

# INSPECTION REPORT

OFFICE OF EDUCATION STANDARDS  
CAYMAN ISLANDS GOVERNMENT

OCTOBER 2023



**John Gray 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:

<b>Excellent</b> - exceptionally high quality of performance or practice	 Excellent
<b>Good</b> - the expected level for every school in the Cayman Islands, both public and private.	 Good
<b>Satisfactory</b> - 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
<b>Weak</b> - 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:

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









# SCHOOL INFORMATION

## General information

	<b>School name</b>	John Gray High School
	<b>Address</b>	135 Olympic Way, George Town, Grand Cayman
	<b>Telephone number</b>	(345) 949-9444
	<b>Website</b>	<a href="https://schools.edu.ky/jghs">https://schools.edu.ky/jghs</a>
	<b>Name of the Principal</b>	Mr. Jonathan Clark
	<b>Date of this inspection</b>	09 October - 12 October, 2023
	<b>Date of the last inspection</b>	26 April - 29 April, 2021





## Students

	<b>Number of students on roll</b>	1288	
	<b>Age range of the students</b>	11-16 years	
	<b>Grades or year groups</b>	Y7-Y11	
	<b>Number of Caymanian students</b>	1061	
	<b>Number of students with special educational needs</b>	217	
	<b>Largest nationality group of students</b>	Caymanian	






# SCHOOL INFORMATION




## Staff

	<b>Number of teachers</b>	104
	<b>Number of teaching assistants</b>	17
	<b>Teacher-student ratio</b>	1:12
	<b>Teacher turnover</b>	8.65%

## Curriculum

	<b>Main curriculum</b>	Key Stage 3 Cayman National Curriculum September 2021.
	<b>External tests and assessments</b>	PIRA, PUMA, PASS, CAT4, Renaissance STAR reading, GCSE, City & Guilds, PIVATS, ASDAN, CSEC, CCSLC, BTEC, CAPE, IMI.
	<b>Accreditation</b>	Accreditation includes examining bodies as listed above

## School inspection overall performance history

<b>Cycle 1 Inspection</b>	October 2018	 Satisfactory
<b>Cycle 2 Inspection</b>	April 2021	 Good
<b>Cycle 3 Inspection</b>	October 2023	 Good



## SCHOOL INFORMATION

John Gray High School is a community co-educational secondary school that opened in 1992 and is located in Georgetown, Grand Cayman. The school caters to students between 11 to 16 years. At the time of the inspection, there were 1288 students, an increase of 188 students since the last inspection. 217 students require additional support for special educational needs which is relatively high. In March 2023, the school moved into a new, purpose-built, state-of-the-art premises which has significantly enhanced provision.

The vision for the school is 'Discipline, Excellence and Pride' and the 'High 5' values of 'Right Time, Right Place, Respect, Responsibility and Achievement' support the delivery of the vision.

The school provides appropriate exit qualifications. Students in Year 11 take CSEC examinations in most subjects, with smaller cohorts also taking GCSE, BTEC and ASDAN qualifications. The Goal Accelerated Programme (GAP) allows more able students to sit the Caribbean Secondary Education Certificate (CSEC) examinations a year or two years early in English, mathematics and other subjects such as physical education, before moving on to the Caribbean Advanced Proficiency Examination (CAPE) (A Level equivalent) qualifications. In Key Stage 3, students follow the National Curriculum.







The Principal of the school, Mr Jonathan Clark, has been in post since 2016. He is supported by four Deputy Principals, three Teaching and Learning Coordinators, five Student Progress Leaders, a Special Educational Needs Coordinator and a Data Manager.

The previous inspection in April 2021 judged the school to be Good from a Satisfactory judgement in 2018. The school is again judged 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	 Satisfactory	▶
1.2 Students' progress in mathematics	 Good	▶
1.2 Students' attainment in science	 Satisfactory	▶
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	 Good	▶
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	▶
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	 Excellent	▶
6.2 Self-evaluation and improvement planning	 Good	▶
6.3 Links with parents and the community	 Good	▶
6.4 Staffing and the learning environment	 Excellent	▲



# OVERALL PERFORMANCE

## What the school does well

- The excellent leadership of the Principal and other leaders across the school.
- The quality of provision in the inclusion base and programmes for those students with special educational and other needs.
- The use of the new high-quality building and enhanced facilities to support teaching and learning.
- Students' civic and environmental understanding, particularly the contribution of student leaders.

## Recommendations

1. Improve achievement in the core subjects, especially in Key Stage 3 mathematics and science, for all groups of students.
2. Ensure that assessment is used effectively to raise standards by:
  - securing a consistent set of data that can be used to provide reliable measures of attainment and progress;
  - using the data consistently to improve the match of teaching strategies to students' needs.
3. Further improve the implementation of safety policies and procedures.

## What has improved since the last inspection?

- The learning environment, facilities, and resources which enhance learning.
- The provision and outcomes for lower ability and students with special educational needs.
- Health and safety arrangements throughout the school.



## OVERALL PERFORMANCE

### ► Good

John Gray High School was judged to be a good school. The school has been through a significant period of change with the move to the new building. Despite this and the significant increase in student numbers, the school has maintained and improved key areas of its delivery such as the academic and pastoral provision in the inclusion centre.

Attainment was stronger in English than in mathematics and science where it was judged to be good. Progress was good in all core subjects and in many other subjects such as the performing arts and ICT. Attainment and progress were better at Key Stage 4 than at Key Stage 3. The curriculum was broad and coherent and provided many personalised routes for students to follow. As a result, students at the end of Year 11 achieved well. Teaching and learning were good. Students enjoyed their learning and in the best lessons solved problems and persevered when faced with challenging tasks. Teachers knew their students well and their high expectations and positive relationships ensured that progress was good for most students. Whilst the school assessed attainment on a regular basis, assessment data was not always used on a consistent basis to move learning forward.

Behaviour was good in classrooms and around the school. Whilst noise levels in the dining area were high, most students were generally sociable and respectful to each other. There was a small number of students who could be disruptive, but students reported that this was managed by leaders at the school. Student leaders played an active part in ensuring that the school functioned well and smoothly. Students were proud of their heritage, and as a result, civic and environmental understanding was excellent. Students played a part in many community programmes, including Boyz2 Men and RISE. Supervision was sufficient, with both teaching and security staff present and active. Support and guidance were good. The majority of students and most staff thought school leaders cared about their well-being.




Leadership was excellent. The Principal provided exemplary leadership and drive and worked well with senior leaders to deliver the very best education for the students they serve. The school's vision and values provided a secure foundation for the whole school and contributed to its strong ethos. There was a clear emphasis on teaching for effective learning. An initiative which focused on developing positive attitudes to learning had been successful in improving learning outcomes. Self-evaluation was good and leaders clearly knew the school's strengths and areas for development. There was a culture of continuous improvement, and the strategic plan had the appropriate priorities to help the school progress further in the quest for excellence.





# ACHIEVEMENT

## Students' attainment in relation to international standards

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



### English

In English, attainment was good. In regional English Language examinations, most students in Years 9, 10 and 11 attained in line with international standards. This, coupled with attainment in the Caribbean Advanced Proficiency Examination (CAPE), resulted in the majority of students attaining above the standard. Most students in the literature examination achieved at international standards. In a Year 10 lesson, students were able to think critically and prepare effective arguments for both sides of a proposal, for example, "School rules should not apply to hair or makeup". Attainment in Key Stage 3 was also good, as internal assessments indicated that the majority of students were working above international standards, and this was consistent with what was seen in both lessons and workbooks. In one Year 9 lesson, where students were reading a passage about the dangers of drugs, they were able to read for meaning, including nuance. In a Year 7 lesson, students were studying the poem "Autobiography" and were able to confidently identify the poem's key literary devices, such as repetition and rhyme.



# ACHIEVEMENT

## Students' attainment in relation to international standards



### Mathematics

Attainment in mathematics was satisfactory. Results have improved over time in both KEY Stage 4 CSEC examinations and Key Stage 3 Progress in Understanding Mathematics Assessment (PUMA). External examinations at Key Stage 4 showed that a significant minority of students achieved good standards but, overall, outcomes are generally in line with international standards. These outcomes were reflected during lessons and in students' books. Whilst students' performance in internal assessments broadly met the expected standards, there was variation between year groups in Key Stage 3. Students in Key Stage 3 had a secure grasp of early algebra. Year 9 students, for example, had a good understanding of the principle of factorising quadratic equations. In Year 7, attainment on entry to the school was lower than expected. Students' rapid recall of number bonds and multiplication tables were below those typically expected internationally. A minority of students were not confident in the use and application of number, others were too reliant on calculators; for example, to find the square roots of relatively low numbers.






### Science

Attainment in science was satisfactory overall. Standards had been maintained since the introduction of a new Key Stage 3 curriculum. Prior attainment of students on entry to Year 7 was low. In Key Stage 3, lower levels of challenge were evident in lessons and not all activities took account of students' starting points. Key Stage 3 students with special educational needs in the specialist unit had a good understanding of scientific methods in their daily lives such as experimenting with using temperature control to dissolve materials. Attainment was notably stronger in Key Stage 4 and in integrated science. For most optional sciences with smaller cohorts, attainment was securely good, and regional comparisons were positive. There was a suitable match of curriculum and challenge to students' ability. Students showed gains in knowledge and understanding in biology, chemistry and physics. Increased laboratory provision and resourcing resulted in all year groups improving their practical skills and demonstrating improved attainment in investigative science. In Year 7, students dissected flowers to identify key organs. Year 10 students accurately calculated retention factors in chromatography experiments and, in Year 11, students graphed pulse rates during an investigation into recovery rates following exercise.



# 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, including that of students with special educational needs. A majority of students in Years 9, 10 and 11 made better than expected progress in relation to their starting points and as a result achieved well in a range of external examinations. In a Year 11 lesson, students made good progress in their understanding of how to identify an author's purpose which supported them to confidently tackle an examination question. Consequently, they could 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 SEN, made good progress from their individual starting points and could apply their knowledge and skills. For example, in a Year 8 lesson, students applied what they had learned about writing a "hook" to produce pieces of writing with their own hooks. In a Year 9 lesson, most students made good progress in understanding the key elements of advertising which enabled them to produce their own mini advertisements through the excellent use of information technology. In the more effective lessons, teachers made good links with other curriculum areas but sometimes opportunities to connect learning were missed.



# ACHIEVEMENT

## Students' progress in key subjects



### Mathematics

Progress in mathematics was good. Key Stage 3 students' knowledge, understanding and skills in mathematics were below those expected on entry. At the end of Year 8 most students had met the end-of-year expected standards, indicating strong progress over two years. Lesson observations and students' workbooks indicated that students had made good progress in their understanding of algebra. In Year 7 lessons, most were quick to grasp the idea of substituting letters for numbers. Year 8 students had moved on swiftly to manipulating algebraic expressions. Key Stage 3 students, who had special educational needs, were learning about decimals as they costed items from local stores. Most students were making good progress in other key areas in using and applying number, including fractions, decimals, and percentages. In Year 10, students became adept at using Pythagoras' theorem as they studied the properties of triangles. Higher attaining Year 11 students were progressing rapidly when for example exploring binomial expressions. Teachers' use of assessment data and knowledge of students' skills and understanding were key factors that led to good progress across the school.





### Science

Progress in science, overall, was good. In Key Stage 3, assessment data showed that a majority of students, including those with special educational needs, made expected progress relative to their starting points. In lessons where challenge and pace were evident, students demonstrated their knowledge and understanding in response to skilled questioning. Progress was more limited in a few lessons which did not introduce new learning and where activities were less demanding. The recording of notes in most students' books was good and the use of Information and Communication Technology (ICT) to support retention of knowledge and understanding was emerging. In Key Stage 4, progress was good leading to good outcomes by the end of Year 11. Students regularly made use of enhanced ICT provision to support their progress. For example, Microsoft (MS) OneNote and Teams were both used effectively by Year 10 and Year 11. In a significant minority of lessons, teachers provided opportunity for students to engage in higher-order thinking and thus they made significant progress in their learning. For example, in a chemistry lesson, students made inferences related to the reactivity series of metals. In a physics lesson, students reviewed evidence from mini-experiments to predict the most effective way to use a lever to move a load.



# 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	 Excellent

## Behaviour

Positive behaviour for good learning was good. The school had clear policies and procedures for managing behaviour which were well understood and applied. Almost all students demonstrated positive attitudes to learning in lessons and around school. Students were well-mannered, polite, and courteous to visitors. Relationships between students and staff were warm and caring and most students demonstrated self-control and respect for others. In a Year 9 Life Skills class, despite the sensitive topic, all students exhibited high levels of maturity and thoughtful and sensitive behaviour throughout. The school's High Five values, 'Right Time, Right Place, Respect, Responsibility and Achievement' were clear and understood by all. Whilst most students behaved well, a few were responsible for incidents of poor behaviour. In these instances, matters were dealt with swiftly, with students feeling confident to report facts to the relevant member of staff. Where appropriate, restorative practices were utilised to repair friendships. Students understood the issues around cyberbullying which was addressed in ICT lessons and elsewhere in student discussions. In student surveys a significant minority disagreed that the behaviour of students was good. During the inspection and in discussions with groups of students there was no evidence of serious behaviour issues. Almost all students wore their uniform with pride and adhered to the expected dress code. Many wore ties or a waistcoat to signify their student leadership responsibility. Attendance was good, although there were a minority of students who arrived late to school and to class and this compromised learning and teaching time.





# STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT






## Civic and environmental understanding

Civic and environmental understanding was excellent. Students were proud of their Caymanian culture and heritage, and were respectful of other cultures, as demonstrated in assemblies and in lessons. Students contributed actively and positively to the life of the school and the wider community. There were many opportunities for student leadership within the school and student leaders were mature, considered in their role and contributed to the positive ethos across the school. As volunteers, students frequently initiated and led activities that supported environmental sustainability, such as the new recycling stations on the new campus. The school provided several leadership and community engagement opportunities, for example, the Student Leadership Team; Girls Force; Respect, Inspire, Support, Empower (RISE) Girls; Prefect body; Boyz2 Men and the Cadet Corps. Students' understanding of local and global issues was demonstrated through community service and charity work, such as the students' recent Leo's 5K run for the Alex Panton Foundation. Students were aware of and participated in activities that were of service to the community. They regularly held beach clean-ups and other activities including an Earth Day garbage clean-up. Students showed respect and consideration for the needs of others through supporting charitable causes.



# TEACHING, LEARNING AND ASSESSMENT

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

## Teaching

The quality of teaching was good. Across the school, teachers enjoyed warm relationships and had high expectations of their students and their learning needs. Teachers' subject knowledge was good and lessons were interesting. Well planned and structured lessons with clear learning intentions and subject specific success criteria ensured learning progressed well and met students' needs. Teachers secured high levels of student engagement which resulted in positive behaviour with most students on task and involved in lessons. This was most effective when teachers supported students to take responsibility for their learning and to monitor their own progress during lessons. In the weaker teaching observed, the pace of learning was slow, and tasks did not meet the needs of different students, particularly high attainers. Across subjects, teachers used the extensive range of resources well. They were skilled in using interactive whiteboards and laptops to promote learning. Links to real life, such as the use of parabolic curves in architecture for mathematics, were a strong feature of the more successful lessons. Teachers' use of questioning to promote deeper, critical thinking was evident in most lessons at Key Stage 4, but less so in Key Stage 3. Specialist provision for teaching students with special educational needs was excellent and secured good progress in subjects such as science.





## Learning

Learning was good. Across the school, most students, including those with special educational needs, were motivated and enthusiastic about their learning. The positive attitude to learning (ATL) programme had been successful in supporting students' confident attitudes to learning. Students readily took responsibility for their own learning and reflected maturely on their progress during lessons. They responded well, when encouraged to collaborate in pairs or cooperate in groups. However, opportunities for paired work and group discussions were still a developing feature in most subjects, although this was strong in Key Stage 4 in core and other subjects such as motor vehicle studies, and textiles and clothing. During a successful Year 7 mathematics lesson, for example, students rose to the challenge of working in pairs to complete algebraic expressions. Year 11 students made insightful contributions when considering the literary devices authors use purposefully when aiming to persuade, entertain or educate. Most students demonstrated a good degree of independence, and were, in the better lessons, able to relate their learning to the real world, as in a Year 11 chemistry lesson, where students related electrolysis to electroplating objects in real life. In a Year 8 Art lesson, students were working independently to show that they understood the notion of 'emphasis' in a piece of artwork. Students' higher order critical thinking skills were more evident in Key Stage 4 than in Key Stage 3. Students used information technology and other resources such as science laboratory equipment well to support their learning.



## Assessment

Assessment was satisfactory. There were systems in place to track the attainment and progress of students across the year groups using external and internal data. Whilst these systems were effective at Key Stage 4, the data for attainment and progress in Key Stage 3 was not consistently clear. In the best lessons, teachers used ongoing assessment to modify the lessons and provide additional teaching and scaffolding to promote student progress. However, this was not consistent and in subjects such as science at Key Stage 3 assessment did not consistently provide students with helpful feedback and contributed to the lower attainment for a significant minority of students. Students' work in books was marked regularly; however, in some subjects, feedback providing next steps in learning was not a regular feature or consistent across the school. In Key Stage 4, particularly in science, good use was made of online assessment and feedback. Verbal feedback was more often provided to students in lessons. For example, in a PE lesson, the teacher provided feedback which assisted students to improve their dribbling skills and speed.

# CURRICULUM

Quality Indicator	Current Inspection Judgement
4 Curriculum	 Good





## Curriculum

The curriculum was good. It was broad and balanced with a strengthening offer at Key Stage 3 and excellent wide-ranging provision at Key Stage 4, including a number of BTEC courses. The curriculum had been regularly reviewed and adapted to meet the differing needs of students and responded to what they wanted to do. Cross curricular links were evident, for example, in science where students used graphs to record the results of their experiments. Curriculum delivery for students who were supported by the inclusion hub had been deepened to include a nurture group, a learning support class and a reflection and redirection unit. Those students who achieved well in external subjects in Years 9 and 10 were able to move onto Caribbean Advanced Proficiency Examination (CAPE) courses. After analysing student outcomes, the mathematics department had recently reviewed their curriculum and adapted it to ensure some strands were revisited and extended. Curriculum maps had been developed across subjects and the majority identified progression from Year 7 to 11. Effective transition procedures supported students' progression through the school and strong career programmes ensured that students were able to make informed decisions about their next steps in education or employment. The school had an extensive range of extra-curricular activities on offer, including a number of music options, such as orchestra and community choir. Robotics, debating and various sports were also available. There were good links with the community which enhanced students' learning, for example, the Cayman National Bank and the Chamber of Commerce who provided mentors.



# 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 were good, an improvement since the previous inspection. The new school was built with student safety and security paramount. There were clear lines of sight, high visibility of students and staff, and a high-tech CCTV system. Clear policies and procedures were in place to ensure that students were kept safe. These had been updated to reflect the new school building and learning environment. Security guards were in place throughout the day and community police officers patrolled the campus to provide additional safety and security. There were very clear protocols to follow using the new computerised sign-in procedures. The school campus was clean, well-maintained, and secure. All staff had up to date training in child protection and safeguarding and were aware of and used agreed procedures and protocols to keep students safe. Whilst the majority of students reported feeling safe in school in the student survey, a significant minority did not. Discussions with students on this subject outlined the ways in which the school keeps them safe, and inspectors found no evidence of students not being safe during the inspection process. Approvals were in place from regulatory bodies such as the Department of Environmental Health. The medical centre housed a nurse and a dentist, and all records were securely stored. Participation in health and fitness initiatives was promoted and modelled by staff, including mental health. School meals, including breakfast, were healthy and delicious, and provided free of charge to every student.











### Support and guidance

Support and guidance were good. A culture of respect and tolerance, characterised by positive relationships, attentiveness, and collaboration was evident in almost all lessons. Teachers knew their students well and across the school, systems for tracking attendance and behaviour ensured that they were able to provide support as needed. Teachers used the tracking information provided by internal and external exams and assessment to track academic progress. Mentoring and career guidance were provided within the school and through external providers. The inclusion hub, a dedicated area to support students with special educational needs, was well designed and resourced and impacted positively upon students' well-being and social development. In a minority of mainstream lessons, targeted support for students was less effective. Learning support plans, which offer guidance for students with special educational needs (SEN), were available for all teachers to support their planning of lessons and teachers were beginning to use these effectively. The SEN co-ordinator, counsellors, specialist staff who supported students with individual and hearing impairments and an Educational Psychologist worked in a highly coordinated manner to help students overcome barriers to learning. Within the nurture group and learning support class, students made good progress in English, mathematics, and science. A successful inaugural meeting of the Parent Centre, a partnership initiative to foster greater involvement of parents of students with special educational needs, took place during the inspection. Guidance for all students to support their progression routes beyond the school was secure.

# 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	 Good
6.4 Staffing and the learning environment	 Excellent

## Leadership



Leadership was excellent. The Principal and the senior leaders had a relentless focus upon improving the quality of education and student outcomes. The vision for the school was clear and understood by the school community. Senior and middle leaders and staff fully supported the vision and were committed to achieving the best for all students. They were highly competent and worked well collectively to achieve the drive to excellence. There was clear accountability and leadership developed professionally at all levels across the school. Middle leaders were empowered to take responsibility for their own subject and the majority did this well. Leaders were supported by a group of high calibre students who were prefects and effective leaders in the student body. The collegiate and collaborative approach of senior leaders in the school ensured a high level of staff engagement. Leaders and staff have shown great resilience over the past year with the move from the old site to the new building and with a significant increase of 188 students. They have maintained standards of teaching quality and outcomes for students and in some cases, improved these through challenging times.





## Self-evaluation and improvement planning

Self-evaluation and improvement planning were good. Leaders knew their school well and self-evaluation and strategic planning had contributed to a culture of continuous improvement. The self-evaluation process involved all teachers, and their views were sought systematically and were valued. Leaders used a range of evidence such as classroom monitoring records to inform their evaluative judgements on the school. Whilst firm evidence to support these evaluations was evident, data on progress in core subjects needed more detail. Monitoring of learning took place through walkthroughs, analysing data and observations and leaders were able to evaluate initiatives such as the 'positive attitude to learning' (ATL). Improvement plans had the appropriate priorities and had identified measurable performance indicators which were monitored regularly to assess progress. As a result, the school had made good progress in addressing the recommendations from the previous inspection report. As an example, the improved subject facilities in the new building were now offering higher level specialist work for students to engage with and supported the implementation of the Key Stage 3 curriculum. Provision and outcomes for students with SEN had also improved significantly.



## Links with parents and the community

Links with parents and the community were good. Parents reported that they were very pleased with the recent move to the new site and that they thought their children's needs were better met as a result. School leaders and teachers were approachable and responded to matters of concern. Parents' views on the school were very positive with 466 parents responding to the survey and most saying they were happy with the quality of education in the school. Communication with parents was good and the school made effective use of chat groups, emails and face-to-face conversations, which reassured and informed parents on a range of academic, social and pastoral issues. Reports were clear and regular, and involved a written report, followed by a meeting. As a result, most parents understood their children's attainment and how their children were progressing and how they could support them to make further progress. Links with the community were positive and increasing, as shown by students' involvement with the Boyz2 Men initiative and more recently, RISE, as well as the Cayman Islands Cadet Corps and the YMCA.



## Staffing and the learning environment

Staffing and the learning environment were excellent. The new building and facilities were conducive to a positive, supportive and safe learning environment. Skills in technology, science and the performing arts were improving due to the enhanced provision and use of the well-resourced learning areas. Examples were practical skills of measuring and observing in the new science laboratories, and performance skills in drama, as students explored vocal expression and audience awareness. Although the shelves were not yet installed, the library was used for a range of learning activities. Keys for student lockers were outstanding. Students continued to use the playing field on the old school site as transition work was completed on the new playing field. The school's proximity to the Lions Aquatic Centre enhanced swimming opportunities. Teachers and leaders were well qualified and suitably deployed. The recent addition of more assistant teachers provided opportunity for additional support for SEND students in mainstream classes. The impact of this support had not yet been realised across the school. The inclusion hub, incorporating the nurture group, was especially well designed, and impacted positively on the good progress of students who experienced barriers to 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	644	Parents	466	Staff	121
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## Students

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

644 students completed the survey which was a significant increase from the previous inspection. Most students were positive about their progress in mathematics, science, English and other subjects. Most students said they enjoyed most of their lessons which they felt were well resourced. The 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. Most students felt that they received good advice about their future careers' choices. A majority of students agreed they felt safe and cared for at school with their main concerns being about general behaviour within the school that affected their feelings about safety, including on buses. 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. The majority of students thought that students with special learning needs were provided with the help they needed. 533 students submitted free text comments in addition to the survey. Most were positive. A minority made critical comments about the quality and selection of food available for lunch and the amount of homework given.



87%

of students

**Strongly Agree and Agree**

4%

**Increase** since the last inspection





# SURVEY RESULTS

## Parents

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

The number of parents participating in the survey rose from 352 in 2021 to 466 this year. Most parents agreed that the school offered a good quality of education. Most thought their children were making good progress and enjoyed their lessons. Most were happy with the range of subjects and extra-curricular activities available. The majority considered that the school responded well to parents’ concerns and involved them in the work of the school.

There were 212 written comments by parents. Around half of these written comments were generally positive and included reference to the school environment, the leadership of the Principal, and students’ improving progress. A few parents were complimentary in their praise of all aspects of the school. The new building was referred to in a positive manner by many of the parents who offered a written response.

The most frequent concerns within parents’ negative comments were about students’ behaviour, and the extent to which their safety was at risk due to bullying. A few parents were unhappy about the lack of communication by teachers regarding their children’s progress. A few were also concerned about their children’s healthy lifestyle and the amount of homework given.



85%

of parents

**Strongly Agree and Agree**

5%

**Increase** since the last inspection



# SURVEY RESULTS

## Staff

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

121 teachers and support staff completed the survey. Most staff were from overseas and most had worked at the school for more than three years. Almost all staff indicated that, overall, the school provided a good quality of education. Most staff judged the school to be well led, and almost all felt the school offered a safe and caring environment. Most thought 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 can engage in a range of extra-curricular activities. Most staff indicated that resourcing was good. Almost all staff also believed the school encouraged students to take responsibility for themselves and their environment and that professional development activity was appropriate. Behaviour was indicated to be good by almost all staff and most felt that students understand their responsibilities as members of the community and showed good environmental awareness. Almost all staff felt that students were treated fairly and most confirmed that there were good arrangements to address incidents of bullying should they occur. Almost all staff indicated that they were sufficiently involved in self-evaluation and school improvement. Most staff were in agreement that parents were involved appropriately and a majority felt that attendance at parents' meetings was good.



94%

of staff

**Strongly Agree and Agree**

2%

**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.

[adminOES@gov.ky](mailto: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](http://www.oes.gov.ky)





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