

# FOLLOW THROUGH INSPECTION REPORT

OFFICE OF EDUCATION STANDARDS  
CAYMAN ISLANDS GOVERNMENT  
MAY 2024



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 2021-22, 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 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 school 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 May 28 to May 29, 2024. The inspectors 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 four recommendations from the previous full inspection.

The school has made **weak** progress in addressing three of four recommendations. The inspectors 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, (Deputy Principal)
	<b>Date of this inspection</b>	28 May - 29 May, 2024
	<b>Date of the last inspection</b>	06 November - 07 November, 2023





## Students

	<b>Number of students on roll</b>	104
	<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>	46
	<b>Number of Students with special educational needs</b>	7
	<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>	1:10
	<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	
<b>Cycle 2 Inspection</b>	October 2022	



## 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 follow-through inspection visit, the Board of Governors had appointed an Education Consultant to work with the Vice-Principal and perform some of the duties of a Principal until a new appointment was made. Although the recruitment process was at an advanced stage with a potential candidate identified, contractual details were not finalised. There were no subject coordinators in place.

The school continued to experience challenges in recruiting new teaching staff. A music teacher and a part-time PE teacher had only recently joined the school with the positions being unfilled since September. The school aimed to employ five new staff, in addition to the principal, for the next school year. The school leaders and Board of Governors were in the process of identifying and appointing teachers to fill classroom teacher vacancies and middle leader roles, but no appointments had been confirmed. The Board of Governors expected that the new principal would be in post early enough to establish and implement the required systems and procedures across the school to ensure consistency in the quality

of what is provided for the students. However, no specific plans were in place.

The Vice-Principal remained responsible for the day-to-day running of the school and had multiple roles and responsibilities while teaching a class full time. The school had also experienced an increased level of staff absence, and as supply teachers were not used, the Education Consultant undertook teaching duties when needed. This situation, in addition to the current staffing issues, had limited the leaders' capacity to act and implement the changes needed to bring about improvement in student learning. The lack of middle leaders (subject/curriculum coordinators) further hampered the school's improvement efforts.

The newly developed performance management system was implemented effectively with a small number of teachers who were supported in developing their practice and placed on Performance Improvement Plans. Any improvements in the quality of teaching and learning were documented during the process. Decisions on whether to renew contracts were taken by the HR Committee in conjunction with the education consultant based on the evidence



## RECOMMENDATION 1

collected. The quality of teaching observed during the follow-through visit remained variable. The peer observation process introduced by the external school improvement provider appeared to have lapsed. Evidence of classroom observations to monitor the quality of teaching and learning or as part of the annual teacher performance appraisal process was not made available to the inspection team. Therefore, teachers did not receive feedback on learning and teaching, and the school did not have the necessary

data to support the self-evaluation and school improvement planning processes. The education consultant and Board of Governors stated an intention to develop a strategic plan but were unable to provide any evidence of progress.





## 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.

Across the Elementary school, online platforms were used for reading and mathematics assessments. Star Reading and Star Math online assessments were completed each term. Additionally, other online platforms were also utilised across Elementary. These platforms all provided data analysis, including progress and benchmarking against grade level expectations. However, there was no evidence provided to demonstrate properly analysed data or the use of available data to create plans to meet the needs of all learners. No evidence was provided to demonstrate that attainment and progress had improved in all subjects, including English and mathematics. There was also low achievement noted during most lesson observations.

The school had not provided evidence demonstrating that data obtained from the online platforms was sufficiently analysed. The lack of meaningful data analysis hindered the development of targeted interventions and personalised lesson plans essential for addressing individual student needs. Students, therefore, did not have sufficient challenge or support in most lessons observed. Plans for differentiated learning were often not included in the lesson plan. When there was differentiation noted in the lesson plan, it was mostly rudimentary, with variation in the volume of work expected, for example.

The role of Special Education Needs Coordinator was reportedly vacant. The school had completed some Learning Support Plans (LSP) for students identified as requiring these. However, there was no evidence of these being used effectively to provide targeted support for students. The school had a process of referring children to external service providers for assessments when concerns were identified. A few teachers shared that they provided additional after-school sessions for children who required assistance. However, this seemed to be mostly geared to support children who were finding specific topics of work difficult. There was no evidence of the use of targeted intervention programmes to support children's progress.

The lack of a coherent approach to sufficiently analysing data, monitoring progress and utilising data to plan appropriate learning experiences had contributed to missed opportunities to raise students' achievement.



## RECOMMENDATION 3

### Improve teaching and learning by

- securing high quality teachers with 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 students.

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

The school had a small proportion of teachers retained over time, but stability remained a significant barrier, with nearly half the staff due to be replaced for the next academic year. Recruitment was active, but challenges remained for the school to obtain licenses and immigration clearance for the teachers they wished to appoint. These issues hindered the goal of having a full complement of experienced teachers for the next academic year. The school leaders had introduced stringent recruitment measures and had asked applicants to video and submit evidence of their teaching. This strategy had the intention to ensure teachers with appropriate skills and experience were appointed. This was an improvement on previous years.

The sharing of good practice was at an emergent stage with a few teacher visits to other schools and to observe their peers. This was not frequent nor had all teachers benefited. The lack of regular

observation of the quality of teaching meant opportunities were not taken to analyse what professional development would benefit the whole staff or individuals. There had been almost no professional development since the external provider left and no focus on strategies required to enable lower primary classes to learn appropriately. The visits to other schools were intended to focus on improving individual teachers' class management and teaching skills together with subject knowledge where specialist teachers were observed. There were limited opportunities for peer observation and shared practice within the school. This element of teacher development was not embedded. The documentation of observation of teaching was not available for all teachers. Focus had concentrated on teachers whose practice required improvement so monitoring of all teaching and learning was not systematic. Extended input from an external provider left the school with proforma for monitoring, self-reflection, lesson planning. Peer observation was introduced and thought to be successful but was not sustained. Teachers had enjoyed the regular support and introduction of new methodology from the external provider,



## RECOMMENDATION 3

particularly when introduced to new strategies to implement across the curriculum. One suggestion that made a significant difference was the introduction of Freckle by Renaissance, a digital learning platform that helped students learn new concepts and key skills in English Language Arts and mathematics. Renaissance offered webinars that some teachers accessed. The school also used this platform for science and social studies.

A majority of teachers understood the assessment data from Star mathematics and reading but there was no monitoring of how effectively it was used to plan teaching to meet the needs of all students due to the limited observation of the quality of teaching and learning by senior leaders.



## 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.

The previous inspection conducted in November 2023, found that the school board had taken appropriate steps to improve governance oversight by improving key aspects of strategic management. Of note, school 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 Board also now had an HR committee chaired by Chairman of the School Board, and the Education Adviser and Vice-Principal were members of this committee. Consequently, the Acting 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 acting 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 development of the school.



# SURVEY RESULTS

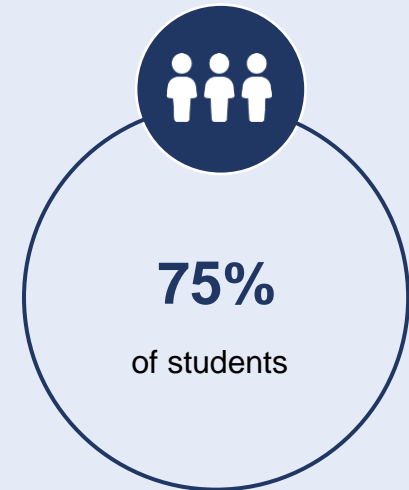
Before the inspection, the views of parents, staff and students were surveyed. The numbers of participants that completed the survey were:

Students	20	Parents	30	Staff	11
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## Students

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

Twenty students completed the survey. Most students felt they made good progress in English, while almost all felt they made good progress in Math. This lowered to a majority expressing they made good progress in science. Most students responded that the behaviour of the students was good and that any incidents of bullying were dealt with effectively. A majority of students responded that they were responsible members of the wider community and that students had good environmental understanding. Similarly, a majority of respondents agreed that most lessons were good and that teachers helped them to understand their achievement; almost all responded that they enjoyed most lessons. Majority of students felt that they had access to adequate extra-curricular activities and subjects they wish to study and that homework quantity was appropriate. Almost all students agreed that teachers explained how they could improve. A majority agreed they felt safe and cared for at school, that they were treated fairly and that the school helped them develop a healthy lifestyle. A majority agreed that the school was well led and that the school was responsive to their concerns. Most felt that they received regular reports of their progress and that they had access to adequate resources. Fourteen students shared comments, which were mostly positive. One student requested that the school request other professional to teach subjects that the teachers did not teach and another student stated that the work needed to be more challenging.



**Strongly Agree and Agree**

**-13%**

**Decrease** since the last inspection

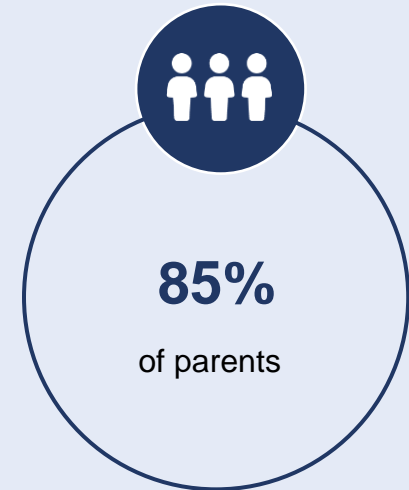


# SURVEY RESULTS

## Parents

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

Thirty parents completed the survey. Almost all parents felt their child made good progress in mathematics, while most parents agreed that their child made good progress in English and science. Most parents also agreed that their child made good progress in other subjects. All parents felt that their child was developing a good sense of responsibility as a member of the wider community and almost all agreed that they were developing good environmental understanding. Most parents felt that teachers were appropriately qualified, the quality of teaching was good, and their child enjoyed most lessons and was inspired to learn. Only a majority of parents felt that the school was well-led and that they had received information about the school’s improvement plans. While most parents felt the school responded appropriately to parental concerns, only a majority felt that communication between the school and parents was effective and timely. Most parents agreed that school reports were informative and regular, though only a majority found parent meetings helpful. Only a majority felt the school provided good support for students with special educational needs. Almost all parents felt their child was safe, cared for and treated fairly at school, though only a majority agreed that the school was effective in dealing with bullying. Of the eleven additional comments, a significant majority were wholly positive, while others felt that the quality of communication between home and school could improve.



**Strongly Agree and Agree**

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**15%**

**Decrease** since the last inspection



# SURVEY RESULTS

## Staff

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

Eleven members of staff including two non-teaching members, responded to the survey. Three provided additional comments. Most opinions were positive with little criticism offered. The majority of teachers have been in the school for over three years. All thought the school provided a safe and caring environment that ensured students showed a good sense of environmental understanding and concern. Almost all said students are treated fairly and understand their responsibilities as members of the wider community. When commenting on students’ behaviour most teachers felt the standard of behaviour was good or better. Most teachers commented positively on the school’s assessment systems that regularly informed students how to improve and gave advice on their next steps in education, and welcomed parents’ involvement in the life of the school. A majority of teachers disagreed that the school provided a good range of extra-curricular activities. A significant minority were not involved in school self-evaluation or developing the school improvement plan. The same proportion felt the school did not provide effectively for their professional development nor ensure that classrooms were sufficiently well-resourced. There were mixed views about how well the school dealt with bullying. A large majority thought this was effective, while a significant minority disagreed. Similarly, the views expressed about the quality of support for students with special educational needs were inconsistent, with a significant minority expressing disagreement, yet a majority thought support provided was effective. Whilst a majority thought the school was well led, a significant minority expressed disagreement about the quality of leadership. One comment directly stated the school required an effective leader. The majority of staff thought the school provided a good quality of education. This was a decline in the positive responses of the previous report.



**Strongly Agree and Agree**

**-15%**

**Decrease since 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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