

# FOLLOW THROUGH INSPECTION REPORT

OFFICE OF EDUCATION STANDARDS  
CAYMAN ISLANDS GOVERNMENT  
NOVEMBER 2023



Truth for Youth School

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## INTRODUCTION

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

In academic year 2020-21, the Office of Education Standards conducted inspections of schools and early years centres across the Cayman Islands. Where the overall performance of a school or setting was evaluated as weak, then a further inspection was 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 **Truth For Youth School** took place from November 6 to 7, 2023. The inspectorate gathered evidence through lesson observations and discussions with staff and parents. School documents and students' progress and attainment information were also reviewed.

During the Follow-Through Inspection of **Truth For Youth School**, Inspectors evaluated the progress that had been made by school leaders in addressing the 4 recommendations from the previous full inspection.

The school has made **weak** progress in addressing 3 of the 4 recommendations. The inspectorate judged that there had been **weak** progress overall.



# INTRODUCTION

## 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>	Truth for Youth School
	<b>Address</b>	84 Walkers Road, George Town, Grand Cayman
	<b>Telephone number</b>	1 (345) 949-2620
	<b>Website</b>	None
	<b>Name of the principal</b>	Dr. Sandra Franklin-Hamilton, Vice-Principal
	<b>Date of this inspection</b>	06 November - 07 November, 2023
	<b>Date of the last inspection</b>	11 October - 13 October, 2022





## Students

	<b>Number of students on roll</b>	108
	<b>Age range of the students</b>	4 to 11 years
	<b>Grades or year groups</b>	Kindergarten to Grade 6
	<b>Number of Caymanian students</b>	50
	<b>Number of Students with special educational needs</b>	12
	<b>Largest nationality group of students</b>	Caymanian






# SCHOOL INFORMATION



## Staff

	<b>Number of teachers</b>	10
	<b>Number of teaching assistants</b>	4
	<b>Teacher-student ratio</b>	1:11
	<b>Teacher turnover</b>	40%

## Curriculum

	<b>Main curriculum</b>	New York Engage Curriculum
	<b>External tests and assessments</b>	Renaissance Star Assessments
	<b>Accreditation</b>	None

## School inspection overall performance history

<b>Cycle 1 Inspection</b>	February 2020	 Weak
<b>Cycle 2 Inspection</b>	October 2022	 Weak

## RECOMMENDATION 1

### Improve school leadership at all levels by

- reviewing roles and responsibilities to ensure effective direction and strategic planning
- providing support and training to develop the role of subject leaders so that they can improve teaching and thus raise standards in the core subjects
- ensuring teachers are deployed where they will be most effective by careful timetabling and use of support staff
- deploying more effective performance management systems to ensure all leaders and teachers are held to account for their performance

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

Since the previous inspection there had been several changes in staffing. The Principal retired at the end of the last school year and four teachers had also left including the two lead teachers who had received training from the external support partner. One new teacher had joined the school and there were plans to appoint a substantive Principal and specialist teachers for music, physical education and information communication technology. There had been changes in the deployment of teachers and teaching assistants. The effectiveness of the four teaching assistants however, was variable across the school. Some worked well in partnership with the teacher and supported learning whilst others had minimal contact with students.

The day-to-day operations of the school were currently overseen by the Vice-Principal, who was supported by an experienced education adviser working in conjunction with the Board of Governors. Their combined efforts had offered much-needed stability during this transitional period, and both recognised the importance of building leadership capacity. However, the absence

of a Principal, middle leaders, and a curriculum coordinator has negatively impacted leadership capacity. The Vice Principal led in these areas as well as being responsible for improving teaching and learning, a situation that was not sustainable in the medium or longer term.

The school had entered into a six-month partnership with an external school improvement provider earlier this year and staff had benefited from the training, modelling and school improvement processes they introduced. All staff had ten days training and additional development time. Other training was put in place for the SENCO and Kindergarten teachers and teaching assistants.

Staff now had a revised job description which clarified their role and responsibilities. Whilst the job descriptions were clear, there was more focus upon the use of resources and planning lessons rather than securing improved student attainment and progress and delivering high quality lessons. Performance management systems were in place. The Board had set up a HR committee and led on introducing a new performance management process. This included the introduction of a Performance Improvement Plan and the issuing of warning notices for underperformance. The impact of



## RECOMMENDATION 1

the new system had yet to be seen in relation to improvements in teaching and learning. The Vice-Principal used a peer monitoring process with clear criteria which was set up by the external provider and monitored a small number of staff this academic year. This did not provide enough evidence to inform the school's self-evaluation nor did it provide information for a strategic plan. As there was no Principal in place the school had made the decision not to write a strategic plan this academic year. This was a missed opportunity since the self-evaluation process and strategic plan would have further strengthened the previous year's work and provided a clear

direction for the school. The pace of change appears to have slowed this academic year as a result of the changes in leadership across the school. The systems for self-evaluation and improvement planning processes required greater rigour to allow leaders to monitor more closely the impact of the school's provisions on outcomes for students and to drive school-wide improvement in a more strategic and deliberate way. There was also the need for more effective leadership of teaching and learning across the school in order to ensure greater continuity and progression in students' learning.





## RECOMMENDATION 2

### Raise attainment and progress in all subjects by

- analysing data meaningfully so that it provides useful information to monitor performance standards
- implementing clear systems for tracking and monitoring students' progress, building on the work that has been done with learning platforms and assessment systems.

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

Systems for tracking and monitoring progress in reading and mathematics had been implemented for students in Grades 1 to 6. The assessment of students' knowledge and understanding in these subjects took place each school term, utilising internationally recognized Renaissance STAR tests. Additionally, Freckle tests supplemented these assessments, providing a comprehensive overview of students' learning in various lessons. Previously teachers had been given summaries of assessments but not access to the platforms themselves. Access now provided the potential for teachers to understand and use assessment data more fully. The school had systems to monitor primary students' achievements from Grade 1 to 6 in reading and mathematics. Systems to assess the achievement of younger children or older students in a wider range of subjects were underdeveloped. Although these limited systems were in place, assessment data had not been fully analysed or used sufficiently to raise progress and attainment in all subjects, including English and mathematics. The previous assessment leader had a good understanding of how well students were achieving but this information was not disseminated across the school. The Vice-Principal had only just begun to analyse data and was at early stages of unpicking and understanding this. Adequate attention had not been given to how well teachers across the school incorporated this information into

lessons, used it to guide professional development, or monitored performance standards.

Discussions with teachers during the Follow Through Inspection indicated that some looked at, and used this information, more fully than others. In stronger lessons teachers had used achievement data to vary work and provide additional input to individuals and small groups who needed this. For example, in Grade 1 where the teacher skilfully supported a few less able students to use the sounds of letters to write single-syllable words. These students made good progress as they wrote words including sit, sun and run. In other classes teachers did not utilise information from the assessments sufficiently and provided the same work for all. This was too easy for those who learnt more easily and too difficult for less able students, including those with special educational needs. The assessment data was not used sufficiently well to raise attainment and progress. It did not yet include all ages or all subjects. Data for reading and mathematics indicated that too many students were working at standards below those expected for their age. Assessment data for reading from September 2023 showed that the majority of students in Grades 2, 4 and 5 were working below expectations for their age in mathematics. Data from this time also showed that the majority of students in Grades 1, 2, and 6 had reached standards below those expected for reading. Less than three quarters of students had reached expected standards in any year group from Grades 1 to 6 for reading or mathematics.



## RECOMMENDATION 2

Attainment levels persistently remained below the desired standards, a fact underscored by both lesson observations and assessments conducted during the Follow Through Inspection. Specifically, at Grade 5 , it was evident from both lesson observations and work scrutiny that a significant majority of students were performing below the expected standards, particularly in the area of expanding decimals in word and fraction forms. Similarly, in Grade 1, decoding skills and comprehension were identified as key areas limiting most students' appreciation and understanding of the material they were

reading. Despite the absence of formal systems for tracking and monitoring the achievement of younger children across a variety of subjects, the Follow Through Inspection revealed consistently low levels of achievement for these students as well. Addressing these challenges and implementing effective monitoring mechanisms for student performance across various subjects will be essential to fostering improved academic outcomes for all students.



## RECOMMENDATION 3

### Improve teaching and learning by

- securing high quality teachers with the appropriate levels of experience and skills
- effectively sharing the existing good practice
- ensuring that systematic monitoring of teaching and learning evaluates students' outcomes and their experiences in the classroom
- providing professional development to help teachers develop effective strategies to help students learn, especially in lower Primary classes
- ensuring that teachers understand how to use assessment data to plan teaching which meets the needs of all students.

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

The school's capacity for improvement was constrained by the present leadership structure and staffing issues. The current structure did not allow for an efficient and effective allocation of tasks and responsibilities. Reportedly, the school had experienced difficulties in sourcing qualified teachers in areas such as music, physical education and information communication technology. The school board indicated that a recruitment exercise was currently being carried out for staff vacancies and leadership positions. The school board advised that a music teacher had been interviewed and was expected to assume duties at the beginning of the upcoming school term. The board also communicated challenges in appointing a principal, despite having conducted multiple local advertisements as well as advertisements in their affiliate churches in the United States.

One new teacher was hired at the start of the new school year. While teachers, and teaching assistants had been deployed to support learning, variability in the quality of support was not providing the best learning experience for students. Additionally, the SENCO had been redeployed a classroom teacher. There was the need to appoint a suitably qualified and experienced SENCO to ensure a more focused and targeted support for students with special educational and additional learning needs.

During the Follow-Through Inspection, inspectors noted improvements in the quality of teacher interactions in lessons. Teachers had benefitted from training in Effective Learning Observations (ELOs) but this was not yet sufficiently embedded in practice. Consequently, there was much variability in teaching quality throughout different phases of the school. Furthermore, teachers did not always consider the individual needs of students. As a consequence, more capable students were not consistently challenged appropriately, while less capable students did not



## RECOMMENDATION 3

always receive the necessary support to make satisfactory progress in their learning. Most teachers demonstrated commitment to building collective expertise to support students' learning; however, there was the need for more vigilant monitoring of the attainment of specific targets and the progress achieved thus far. Whilst the Vice-Principal had also conducted lesson observations, given the scope of her responsibilities, this required greater rigour to ensure professional development was linked to planned changes in teachers' practice.

Moving forward, it was imperative to expedite the appointment of a substantive Principal and specialist teachers and to devise a suitable middle leadership structure. This will not only restore stability but also ensure sustainable leadership capacity, fostering a conducive environment for effective teaching and learning. The positive impact of the external school improvement provider's initiatives should be harnessed and integrated into ongoing professional development strategies.

Discussions with teaching staff and classroom observations revealed a notable disparity in the utilisation of student data across the school. While some teachers expressed enthusiasm for the valuable insights gained from platforms like Freckle and Renaissance STAR, enabling them to identify individual students' learning needs and tailor lessons accordingly, others

acknowledged reviewing the data but struggled to comprehend its full potential or integrate it effectively into lesson planning. Despite the presence of a dedicated section in the lesson planning template for considering diverse learning needs, several teachers did not consistently incorporate this element, even in classrooms with significant additional needs. This deficiency was evident in a Key Stage 2 mathematics class where the material proved excessively challenging for students with special educational needs.

Upon reviewing students' work, it was apparent that tasks were frequently inappropriate for those with lower academic abilities, with a minority of assignments being incorrect or incomplete. Classroom observations further illustrated that more advanced students often finished their work swiftly, leading to idle time while awaiting the next instructional phase. In summary, the school had a range of approaches to using, especially in the context of peer observations and the effective use of data, emerged as a key consideration for fostering a more uniform and impactful teaching approach across the school. Further development was required to lead the implementation of agreed whole-school teaching, learning and assessment practices so that they become embedded at classroom level.



## RECOMMENDATION 4

### Establish effective governance by

- ensuring that there are arrangements for governance in place with the capacity to support the school's strategic planning and effective management
- delineating responsibilities clearly, to separate the strategic and operational needs of the school, including financial management, the recruitment and selection of staff and the day-to-day operation of the school.

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

Since the previous inspection, the school board had taken appropriate steps to improve governance oversight by improving key aspects of management. Of note, the board had appointed an experienced education adviser who bridged communication between the school and the school board reporting and advising on academic and other matters. The school board also now had an HR committee led by the chair of the school board; the Education Adviser and Vice-Principal were also members of this committee. Consequently, the Vice-Principal was now included in the panel responsible for interviewing and recruiting teachers. Performance management and other human resources were now dealt with by this committee rather than the chair of the school board.

The school board had also made strategic changes to the school's organisational structure and had created the position of Vice Principal in January 2023. A strategic planning committee was also established to review and report on long term school objectives. The principal was expected to assume a leadership role on this committee. The school board had further advised that the daily operations of the school were now fully the responsibility of the Principal. A Treasurer was appointed to manage financial requests. The separation of strategic and operational needs of the school was expected to have a positive impact on the operations and management of the school.





## SURVEY RESULTS

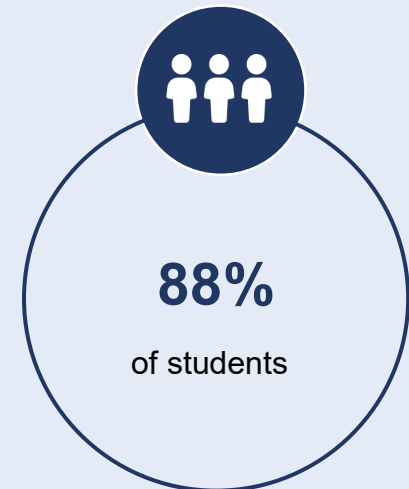
Before the inspection, the views of parents, staff and students were surveyed. The numbers of participants that completed the survey were:

Students	34	Parents	0	Staff	10
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### Students

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

Thirty-four students, predominantly from Grades 5 and 6, responded to the inspection survey. This was just over half the number who responded at the previous inspection. Most felt that the school provided a good quality of education. This was slightly lower than the response to this question at the last inspection when almost all agreed with the statement. Almost all respondents felt that lessons were good, said they enjoyed these, felt that staff were appropriately qualified and suitably skilled, that they received regular reports on progress, and that teachers helped them understand how well they were doing and showed them how they could do better. Most respondents felt they were making good progress in English, mathematics, science and most other subjects. Most felt that they had access to good quality resources, that they received the right amount of homework, had good opportunities to join in a range of extra-curricular activities and that the school helped them to make good choices about future education and careers. Most also felt that the school was well-led, that they were encouraged to lead healthy lifestyles. Most felt safe and cared for and that if there was any bullying the school would do something to stop it. The majority who responded felt that the school offered subjects they wish to study, that the school supported students with special educational needs well and that the school responded well to any concerns. The majority also felt that they were treated fairly, developing a good environmental understanding that they are encouraged to be responsible members of the wider community and that the school has asked them how it can improve. The lowest positive response rates were to questions about good behaviour and safety on the bus. A significant minority agreed with each of these. A significant minority, almost a third of respondents disagreed that behaviour in school was good. The largest proportions of disagreement, a minority, at almost a quarter of respondents, were around being treated fairly and being asked how the school could improve.



**Strongly Agree and Agree**

**4%**

**Decrease** since the last inspection

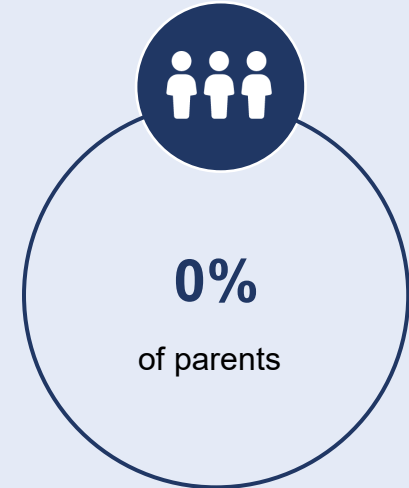
# SURVEY RESULTS

## Parents

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

There were no responses to the parent survey.

During an interview conducted with parents during the Follow Through Inspection, most participants indicated the need for improvement in communication between the school and parents. Most felt they were not sufficiently involved in school improvement planning and most expressed commitment to supporting the work of the school.



**Strongly Agree and Agree**

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**90%**

**Decrease** since the last inspection



# SURVEY RESULTS

## Staff

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

Staff participation rates for this survey were less than that of the 2021 Full inspection. Most staff who responded to the survey agreed that the school provided a safe and caring environment for everyone in the school community. All felt that the behaviour of most students in the school was good. Similarly, all agreed that students were treated fairly and most felt that any incidents of bullying were dealt with effectively by the school. A significant minority disagreed that the school provided good support to students with special educational needs. A minority felt that the school had appropriately qualified and suitably skilled teachers and staff and that the school had sufficient resources of good quality to support their teaching. Only a majority felt that the school was well led, this was in contrast to the previous survey where most staff agreed that the school was well led. Most agreed they were involved in school improvement planning. Only a majority agreed that the school effectively supported their professional development. Likewise, only a majority felt that parent teacher meetings were well attended and helpful. Only a significant minority agreed that parents were effectively involved in the work of the school and that the school enjoyed good links with the community. Most staff agreed that the school offered a good quality education.



**Strongly Agree and Agree**

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**13%**

**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 Inspectors judged the overall performance of the school to be **weak**, there will be a Follow-Through Inspection of Truth For Youth School within six months of the publication of this report. The school will continue to be inspected on a regular basis until all aspects of performance are judged to be at least satisfactory.



## 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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