



Office of Education
Standards
Cayman Islands Government

INSPECTION REPORT

October 2024























Cayman Learning Centre

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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.

School Information

General Information		
	School name	Cayman Learning Centre
	Address	7 Pasadora Place, Smith Road, George Town
	Telephone number	943-7323
	Website	www.caymanlearning.com
	Name of principal	Ms. Carrie Preston (Director & Principal)
	Date of this inspection	14 October to 15 October, 2024
	Date of last inspection	10 October to 12 October, 2022
Students		
	Number of students on roll	7
	Age range of the students	Current enrolment: 11- 13 Years
	Grades or year groups	Registered for Years 1-9 but current enrolment has Years 7-9 only
	Number of Caymanian students	5
	Number of students with additional learning support needs	7
	Largest nationality group of students	Caymanian
Curriculum		
	Main curriculum	National Curriculum of England
	External tests and assessments	GL Assessments – English, Mathematics and Science, CAT4
	Accreditation	N/A
Staff		
	Number of teachers	3
	Number of teaching assistants	2
	Teacher-student ratio	1:2
	Teacher turnover	Two recently left, two newly hired

Context

Cayman Learning Centre is located at Pasadora Place, George Town, Grand Cayman. It was officially registered as a school in 2019, following its initial establishment in 2006 as a tutoring centre focused on providing remedial support to students in literacy and numeracy and support for social and emotional development. There were currently seven students on roll, aged eleven to thirteen years, although the school was registered for Primary and Secondary (Year 1-9) provision. All students had special educational needs including autism spectrum disorders, attention deficit hyperactivity disorder, dyslexia, dysgraphia and social-emotion/mental health issues. In addition to the full-time programme, the school offered an after-school tutorial programme. Cayman Learning Centre is owned and led by Ms. Carrie Preston who is trained in special education. As the Director, Ms. Preston is responsible for the daily operations of the school. Cayman Learning Centre followed the National Curriculum of England. The school offered a number of intervention programmes. The school’s vision was “to promote the development of social, emotional wellbeing, improve cognitive capacities, and develop essential skills and knowledge for students to become resilient, self-sufficient, life-long achievers who enjoy learning, reach their potential, and contribute responsibly to the global environment”. This was the school’s third inspection.

Overall Judgement History

Cycle 1 Inspection	December 2020	Weak
Cycle 2 Inspection	October 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		Current Inspection Judgement	Change
English	1.1 Attainment	Weak	→
	1.2 Progress	Satisfactory	→
Mathematics	1.1 Attainment	Weak	→
	1.2 Progress	Satisfactory	→
Science	1.1 Attainment	Weak	→
	1.2 Progress	Satisfactory	→

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

Performance Standard 3 Ensuring effective teaching to support our students’ learning		
Quality Indicator	Current Inspection Judgement	Change
3.1 Teaching	Satisfactory	→
3.2 Learning	Satisfactory	→
3.3 Assessment	Satisfactory	→

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

Performance Standard 5 Keeping our students safe and always supported		
Quality Indicator	Current Inspection Judgement	Change
5.1 Health and safety	Good	↑
5.2 Support and guidance	Satisfactory	→

Performance Standard 6 Leading and managing our school and developing our links with the community we serve		
Quality Indicator	Current Inspection Judgement	Change
6.1 Leadership	Satisfactory	→
6.2 Self-evaluation and improvement planning	Satisfactory	→
6.3 Links with parents and the community	Satisfactory	→
6.4 Staffing and the learning environment	Satisfactory	→

What the School Does Well

- Positive and constructive relationships were fostered between students and staff, contributing to a positive atmosphere within the school.
- The curriculum in core subjects and humanities was tailored to meet the individual needs of each learner, ensuring that students of varying abilities and learning styles were able to access the curriculum.
- Leadership established clear routines and expectations for behaviour, ensuring a safe and supportive learning environment for all students where they knew what was expected of them.

Recommendations

- Enhance student attainment and progress by:
 - Continuing to develop student achievement in line with curriculum standards across core subjects.
 - Ensuring the curriculum in non-core subjects is appropriately adapted to support strong student outcomes.
- Ensure consistently high-quality teaching that meets the needs of all learners through an effective teacher evaluation system and collaboration with other schools to share best practices.
- Strengthen leadership by:
 - Formalising key systems and procedures, including Advisory Board arrangements and curriculum planning.
 - Actively engaging parents and students in the school's strategic plans.
 - Building strong partnerships with other schools and community organisations.
 - Streamlining assessments and reporting to ensure they provide meaningful insights for students, parents and staff.

Inspection Findings

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

English

Students’ attainment in English was weak. In lessons, the majority of students attained in line with curriculum expectations. However, most achieved modified learning objectives in lessons, with appropriate support. Students’ read and responded to different types of genres appropriate to Key Stage 3 curriculum requirements. They knew features of gothic fiction such as the mood and characters that usually appear in such a genre. Students could structure their writing in paragraphs using adjectives and adverbs to make their writing more descriptive and were beginning to vary their sentence openers. During interventions, students learned spelling patterns each day although these were not aligned to the English National Curriculum. They read with increasing fluency in spelling and reading sessions. However, they did not always look up words for meaning or discuss their reading to improve vocabulary and comprehension. Students demonstrated developing speaking and listening skills as they contributed to discussions and asked questions. They could read out prompts during roleplay to develop their speaking skills.

Student’s progress in English was satisfactory. In lessons and in their work, most students made at least expected progress from their starting points. They accessed key texts required in the Key Stage 3 curriculum, using modified versions where necessary. Students’ critical thinking helped them to make progress in English lessons. For instance, they could formulate a question to ask the author and understood how personal experiences influences an author. In class discussions, they gained a deeper understanding about how a villain could also be a victim. Students used strategies such as point, evidence, explanation to structure their writing. They used writing frames to structure their writing and word banks to improve their vocabulary. Visual key words related to the text helped to increase their understanding. Students made progress in their writing as they planned, drafted and edited their writing. They responded to verbal and written feedback from the teacher to improve their writing. They evaluated their own work, and their peers’ against relevant success criteria to understand what they did well and what they needed to improve. Students’ spelling and individual reading was less well-developed as they did not discuss the meanings of words or put them into context.

Areas for development

- Improve vocabulary by learning spellings related to the curriculum and put them into context to understand their meaning.
 - Structure more regular opportunities for students to read aloud to improve fluency and discuss what they read to improve comprehension.
-

Mathematics

Attainment in mathematics was weak. Although most students performed below curriculum standards, their attainment reflected their individual abilities. A minority of students exceeded expectations and a few demonstrated skills that were near the curriculum standard, showing potential for further growth. Students demonstrated the ability to use mathematical vocabulary accurately and apply it in various contexts. They could perform operations involving negative integers and identify the properties of three-dimensional shapes. They further demonstrated understanding by accurately calculating the volume of these shapes. The majority of students displayed proficiency in key concepts, such as prime factor decomposition and applying the correct order of operations in mathematical problems. All students, regardless of their level of attainment, engaged with mathematical concepts, indicating they had a foundational knowledge on which further skills could be developed.

Progress in mathematics was satisfactory. All students were making progress in mathematics, as evidenced by data tracking, work scrutiny and lesson observations. Students demonstrated increased confidence in their mathematical skills and concepts, including in their ability to engage in meaningful conversations about mathematical ideas. Their growing understanding was apparent in their successful application of key concepts such as performing operations with negative integers and recognising geometric properties. Progress was also evident in most students' ability to calculate volume and use mathematical vocabulary more fluently. Students were advancing in their understanding of more abstract concepts, such as the order of operations and prime factor decomposition. These achievements reflected steady progress, not only in basic skills but also in higher-level mathematical reasoning. Even though students were working below the curriculum standard, the consistent improvement shown by all students was a positive indicator of their development in mathematics.

Areas for development

- Integrating mathematics in other subjects.
 - Improving progress by ensuring students use mathematical knowledge and concepts in real life situations.
-

Science

Attainment in science was weak. A majority of students were performing below curriculum expectations. However, most students attained in line with their abilities, including a minority of students who performed above their targets. Within lessons, most students could talk about their learning using scientific vocabulary and were able to explain the differences between the signs and symptoms of illnesses, communicable and non-communicable diseases and how drugs impacted the body. Students' workbooks and presentation posters showed that attainment varied between students. Students' investigative and observation skills were developing through participation in planned whole class experiments. Almost all students were beginning to hypothesise and record their observations, whilst a significant minority of students were beginning to draw conclusions from their observations. However, they were yet to relate their findings, when working scientifically to their broader scientific knowledge and understanding. Most students were able to use their laptops to research the causes and symptoms of Covid-19. Students required regular opportunities to carry out more practical scientific investigations and experiments to deepen their scientific understanding and critical thinking skills. Few students were able to propose questions and develop their own lines of enquiry based on their scientific observations and experiences.

Progress in science was satisfactory. Although students' progress in standardised tests, year to year, was inconsistent, most students made expected progress from their starting points and over time. Work in schoolbooks showed most students progressed in their knowledge and understanding of the science units that they had been taught. Almost all students could explain how diseases and illnesses pass from person to person through the spreading of germs in the environment. A few students changed their opinion on receiving vaccinations after learning more about their benefits. A majority of students acquired new scientific knowledge and understanding through collaborative project-based learning. Working in small groups, students researched and prepared poster presentations to display what they understood about helpful and harmful drugs and explain how drugs impact the body. A majority of students were able to use an assessment rubric to self and peer assess their posters, which they then further developed and improved. Occasional trips in the community, made it possible for students to relate their scientific learning to real life, they visited the Cayman Utilities Company during the Energy unit and the recycling plant for the Materials unit. Students' progress will improve as they become more accomplished with working scientifically and by applying their scientific learning to other subject areas and to real life experiences.

Areas for development

- Improve students' ability to work scientifically by incorporating more hands-on experiments and investigative learning activities.
 - Support students to propose questions and develop their own lines of enquiry, based on their own observations, to deepen their scientific understanding and experience.
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Performance Standard 2 Promoting our students' personal and social development	
Quality Indicator	Current Inspection Judgement
2.1 Positive behaviour for good learning	Good
2.2 Civic and environmental understanding	Satisfactory

Positive behaviour for good learning

Students' behaviour for learning was good. Students were observed to be polite and well-mannered and most responded well to staff and visitors. In the student survey, a majority of students agreed that behaviour was good. All students were aware of the school's rules and expectations and could explain the rewards and consequences they might receive for their behaviour choices. Almost all students could talk about what helped and hindered their own learning and would use a strategy that may help them, when prompted. Relationships between students were generally positive and respectful, they displayed tolerance and acceptance of each other's needs. Students moved between lessons and transitioned between activities promptly and this contributed to a generally calm and orderly classroom environment. Most students were able to work well collaboratively, in pairs and in small groups, to complete learning tasks and activities.

Incidence of bullying were rare. Most students followed the requirements of the school uniform policy. Attendance for the previous academic year was at least 94%, however a significant minority of students arrived late to school which impacted on their learning.

Civic and environmental understanding

Civic and environmental understanding were satisfactory. Most students had some knowledge about Caymanian culture and traditions and were able to talk about some of the local traditions, that were of interest to them, such as thatching and turtle farming. Students knew sites of historical importance and spoke enthusiastically about local dishes and local products. Each day, students sang the national song, with reverence and familiarity.

In a humanities lesson, all students participated eagerly in a discussion about an enslaved woman known as 'Long Celia,' and were able to describe elements of the sentencing and share their opinion as to why it was unjust. Students listened attentively to visiting experts about how to stay safe in earthquakes and hurricanes and asked appropriate questions.

Students took responsibility for their immediate environment and the equipment that they use. Whilst students had a limited understanding of governance, they gained awareness of the democratic process through electing Student Council members. A majority of students could identify issues within the local community that needed to be addressed, particularly the problems of traffic which impacted their own commute to school and were able to make suggestions on how it may be solved.

Areas for development

- Encourage students' understanding of the importance of regular attendance and punctuality and how these impact on their progress and achievement.
 - Students will benefit from further developing their self-awareness and self-regulatory skills.
 - Increase student led initiatives where they can positively impact the community and contribute to sustainable and environmental activities.
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Performance Standard 3 Ensuring effective teaching to support our students' learning	
Quality Indicator	Current Inspection Judgement
3.1 Teaching	Satisfactory
3.2 Learning	Satisfactory
3.3 Assessment	Satisfactory

Teaching

Teaching was judged as satisfactory. In core subjects and humanities, teachers' strong subject knowledge enabled them to tailor lessons that built on prior learning. Most lessons were well planned, with teachers planning appropriately differentiated work and strategies to meet the individual needs of each learner. However, higher-achieving students were not consistently provided with sufficient challenge and the pace of lessons did not always align with the needs of those students who were capable of sustained engagement over longer periods. In the more effective lessons, teachers provided explicit instructions and set clear expectations, holding students to standard for both behaviour and engagement. Teachers knew their students well, understanding both their academic and emotional needs, which helped foster positive interactions and supported effective classroom management through established routines. Most teachers asked questions that encouraged students to think for themselves, give their opinions and justify them. Although teaching strategies addressed the needs of a wide range of ability levels and learning and behaviour needs, there was a need to ensure all resources, including those used in interventions, engaged all students and aligned to their individual needs.

Learning

Learning was judged as satisfactory. Most students demonstrated a positive attitude towards learning, with the majority able to work independently for short periods without teacher support. They showed increasing responsibility and independence, occasionally collaborating in pairs to accomplish tasks. Despite having additional needs, students responded well to feedback from adults and took active steps to improve their work and behaviour. They were aware of their Learning Support Plan targets and made progress towards achieving them with the guidance of staff. Information technology played an important role in enhancing their learning experience, as students used devices independently for a range of activities such as quizzes, reading comprehension and other interventions. However, there remained a need to further develop their ability to take greater ownership of their learning by using available resources, such as books and technology, to find information independently. In subjects like humanities, students effectively applied their reading skills to analyse historical sources, demonstrating the ability to make meaningful connections across different areas of learning. Additionally, students began to develop their critical thinking skills, reflecting more deeply on their learning and behaviour and becoming increasingly aware of both their strengths and areas in need of improvement.

Assessment

Assessment was judged as satisfactory. There were a range of assessments to measure students' attainment and progress in different areas. Assessment records were organised and analysed and shared with parents. However, these required streamlining as there was a wide range of assessments and were not always meaningful to students and parents. Teachers knew their students well and understood their strengths and weaknesses and learning needs. Assessment in lessons was variable. Assessment was used effectively in core subjects and humanities to plan learning that matched the prior attainment of students. Written and verbal feedback was given to students and they made improvements to their work in the core subjects and humanities. Resources were adapted to their needs. In English, where appropriate, students were assessed against Key Stage 3 curriculum expectations and given opportunities to understand how they could improve their work to attain higher marks in examination style questions. Students were occasionally involved in self and peer assessment and this was evident in Science through the regular use of rubrics, for example. They responded well to feedback from teachers and their peers and could make improvements to their work in the core subjects. Assessment was less effective in other subjects and during interventions.

Areas for development

- Ensure high-quality teaching across all lessons, providing sufficient challenge for higher-achieving students and managing lesson pace to help maintain student focus.
- Incorporate more real-world learning opportunities to foster greater self-directed thinking in students
- Ensure assessment in all areas, including interventions and non-core subjects, is meaningful to students and supports their progress.

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

Quality Indicator	Current Inspection Judgement
4.1 Curriculum quality	Satisfactory

Curriculum quality

The curriculum was judged as satisfactory. The curriculum in the core subjects and humanities were planned to match expectations of the Key Stage 3 curriculum. In these subjects, curriculum plans had been modified to match students' prior attainment and were adapted to meet their individual needs. The Personal, Social, Health and Economic (PSHE) curriculum gave students key skills to become self-aware, understand triggers and develop toolkits to regulate their emotions. Cross curricular learning enabled students to develop their skills. For example, they used their skills of inference and analysis when discussing historical sources of information in humanities. Students were active during bi-weekly physical education lessons and during breaks. The curriculum was broadly balanced but not enough time and emphasis was given to developing students' creative or aesthetic skills in line with curriculum expectations. There were few opportunities to foster students' talents through clubs. Occasional trips to places such as the museum, a visiting circus and utility providers helped to enhance students' learning. Speakers were often invited in to enrich learning. For instance, an occupational therapist helped students understand how to self-regulate. Experts from Hazard Management and the Red Cross helped students understand how to stay safe during hurricanes, floods and earthquakes. The school had not yet explored other links with local community or nearby schools to further enhance the curriculum.

Areas for development

- Ensure enough time is given to develop students' aesthetic and creative skills in sufficient depth, in line with curriculum expectations.
- Increase opportunities for students to learn in the community, including with other schools.

Performance Standard 5 Keeping our students safe and always supported	
Quality Indicator	Current Inspection Judgement
5.1 Health and safety	Good
5.2 Support and guidance	Satisfactory

Health and safety

Health and safety were judged as good. The school maintained a high standard of safety and well-being through frequent and thorough checks of the premises, ensuring that the environment was well-maintained and in good repair. With a high teacher-to-student ratio, there was vigilant supervision, contributing to a safe learning space. Healthy living was systematically promoted, with most students enjoying balanced lunches and selecting from menus with staff guidance on healthy options. Staff modelled healthy eating and lifestyles, reinforcing positive habits. The Personal, Social, Health and Economic (PSHE) curriculum supported students in making informed health choices, while physical education lessons encouraged active lifestyles. Although outdoor space was limited, students utilised it for activities such as handball and skipping. The school prioritised the social-emotional development and mental health of students, implementing strategies like regular “brain breaks” to help them self-regulate and using the Zones of Regulation framework to identify and manage emotions. Collaboration with parents and mental health professionals further supported students' needs. Online safety was emphasised through PSHE curriculum sessions, ensuring students understood how to protect themselves in digital environments. The school partnered with the Family Resource Centre to provide anti-bullying activities. Child protection and CPR training for staff was up to date. Additionally, the involvement of a school nurse added another layer of support for students' health.

Support and guidance

Support and guidance were satisfactory. Relationships between staff and students were positive and behaviour was managed appropriately. All staff were fully aware of students' individual, social, emotional and academic needs, and responded to students in a caring and supportive manner. Systems were in place to track student well-being, this included surveys conducted annually, at the start of the school year, with an action plan being devised to improve student well-being.

Interventions were implemented consistently, but they were yet to be monitored to ensure the quality and fidelity of provision. Learning Support Plans (LSP) had been written for each student and teachers tracked students' progress towards achieving their targets in each lesson. In lessons observed, most teachers used a variety of learning strategies and differentiated learning to meet the needs of students. Transitions into the school were carefully managed and included a 'Meet the Teacher' to support smoother entry into school. Partnerships were established with external agencies that offered support to students and this helped students to make progress.

Areas for development

- Ensure all incidents, including minor ones, are logged.
 - Further develop practices that always correspond with effectively written policies and the Code of Practice, especially in provision for students with SEND.
 - Monitor interventions to ensure the quality and fidelity of provision, so that adjustments can be made for students to make their best progress.
 - Involve students and parents in formulating LSP targets and measuring progress.
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Performance Standard 6 Leading and managing our school and developing our links with the community we serve

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

Leadership

Leadership was judged as satisfactory. The Director continued to implement changes that positively impacted student progress within the school. For example, scheduling was revised to ensure more time was spent on the core subjects. The Student Council had become more active in the school, further enhancing student involvement and representation. There was, however, need to further develop the voice of parents and students in the life of the school. The roles of leaders were defined and each person fulfilled their roles. Certain teachers had responsibility for leading core subject areas. In their roles, they developed action plans which matched the School Improvement Plan for their specific area of the curriculum. Staff demonstrated a strong commitment to both the school and its students, fostering a supportive learning environment. Performance management arrangements were in place, but required development to ensure effectiveness. The school was data rich, but did not always analyse it in great enough depth in order to best inform change. Leaders were aware that further improvements were necessary at the school and were working towards these but there remained a need to ensure that initiatives aimed at improving student progress were consistently implemented and improved. The school did not yet have a governing or advisory body.

Self-evaluation and improvement planning

Self-evaluation and improvement planning were judged as satisfactory. Although the Self-Evaluation Framework (SEF) was linked to the inspection framework, further work was needed to ensure it provided a detailed and focused evaluation that accurately reflected the school's unique characteristics, strengths and areas for improvement. There was work done on the School Improvement Plan (SIP) which had accompanying Action Plans for various portions. The SIP was aligned with recommendations from the previous inspection report and persons knew who was responsible for each action. However, the SIP and the Action Plans required timelines for expected completion of the actions. Leaders conducted learning walks and the staff appraisal system took teacher performance into consideration. However, leaders now needed to develop more structured and effective teacher evaluation system, including evidencing the impact of teaching on student progress. Teacher evaluation outcomes needed to be targeted to professional development opportunities for staff, promoting continuous improvement in teaching. The school had made satisfactory progress towards all recommendations from the previous inspection report.

Links with parents and the community

Links with parents and the community was satisfactory. Information was shared with parents regularly via the school website and emails. Parents were invited in to meet the teacher at the start of the year or when new to the school. Parents met teaching staff termly, to discuss their child's progress after termly reports. They were invited in to view students' work at the end of each term. Reports gave parents information about their child's progress in academic areas as well as their personal and social skills. However, there were too many reports and targets for these to be meaningful to students and parents. The school had appropriate links with external agencies to support students' individual needs. There were few links with the community to enhance students' learning, for example, visiting speakers and trips to the Turtle Centre. The school had begun to involve students in sporting and poetry competitions which allowed students to foster their talents and participate in events with other schools. At the end of last year, students took part in a production of Shakespeare's Macbeth which was shared with parents via video link. Parents were not involved in other events in the school to positively impact students' learning.

Staffing and the learning environment

Staffing and the learning environment was satisfactory. Although the school had sufficient staff, there was scope for better efficiency and better focused interventions to support students' needs. The school's premises were well-maintained, clean and regularly checked. Access and equipment were appropriate to students with SEN although occasionally there were distractions. A small playground was used for students' recreation and PE lessons. There were a range of appropriate books for students to read although these were not utilised well to maximise students' learning. The classroom was equipped with technological resources for students and teachers to use. Students used these independently, mostly for quizzes or interventions but they were infrequently used for research and enquiry. There were few resources to support practical investigations in science or to promote subjects such as art and design or music in sufficient depth. The school made use of resources in the community to access sports tracks and swimming pools for short periods in the school year to develop PE skills.

Areas for development

- Establish a more effective staff evaluation process to ensure consistently high-quality teaching across the school which makes an impact on student progress.
- Ensure self-evaluation is tailored specifically to the school's context, needs and priorities, using the inspection framework to provide a detailed, focused evaluation.
- Ensure staff are deployed effectively to improve the efficiency of interventions and the impact on students' progress.
- Improve the range of resources available for practical learning opportunities in school or through links in the community.

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 were as follows:

Students	6	Parents	3	Staff	4
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Students

Most of the students who responded were satisfied with the quality of education they received. Most felt that they progressed well in their subjects and that their teachers helped them actively participate in lessons by giving them regular feedback. Most of the respondents enjoyed their learning and felt that they took responsibility for their own learning. Most students felt they were given opportunities to assess their own work. All students agreed that they had a good understanding of civic and environmental issues and were involved in relevant extra-curricular activities in the wider community. All agreed that they had opportunities to learn from and work with the community. Most agreed that the school provided subjects they wanted to study. Only half the students who responded thought that behaviour was good in their school. Most said they felt safe and supported and had the right support to help them progress. Most agreed that the leaders did a good job at the school. A majority agreed that leaders and teachers asked them how the school could improve. All felt that the building and facilities were sufficient and supported their learning.

Parents

Three parents responded to the online survey. All parents who responded felt that their child had a good quality of education at the school. All felt that the quality of teaching and learning supported their child's learning and that their child progressed well in most areas of learning. Parents who responded felt that their child received regular feedback on their work, was aware of their strengths and areas to improve although only a majority felt that they received clear and helpful reports about their child's learning. A majority of parents who responded felt that the school's curriculum was broad, relevant and challenging and that there were sufficient extra-curricular activities. A majority thought that the school had links with the wider community that impacted on their child's learning. All parents said their child felt safe and supported in school. They all agreed that the school premises were sufficient although one parent commented that the shared space made it difficult for students to concentrate. Comments also included the need for more flexible timings and longer eating times. All parents agreed that the school had good systems to support their children's special educational needs. They all felt the school was well led, evaluated its own quality and included parents in plans for improvement. All parents agreed communication was effective and timely. In fact, one parent commented that this was one of the strengths of the school. The majority did not feel that the school offered opportunities for them to be involved in the work of the school.

Staff

Four staff members responded to the survey. The responses were highly positive. However, only 50% of the staff felt that parents were actively involved in the life of the school. Outside of this response, all staff respondents reported that there was a regular and effective communication system with parents and effective systems to inform parents of their child's progress and next steps. All staff felt students progressed well in most areas of learning and met or exceed their attainment targets. All respondents also felt that the behaviour of most students was good. All staff felt there were effective systems for assessment, that the curriculum was broad and challenging and that they provided high quality teaching which helped students' learning develop. All staff agreed that the school had good systems to support students with ALSN/SEN. Most staff felt the school was well-led, contributing to improvements in key areas of the school's work. They also felt supported in their professional development in meaningful ways. However, one comment noted a lack of support for professional growth, but did acknowledge that the Director selects training for staff. Most staff agreed that they were participated in the school's self-evaluation and school improvement plan. The same number also felt that the school had suitably qualified and experienced staff and that there were sufficient resources to support teaching. All agreed that overall, the school provided a good quality of education.

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.

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

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

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

Information About the Inspection Team

Role	Name	Affiliation
Lead Inspector	Carol Bennett	Office of Education Standards
Team Inspector	Francesca Affleck	International Associate Inspector
Team Inspector	Donna (Dee) Blackman	Cayman Associate Inspector



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