



Office of Education  
Standards  
Cayman Islands Government

# INSPECTION REPORT

OCTOBER 2024























CALVARY BAPTIST CHRISTIAN ACADEMY

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This report provides a comprehensive account of the school’s quality of provision. A **summary report** offering an overview of the inspection judgements and main inspection findings is available at [www.oes.gov/ky/education-institutions](http://www.oes.gov/ky/education-institutions).

## School Information

General Information		
	School name	Calvary Baptist Christian Academy
	Address	191 Walkers Road, George Town
	Telephone number	345-946-5834
	Website	<a href="https://www.cbcacayman.com/">https://www.cbcacayman.com/</a>
	Name of principal	Michael Jeremiah - Head of School Grace Deekshith - Principal
	Date of this inspection	7 October to 9 October, 2024
	Date of last inspection	20 September to 22 September, 2022
Students		
	Number of students on roll	97
	Age range of the students	5 – 18 years
	Grades or year groups	K5 - 12
	Number of Caymanian students	31
	Number of students with additional learning support needs	6
	Largest nationality group of students	Caymanian
Curriculum		
	Main curriculum	Abeka
	External tests and assessments	STAR Renaissance and GL assessments
	Accreditation	None
Staff		
	Number of teachers	11
	Number of teaching assistants	5
	Teacher-student ratio	1:15
	Teacher turnover	4

# Context

Calvary Baptist Christian Academy is a small, private, faith-based school situated in Walkers Road, George Town. The school aims to foster students' moral, spiritual and academic development within a Christian context. At the time of this inspection, there were 97 students on roll, aged from 5 to 18 years (Kindergarten to Grade 12). Six students were identified as having additional learning support needs (ALSN). There were 11 teachers and 5 teaching assistants, with four new teachers this academic year. For inspection reporting purposes, the school was organised into two phases, Elementary and High. The principal had been in post for one year at the time of the inspection

The school followed the Abeka Curriculum, which reflected the strong emphasis upon Christian values and Bible-based teaching. The premises were adequate and included a science laboratory, music room and specialist facilities for art and information technology. Indoor and outdoor space was limited, but school leaders were able to mitigate this by making imaginative use of local facilities, such as parks and a sports centre.

## Overall Judgement History

Cycle 1 Inspection	January 2020	Weak
Cycle 2 Inspection	September 2022	Satisfactory
Cycle 3 Inspection	October 2024	Satisfactory

## Next Steps

The school is judged satisfactory or better and therefore, will be inspected within 2 years.

## Current Performance Summary

Performance Standard 1 Helping our students to achieve in key areas of their learning					
Quality Indicator		Elementary Inspection Judgement	Change	High Inspection Judgement	Change
English	1.1 Attainment	Satisfactory	→	Satisfactory	→
	1.2 Progress	Satisfactory	→	Satisfactory	→
Mathematics	1.1 Attainment	Weak	↓	Satisfactory	↑
	1.2 Progress	Weak	↓	Satisfactory	→
Science	1.1 Attainment	Weak	↓	Satisfactory	↑
	1.2 Progress	Weak	↓	Satisfactory	→

Performance Standard 2 Promoting our students' personal and social development				
Quality Indicator	Elementary Inspection Judgement	Change	High Inspection Judgement	Change
2.1 Social emotional learning / Positive behaviour for good learning	Good	→	Good	→
2.2 Civic and environmental understanding	Satisfactory	↓	Satisfactory	↓

Performance Standard 3 Ensuring effective teaching to support our students' learning				
Quality Indicator	Elementary Inspection Judgement	Change	High Inspection Judgement	Change
3.1 Teaching	Weak	↓	Satisfactory	→
3.2 Learning	Weak	↓	Satisfactory	→
3.3 Assessment	Weak	↓	Satisfactory	→

Performance Standard 4 Offering a curriculum that meets the educational needs of all of our students				
Quality Indicator	Elementary Inspection Judgement	Change	High Inspection Judgement	Change
4.1 Curriculum quality	Satisfactory	→	Satisfactory	→

**Performance Standard 5** Keeping our students safe and always supported

Quality Indicator	Elementary Inspection Judgement	Change	High Inspection Judgement	Change
5.1 Health and safety	Satisfactory	→	Satisfactory	→
5.2 Support and guidance	Satisfactory	→	Satisfactory	→

**Performance Standard 6** Leading and managing our school and developing our links with the community we serve

Quality Indicator	Whole School Inspection Judgement	Change
6.1 Leadership	Satisfactory	→
6.2 Self-evaluation and improvement planning	Weak	→
6.3 Links with parents and the community	Good	→
6.4 Staffing and the learning environment	Satisfactory	→



## What the School Does Well

- There was a strong Christian ethos which underpinned the work of the whole school, leading to an inclusive and welcoming atmosphere.
- Students were exceptionally courteous and friendly to adults and their peers.
- Links with parents were strong and parents reported that they feel engaged as partners in their children's learning.
- School leaders valued students' perspectives on their experience in school, and actively sought and responded to their views.

## Recommendations

- (1) Improve attainment and progress, especially in the Elementary school by:
  - Evaluating the quality and effectiveness of teaching and sharing good practice;
  - Developing effective strategies to meet the needs of all students, ensuring that more able students are appropriately challenged;
  - Involving students more actively in lessons and developing their independent learning skills.
- (2) Increase the effectiveness of assessment by:
  - Ensuring internal assessments are age-appropriate and rigorous;
  - Using external assessments to accurately measure students' performance;
  - Using assessment information to address skills gaps through targeted interventions, and to modify teaching in order to meet individual needs;
  - Implementing alternative assessment pathways for older students.
- (3) Improve self-evaluation and improvement planning by:
  - Systematically evaluating the quality of provision in accordance with the inspection framework standards;
  - Ensuring that self-assessed judgements are based on evidence;
  - Using the results of self-evaluation to establish clear priorities for action, including specific targets and monitoring arrangements.

# Inspection Findings

Performance Standard 1 Helping our students to achieve in key areas of their learning			
Quality Indicator		Elementary Inspection Judgement	High Inspection Judgement
English	1.1 Attainment	Satisfactory	Satisfactory
	1.2 Progress	Satisfactory	Satisfactory
Mathematics	1.1 Attainment	Weak	Satisfactory
	1.2 Progress	Weak	Satisfactory
Science	1.1 Attainment	Weak	Satisfactory
	1.2 Progress	Weak	Satisfactory

## English

Attainment in English was satisfactory in the Elementary and High School. Attainment in internal and external assessments was inconsistent, with internal assessment data indicating higher attainment than STAR assessment. Overall, student outcomes were below expected international standards. In lessons and in recent work, students’ attainment was broadly in line with expected curriculum standards. Most students displayed a good knowledge of spelling, grammar and punctuation. In Grade 3, for example, students could define and give examples of nouns, verbs and adjectives and were able to apply the rules for forming irregular plurals. Grade 5 students created sentences using compound verbs. Almost all students had a wide vocabulary and could give examples of synonyms and antonyms. Most could spell uncommon words accurately and their reading comprehension was relatively strong. Students’ ability to write for different purposes, including creative, informative and narrative writing, was less well-developed. In Elementary, most students could sequence the events of a story, paraphrase and write short personal narratives. In the High School phase, most could write in a variety of genres, although the ability to write well-structured extended pieces was limited. High school students responded well to literary texts, with Grade 7 students exploring characterisation, and Grade 11 and 12 students showing the ability to analyse rhetorical appeals in scenes from *Macbeth*.

Progress in English was satisfactory in Elementary and High School. In lessons, students extended and developed their knowledge, skills and understanding adequately. They generally began by consolidating prior learning through revision of the previous lesson or topic, then moved on to new work. However, they did not always apply what they learned in new contexts. Progress over time was evident in lessons and in students’ books. In Kindergarten and Grade 1, students practised handwriting, learning to form letters correctly and used writing conventions such as spacing, capital letters and full stops. By Grade 5, students were able to write with more confidence, employing a range of language constructions. High school students were mostly competent writers but many did not progress to writing extended pieces well. Students’ spoken English developed well as they moved through the school. Students could ask and answer questions and express personal opinions in Elementary whilst, in high school, most could present arguments, explain and justify their views and respond to the views of others. Students with English as a second language (ESL) made good progress, especially in speaking.



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### Areas for development

- Develop students' ability to write at length for different audiences and purposes.
  - Ensure students have the opportunity to apply their learning in different contexts.
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### Mathematics

Attainment in mathematics was weak in the Elementary phase but satisfactory in the High School. Outcomes were below international standards. In the Elementary phase, the majority of students made a slow start to their learning because a significant minority of teachers did not pitch work at a high enough level. This had a negative impact on students' attainment. In lessons and in recent work seen in books, most students in the Elementary demonstrated knowledge, skills and understanding below that expected for their age. In the High School, students' work in books was at a higher level. In both books and lessons, Grade 11 and 12 students demonstrated their ability to think critically when solving complex problems, and incorporated algebra appropriately. In Grade 6, students could clearly explain their strategies and mathematical reasoning whilst investigating prime numbers and divisibility rules. In Grade 7 students were able to find the solutions to questions about percentage increase and decrease. Over time, the school's internal assessments, linked to the Abeka curriculum, showed that most students in High School reached the expected outcomes.

Progress in mathematics was weak in the Elementary phase but was satisfactory in the High School. In Elementary, the most able students progressed slowly against their starting points. Students worked on simple addition and subtraction skills in Kindergarten and progressed to recalling multiplication and division facts by the time they reached Grade 4, but found it hard to move on to applying their learning in unfamiliar contexts or solving problems. In Grade 6 students progressed more quickly and could apply their multiplication and division facts when testing divisibility and formulating factor trees. Manipulatives supported effective progression. In the High School, most students progressed more rapidly and quickly moved

on to more complex concepts, calculating the answers to problems in the real world and employing algebra to support the development of thinking skills. Students in Grade 9 progressed well when they used algebra to determine the price of telephone bills, car rental prices and when learning about the factor theorem. In Grades 11 and 12, most students made good progress in their understanding of congruency and clearly explained the rules they needed to apply. Students demonstrated increasing confidence in applying their skills.

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### Areas for development

- Raise levels of attainment in the Elementary school through the provision of more challenging work.
  - Ensure that more able students and those with ALSN make more rapid progress particularly in applying knowledge to solve problems.
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## Science

Attainment in science was weak in Elementary and satisfactory in High School. At the time of inspection, the school did not use an external assessment to measure students' attainment against international standards. Internal quarterly assessment data showed higher attainment than that observed in lesson observations and students' recent work in Elementary. In lessons and in their work, a majority of students attained in line with curriculum standards. Students in Grade 1 were becoming familiar with the parts of the eye while students in Grade 5 could identify a few types of cloven-hoofed animals. Students in Grade 6 demonstrated knowledge of the defining characteristics of arachnids and crustaceans. In High School, lesson observations and recent work showed that most students attained knowledge and understanding in line with curriculum standards, although there was some variation across the grades. Grade 7 students understood the stages of pollination while Grade 10 students knew the conditions required for seed germination. Grade 8 students identified types of mountains and explained how they are formed. Additionally, high school students were developing practical science skills through tasks such as investigating precipitation and displacement reactions and observing the stages of seed germination. However, due to significant gaps in their practical skills, students' practical investigative skills in high school were below international standards.

Progress in science was weak in Elementary and satisfactory in High School. Internal assessments indicated that most students made gains in knowledge and understanding but without a clear benchmark to establish students' starting points, this could not be accurately validated. In most lessons in Elementary, students did not make expected progress from their starting points. Students spent too much time reading from textbooks which hindered their progress. Students made better progress when they engaged in hands-on investigations. Grade 3 students explored magnetic and non-magnetic objects and experienced attraction and repulsion. In high school, most students made expected progress as they applied their learning to solve problems, discuss and ask questions. Grade 11 students applied their learning to calculate molecular mass and to convert grams to moles. Students in Elementary showed weak progress in scientific techniques, practical skills and analysis. High school students made acceptable progress in scientific inquiry, including measuring, identifying variables, presenting results and using scientific methods. The progress of more able students, particularly in Elementary, was not accelerated as opportunities to apply scientific knowledge and skills were less developed. Students with ALSN or other identified needs made better progress when instruction was adapted to their needs. For example, students with English as an additional language progressed well when technology was used to translate texts.

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### Areas for development

- Further develop students' practical science skills in Elementary by carrying out experiments, using scientific equipment and engaging inquiry-based learning activities.
  - Use clear benchmarks to validate students' progress.
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## Performance Standard 2 Promoting our students' personal and social development

Quality Indicator	Elementary Inspection Judgement	High Inspection Judgement
2.1 Positive behaviour for good learning	Good	Good
2.2 Civic and environmental understanding	Satisfactory	Satisfactory

### Positive behaviour for good learning

Positive behaviour for learning was judged good, but a few of the younger students did not behave well in lessons and around school. Students almost invariably demonstrated positive attitudes to learning and worked well in class. They enjoyed collaborating and working in groups, supporting each other's learning, when given the opportunity. Students adhered to classroom routines and the school's code of conduct, so that there was an orderly and harmonious learning environment. All students followed the required dress code. Students reported that they felt safe in school. They knew who to turn to if they had concerns, and were confident that staff would address the situation. Incidents of bullying were rare.

Students were friendly, courteous and respectful to teachers and other adults, and they showed a caring attitude to their peers. In particular, they welcomed and supported students new to the school. Students were responsible members of the school community. The student council represented the views of all students, and school leaders sought and responded to students' opinions, so they felt valued and were able to make an active contribution to school life. Attendance was satisfactory at 95% and punctuality at the start of the day and to lessons was good.

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## Civic and environmental understanding

Students' civic and environmental understanding were satisfactory across both phases of the school. The majority of younger students demonstrated an age-appropriate understanding of the distinctive feature of Caymanian life. They knew about the discovery of the Cayman Islands by Christopher Columbus, national symbols and local districts. A few could discuss products made by thatching. However, older students lacked understanding of Caymanian traditions and culture. The school was guided by a Christian education philosophy, with students regularly participating in devotion and Bible classes, and Christian principles were integrated through the curriculum. As a result, students across the school were developing their understanding of key Christian concepts and values, and the significance of Christianity to the Cayman Islands. A majority of older students demonstrated knowledge and understanding of both local and global issues. They discussed local challenges, such as the landfill and mangrove destruction for development, alongside global issues like the growing number of forest fires caused by climate change, the war in Ukraine and the economic impact of union strikes. A majority of younger students could discuss some local issues, including beach erosion and the need to balance tourism. Although the school had a recycling programme, students had limited involvement in environmental conservation activities. The Student Council provided leadership opportunities and students actively contributed to school life. In the past academic year, council members demonstrated initiative by organising an assembly to appreciate the staff and advocated for positive change within the school.

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### Areas for development

- Improve the behaviour of a small minority of younger students.
  - Enhance and further develop students' understanding of the importance of environmental sustainability through participation in activities in school and wider community.
  - Provide regularly planned integrated opportunities for students to develop their understanding of, and appreciation for, Caymanian history and culture, particularly in the high school.
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## Performance Standard 3 Ensuring effective teaching to support our students' learning

Quality Indicator	Elementary Inspection Judgement	High Inspection Judgement
3.1 Teaching	Weak	Satisfactory
3.2 Learning	Weak	Satisfactory
3.3 Assessment	Weak	Satisfactory

### Teaching

The quality of teaching in the High School was satisfactory but weak in Elementary. In the High School, teachers' subject knowledge was secure and they used a variety of teaching techniques. Teaching in English and mathematics was a strength in the High School phase. This was because in English, teachers used a range of strategies to encourage students to extend their views. For example, in a Grade 9 English lesson, the teacher had high expectations of students who were encouraged to present their opinions of Macbeth and to critique them. A significant minority of lessons in Elementary were satisfactory. In a Grade 3 science lesson, the teacher used resources effectively to provide students with opportunities to investigate magnetic and non-magnetic objects. In a Year 7 lesson, the teacher used the SMART board effectively to display model answers and calculations. Where teaching was weak, teachers did not plan lessons or use time well. A few teachers had weak subject knowledge. For example, mistakes in the teacher's examples in one lesson confused students and hampered their learning. However, too much use of the textbook and worksheets in the Elementary phase led to a significant minority of students losing interest in their studies. Most science lessons did not provide enough opportunities for students to work scientifically or to conduct experiments independently. In mathematics and science, the lack of adaptation for groups of students meant the more able were not challenged and the students with ALSN struggled. Also, a minority of teachers did not systematically check how well all students were doing and consequently failed to intervene when necessary. Overall, teachers fostered a positive climate in lessons and attitudes to learning were positive across the school.

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## Learning

Learning in the High School was satisfactory but was weak in Elementary. Most students engaged well in their learning and did what their teacher asked of them although they were often passive learners. A significant minority of younger students were easily distracted. When provided with opportunities to collaborate, students conducted themselves well, offering their opinions and strategies appropriately. In the High School, students were often able to take responsibility for their own learning. For example, in mathematics, older students were invited to discuss their ideas and did this sensibly, acquiring knowledge and sharing their expertise. Similarly, in a Grade 9 geography lesson, students took the initiative when presenting their research on climate types, whilst others took notes and learned from each other. In Elementary, there was too little opportunity for students to apply their learning to new contexts. They simply followed examples and repeated them. In a significant minority of lessons in Elementary, learning was weak because most students with ALSN struggled to work collaboratively or to solve problems for themselves. Generally, students did not demonstrate the development of higher order thinking skills or critical thinking. Therefore, the most able students did not learn as well as they could. They were often left unoccupied when they had finished their work, or they were given additional low-level work which did not enhance their learning further. Both staff and students made satisfactory use of technology. In a High School SAT practice session, students in Grades 11 and 12 used laptops to record their answers.

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## Assessment

Assessment in the High School was satisfactory but weak in Elementary. In Grades 9 to 12, students in the High School were consistently provided with verbal feedback which helped them to take the next steps in their learning. This was evident in both English and mathematics. In High School, most students had opportunities to evaluate the quality of their own work and that of others. Teachers had variable knowledge of students' achievements and of their learning needs, particularly in Elementary. This led to a lack of adjustment for different groups of learners. Teachers' marking in books was frequently cursory and comments did not pinpoint mistakes or provide guidance about what needed to improve. This was particularly evident in mathematics books. There was little evidence of teachers in a significant minority of Elementary classes providing scaffolded examples for students, who then made repeated mistakes. As a result, students did not know how well they were doing. The school completed regular analysis of the STAR and Abeka data. However, there was a clear discrepancy between the outcomes of the Abeka assessments compared to those from the external STAR assessments. The school's internal assessments showed that most students achieved expected outcomes, whereas external STAR assessments showed that the majority of students scored below expectations. The school's data is not fully understood and teachers in Elementary are unable to better adapt their planning to the range of needs in their classes. The school did not use national and/or international benchmarking effectively to enable students' performance to be seen in a wider context.

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## Areas for development

- Reduce the use of the textbook in the Elementary phase and ensure that work is adapted to meet individual needs and improve planning and pace in lessons.
- Further develop students' critical thinking and independent learning skills.
- Use national and/or international benchmarking more effectively so that students' performance is seen in a wider context.



**Performance Standard 4** Offering a curriculum that meets the educational needs of all our students

Quality Indicator	Elementary Inspection Judgement	High Inspection Judgement
4.1 Curriculum quality	Satisfactory	Satisfactory

**Curriculum quality**

The curriculum was satisfactory across both phases of the school. The school’s curriculum was sufficiently broad and balanced, primarily following the Abeka programme, with integration of Florida B.E.S.T. Standards in the High School. In addition to core subjects, the curriculum offered an adequate range of additional subjects, including music, physical education, computing, Spanish, speech and Bible. It also featured a club programme on Fridays offering activities like robotics, among others. However, the timetable did not always ensure adequate time for each subject. The curriculum for computing had been further developed since the previous inspection through the creation of a school scope and sequence; however, this was not offered in the Elementary phase. A review of the High School curriculum led to meaningful adaptations and the creation of a bespoke curriculum that better met students’ needs and prepared them for planned external assessments. Plans were in place to promote continuity and progression of learning, but further alignment across grade levels was needed to ensure seamless transitions. Cross-curricular links were limited due to reliance on Abeka curriculum resources. A significant minority of students participated in extra-curricular activities, including national competitions such as the Spelling Bee, Inter-Primary and Secondary Sports Days and the KPMG Brain Bowl. The school had also begun to establish links with the wider community, which enriched the curriculum. Collaborations with local organisations contributed to the development of the high school careers curriculum, providing valuable real-world work experience for graduating students.

**Areas for development**

- Review the rationale for subject allocation times, ensuring core subjects receive adequate time through the school to improve student attainment.
- Regularly review and adapt the curriculum in both phases of the school in order to ensure that the school can meet the needs of all groups of students.

## Performance Standard 5 Keeping our students safe and always supported

Quality Indicator	Elementary Inspection Judgement	High Inspection Judgement
5.1 Health and safety	Satisfactory	Satisfactory
5.2 Support and guidance	Satisfactory	Satisfactory

### Health and safety

Health and safety were satisfactory in both phases of the school. Effective policies and procedures were in place to maintain students' safety, including controlled access, perimeter fencing, closed circuit television cameras and a visitor sign-in system. All staff were trained in first aid and CPR and re-registration with Education Council achieved earlier this year confirmed compliance with regulatory requirements. Both students and parents expressed confidence in the school's safety arrangements. While buildings and equipment were in sound repair, the school did not keep formalised checklists and records of checks or maintenance. School leadership acknowledged space limitations and had implemented staggered breaks to reduce congestion in restrooms and ensure adequate playground space. Safety protocols for off-site trips included obtaining parental permission, but conducting risk assessments for higher-risk activities was not yet standard practice. The canteen had expanded its offerings to include healthier snack options, although only a minority of students selected them. However, students consistently understood the importance of hydration and regularly took water bottles to physical education class. Adequate time for physical activity was provided through scheduled breaks and physical education lessons. The school increased its focus on healthy living by enhancing mental health support. Recently, a visiting school counsellor held a wellness session for students in Grades 5 to 12. As this initiative was still new, its impact was yet to be seen. The child protection policies followed national expectations and the child protection training for almost all staff was current. Most staff were aware of the required reporting arrangements.

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## Support and guidance

Support and guidance were judged satisfactory in both the Elementary and High School phases. Relationships between staff and students were respectful, caring and positive and staff demonstrated an understanding of students' social and emotional needs. Teachers valued students' first languages and incorporated them into classroom practices. For example, students counted in their first language while leading stretches in physical education and instructions were repeated by the teacher in a student's first language in a science lesson. In the pre-inspection survey, almost all students were positive about their teachers. While systems to track attendance were well-established, the monitoring of behaviour, attainment and progress were less robust, leading to misaligned support on occasion. Transition arrangements from high school to students' next phase had improved since the previous inspection. The recently developed careers curriculum, which included industry visits and work placement opportunities, as well as visits from overseas Christian colleges, better prepared students for their future education or career paths. Students with additional learning support needs and special educational needs were admitted to the school. Learning support plans were developed and specified strategies and accommodations; however, these did not always contain targets and were not systematically and regularly reviewed. The progress of students with SEN varied, with better outcomes in classes where teachers implemented specified accommodations and modified the learning appropriately. Support in lessons was not always adequately monitored to ensure positive impact on students' progress.

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## Areas for development

- Ensure full compliance with child protection requirements, including training and work placements.
  - Further develop systems to more carefully track and monitor students' behaviour, attainment and progress, including the progress of students with ALSN and SEN against their personalised targets.
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**Performance Standard 6** Leading and managing our school and developing links with the community we serve

Quality Indicator	Whole School Inspection Judgement
6.1 Leadership	Satisfactory
6.2 Self-evaluation and improvement planning	Weak
6.3 Links with parents and the community	Good
6.4 Staffing and the learning environment	Satisfactory

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### Leadership

Leadership was satisfactory. The principal had been in post for just over a year at the time of the inspection. She had a clear vision for the school, which emphasised Christian values and holistic education. She was supported by recently appointed middle leaders, who had a clear understanding of their roles and this devolved leadership strengthened the ability of the school to raise standards. This leadership team aimed to create a welcoming and inclusive school which developed students academically, morally and spiritually.

The school collected and analysed data, such as internal and external assessment results, but this analysis did not always give a clear and accurate picture of performance and, therefore, was not always used to best effect in order to make required changes. Performance management arrangements were in place, although sometimes insufficiently focused on outcomes for students. The high proportion of new teachers in the Elementary school required substantial professional development. The School Board comprised church members who had relevant educational and business expertise, and the Board consulted stakeholders, taking account of their views when formulating policy. The Board and the leadership team were aware of key issues in the school and recognised that improvements need to be made, so there was a clear capacity to improve.

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## Self-evaluation and improvement planning

Self-evaluation and improvement planning were weak. The principal and school leaders showed that they had a realistic view of the strengths and weaknesses of the school and had established priorities for action, notably in the areas of curriculum review and expanding opportunities for students. The school had already introduced a careers programme for older students which, while limited, offered guidance on higher education progression and work experience. The school was piloting the taking of SAT tests for students in Grades 11 and 12 with a view to facilitating progression to US universities. School leaders were proactive in exploring possibilities for change and establishing links with other schools to assist in this process.

However, arrangements for formal self-evaluation were poorly developed. Self-evaluation was anecdotal and not evidence-based and was not aligned with the standards set out in the inspection framework. As a result, priorities for action and school development plans were not based on accurate evidence, and lacked specific, achievable and measurable targets. Expected outcomes were not specified. There were staff development and training opportunities, but these needed to be more sharply focused on the evident needs of the school. Nevertheless, the school had made some progress in addressing the recommendations from the previous inspection.

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## Links with parents and the community

Links with parents and the community were good. The school had established good links with parents, who spoke warmly of the supportive and open approach of the school. They felt able to contact the principal and other staff members if they had concerns, and many attended special occasions and cultural events in school. Quarterly reports to parents were detailed and informative, covering aspects of students' personal development as well as their academic progress. Parents felt involved in their children's learning through access to the parent portal, social media links and parents' meetings. Through the parent survey and in meetings, parents reported that they were confident in the school's leadership and their own involvement with the school, but some were concerned about high teacher turnover, especially in the Elementary school.

Students participated in a range of activities outside schools such as inter-school competitions in sport and music, a national spelling bee and the KPMG Brain Bowl academic tournament. They also welcomed visiting speakers and engaged in whole-school activities to celebrate Cayman Heritage Week. However, many of these activities were undertaken by students with particular interest or talents, and there was scope to extend activities to others and to integrate them into the daily life of the school.

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## Staffing and the learning environment

Staffing and the learning environment were satisfactory. All teachers and other staff were qualified and relevant safeguarding procedures ensured all were suitable to work with children. There were sufficient teachers to cover all year groups and they were mostly deployed well to deliver the curriculum. However, staff turnover was high, with four new teachers employed at the start of this academic year, and this led to inconsistent teaching in Elementary classes.

The school premises were limited in space, and some classrooms were too small for the classes which used them. There were some specialist facilities, including a science laboratory, a music room and a chapel, as well as classrooms, and limited outdoor play space. The school provided access for people with mobility problems to the first floor only. Information technology resources had improved since the last inspection and this enhanced learning. The school was imaginative in mitigating the deficiencies of the premises. For example, they used local parks and a sports centre for physical education classes and recreation and ensured all students were enrolled at the public library, with regular supervised library visits.

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## Areas for development

- Ensure performance management is focused on outcomes for students and leads to targeted professional development, especially in the Elementary school.
- Establish systematic arrangements to ensure accurate, evidence-based self-evaluation, aligned with the standards of the inspection framework.
- Extend opportunities for wider community links to all groups of students, and embed these in the curriculum of the school.
- Address the inconsistent teaching in the Elementary school caused by high staff turnover.



# Summary of Student, Parent and Staff Survey Results

Before the inspection, the views of students, parents and staff were obtained through surveys. The number of participants that completed the surveys was as follows:

Students	71	Parents	74	Staff	23
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## Students

Seventy-one students responded to the pre-inspection survey, an increase from the previous inspection. Respondents ranged from Grade 4 upwards, though most were high school students. Almost all students felt they were progressing well in most areas of learning and meeting their attainment targets. Most agreed student behaviour was good; the school was well led and they had a good understanding of civic and environmental issues. Almost all students agreed most lessons were good and teachers ensured their active participation. Most reported they enjoyed learning, had opportunities to assess their own work and received regular feedback. A majority of students felt the school provided most of the subjects they wished to study and a range of extra-curricular activities but more than a third of students disagreed. Similar percentages of students indicated they had opportunities to give input on school improvement, were provided community involvement experiences and felt the school premises was well-maintained and sufficient. Of those with experience to respond, most felt students with ALSN were provided with the right support. Almost all students agreed that teachers and staff effectively guided and supported them to make progress. Most reported feeling safe at school and judged the school to be providing a good quality of education. More than half of the respondents provided a written comment. While a majority of comments were positive, a significant minority gave critical views, such as the curriculum, including expanding extra-curricular offerings, enlargement of the premises and facilities and the uniform policy.

## Parents

A total of 74 parents completed the survey. Parents' views about the school were overwhelmingly positive, with almost all reporting that their children were making good progress in most areas of learning. Almost all considered that the quality of teaching was good, staff were well qualified and the school was well led, leading to improved standards. Equally, almost all were happy with the way the school reported to, and communicated with, parents. They found reports to be helpful and informative. Most were satisfied with the support provided to students, and almost all said their children felt safe in school. In terms of the suitability of the curriculum, only a majority were satisfied and, although most felt there was good extra-curricular provision, a few disagreed. Although most parents were happy with the level of parental involvement, the school premises and wider community links, a minority said they were not happy with these aspects. Free comments were very positive about the strong Christian ethos and Bible-based teaching, and several praised the Principal's leadership. There were a few negative comments about the premises and facilities. Overall, 95% of parents were satisfied with the quality of education at the school, a marginal increase compared to the previous inspection report.

## Staff

A total of 23 members of staff completed the survey. Staff views of the school were extremely positive with all conveying that they thought the school was well led and managed and almost all stating that the school provided a safe and supportive environment. All staff were happy with the support for their professional development, with the resources provided and the links with the wider community. Almost all teachers felt that they provided high quality teaching and that consequently, the students progressed well. All staff thought there were effective systems to inform parents of their children's progress. Again, almost all staff held the view that students' behaviour was good and that students had a good understanding of civic and environmental issues. Almost all staff were of the opinion that the curriculum was broad relevant and challenging. Although most staff reported that there were regular opportunities for extra-curricular activities, a minority felt that this was not the case. A few also disagreed that there were good systems to support children with additional learning support needs and/or special educational needs. Staff comments were overwhelmingly positive about the importance of the school's Christian character in shaping students' behaviour and morals. Comments also focused on the need for more space and updated facilities. There was a common concern about the retention of good teachers. Overall, 100% of teachers expressed the view that the school offered a good quality of education. This was the same as at the time of the last inspection

## What Happens Next?

The school should prepare an action plan within four weeks of the publication of this inspection report.

This should consider and 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.

## Further Information

### Inspections of Educational Institutions in the Cayman Islands

As determined by the 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 educational institution and also to provide rigorous, impartial and comprehensive information to parents, government officers and to 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 educational institution for between two and five days.

### Inspection Frameworks

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 inspectors when they visit compulsory educational institutions while 'First Steps to Success: Nurturing Environments and Thriving Children' (Cayman Islands Government, October 2023) is used by inspectors when they visit early childhood settings. For multiphase schools that include an early childhood phase, both inspection frameworks will be used to inspect the respective phases, 'Successful Schools and Achieving Students 2' for the compulsory phases and 'First Steps to Success: Nurturing Environments and Thriving Children' for the early childhood phase. Educational institutions also use the respective inspection framework(s) to review their own work.

Inspection frameworks are a central feature of different educational institution 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 educational institutions regarding the major determinants of educational success.
- Exemplars provide educational institutions with clarity regarding expected standards of provision.
- The indicators can be used by educational institutions for **self-evaluation purposes** and can be linked to 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 settings to see inspection as a **transparent** process.

## Developmental Domains in ‘First Steps to Success: Nurturing Environments and Thriving Children’

When used in relation to human development, the word “domain” refers to specific aspects of growth and progress. The universal domains of development in early childhood, and also reflected throughout this inspection report and the inspection framework, are:

- **Cognitive** – Refers to the developmental aspect of children’s mental and intellectual abilities. It encompasses the processes of thinking, learning, problem-solving, reasoning and understanding the world around them.
- **Social Emotional** – Refers to the development aspect of children’s ability to understand, manage and express their emotions, as well as their capacity to interact and form relationships with others. This domain encompasses a wide range of skills and behaviours that contribute to children’s social and emotional well-being, including self-awareness, self-regulation, sensory processing, empathy and building connections with peers and adults.
- **Communication and Language** – Refers to the developmental aspects of children’s ability to communicate effectively and develop language skills. It encompasses a range of skills and milestones related to language acquisition, comprehension, expression, writing and interaction.
- **Physical** – Refers to the developmental aspect of children’s gross and fine motor skills and overall physical well-being. It includes the development of both large muscle groups (gross motor skills) and small muscle movements (fine motor skills) as well as eye-hand co-ordination.

### Judgements

Both inspection frameworks, ‘Successful Schools and Achieving Students 2’ and ‘First Steps to Success: Nurturing Environments and Thriving Children’, are organised around judgements using a four-point scale. The four levels are defined as follows:

Excellent	Exceptionally high quality of performance or practice.
Good	The expected level for every educational institution, including early childhood settings, in the Cayman Islands.
Satisfactory	Partially effective in achieving positive outcomes for children but requires improvement. All key aspects of performance and practice in every educational institution, including early childhood settings, should, however, exceed this level.
Weak	Well below expectations and requires significant improvement. Any educational institution that receives a weak judgement will be expected to take urgent measures to improve the quality of those aspects of their performance or practice.

## Consistency in Quantitative Terminology

Inspectors use quantitative terms in reports, as follows:

Term	Definition	Numerical Value
All	The whole - as used in 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 a quarter	15% to 24%
Few	Up to 15%	0% to 14%

### Definitions

The term '**early childhood setting**' is used throughout this inspection report and the inspection framework, 'First Steps to Success: Nurturing Environments and Thriving Children'. Early childhood setting is defined as:

An entity or establishment which provides services for the care and education of children under compulsory school age as registered by the Education Council and/or approved by the Ministry of Education.

Early childhood settings include privately owned and operated Early Childhood Care and Education Centres, Nursery and Reception programmes and classes in government schools and early childhood provision in primary or all-through schools.

As per the Education Act (2016), **school** is defined as:

An institution for providing compulsory education and includes:

- (a) a unit for that purpose but established in an institution that caters to other categories of education; and
- (b) a Government school, an assisted school and an independent school

As per the Education Act (2016), **educational institution** is defined as:

- (a) a school; or
- (b) an institution that provides part-time or full-time:
  - i. early childhood care and education;
  - ii. compulsory education;
  - iii. post-compulsory education and training;
  - iv. technical and vocational education and training;
  - v. education to prepare for the award of any degree, qualification or certification; or
  - vi. education provision for persons with special education needs and disabilities

## About the Office of Education Standards

### Who Are We and What Do We Do?

The Office of Education Standards is part of the Portfolio of the 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)

### Information About the Inspection Team

Role	Name	Affiliation
Lead Inspector	Gillian Wilkinson	International Associate Inspector
Team Inspector	Glynis Bradley-Peat	International Associate Inspector
Team Inspector	Jessica Jackson	Office of Education Standards





# Office of Education Standards

Cayman Islands Government

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