school's excellent attention to students' safety and wellbeing. Key to the school's success was the excellent leadership, headed by the highly effective Principal, which had improved from good to excellent since the previous inspection. The school had made several key additional improvements since the previous inspection. Students' behaviour and civic and environmental understanding, support and guidance for students and links with parents and the community had improved from good to excellent. Rigorous self-evaluation involving staff, students and parents meant that there was a high degree of commitment to the school's improvement targets by all stakeholders.

Students' good attainment in English, mathematics and science had been sustained. Progress in these three core subjects continued to be above expectations, reflecting the good teaching, learning and assessment. Teachers' knowledge and passion for their subjects was a strong feature of lessons. They knew students well and often went the extra mile to support them. For their part, students' behaviour and positive attitudes to learning were excellent. Relationships between students and staff were warm and friendly underpinned by mutual respect.



Students' academic achievements were not at the expense of other subjects. They benefitted from a curriculum rich in opportunities, including sporting, musical and technological activities which contributed to their all-round development. Effective career programmes and work experience enabled students to make informed decisions about their subsequent education or employment.

Excellent links with parents and the community had been established. Parents were fulsome in their praise for the school. They felt they were partners in their children's education and greatly valued the extent to which they were kept informed and consulted. Parents much appreciated the excellent support and guidance their children received. Links with the community brought an added dimension to students' learning. They participated in many events both locally and more widely, including sporting competitions and musical performances.

Students' behaviour and attitudes to learning and their civic and environmental understanding had flourished and were now excellent. They were a credit to the school and their parents.

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

In English attainment was good. In regional English language exams, most students in Years 10 and 11 attained Grades 1 and 2 which was above international standards and indicated excellent attainment. The majority of students achieved in line with international standards in the literature examination, with over a third achieving the higher grades. In a Year 12 lesson, students were able to think critically and prepare effective arguments for a proposal, for example, "How religions define manhood", Attainment in Key Stage 3 was good. Internal assessments and external reading tests indicated that by the end of Year 9, the majority of students were working above international standards. This was consistent with what was seen in both lessons and workbooks. Most students could read fluently and spell accurately and read for meaning. In a Year 7 class, students read confidently in turns and then answered challenging questions on a short story. In a Year 8 lesson, students confidently discussed characterisation in the novel *Buddy* and were able to search for evidence to support different perspectives on one of the main characters.

ACHIEVEMENT

Students' attainment in relation to international standards



Mathematics

Attainment in mathematics was good. In national tests, students' performance was consistently above average. In recent years there had been a dip in attainment. However, in 2023 there was a significant improvement in students' attainment resulting in the majority achieving above average standards in external examinations. Most students in Year 11 had already achieved standards in line with those found nationally in CSEC mathematics, having taken the examination a year early. Internal assessments at the end of last year in Key Stage 3 indicated that the majority of students were working above the levels expected, although this was not the case for the current Year 8 students. Students' levels of attainment during lessons indicated that most were working at least at or above the end of year expectations, which aligned with the school's most recent assessment information. This was evident, for example, when Year 9 students were finding the length of an arc of a circle. Year 10 students showed an excellent grasp of writing algebraic expressions in different forms and articulating the process. In Key Stage 3, students' fluency in numeracy was inconsistent which often constrained their calculations during some lessons.






Science

Attainment in science was good. By the end of Year 11, almost all students attained a level which was in line with regional and international standards, and half were at a level above this. In lessons and in recent work, attainment was slightly better in Key Stage 3 than in Key Stage 4. Across Key Stage 3, most students' attainment was in line with the standards expected, and a majority were above this. Students collaborated and discussed their work and defended their point of view which resulted in deepening their understanding. For example, Year 9 students debated whether left or right handedness was a continuous or a discontinuous variable. Practical skills were evident, with most students able to display age-appropriate skills of manipulation and measuring. For example, students in a Year 7 class could fold filter paper correctly and measure water accurately. Real-world connections strengthened understanding of concepts, as when students in a Year 8 class described how leaves were adapted to capture light for photosynthesis. Investigative skills were not always evident across the school.

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 was good. A majority of students in Years 10 and 11, including those with SEN, made better than expected progress in relation to their starting points. As a result, they achieved well in their external examinations, particularly in English language. In a Year 12 class, because of the effective questioning by the teacher and the research tasks they undertook, students made good progress in being able to distinguish between subjectivity and objectivity in published writing. In Key Stage 3, most groups of students, including those with SEN, made good progress from their individual starting points and could apply their knowledge and skills effectively. For example, in a Year 9 class, through the effective use of IT, students were able to correct work instantaneously which meant that they made good progress in writing different types of sentences, including complex ones. However, in some lessons, the most able were not always given additional challenge. For example, in a lesson where students assessed each other's prepared argument, the most able could have been challenged to explore the subject more deeply.

ACHIEVEMENT

Students' progress in key subjects



Mathematics



Students' progress in mathematics was good. As they entered Year 7, students' knowledge, understanding and skills in mathematics were typically below those expected. Their calculation skills were often weak as basic number facts were not embedded. Most have made good progress to date. Their books showed that they had covered a lot of ground so far this term on basic numeracy, such as products of squares and absolute values. This rate of progress was evident across the school during lessons, in students' workbooks, and from discussions with students. Students' understanding of algebra was progressing particularly well. From learning to substitute letters for numbers when in Year 8, students in Year 9 and beyond had moved on to complex algebraic expressions and were able to illustrate them graphically. Skilled questioning by teachers elicited and deepened students' understanding and had a strong impact on their progress. Students who were less confident, who needed to catch up following absence, or who had special educational needs were making good headway due to after-school support, one-to-one mentoring, and online programs such as Myimaths.



Science

Progress in science was good, as judged by assessments and students' work during lessons and in their recent work. Most students in Key Stages 3 and 4 made the expected progress, and a majority made better than the expected progress. Practical skills developed particularly well in the early part of Key Stage 3, as students built rapidly on the skills they had when entering the school. For example, in a Year 7 class, students showed that they could work safely together when heating ethanol using a water bath. Similarly, students in a Year 8 class could record their observations of a limestone and water mixture before and after separating by filtration. When quality formative feedback challenged students' perceptions, and focused their thinking, progress was even more rapid. When group discussions enabled students to marshal their thoughts and articulate them clearly, progress was also more rapid, as was seen when students in Year 10 were generating chemical formulae from constituents. Students with SEN made good progress from their starting points.

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 |  Excellent |



Behaviour

Positive behaviour for learning was excellent. Strong relationships between students, staff, and visitors were observed throughout the school day. Students demonstrated self-control and were inclusive and respectful of their peers. The transition between lessons was orderly and calm, with almost all students arriving on time for their lessons. Student prefects, who served as positive role models for younger students and their peers, were involved in supervising their fellow students during break times and lunch times. Students enjoyed playing volleyball and pickleball together and had a strong sense of fair play. Almost all students behaved well when not under direct supervision. In the Robotics clubs, students demonstrated leadership skills and collaborated effectively. Students reported that they felt safe and cared for in school, and incidents of bullying were rare. All students adhered to the school uniform policy, with prefects wearing their uniform with pride. The school had implemented several strategies to improve attendance, including attendance and punctuality awards presented at the annual Awards and Graduation ceremonies; however, levels of attendance for the current and previous term remained satisfactory.

STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT





Civic and environmental understanding

Civic and environmental understanding was excellent. Students were respectful during morning devotion, and leadership was encouraged, with Year 10 students presenting an assembly on 'Forgiveness,' which included a reflection from the Bible. Almost all students understood and appreciated the importance and value of local traditions, culture and heritage. Students cared about their school, and environmental ambassadors ensured that all litter was correctly disposed of. An agricultural club, led by students, grew watermelons and cucumbers, promoting sustainability. A few students worked on science projects for the annual Rotary Science Fair. One of these focused on using waste to generate electricity. The school provided many opportunities for students to develop their environmental understanding through establishing links with the Guy Harvey Foundation, the National Trust, and organising field trips to mangroves and turtle nest excavations. Older students recognised the impact that global warming will likely have on Cayman Brac, particularly the issue of coral bleaching and its impact on the island's economy. Students developed their understanding of different Caribbean countries and cultures through undertaking homeroom projects and presentations. Students spoke positively about their research, with one student discussing the impact of the political activist and poet Martin Carter of Guyana.



TEACHING, LEARNING AND ASSESSMENT

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



Teaching

Teaching was good. Teachers created a safe and mutually respectful learning environment in almost all lessons, where students felt able to participate and engage in learning. Lessons were well planned and typically featured learning intentions and success criteria, which were shared with students, so that they could work purposefully and productively. Additionally, lessons were generally well resourced, and the use of time was effective, which moved learning forward. Class routines were well established; consequently, relationships were positive, and behaviour focused and calm. Teachers knew their subjects and their students well. Although most lessons used a plenary effectively, mini plenaries were seen less frequently. Resources were varied and appealed to almost all students. In better lessons, questioning was directed at individual students which helped understanding. As an example, Year 7 students, performing an experiment involving filtration, were able to receive individual responses to questions. Support for those students with educational needs was effective, but challenge for the more able was not consistently seen, neither were opportunities for critical thinking routinely built in lesson planning.

TEACHING, LEARNING AND ASSESSMENT



Learning

Learning was good. Students enjoyed learning and worked purposefully both individually and in groups. Collaboration was a feature of most lessons and students naturally turned to each other to discuss their work and remained on task. An example was in Year 11 English where students discussed characterisation in 'Animal Farm'. In lessons where information technology was used, students could proceed at their own pace and assumed responsibility for their learning. Students were beginning to improve their ability to know their strengths and areas for improvement, although this was not consistently seen. Communication and discussion were clear and moved learning on, as when pairs in a Year 10 volleyball lesson could offer advice on each other's technique. In the better lessons, students challenged and supported each other, as in a Year 11 physics lesson on the polarity of magnets. Students did not routinely think critically, although examples were seen, as in a Year 7 mathematics lesson, where students were generating their own Venn diagrams.



Assessment

Assessment was good. There were effective systems to track the attainment and progress of students across all years, and in Key Stage 3 students' attainment was clearly linked to the National Curriculum standards. Teachers had a good knowledge of their students' strengths and weaknesses and generally planned accordingly. In a Year 8 lesson on still life drawing, for example, the teacher carefully planned to meet the individual needs of students, including those with SEN. Occasionally, teachers used ongoing assessment in lessons to modify the lesson plan and provide additional teaching and scaffolding to promote students' progress. For example, in a Year 8 science lesson, the teacher paused to provide a visual representation of a network and linked this to students' existing knowledge of a computer network. Through this additional scaffolding, all students were subsequently able to conclude how a leaf's network of veins supports the process of photosynthesis. Students' work in books was marked regularly but there was inconsistency in the quality and regularity of the marking. There was little evidence of next step marking or, where it had happened, evidence of students responding to improve their work.

CURRICULUM



| Quality Indicator | Current Inspection Judgement |
|-------------------|---|
| 4 Curriculum |  Good |



Curriculum

The curriculum was good. The curriculum had been regularly reviewed and adapted to meet the differing needs of students. One result of this was the introduction of ASDAN courses for those students unable to access mainstream qualifications. For example, music students had planned a Christmas event and were accredited for the skills they developed and demonstrated. More able students, who achieved a good pass in mathematics, could follow an additional mathematics course, and in IT, students could progress to a Caribbean Advanced Proficiency course (CAPE). For the small number of students in Year 12 the school provided opportunities for further study either through their own vocational programme or through partnership with the University College of the Cayman Islands (UCCI). Curriculum maps had been developed across subjects and the majority had progression from Year 7 to 11. Cross-curricular links were a feature in many of the effective lessons seen, for example, using graphs for recording scientific findings. Strong career programmes enabled students to make informed decisions about their subsequent education or employment. Students valued the extensive range of extracurricular activities on offer, including music options, robotics, debating and sport. Links with the community, including work-experience placements, enhanced students' learning.

SAFETY AND SUPPORT

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



Health and safety

Health and safety were good. Effective policies and procedures helped secure the safety and wellbeing of staff and students. Staff and students were aware of the Child Protection Officers, and almost all staff had received in-person safeguarding training and additional training was scheduled. The school had increased the number of security guards, who patrolled the campus throughout the day ensuring the safety of students. The school had a detailed anti-bullying policy which clearly outlined the responsibilities of all stakeholders. The anti-bullying 'worry box' enabled students to report incidents but was rarely used. Bus wardens were introduced to ensure the safety of students while travelling. Students reported that they felt safe on school buses. There were regular fire drills and the school had also carried out earthquake and tsunami drills. Buildings and equipment were kept in a good state of repair and there was a centralised method of reporting maintenance issues. Most staff in the school were trained in first aid, and two staff members had trained to become first aid trainers. The school encouraged healthy eating with healthy snack options available at breaktimes. On Wednesdays, water is the only drink available from the canteen; a measure implemented by the school management.





SAFETY AND SUPPORT



Support and guidance

Support and guidance were excellent. The staff had very good relationships with all students and were able to respond effectively to the individual needs of the students. To ensure appropriate and timely interventions a School Based Support Team met monthly and discussed in detail specific students who were on the Additional Learning Needs (ALN) register. This resulted in students making strong progress and some students being phased off the register. Students' targets were measurable and shared with members of staff to provide personalised support in lessons. The few students who struggled to access the National Curriculum were provided with alternative qualifications. Recently, the school had established a Beacon Learning Centre secondary unit and created a dedicated learning support classroom with the support of the SENCO. The school counsellor worked closely with targeted groups and all students were able to schedule appointments to discuss concerns. Staff used the Everest app, which provided real time data on attendance, behaviour, and achievement. To further support students, assemblies were organised and provided information on topics such as cyber bullying and mental health. Following reporting periods, students were actively involved in target setting and spent time in their homerooms focusing on their current progress and how they could achieve their key targets.

LEADERSHIP AND MANAGEMENT

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



Leadership

Leadership was excellent. The Principal provided inspirational leadership and, with the able support of the two Deputy Principals, had taken the school from strength to strength since the previous inspection. He was held in high regard by staff, parents, and students alike. The senior leadership team had wide expertise and a high degree of competence. They had sustained a positive learning environment for students and a happy, caring, and purposeful atmosphere for staff. There was an extremely strong team spirit across the school. Senior leaders had set a clear direction, underpinned by the school's vision to create a centre of excellence in learning. They had successfully developed a collegiate approach, securing high levels of staff commitment. Subject leaders played their part in the continuous drive towards excellence. Effective performance management meant that the professional needs of staff, relating both to school priorities and their personal ambitions, were considered. At the beginning of last year, the Principal challenged all teachers to engage in professional development and upskilling. Each teacher identified relevant courses, including Institute of Leadership and Management (ILM) qualifications and masters' degrees.



Self-evaluation and improvement planning

Self-evaluation and improvement planning were good. All aspects of the school's system of self-evaluation were exemplary, with the outcomes providing a clear picture of the school's strengths and areas for development. Consequently, leaders had an extremely secure foundation for improvement planning. Self-evaluation involved all stakeholders. In addition to the views gathered through regular staff, student, and parent questionnaires, all three groups were involved in face-to-face debate. During professional development days, small groups of staff discussed each quality indicator of the inspection document, *Successful Schools and Achieving Students 2* which was followed by whole staff debates. As a result, there was a strong sense of ownership of action plans across the school. Staff had enthusiastically explored the use of on-line tools for assessment, for example, which was an agreed target. Senior leaders and subject heads developed a clear picture of the quality of teaching and learning through both formal and informal classroom observations. This process identified where coaching and further individual or whole staff training would be beneficial. Recommendations from the previous inspection had been pursued rigorously with some success but, as leaders acknowledged, all needed to be fully implemented before the school's self-evaluation and improvement planning were deemed excellent.



Links with parents and the community

Links with parents and the community were excellent. Parents held the school in high regard and were highly supportive and strong advocates of the school. The thriving parent-teacher association (PTA), for example, seed-funded the provision of student lockers and the Ministry of Education secured central funding for the installation of the lockers. Parents were kept extremely well informed and greatly valued the variety of systems to facilitate regular and daily communication as needed. Similarly, they much appreciated the frequency of communication with teachers so that they were kept aware of the children's progress and academic achievements. The Everest app was used effectively to provide timely data regarding students' mental health, wellbeing, attendance and learning. It also provided a conduit for information on homework. Parents found the frequent written reports comprehensive and these provided a useful picture of their children's overall academic and personal development, together with guidance on how they might improve. The school was regarded as the hub of the community and participated in a wide variety of community activities and had forged numerous links with organisations such as the National Youth Parliament. Community links with local businesses

LEADERSHIP AND MANAGEMENT

such as The Cayman National Bank provided support for students to prepare for their future working life. Parents were fulsome in their praise for the family atmosphere at the school.

Staffing and the learning environment

Staffing and the learning environment were good. Teachers were well qualified, suitably experienced for their roles and passionate about their respective subjects. The school had addressed the issue of inconsistent staff deployment. There was now more balanced utilisation of staff's non-teaching time and a few students' learning was enhanced as a result. Assistant teachers successfully supported the progress of students with additional learning needs through targeted support in lessons and in intervention sessions. Retention of staff was better than average. The premises were welcoming, clean, and well-maintained, although slightly dated. There were appropriate spaces and resources to support the curriculum currently offered by the school and for extra-curricular activities. Several spaces in the school had been recently refurbished such as the science laboratory, the creative media centre, and instructional areas for students with additional learning needs. These had a positive impact on the development of students' knowledge and skills in the respective subjects. The speed of the wireless internet had also been upgraded and teachers were becoming more proficient with the newly installed Promethean boards. The library contained an adequate collection of fiction and reference texts; however, it was not yet used effectively as a hub for learning.



SURVEY RESULTS

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

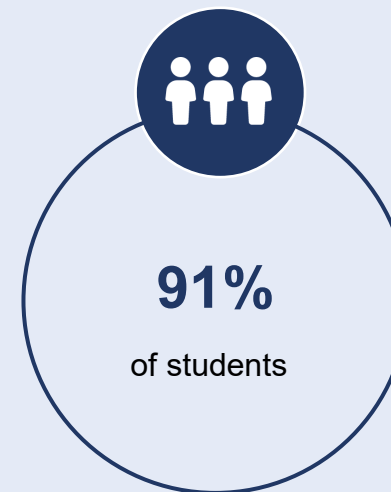
| | | | | | |
|----------|-----|---------|-----|-------|----|
| Students | 116 | Parents | 109 | Staff | 34 |
|----------|-----|---------|-----|-------|----|

Students

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

116 students took part in the survey, a slight decrease since the previous inspection. Nevertheless, the feedback was overwhelmingly positive. Most students felt that they were making good progress in mathematics and English and a majority thought they were doing so in science. Almost all thought that they were making good progress in their other subjects. Most students felt that teachers understood how well they were doing in their subjects and were able to explain to them how they could do better. In addition, most students agreed that the school provided a good range of extra-curricular activities that they were able to attend. Seventy per cent of students indicated that they felt safe in the school, reflecting a nine per cent increase from the previous inspection. Students were, however, slightly less positive about behaviour and their environmental understanding. Students conveyed their confidence in the school's leadership, with most believing that the school was well-led. In addition, students felt that they had access to high-quality educational resources and, overall, there was an increase in the proportion of students who expressed satisfaction with the quality of education provided by the school.

Fifty-seven students made additional comments most of which were positive. However, 12 made negative comments about the options and choices of food and a few commented on the lack of sports facilities.



Strongly Agree and Agree

12%

increase since the last inspection.

SURVEY RESULTS

Parents

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

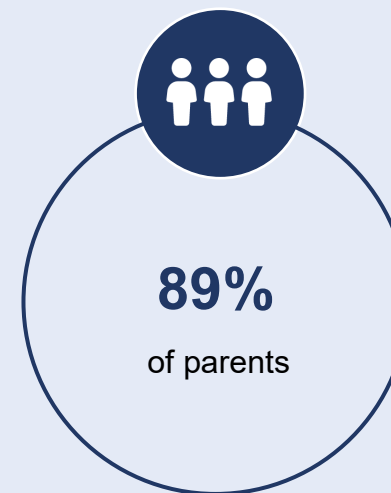
109 parents completed the survey which was a significantly increased number from the previous inspection. Almost all parents were positive about progress in English and mathematics, whilst most were positive about progress in science and other subjects. Almost all parents said their children enjoyed their lessons which they felt were well resourced. Similarly, almost all parents said that their children had developed a good sense of responsibility and community had a good environmental understanding.

Most parents surveyed appreciated support for homework and advice from teachers who explained to them how their child could improve. They said that there was good extracurricular and subject choice, and that their children received good advice about their future careers' choices. Almost all parents felt that the school was safe, well-resourced and well led and that they were involved in the life of the school.

Most felt that students were treated fairly and that the school responded well to any concerns, and that the staff was well qualified.

A majority expressed the view that the school could be more responsive to bullying.

35 parents submitted free text comments in addition to the survey. Almost all were positive and related to the school leadership and the teaching.



Strongly Agree and Agree

3%

Increase since the last inspection.

SURVEY RESULTS

Staff

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

The survey was completed by 34 teachers and support staff, five more than in the previous inspection. The majority of staff were from overseas and most had worked at the school for more than three years.

All staff indicated that, overall, the school provided a good quality of education. Most staff agreed that Parent teacher meetings were helpful and well attended. All staff agreed that the school kept students safe and healthy, and their additional comments acknowledged the high level of care for students. One staff member remarked, ‘teachers genuinely care for students, and this is evident in the excellent support and guidance offered through the many programmes, especially those offered through the Special Educational Needs Team.’

Thirteen members of staff submitted written comments, all of which were positive. There was praise for the openness of the leadership team. One staff member wrote, ‘The school management does a great job in encouraging staff, have good communication with the wider community...’ Another commented, ‘Teamwork and respect power the force of the Layman E Scott Snr High School.’



100%

of staff

Strongly Agree and Agree

Unchanged 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.

www.oes.gov.ky





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