

FOLLOW THROUGH INSPECTION REPORT

OFFICE OF EDUCATION STANDARDS
CAYMAN ISLANDS GOVERNMENT

OCTOBER 2023



Wesleyan Christian Academy

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INTRODUCTION

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

The Office of Education Standards conducts inspections of schools and early years centres across the Cayman Islands. Where the overall performance of a school or setting is evaluated as weak, a further inspection is arranged six months following the publication of the initial report.

Views of stakeholders

During the follow-through visit, inspectors focused upon the recommendations that had been made at the time of the previous inspection. They evaluated whether the school/centre had made sufficient progress in addressing the areas requiring improvement. Inspectors used a four-point scale to comment on progress, with evaluations ranging between excellent, good, satisfactory or weak.

As part of the Follow-Through Inspection, parents and staff were invited to comment upon the work of the centre by completing an on-line survey. The results from the survey are included within this report.

Follow-Through Inspection

The Follow-Through Inspection of Wesleyan Christian Academy took place from 10 October to 12 October 2023. The inspectorate gathered evidence through lesson observations and discussions with staff and parents. School documents and children's progress and attainment information were also reviewed.

During the Follow-Through Inspection of Wesleyan Christian Academy, Inspectors evaluated the progress that had been made by school leaders in addressing the 5 recommendations from the previous full inspection.

The school made **satisfactory** progress in addressing all five recommendations. The inspectorate judged that there had been **satisfactory** progress overall.

INTRODUCTION

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	Wesleyan Christian Academy
	Address	150 North West Point Rd, West Bay, Grand Cayman
	Telephone number	1 (345) 949-1121
	Website	wca.cayman.com
	Name of the Principal	Mr. Kahlil McIntosh
	Date of this inspection	10 October - 12 October, 2023
	Date of the last inspection	13 September - 15 September, 2022

Students




	Number of students on roll	42
	Age range of the students	4 - 18 years
	Grades or year groups	KG - G12
	Number of Caymanian students	27
	Number of Students with special educational needs	3
	Largest nationality group of students	Caymanian

SCHOOL INFORMATION




Staff

	Number of teachers	4
	Number of teaching assistants	1
	Teacher-student ratio	1:10
	Teacher turnover	25%

Curriculum

	Main curriculum	Engage New York G1-12 ACE Accelerated Christian Curriculum G2-12 Abeka Early Years Curriculum and CIEYFC Cayman Islands Early Curriculum Framework
	External tests and assessments	ACT SAT10
	Accreditation	None

School inspection overall performance history

Cycle 1 Inspection	May 2019	 Weak
Cycle 2 Inspection	September 2022	 Weak
FT Inspection Cycle 3	October 2023	 Satisfactory

RECOMMENDATION 1

Raise students' achievement in the Elementary and High School in all core subjects by:

- using data more consistently and effectively to monitor students' achievement and progress
- improving assessment practices to help determine students' skills and knowledge
- monitoring the quality of teaching across the school more rigorously
- disseminating the best teaching practice and identify aspects requiring improvement.

The school had made **satisfactory** progress in addressing this recommendation.

The school was supported by an external improvement partnership to address the issues raised in the previous inspection. They supported the school to collate and use assessment information more effectively to track students' attainment and progress. Student Progress Reports were introduced at the start of the current academic year that provided detailed information on all assessment components of the curriculum. This included the existing PACE curriculum and the recently introduced New York Core Curriculum Standards. Weekly scores were aggregated every three weeks to give an overall grade for students' performance in each subject. All teachers used this information to identify students who needed support or intervention. There were early indications that this had begun to raise attainment levels. Stanford Achievement Test (SAT) scores showed that in the Elementary School, Grade 5 students performed better than when in Grade 4 the previous year. In science most students improved by seven per cent.

In observed lessons, students' attainment was variable. In mixed-age classes, a minority were not set work at age-appropriate levels. In some of the weaker Elementary lessons, work was insufficiently personalised and the teachers' expectations were too low. This was

more noticeable for younger children in mixed grade classes, so they were not attaining at age related expectations. This was an area that required more precise planning and monitoring in lesson observations.

In the better lessons, teachers used formative assessment well. They used their data effectively to adjust their level of questioning in line with individual students' abilities. In an Elementary mathematics lesson where the personalised work appropriately engaged almost all students, the teacher used time effectively to assess the computational skills of a few students whose work was below expected levels. All teachers had opportunities to observe and evaluate their peers' use of assessment in lessons to achieve consistency and good practice. This was supported by continued professional development.

Following six months of support the school adopted a radically different approach to teaching and learning, where class teaching replaced the previous style where students worked independently. Teachers benefited from extensive professional development activities led by the school's improvement partner. The Principal and Lead Teachers devised and implemented a system they used to monitor the quality of the new style of teaching. This enabled them to identify teachers' strengths and areas for improvement. Evidence from SAT scores suggested that the new teaching methodology



RECOMMENDATION 1

contributed positively to impact on most students' progress. For example, the current Grade 10 group made marginal progress in English and mathematics when compared with last year, but a

greater improvement of five per cent in science. The school should further develop their assessment systems so that they accurately analyse data to provide a clear and accurate picture of each student's level of attainment and progress from starting points.



RECOMMENDATION 2

Improve teaching and learning by:

- providing a high-quality programme of professional development for teachers and teaching assistants;
- strengthening teachers' capacity to monitor their peers' teaching and learning by sharing good practice;
- senior leaders modelling good teaching and learning practices in classrooms (lead teacher);
- ensuring all teachers have a lesson plan with learning objectives which include a wide variety of activities that challenge and engage students.

The school had made **satisfactory** progress in addressing this recommendation.

All teachers and teaching assistants had benefited from a sustained six-month programme of professional development with external consultants who worked alongside them in the school. This support strengthened teachers' observational skills which was particularly important with the radical change of lesson delivery. They embraced a pedagogical style that transformed learning from supervising individual students who learned from workbooks to a teacher led approach. The training introduced a lesson planning tool which all teachers used consistently. Learning objectives were shared with students at the start of lessons followed by activities where students worked in a mixture of collaborative groups with some whole class teaching to embed concepts or check prior learning.

Students and teachers were enthusiastic about recent changes, particularly when learning actively using new resources. High School students set up practical tasks in science to explain how the kidneys worked. Teachers had opportunities to evaluate their peers' use of lesson plans that matched challenge to students' levels indicated in assessment data. Lead Teachers modelled how to adapt topics to suit a

range of learners' needs. Despite this, a few observations showed students in mixed grade classes who were less engaged because planned work was insufficiently personalised.

During the Follow Through Inspection, in a High School mathematics class, students from Grade 8 to Grade 12 worked at different levels of challenge finding solutions to positive and negative inequalities. The teacher identified a misconception and brought the group of students together to re-teach this concept. In an Elementary English class, students from different grades shared ideas on a common literary text before the teacher assigned tasks at very different levels.

An extended series of professional development gave clear demonstrations to teachers of how to understand and use a range of assessment data, resources, and interesting ways in which to vary learning activities and students' outcomes within common topics. A particular area where practice was consistent was assessment of students' knowledge by questioning followed by frequent verbal feedback. This contributed to effective management of the new style classroom management. One notable student skill deficit as a result of sustained self-supported study was the need to strengthen teachers' skills in developing almost all students'



RECOMMENDATION 2

spoken language. Consultants encouraged teachers to support students' discursive language when agreeing, disagreeing with others' viewpoints by using a shared tool, displayed in every

classroom. This, and a range of strategies to praise students' efforts was at an early stage of implementation.



RECOMMENDATION 3

Improve assessment practices by:

- Ensuring that all assessment data is meaningfully organised and accessible
- Developing clear and coherent profiles of each students' progress and attainment in core subjects
- Providing all students with formative marking comments so they know how to improve their work
- Ensuring all teachers in every lesson assess students' understanding and progress either verbally or by written comments.

The school had made **satisfactory** progress in addressing this recommendation.

Since the last inspection, the school had improved the reporting procedures for monitoring students' progress. Detailed information was available on every student's progress in each component of the curriculum through Student Progress Reviews. Senior leaders had begun to use this information to provide targeted interventions where needed, but this was in the early stages of development. Not every teacher used the assessment information to modify teaching to meet the needs of individuals and groups of students. In a few lessons, students from three different grades worked on the same tasks towards the same outcomes. Assessment data was available but not always used to determine level of work. Nevertheless, the Principal and Lead Teachers were confident in their understanding of external SAT scores and internal Student Progress Reports and used these to evaluate achievement and to set priorities in the action plan. They used the SAT results to compare the relative progress of students in each of the core subjects. The data was not always analysed with sufficient rigour to establish an accurate understanding of where each student's attainment and progress were strongest.

Teachers knew their students well but did not always provide appropriate levels of challenge for each one using all available data. This was especially important because all students were taught in mixed-age classes.

The school was beginning to develop profiles of individuals' progress and attainment in core subjects, but these consisted of marks and grades, not personalised targets.

Teachers had begun to provide formative comments so students knew how to improve. However, written feedback on students' work was limited. Review of students' portfolios and workbooks in lessons showed that most teachers' marking consisted of ticks, numerical scores, or congratulatory comments. Few identified exactly what students needed to do to improve or provide advice for next steps in learning. Most students lacked awareness of their own strengths and improvement targets. This was an area that required further improvement.

In lessons, almost all teachers used a wide range of strategies to assess students' understanding and progress, such as the review of 'I can' statements, cold-call questions and revision quizzes. They often used mini whiteboards to gather responses quickly and assess students' knowledge of key facts. In more effective lessons, teachers made skilful use of open-ended questions to promote critical thinking. In a minority of lessons, peer assessment enabled students to evaluate the work of others. In a few lessons where teaching was less successful, teachers implemented the assessment strategies but did not adapt their teaching accordingly.



RECOMMENDATION 4

Widen and significantly improve the curriculum by:

- reviewing and evaluating more effective curriculum programmes for the Elementary and High School
- ensuring the curriculum delivery addresses different student learning styles broadening the range of subjects and in the curriculum so it consistently includes creative, physical, practical and technological experiences
- deliver a curriculum that challenges more able students and develops all students' collaborative, critical thinking and problem-solving skills.

The school had made **satisfactory** progress in addressing this recommendation.

As the school transitioned from the Packet of Accelerated Christian Education, (PACE) curriculum, the recently promoted Principal and school leaders recognised the need for a more comprehensive and cohesive course of study, to address the needs of the school and community. At the time of the previous inspection in September 2022, school leaders had not implemented a curriculum with a clear rationale. The PACE programme required students to independently navigate a range of booklets, as teachers facilitated learning in a supervisory role. Leaders indicated that the "booklets lacked depth" and did not provide challenge for more able students. In the absence of a comprehensive, structured scope and sequence document, void of the progression of skills, teachers' lesson plans were not always aligned to curricular standards, and lesson plans were largely workbook driven. As a result, lessons were not always appropriately sequenced to promote continuity and progression in students' learning across, and within grades levels.

Following the inspection, the school introduced Engage NY, a New York Common Core curriculum to provide the breadth and balance of the curriculum expectations. Planning linked to the standards set

out in the EngageNY curriculum resulted in a more cohesive scope and sequence across the grades.

Throughout the course of the Follow-Through Inspection, inspectors observed that new orientation of the classrooms facilitated collaboration and discussions. Students interacted with their elbow and table partners as they discussed or shared ideas. In a High School lesson, students in Grade 8 through to Grade 12 collaborated to identify strategies to solve equations. The teacher's lesson was planned for a differentiated outcome from each grade. Students re-organised themselves to allow for collaboration and brainstorming. Although subject leads were identified to monitor the delivery of the curriculum through lesson plan reviews, work sampling and lesson observations, there were some limitations in their duty to carry out their responsibilities as they were also class teachers. When crafting weekly lesson plans, teachers accessed the newly implemented curriculum from the website.

The Principal and subject leads had begun to attend meetings with staff to develop these documents and provided them with templates to support uniformity. There was now a greater need to ensure that key skills and concepts were coherently sequenced to promote a clear progression of skills within and across the multigrade classes. Timetables across the school reflected greater consistency in the



RECOMMENDATION 4

times allotted for all subject areas, which promoted the same experiences for all students. Daily and weekly lesson plans, linked to the standards outlined in the EngageNY curriculum, had resulted in a more cohesive expectation across the grades. The improved curriculum offered all students a balanced range of subjects that included music, art, physical education and Information Technology,

in addition to the core subjects of English, mathematics and science. Although music and art were offered as an extra-curricular activity, the school, parents, and students identified the need to extend the range of after-school opportunities.



RECOMMENDATION 5

Increase the middle and senior leadership capacity both within the school and with outside support to ensure school improvement and achievement by:

- Strengthening the roles of senior and middle leaders to provide support to improve the standards in teaching
- Improving strategic planning by aligning the school self-evaluation form with the school development plan
- Working with the Advisory Board and leaders of similar size schools on imaginative solutions to increasing middle and senior leadership capacity.

The school had made **satisfactory** progress in addressing this recommendation.

The Principal had an extended period of support from an external consultancy company and from principals of other local schools. He gained a great deal of knowledge about how to evaluate the school's performance and the importance of making accurate judgements that aligned with the school development plan. The external consultants worked alongside the Principal to develop an action plan that addressed the key recommendations of the 2022 inspection report. This was realistic and time specific, setting out short, medium, and longer-term goals that were set out on a timeline and measurable. The Follow-Through review found a few short-term targets had been achieved, such as selecting a challenging curriculum, managing change in teaching methodology and setting up a leadership structure. Medium-term plans were dedicated to implementation and embedding new initiatives.

A senior leadership team was formed of the Principal and two Lead Teachers, one of whom took charge of planning for a few students with special educational needs. These appointments of experienced teachers gave additional capacity to model and demonstrate teaching strategies and observe and support class teachers. This was innovative in that opportunities to improve teaching was previously not a priority when students worked

independently and therefore underdeveloped. Teaching practices were improved by observing peers in almost all classes. Lead Teachers worked closely with their colleagues to support lesson planning and provided developmental feedback to all staff. The Principal and Lead Teachers' new system to observe and monitor teaching allowed them to collect information from lesson observations. These were not however evaluated to show strengths and areas for development both in planning and teaching. At the time of the review, Lead Teachers had no interaction with similar size schools to gain new ideas and increase their leadership capacity.

The Advisory Council facilitated monthly meetings with the Principal and had read the action plan and agreed to the external support provision. However, they did not hold the Principal to account sufficiently for managing the plan or take a deep interest in exploring the difference it made to students' education. One council member also supported in class as a teaching assistant so had more current knowledge of changes. The Advisory Council should dedicate time in their regular meetings to gain updates on progress against action plan targets. As external consultant support has ended, the principal realised the importance of collaborating closely with other principals and external agencies to effectively manage all the planned changes in the upcoming year.



SURVEY RESULTS

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

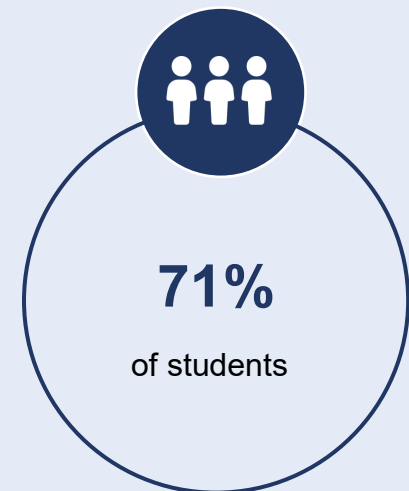
Students	17	Parents	29	Staff	8
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Students

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

Seventeen students completed the survey, of whom 64% were Caymanian. Overall, the majority were satisfied with the quality of education provided by the school. Most thought they were making good progress in English and science, and a majority thought their progress in mathematics was good. Most students enjoyed their lessons and said teachers helped them understand how well they were doing. Almost all students said they felt safe and cared for in school, and most reported that the school helped them choose a healthy lifestyle. Students were positive about the way in which the school responded to their concerns and said that incidents of bullying were handled well. However, only a majority of students considered staff to be suitably qualified and skilled. A significant minority of students were not satisfied with the range of subjects they were able to study and thought the behaviour of some students was poor. A minority wanted more opportunities to learn in the wider community.

Nine students submitted written comments. Most of these concerned the need for more classes in subjects like art, drama and music, and more field trips. Two students commented on the need for teachers to treat students fairly and with respect.



Strongly Agree and Agree

6%

Decrease since the last inspection

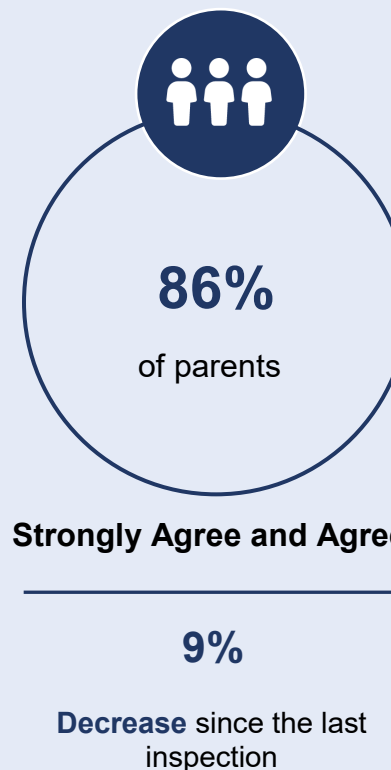
SURVEY RESULTS

Parents

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

All parents were happy with the communication the school provided. Almost all said the school provided regular reports, was responsive to their concerns and provided them with regular reports on their child's progress. Almost all thought the school was well led, treated students fairly and dealt with issues such as bullying to their satisfaction. Almost all parents were happy their children were safe and said their behaviour was good and that the school instilled in them a sense of community. Most parents were involved in school events and almost all were happy with the quality of teaching. As a result, almost all said their children enjoyed their lessons. Most parents were pleased about students' progress in all subjects but felt progress in mathematics was less rapid than in English, science and other subjects.

The survey also conveyed most parents' concerns about the teachers' qualifications which contrasted with their satisfaction with the quality of teaching. A majority expressed the view that links with the wider community were limited. The greatest concern expressed by a majority of parents was that the choice of extra-curricular activities offered to students was limited. A few commented on the lack of sport and that the choice of subjects was narrow. In the free text comments, most parents expressed highly positive views about many aspects of the school but a few said the shortage of computers limited students' ability to work independently and that provision for students with special educational needs was at an early stage of implementation.



SURVEY RESULTS

Staff

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

Eight teachers completed the survey in advance of the school inspection. All staff agreed that the behaviour of students in the school was good, and the school provided sufficient professional development opportunities. They believed that the school provided a safe and caring environment, and that students were treated fairly. All staff agreed that the school actively dealt with bullying and that there was good support for SEN students. They all believed that the school helped students to choose a healthy lifestyle and that parents were effectively involved in the work of the school. A significant minority of staff disagreed that students could join a good range of extra-curricular activities. A majority of the staff indicated that the parent-teacher meetings were well-attended and helpful. A significant minority said that the dual curriculum “is not working for some students.” It was noted that one member of staff skipped almost all the questions.



Strongly Agree and Agree

14%

Decrease since the last inspection

WHAT HAPPENS NEXT?

WHEN WILL THIS SCHOOL BE INSPECTED AGAIN?

As the school is judged to be providing a **satisfactory** quality of education, there will be no further inspections until the next cycle which commences in September 2024.



WHO ARE WE AND WHAT DO WE DO?

The Office of Education Standards is part of the Portfolio of Civil Service within the Cayman Islands Government. Our function is to inspect early childhood care and education centres, public and private schools and report upon standards in all educational institutions in the Cayman Islands.

How to contact us

You can contact us using the following e-mail address.

adminOES@gov.ky

Where to read our reports

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

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