



Office of Education  
Standards  
Cayman Islands Government

# INSPECTION REPORT

NOVEMBER 2024



ST. IGNATIUS  
CATHOLIC SCHOOL





















ST. IGNATIUS CATHOLIC SCHOOL

# Table of Contents

- School Information ..... 2
- Context ..... 3
- Overall Judgement History ..... 3
- Next Steps..... 3
- Current Performance Summary ..... 4
- What the School Does Well ..... 7
- Recommendations ..... 7
- Inspection Findings ..... 8
  - Performance Standard 1 (Early Years) Helping our children to achieve in key areas of their learning and development ..... 8
  - Performance Standard 1 (Compulsory) Helping our students to achieve in key areas of their learning..... 11
  - Performance Standard 2 Promoting our children’s emotional well-being and civic and environmental understanding / Promoting our students’ personal and social development ..... 14
  - Performance Standard 3 Ensuring effective teaching to support our students’ learning..... 16
  - Performance Standard 4 Offering a curriculum that meets the educational needs of all our students.... 18
  - Performance Standard 5 Keeping our students safe and always supported..... 19
  - Performance Standard 6 Leading and managing our school and developing our links with the community we serve..... 21
- Summary of Student, Parent and Staff Survey Results..... 24
- What Happens Next? ..... 26
- Further Information ..... 26
- About the Office of Education Standards ..... 29

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	St. Ignatius Catholic School
	Address	599 Walkers Road, George Town
	Telephone number	345-949-9250
	Website	<a href="https://st-ignatius.com">https://st-ignatius.com</a>
	Name of principal	Mr. Peter Embleton
	Date of this inspection	12 November to 15 November, 2024
	Date of last inspection	4 October to 7 October, 2022
Students		
	Number of students on roll	740
	Age range of the students	3-18
	Grades or year groups	Nursery to Year 13
	Number of Caymanian students	541
	Number of students with additional learning support needs	72
	Largest nationality group of students	Caymanian
Curriculum		
	Main curriculum	UK Early Years Foundation Stage, National Curriculum for England
	External tests and assessments	GL assessments, IGCSE, AS and A-levels
	Accreditation	None
Staff		
	Number of teachers	71
	Number of teaching assistants	11
	Teacher-student ratio	10.4
	Teacher turnover	21%

# Context

St. Ignatius Catholic School is a private co-educational school for children between three and 18 years of age, located on Walkers Road in George Town, Grand Cayman. The school is managed by the Archdiocese of Detroit, USA, represented in the Cayman Islands by a Pastor appointed in May 2023. At the time of the inspection there were 740 students on roll, an increase of about 40 students since the last inspection. The school is organised in four phases: Early Years, Primary, Secondary and Post-16 (Sixth Form). It has a strong Christian ethos and Catholic values underpin the work of the school. The mission is to nurture the spiritual, academic, social and personal development of every student within a caring, supportive and welcoming Catholic community. After a period of rapid improvement since 2020, a new Principal, appointed in August 2024 and already a very long serving leader at the school, has continued to build on this improvement. The School Governance Committee (SGC), established in 2022, has engaged very positively with recommendations from the previous inspection and a relentless focus on key areas has resulted in further improvements in governance. The school benefits from a new multi-purpose sports hall, which also houses a Sixth Form area, completed since the last inspection. The previous inspection had judged St. Ignatius Catholic School to be good overall with many excellent features. The school is now judged as excellent overall. In Early Years, children followed the UK Early Years Foundation Stage curriculum. Key Stage 1, 2 and 3 students followed the English National Curriculum. GL assessments were used systematically to evidence progress. Additionally, Year 1 students sat a UK phonics screening test at the end of the year. Students in Years 10 and 11 followed the IGCSE curriculum leading to examinations and those in Years 12 and 13 were entered for A-level examinations.

## Overall Judgement History

Cycle 1 Inspection	December 2020	Satisfactory
Cycle 2 Inspection	October 2022	Good
Cycle 3 Inspection	November 2024	Excellent

## Next Steps

The school has achieved its second consecutive good or better overall judgement and as a result, will be inspected within 4 years.

## Current Performance Summary

Performance Standard 1 (Early Years) Helping our children to achieve in key areas of their learning and development							
Quality Indicator		Early Childhood Inspection Judgement		Change			
Cognitive development	1.1 Attainment	Excellent		N/A			
	1.2 Progress	Excellent		N/A			
Social Emotional development	1.1 Attainment	Excellent		N/A			
	1.2 Progress	Excellent		N/A			
Communication and Language development	1.1 Attainment	Excellent		N/A			
	1.2 Progress	Excellent		N/A			
Physical development	1.1 Attainment	Excellent		N/A			
	1.2 Progress	Excellent		N/A			
Performance Standard 1 (Compulsory) Helping our students to achieve in key areas of their learning							
Quality Indicator		Primary Inspection Judgement	Change	Secondary Inspection Judgement	Change	Post-16 Inspection Judgement	Change
English	1.1 Attainment	Good	→	Excellent	→	Good	↓
	1.2 Progress	Good	→	Excellent	→	Excellent	→
Mathematics	1.1 Attainment	Good	→	Good	→	Excellent	→
	1.2 Progress	Good	→	Good	→	Excellent	→
Science	1.1 Attainment	Good	→	Excellent	→	Good	↓
	1.2 Progress	Good	→	Excellent	→	Excellent	→

**Performance Standard 2** Promoting our children’s emotional well-being and civic and environmental understanding / Promoting our students’ personal and social development

Quality Indicator	Early Childhood Inspection Judgement	Change	Primary Inspection Judgement	Change	Secondary Inspection Judgement	Change	Post-16 Inspection Judgement	Change
2.1 Social emotional learning / Positive behaviour for good learning	Excellent	→	Excellent	→	Excellent	→	Excellent	→
2.2 Civic and environmental understanding	Excellent	→	Excellent	→	Excellent	→	Excellent	→

**Performance Standard 3** Ensuring effective teaching to support our students’ learning

Quality Indicator	Early Childhood Inspection Judgement	Change	Primary Inspection Judgement	Change	Secondary Inspection Judgement	Change	Post-16 Inspection Judgement	Change
3.1 Teaching	Excellent	↑	Good	→	Excellent	→	Excellent	→
3.2 Learning	Excellent	↑	Good	→	Excellent	→	Excellent	→
3.3 Assessment	Excellent	→	Excellent	↑	Excellent	→	Excellent	→

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

Quality Indicator	Early Childhood Inspection Judgement	Change	Primary Inspection Judgement	Change	Secondary Inspection Judgement	Change	Post-16 Inspection Judgement	Change
4.1 Curriculum quality	Excellent	→	Good	→	Excellent	→	Excellent	→

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

Quality Indicator	Early Childhood Inspection Judgement	Change	Primary Inspection Judgement	Change	Secondary Inspection Judgement	Change	Post-16 Inspection Judgement	Change
5.1 Health and safety	Good	→	Good	→	Good	→	Good	→
5.2 Support and guidance	Excellent	↑	Excellent	↑	Excellent	↑	Excellent	→

### 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	Excellent	↑
6.2 Self-evaluation and improvement planning	Excellent	→
6.3 Links with parents and the community	Excellent	↑
6.4 Staffing and the learning environment	Excellent	↑

## What the School Does Well

- Students' academic achievement and progress are excellent in Early Years, Secondary and Post-16 and good, and improving rapidly, in Primary.
- Deliberate pursuit of a whole school approach to leadership, curriculum, teaching, learning and assessment.
- Effective and purposeful distributive leadership is impacting positively on outcomes, the quality of teaching and community morale.
- Specific techniques and practices are being used consistently by teachers to improve retention and recall of knowledge and understanding.
- Relationships throughout the school are extremely positive. Students' behaviour for learning is excellent and the Catholic ethos and Christian values permeate the school's work.
- The curriculum is well-sequenced and provides students with breadth and choice in later year groups to suit their learning needs and progression routes.
- Self-evaluation and school improvement planning are used very effectively as tools to target actions and declare ambition.

## Recommendations

- Build on improved governance by investing in a meaningful and thorough self-evaluation process for governance using a suitably experienced partner.
- Continue to improve and broaden the use of assessment for benchmarking and as an indicator for intervention which will further support learning.
- Continue to strengthen curriculum in Primary focusing on achieving a greater impact on student progress and attainment.



# Inspection Findings

Performance Standard 1 (Early Childhood) Helping our children to achieve in key areas of their learning and development		
Quality Indicator		Early Childhood Inspection Judgement
Cognitive development	1.1 Attainment	Excellent
	1.2 Progress	Excellent
Social Emotional development	1.1 Attainment	Excellent
	1.2 Progress	Excellent
Communication and Language development	1.1 Attainment	Excellent
	1.2 Progress	Excellent
Physical development	1.1 Attainment	Excellent
	1.2 Progress	Excellent

## Cognitive development

Attainment was excellent in the Cognitive domain. Children displayed early literacy skills, confidently recognising sounds and beginning to read words and sentences. In mathematics, children demonstrated a good understanding of number concepts, counting and basic operations. Their curiosity about the world was evident through exploration and questioning, showing developing scientific thinking. In creative arts, children expressed themselves confidently through art, role-play and music, showcasing their creativity. In Nursery during role play, children filled the sink with eggs and discussed having to wait for them to hatch so they could see little chicks.

Progress was excellent in the Cognitive domain. In literacy, children built on phonics knowledge to read and write simple words, with a majority beginning to read books which were part of the Little Wandle scheme. In mathematics, they progressed from recognising numbers to demonstrating deepening number sense and children as young as Nursery were able to subitise. They confidently solved simple mathematical problems in everyday life and across topics. In Understanding The World, Reception children shared their prior knowledge of life cycles of other animals and applied this to the life cycle of the green turtle. Children developed their understanding of using scientific tools and equipment such as microscopes, for exploration.

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## Social Emotional development

Attainment was excellent in the Social Emotional domain. Children demonstrated strong social skills, confidently engaging with peers and adults and working cooperatively in group activities. Children displayed empathy and respect, understanding and responding appropriately to the feelings of others. They were able to express their emotions clearly, using words to describe how they felt and managing their emotions effectively in various situations. Additionally, children demonstrated a developing sense of responsibility, taking turns, sharing resources and resolving conflicts with minimal adult support, showing a high level of social awareness and self-regulation.

Progress was excellent in the Social Emotional domain. Children frequently expressed their feelings openly, using clear language to communicate emotions and understand others' perspectives. When conflicts arose, children demonstrated empathy and maturity, often choosing to listen and compromise to find fair solutions. This approach not only helped them navigate challenging moments but also fostered a positive and inclusive environment. With a growing sense of responsibility, they practised turn-taking, shared resources willingly or with minimal adult support and supported each other, showing strong self-regulation and awareness of their own and others' emotions.

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## Communication and Language development

Attainment was excellent in the Communication and Language domain. Children listened attentively in a variety of situations including when engaging in conversation with peers, show and share activities, when following directions and during more structured story time or adult led instruction time. In speaking, children confidently articulated their thoughts and ideas, using a growing vocabulary to express themselves clearly in both structured and spontaneous conversations. They showed excellent attention skills, maintaining focus during activities and contributing to discussions. Their understanding of language was evident through their ability to respond appropriately to questions, follow complex instructions and engage in meaningful conversations with peers and adults.

Progress was judged as excellent in the Communication and Language domain. Children became more confident listeners, following instructions with increased independence and recalling key details from stories or lessons. Speaking skills progressed as children acquired new words through reading activities and communication with adults and peers. They asked relevant and thoughtful questions, showing both their understanding and active curiosity. Children demonstrated growing comprehension by connecting new information to prior knowledge and successfully following more complex directions.

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## Physical development

Attainment was excellent in the Physical domain. In fine motor development, children showed strong control and coordination when using tools such as scissors, pencils and paintbrushes, as well as confidently manipulating small objects like beads and buttons for threading activities. For gross motor skills, children exhibited strong physical coordination during activities such as running, jumping and climbing. They demonstrated improved balance and agility while navigating balance beams and moving across large play equipment, showing confidence and independence in physical tasks.

Progress was excellent in the Physical domain. In fine motor development, children were able to insert tiny pegs into pegboards to make shapes and numbers. They used writing instruments to write their name, numbers, letters and to create art. Children in Reception built intricate structures with small objects like small connecting blocks and magnetic tiles. In the outdoor classroom, children pinched clothes pegs, used sand toys to dig and make objects from the sand, write and create. Their gross motor skills also advanced, with children gaining confidence and strength in activities such as jumping, running and balancing. They showed noticeable improvement in coordination and agility, confidently navigating climbing frames and participating in more complex physical challenges.

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### Areas for development

- Ensure effective teaching approaches are consistently applied across learning opportunities in early childhood, including those led by specialist teachers.

## Performance Standard 1 (Compulsory) Helping our students to achieve in key areas of their learning

Quality Indicator		Primary Inspection Judgement	Secondary Inspection Judgement	Post-16 Inspection Judgement
English	1.1 Attainment	Good	Excellent	Good
	1.2 Progress	Good	Excellent	Excellent
Mathematics	1.1 Attainment	Good	Good	Excellent
	1.2 Progress	Good	Good	Excellent
Science	1.1 Attainment	Good	Excellent	Good
	1.2 Progress	Good	Excellent	Excellent

### English

Attainment in English was excellent in Secondary and good in Post-16 and Primary. Students' achievement at the end of Year 11 in 2024 was excellent, with most students attaining above international benchmarks in both English language and English Literature. Internal data indicated that current Key Stage 3 and 4 students were achieving equally highly. Almost all students in Secondary school could read fluently and wrote in a sophisticated manner beyond their years. Students could predict what might happen and draw inferences from a text. In a Year 7 lesson, students discussed the meaning of the word naïve, then were quickly able to discuss why this would describe Oliver in Dickens' novel. In a Year 10 lesson, students showed great sophistication in their analysis of a key scene in *A Streetcar Named Desire*. In this same class, students demonstrated how they had learnt to analyse a poem by swiftly applying their skills to a new poem (*Sonnet 43* by Elizabeth Browning) by quickly and effectively analysing its key features. At the end of 2023 in Year 1, a majority met the standard in the Phonics Screening Check. By the end of Year 2 almost all met the standard. However, it is anticipated that most of the current Year 1 cohort for 2024-2025 will meet the standard by the end of this academic year. In writing, last year, most Year 6 students attained in line with international standards with a majority doing better. In a Year 2 class, students were able to use expanded noun phrases with up to four adjectives. Attainment in Post-16 was good with a majority of students across Years 12 and 13 achieving above international standards.

Progress in English was excellent in Post-16 and Secondary and good in Primary. In a Year 13 class, students rapidly deepened their knowledge of a writer's themes and techniques and applied the skills that they had acquired in Year 11 and 12 to make strong progress in analysing one of Hamlet's early soliloquies. In a Year 11 lesson on *A Street Car Named Desire* the teacher used a wide range of digital images to help students make excellent progress in recalling the key aspects of the play. Students across all phases responded very well to verbal feedback and acted upon it to improve the quality of their work. In Primary, students made good progress in developing their early reading skills. In a Year 1 phonics lesson, students made rapid progress in learning a new sound "eu" and, as a result of the teacher's excellent modelling, could quickly identify the sound in long words. Students effectively re-drafted work and then revised it in response to teachers' advice in order to quickly improve. Students with additional learning support needs were supported through teachers' planning to meet their individual needs and, consequently, most made better than expected progress.

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### Areas for development

Provide additional CPD on Talk for Writing to further develop it for teachers in Key Stage 3.  
Fine-tune the guided reading scheme to ensure sufficient challenge for all students.

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### Mathematics

Mathematics attainment was judged as good in Primary and Secondary and Excellent in Post-16. In Year 6, the majority of students attained above the expected level in external assessments and this was replicated across other cohorts. A majority of students at the end of Year 9 achieved grades A\* - B in internal tests and most attained above expected levels in external assessments. In Key Stage 4, the majority of students secured grades A\* - B. Post-16 attainment was excellent because almost all students achieved grades A\* - B and most students in AS Level mathematics achieved grades A-B. In Year 3 most students could explain their understanding of multiples and gave examples to prove whether 'a multiple of 5 is always a multiple of 10'. They said whether this was sometimes, always, or never true and showed this with calculations. By Year 5, students identified common multiples and the lowest common multiple of two numbers. They could sort these into a Venn Diagram showing the common multiples to demonstrate higher attainment. In Year 7, students applied their knowledge of expressions to calculate the perimeter of shapes where some measurements were missing. They offered clear explanations in response to challenging questions, detailing why they had written their mathematical expressions in particular ways. By Year 11, students could identify and write vectors to represent the magnitude and direction of movements. This raised their attainment after they showed they found a particular exam question difficult. Excellent attainment by Post-16 students was demonstrated in lessons where they simplified complex equations to extend their understanding of further mathematics.

Progress in mathematics was judged as good in Primary and Secondary and excellent in Post-16. In the Primary phase, analysis of internal and external data, along with lesson observations and work scrutiny, indicated that the majority of students achieved better than expected progress. In Secondary, progress was also good and the majority of students in Year 9 and Year 11 made better than expected progress in external assessments. In Post-16, internal and external data showed that progress was excellent. In A Level mathematics the school showed progress in the top 1% for value added performance against UK schools. In Years 4-6 almost all students with additional learning needs made at least expected progress. In Year 4, students deepened their understanding of the 12 times table when numbers were replaced by shapes, the value of which had to be identified. This also introduced students to the beginnings of algebra. They had progressed to making informed suggestions about the missing numbers and testing their ideas and reason to explain the outcomes. Year 7 students had progressed to finding the perimeter of shapes where measurements had been substituted with letters to form algebraic expressions. They could write the relevant expressions and explain how the perimeter could be calculated from them. By Year 10 this had progressed again so that students could simplify algebraic expressions, identifying 'like' terms and combining two expressions. In Post-16 in a Further Mathematics AS Level course, students showed excellent progress when they used algebra to link coefficients and roots of a quadratic equation. They could work independently for sustained periods, using and applying their prior learning.

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## Areas for development

Extend students' capacity to reason and explain their thinking by providing further opportunities for them to problem solve together in Primary and Secondary phases.

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## Science

Attainment in science was good in Primary where a majority of students were reaching stanine 6 (out of 9) in GL assessments which represented an "above average" outcome. The percentage of students achieving this stanine continues to rise year by year. Attainment is excellent in Secondary where all students achieved A\*-C grades in IGCSE qualifications and over three-quarters achieved A\* or B. These outcomes continued a rising trend in exam results. In Post-16 a majority of students achieved AS/A level A\*-B grades in both Year 12 and Year 13 although fewer students than in recent years achieved these highest grades. Increasing levels of achievement and scientific skill development was seen in all year groups with a focus on the scientific method and a process of inquiry. In Key Stage 1, students were comparing and contrasting the properties of materials and observing, collecting and analysing data collected from materials found in the classroom. In Year 6, students constructed a fair test in a lesson designed to mimic beak competency in birds. By Year 7, students were comfortable identifying control and dependent variables in an experiment focused on energy dissipation and using graphs to interpret results and identify a trend. Older students were able to achieve excellent outcomes in sequences of work because they had a sophisticated understanding of how to generate hypotheses, carry out observations, analyse results and present conclusions. In GCSE and A Level classes, complex concepts relating to Hooke's law, aquaculture, cell replication and selective breeding in agricultural crops and livestock were interpreted, debated and challenged in a manner commensurate with the highest international standards of achievement.

Progress in Primary was good and excellent in Secondary and Post 16. Most students in Year 11 made better than expected progress either against their CAT 4 'most likely' grade or against their Year 10 end of year examination grade. External data indicated that students in Post-16 made excellent progress from their starting points. In Year 13, most students were able to demonstrate excellent ALPS scores, a performance analysis tool measuring progress against aspirational benchmarks. The school used Minimum Expected Grades (MEGs) very effectively to support students' progress indicators. Students' knowledge and understanding were enhanced by excellent routines at the beginning of lessons which emphasised recall and application of understanding. In a topic on forces in Year 5, students' retrieval of knowledge about opposing forces resulted in excellent progress in learning about friction. In Year 7, a lesson focusing on the use of keys to identify animals benefitted greatly from students' prior knowledge about classification and, as a result, all students made excellent progress. Excellent progress in lessons was supported by abundant opportunities for all students to engage in practical work which enabled them to build on their conceptual understanding. In Year 10, students learned about the reactivity of halogens in more depth because they were able to show displacement reactions during experimentation. High quality assessment for learning in lessons meant that better than expected progress was identified by teachers with immediate feedback to students. Where progress was good rather than excellent in lessons, this was often because not all students were completely engaged in their learning.

### Areas for development

- In Primary, ensure all teacher utilise assessment data effectively to support students with additional needs in making enhanced progress.

## Performance Standard 2 Promoting our children’s emotional well-being and civic and environmental understanding / Promoting our students’ personal and social development

Quality Indicator	Early Childhood Inspection Judgement	Primary Inspection Judgement	Secondary Inspection Judgement	Post-16 Inspection Judgement
2.1 Social emotional learning / Positive behaviour for good learning	Excellent	Excellent	Excellent	Excellent
2.2 Civic and environmental understanding	Excellent	Excellent	Excellent	Excellent

### Social emotional learning / Positive behaviour for good learning

Social emotional learning/behaviour was excellent across all phases. In Early Childhood, all children effectively managed their emotions and behaviour at age-expected levels, with the majority showing maturity beyond expectations. Almost all children showed high self-confidence, tackling new tasks and persevering through challenges.

When students attended Mass, they were fully engaged in services and frequently led the readings and music. Relationships between adults and students across the school were warm, courteous and respectful. In the pre-inspection survey, almost all students said they felt safe and supported. A strong, positive ethos infused every aspect of the school’s work. A Senior Student Council, comprising Student Leaders and Head Students, led networks involved in areas such as environment, charity and inclusivity, diversity and well-being. All students wore the correct uniform and showed pride in their school. The use of phones and other communication technology by Post-16 students were well-regulated and older students used their common room area very effectively for independent study. Students celebrated each other’s achievements, significant or small. For example, when a student in Year 7 managed to throw a javelin correctly after several, unsuccessful attempts they received peer praise. As a result of their highly positive attitudes to learning, students worked well together and immersed themselves in lessons and extra-curricular activities. The school production, *Sister Act*, was in the final stages of rehearsal and the sense of collective excitement was palpable. In lessons and school activities, such as assemblies, students’ behaviour was exemplary. This was also the case on the “Pirates” dress down day. When students moved between classrooms, transitions were smooth, supported by the presence of prefects in Primary. All students arrived promptly and fully prepared for their lessons. Students were kind and showed empathy towards each other. They indicated that occasional incidences of unsatisfactory behaviour or bullying were swiftly addressed by staff.

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## Understanding of and appreciation for culture, religion and the environment / Civic and environmental understanding

Students' civic and environmental understanding was excellent across all phases. Almost all students made positive contributions to the life of the school and community. In Early Childhood, children assumed various roles within the class and in Primary, Secondary and Post-16, students were members of the prefect body and student council. Secondary students shared the innovative idea of a Bus Application Programme with the Minister of Transportation. This application was expected to have a positive impact on the efficient movement of local citizens. Post-16 students explored the use of robotics to address environmental concerns.

Eco-warriors and Post-16 students demonstrated an understanding of the economic value of sustainability through Earth Hour initiatives, the beach restoration project and the Blue Iguana programme. Children in Early Childhood focused on the importance of the green sea turtle as they explored sea animals. Almost all Primary students used recycled materials in art classes. The school aimed to receive Green Flag accreditation. As members of the Active Faith Group/ Network, students modelled the Christian ethos and principles. Almost all students demonstrated their humanitarian responsibilities through the Christmas Hamper Appeal, the Lenten Rice Bowl and Fish Fry fundraisers. Secondary and Post-16 students served as Eucharistic ministers during mass. The Primary Culture Club launched Heritage Week in their school assembly. Students sang the folk song 'Munzie Boat', repeated Caymanian phrases, listened to storytellers and sang the National Song. Year 9 students explored the art of storytelling. Older students practised the quadrille and treated families to heavy cake and swanky.

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### Areas for development

Further develop opportunities to promote sustainability.

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## Performance Standard 3 Ensuring effective teaching to support our students' learning

Quality Indicator	Early Childhood	Primary Inspection	Secondary Inspection	Post-16 Inspection
3.1 Teaching	Excellent	Good	Excellent	Excellent
3.2 Learning	Excellent	Good	Excellent	Excellent
3.3 Observation, assessment and planning / Assessment	Excellent	Excellent	Excellent	Excellent

### Teaching

The quality of teaching was excellent in Early Childhood, Secondary and Post-16 and good in Primary. In Early Childhood, teachers organised their teaching spaces and resources in a highly effective and inspiring manner. Teachers quickly and imaginatively adapted resources when needed. For example, when assessment data indicated the need for a focus on fine motor skills, teachers swiftly introduced targeted activities which required children to manipulate clothes pegs and to transfer pompoms with tweezers. Teachers had excellent subject knowledge throughout the school and, where appropriate, were able to help students to make connections with the real world. For example, in a Year 12 digital technology lesson, students solved problems as though they were running a business in real time.

There was an excellent climate for learning throughout the school. The planning of lessons was highly effective across all phases. Plans were detailed with clear learning objectives. Additionally, plans clearly indicated the adaptations that were needed to ensure that all groups of students, including students with additional learning support needs, could learn effectively. This was clearly seen in a number of lessons in Primary when students were creating their own stories as a result of well-planned modelling by the teachers built around the "Talk for Writing" principles. Additionally, teachers planned highly effective retrieval activities to check students' prior learning. For example, during a Year 9 English lesson focusing on the novel *Small Island* the teacher started the lesson by checking their previous work around the word "euphemism". Teachers used a rich variety of questioning techniques to check students' learning and understanding. In Secondary mathematics lessons teachers consistently asked challenging questions which required rapid responses from students. In a Year 7 English lesson about *Oliver Twist*, the teacher challenged students to say whether they agreed with another student's perspective and to present evidence for why this was the case. Teachers consistently developed critical thinking and problem-solving skills. For example, in a Year 12 Travel and Tourism lesson, students demonstrated these skills when discussing whether Pirates Week represented staged authenticity.

### Learning

Learning was excellent in Early Childhood, Secondary and Post-16 and good in Primary. In Early Childhood, children consistently demonstrated highly positive attitudes to learning. They enjoyed working together to solve problems and showed real enjoyment when working on a task. For example, children collaborated to problem-solve, using trial and error as they arranged short pieces of pipe to create a ramp for a tennis ball, ensuring it could roll smoothly from the start to the end. Routines in all classrooms were very well established and, across the school, students worked very well with each other. In Primary lessons students quickly joined a peer to discuss a question posed by the teacher. Students made excellent use of the resources available to support their learning. In a Year 6 English lesson on *The Secret Garden*, students used the working wall to help them with the concept of inference. In a Year 10 drama lesson on *Billy Elliot*, students quickly turned to one another to discuss the advantages and disadvantages of miners going on strike in the 1980s. Students were confident to take responsibility for their own learning. In a Year 10 science lesson students happily checked each other's learning when experimenting with energy transitions. Students had a detailed understanding of their own strengths and weaknesses, as evidenced by self-reflection comments in work books.

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## Observation, assessment and planning / Assessment

Assessment was excellent across all phases. In Early Childhood, the school used a bespoke progress monitoring system developed internally which resulted in accurate and reliable assessment of children's development. Staff used questioning and deep level interactions to support children in their reflections on learning and to check for understanding. They used their knowledge of the children to create focused opportunities to support excellent progress in all learners.

The school used robust assessment systems that were key to developing learning opportunities and interventions. Teachers used a range of assessments to gather data on student progress and learning needs, which was analysed to design targeted support. Regular formative assessments allowed teachers to adjust strategies, offering personalised learning that addressed individual strengths and areas for improvement. Teachers engaged in reflective practice, regularly reviewing assessment data to refine teaching methods and ensure alignment with student needs. The school fostered a culture of continuous improvement, where assessments were viewed not just as tools for measuring achievement, but as resources for enhancing both student learning and teacher development. The school showed further innovation in assessment through an additional bespoke tool which was developed in-house to track student achievement. This is currently used in two year groups, with plans for expansion. Collaboration with parents and students contributed to a shift in focus from attainment to learning and potential for growth. Additionally, the school engaged in holistic assessment, prioritising well-being alongside academic progress. Marking and feedback further supported student progress. As a result, the school consistently helped students achieve their academic goals while fostering a positive and responsive learning environment.

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### Areas for development

- Ensure that in Primary the level of challenge is consistent across all classes.
- In Primary, provide students with more opportunities to use technology to support their learning.

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

Quality Indicator	Early Childhood Inspection Judgement	Primary Inspection Judgement	Secondary Inspection Judgement	Post-16 Inspection Judgement
4.1 Curriculum quality	Excellent	Good	Excellent	Excellent

**Curriculum quality**

Curriculum was excellent in Early Childhood, good in Primary, and excellent in Secondary and Post-16. In Early Childhood the curriculum was inclusive and inspirational, fostering excellent progress for all children. Play was central, with expertly planned opportunities for learning both indoors and in the exceptional outdoor classroom. Staff continually adapted the curriculum to meet the needs and interests of the children and there was a seamless progression in skills across Nursery and Reception classes. All transitions, in Early Childhood were carefully planned and managed. In Primary, the curriculum was recently reviewed to create a cohesive, linked programme of study in each cohort under an overarching thematic title. This allowed for learning to be understood and applied across subjects, giving students a wider appreciation of the knowledge they gained. The full opportunities of this curriculum had not yet been realised at this relatively early stage of implementation. Specialist teachers in art, music, drama, computing and languages enriched and extended students' experiences. Home learning policy and practices were being refocused following consultation with parents. In Secondary, the school sustained an excellent curriculum breadth and range, engaging and motivating students. In Post-16 bespoke programmes of study were crafted around students' interests giving them excellent opportunities to build towards chosen career pathways. Across the school an extensive range of extra-curricular clubs and activities broadened and deepened students' learning, enriching their experience. Timetabling made full use of the school day, including the lunchtime clubs that were well supported and enjoyed by students.

**Areas for development**

- Deepen the impact of the revised primary curriculum by extending students' higher order and critical thinking in and across subjects.
- Ensure the curriculum is fully inclusive for all students.

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

Quality Indicator	Early Years Inspection Judgement	Primary Inspection Judgement	Secondary Inspection Judgement	Post-16 Inspection Judgement
5.1 Health and safety	Good	Good	Good	Good
5.2 Support and guidance	Excellent	Excellent	Excellent	Excellent

### Health and safety

Health and safety were judged as good across all phases. The school had effective policies and procedures in place to ensure students' safety, with consistent supervision across the school. Risk assessments were completed for relevant activities and off-site trips. In a Year 7 Science class, students conducted their own risk assessment and identified ways to mitigate any hazards when completing an experiment with boiling water; this demonstrated the school's dedication to fostering a culture of safety and responsibility at all levels. Almost all students in the pre-inspection survey reported feeling safe and supported. The premises and resources were well suited to the students' needs, with regular checks and swift repairs completed by the facilities and security teams. The Early Childhood outdoor learning classroom was a particular strength, providing a safe and engaging space for young children. The school met regulatory requirements and conducted required safety drills. Healthy living was systematically built into and promoted across the school. Mental health and well-being were prioritised as evidenced in the exemplary pastoral care and support across all phases of the school. In addition to internal support systems, the school had weekly services from a Mental Health Nurse and a contract with a private mental health agency where students and their families gained initial access through the school. Staff received safeguarding training, and the school was proactive in keeping students safe. The anti-bullying policy met regulatory requirements, and the school focused on promoting positive behaviours, ensuring students treated others with care and compassion.

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## Support and guidance

Support and guidance were excellent across all the phases. Staff maintained very good relationships with students and were aware of their individual needs. The school's website, class meetings and newsletters provided comprehensive information about the school's expectations and included positive behaviour guidance. Accurate records of attendance were kept and parent meetings were held to address any areas of concern. The school's strategic intent outlined the importance of removing barriers to learning. These included parent discussion and student familiarisation events which enabled students to build on their knowledge and skills. The school had a large complement of qualified teachers who served as student support staff. Pastoral care ensured that all students, especially the most vulnerable were safe and secure. Almost all these students were successful in learning, well supported and fully included in all aspects of the school. The Special Educational Needs Coordinator (SENCO), supported by a team of qualified internal and external professionals, designed a comprehensive, robust, evaluative monitoring and tracking system. This online platform provided information for all staff and for a child's parents about social and emotional development. Teachers differentiated their lessons based on information outlined in the profiles. A Learning Support Lead assigned to Early Childhood and Primary created greater cohesion for continuity and impact. The embedded Secondary and Post-16 "Wellbeing Wednesdays" promoted mental health, with training provided by Alex's Place. Results of student survey and interviews confirmed confidence in the support they receive as students transitioned from one phase to the next. Post-16 students received extensive progression and career guidance which has successfully supported students into higher education, including, "redbrick" universities such as Durham.

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## Areas for development

- Further strengthen record-keeping systems to ensure thorough management of required training and regulatory inspections, including those for sub-contracted staff.
- Consider further developing internal staff capacity for on-site counselling to enhance support and ensure students have additional options to access trusted adults.

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

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

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### Leadership

Leadership was excellent throughout all phases and the distributed model of leadership actively promoted by the former Principal was now firmly embedded and delivering impact. Recently created leadership positions such as Key Stage and Phase Leads had augmented the structure. Although the current Principal was recently appointed, he and two of the other senior leaders were long-serving and knew the school well. Senior leaders recruited in recent years to join the team had brought innovation and energy and were also driving improvements in all areas. Rapid improvement was evident in Early Childhood and Primary, although the latter phase still required gains in curriculum and teaching to become excellent in these areas. Leaders used improvement planning extremely well to prioritise their work and communicated their vision and mission to the school community effectively. The Principal and senior leaders were highly supportive of the school’s Catholic ethos and associated values which underpinned the work of students and staff. Governors had engaged in a very constructive way with the three recommendations made in the previous inspection report related to governance. Training in school governance had been provided by the Archdiocesan Development and Accreditation Commission (ADAC). A re-evaluation of the relationship between governance and leadership had led to clear decisions and actions about roles and responsibilities. As a result, governance had become much more strategic with operational decisions firmly in the control of school leaders. Because governors’ roles were clearer, the School Governing Committee was more able to bring support and challenge to its work in equal measure as a “critical friend” and hold leaders to account.

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## Self-evaluation and improvement planning

Self-evaluation and improvement planning were excellent because documentation was detailed and comprehensive data was systematically gathered from a diverse range of sources. The School Evaluation Form (SEF) was a collaborative effort. In recent years, the school had engaged well with the school self-evaluation process, and had applied it in an increasingly purposeful way to reflect on and improve teaching and learning practices. A visually striking chronology of the school's self-evaluation and inspection judgements since 2020 was included in the document. A dedicated section provided compelling statements which explained how the school had engaged with, and addressed, recommendations from the previous inspection. All evaluation statements throughout the document were reflective and sharply focused on continuing improvement. Statements were punctuated with evidence and so the reliability and veracity of information could be scrutinised and verified. Self-evaluation was used by leaders, in conjunction with professional conversations across the school, to provide judgements for performance standards. The inspection team found these judgements to be accurate and even, in some areas, a little cautious. The SEF identified key areas for improvement which were incorporated into the School Improvement Plan (SIP) and translated into specific, actionable plans. Actions had appropriate timelines and success criteria and were often focused on the quality of teaching and learning and associated professional development activities. Resource implications, where necessary, were clear. The SIP set an impressive and ambitious compass for continued improvement. Regular monitoring and evaluation of the implemented plans ensured continuous tracking of progress and alignment with the school's guiding statements.

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## Links with parents and the community

Links with parents and the community were excellent and, as evidenced in the parent survey, supported students' learning and achievement. Almost all parents held the school in high regard, were ambitious for the school and felt the school was well led. Parents felt that they were welcomed as partners in all aspects of school life and were consulted about changes and initiatives through bi-annual surveys. Meetings with teachers, coffee mornings and parent information sessions provided opportunities for parents to connect with staff and hear about the work of the school. Parents appreciated the detailed information they received about their children's progress, which helped them to support learning at home. They complimented the custom-built tracking system recently introduced for students in Years 7 and 8, which enabled them to see the progress students were making. Similarly, the ePraise portal enabled parents to track their children's behaviour and rewards. The detailed newsletters provided a wealth of information on upcoming events at school and in the wider community, achievements at school, class and individual levels and the school's improvement plans. The enthusiastic Home School Association had contributed practical and financial support for a range of school initiatives. For example, the Association had provided shelving and furnishings for the school library, which was bright and welcoming. The school had an extensive range of links with the community and external organisations. These enriched the curriculum, enhanced student support and provided students with authentic experiences beyond the classroom.

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## Staffing and the learning environment

Staffing and the learning environment were judged as excellent across all phases. Staff were well qualified with an impressive range of experience and expertise. The majority of teaching assistants were also qualified teachers or training to become so. They added significant value to Early Childhood and Primary lessons, often guiding, supporting and challenging small groups. This added capacity also enabled seamless cover arrangements when needed. Innovative and coordinated leadership roles had been introduced to maintain a whole school view of progression and continuity in the curriculum, teaching and learning, and to drive further improvement. Staff recruitment to replace recent turnover and meet the needs of expansion had further enriched the range of expertise available, which had been thoughtfully deployed. Premises and resources were well-maintained and appropriate to support the curriculum. The management of the premises and organisation of the day fostered a strong sense of community between students and staff, from initial arrival and through the calm, self-disciplined transitions between lessons. The refurbished library provided an improved learning environment and was developing its resources. The temporary loss of use of Loyola Hall was impacting the school, but the creative and flexible use of the new multi-purpose sports hall was partly compensating for this. A range of extra-curricular activities provided access to exceptional resources and opportunities such as the robotics club were genuinely innovative. In a physics masterclass, students in Years 8, 9 and 12 were combined in a live seminar with Fermilab, a CERN-type facility in the US, with schools following their own analysis of live data.

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## Areas for development

- Engage a suitably experienced challenge partner to support governance self-evaluation.
- Develop a robust visual tool that will offer improvements to the tracking of the School Improvement Plan.
- Further build leadership capacity in Primary to support continuing improvement.
- Develop further partnerships with agencies and local charities and support groups to diversify students' experiences.



# 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	442	Parents	332	Staff	78
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## Students

442 students, from Year groups 5 to 13, completed the survey in advance of the inspection, which is a higher response rate than at the previous inspection. Almost all students felt that their school provided them with, overall, a good quality of education. In a related question, almost all students indicated that they progressed well in most areas of learning across subjects and met or exceeded attainment targets. Similarly, almost all students indicated that behaviour was good. Almost all agreed that they had a good understanding of civic and environmental issues, that the school was well resourced with qualified teachers. Most students indicated that the school provided the range of subjects they wish to learn and an array of extra-curricular activities. A significant minority indicated that the school provided good support for students with additional learning needs; however, a majority indicated that the question was not applicable to them. Most students stated that the school was well led and the facilities were well maintained. Almost all indicated they were well supported. 373 students made written responses referring to strengths which included positive comments regarding the school’s purpose, its community spirit and Christian values, positive behaviour among students, teaching and learning which supported their studies and ambition, adults who consistently showed a caring and nurturing approach and subjects they found interesting and engaging. Comments relating to improvements saw a frequent reference to further developing the school’s facilities and recreational areas. Almost all students confirmed that they enjoyed and took responsibility for their learning.

## Parents

332 parents responded to the survey, considerably more than the 185 responses at the time of the previous inspection. Almost two-thirds of parents indicated that their eldest child had attended the school for more than three years. Almost all parents felt that their children were achieving well, were making good progress and that the school provided a good quality of education. Almost all parents also indicated that behaviour was positive and that teaching, including feedback to students, was of high quality and supported their children’s learning. The school facilities, reports to parents and the quality of staff were also commented on favourably by almost all parents. Almost all parents indicated that the curriculum was sufficiently broad and well supported by extra-curricular activities. Parents felt that the school was well-led and that leadership was supporting the school’s continued development. 196 parents offered comments about strengths of the school and emphasised the Catholic ethos and values, the caring approach of staff, the high quality of teachers and teaching and the sense of community throughout the school. Of the 150 comments regarding areas for improvement, several parents wanted to see more effective communication between school and home and there were suggestions to improve sports facilities and provision, including extra-curricular programmes and upgrade technology to support learning. Several parents referred to further support for students with additional learning needs and a few expressed concerns regarding the church’s involvement in operational aspects of the school. Summary comments were very positive overall and one parent reflected that, “The leadership and staff appear to be working very hard to maintain high standards, continue to improve the school and support the students.”

## Staff

78 staff responded (24 more than in the past inspection), the majority having worked in the school for three years or more. Nearly all responses to questions showed very strong support for the school. All staff responding agreed that students progressed well, meeting or exceeding their attainment targets and that behaviour across the school was good because teachers provide high quality teaching. Almost all felt that the students developed a good understanding of civic and environmental issues. Assessment systems for accurate tracking and monitoring of achievement and the breadth and challenge of the curriculum were considered a strength by almost all staff. Almost all also felt that students had regular opportunities for a range of extra-curricular experiences and learning in the wider community. Almost all said that the school provided a safe and supportive environment for all students, though only most agreed that the systems to support children with additional learning needs were good. Almost all staff judged the school to be well led, recognising improvements achieved and that their own professional development was supported meaningfully. Several responses cited the risk of overload from the pace of initiatives and the school's capacity to follow through on them. Most considered that the school evaluated provision accurately and planned for further improvements effectively. Almost all regarded communication with parents to be regular and effective and all judged that systems to inform parents about their child's progress and next steps were similarly successful. Almost all staff also considered that parents were effectively involved in the life of the school and that links with the wider community positively impacted educational experiences. Staff commented about the strong sense of community and positive ethos of the school. Good quality resources were considered by most staff to support their teaching.

## 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	Paul Topping	International Inspector
Team Inspector	Ray Biglin	International Inspector
Team Inspector	David Herbert	International Inspector
Team Inspector	Beverly Parkinson	International Inspector
Team Inspector	Carol Bennett	Office of Education Standards
Team Inspector	Charmaine Bravo	Cayman Islands Associate Inspector



# Office of Education Standards

Cayman Islands Government

[www.oes.gov.ky](http://www.oes.gov.ky) | [adminOES@gov.ky](mailto:adminOES@gov.ky)

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