



Office of Education
Standards
Cayman Islands Government

INSPECTION REPORT

NOVEMBER 2024























CAYMAN ACADEMY

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

School Information

General Information		
	School name	Cayman Academy
	Address	211 Walkers Road, George Town
	Telephone number	640-2630
	Website	
	Name of principal	Nigel Facey
	Date of this inspection	4, 7 & 8 November, 2024
	Date of last inspection	20 September to 23 September, 2022
Students		
	Number of students on roll	259
	Age range of the students	3 – 17 years
	Grades or year groups	Kindergarten 1 and 2, Primary Years 1 – 6, Secondary Years 7 – 11
	Number of Caymanian students	102
	Number of students with additional learning support needs	15
	Largest nationality group of students	Caymanian
Curriculum		
	Main curriculum	CSEC (secondary), Cayman National Curriculum
	External tests and assessments	CSEC, CAT 4, Key Stage 1 – 3
	Accreditation	Atlantic Caribbean Union (ATCU)
Staff		
	Number of teachers	22
	Number of teaching assistants	6
	Teacher-student ratio	1:12
	Teacher turnover	3.5%

Context

Cayman Academy is a private Seventh Day Adventist school located in George Town, Grand Cayman. It is locally managed by the Cayman Islands' Conference of Seventh Day Adventists.

The school had a full complement of suitably qualified and experienced leaders, including a newly appointed Acting Principal as of September 2024, who was not new to the school. The school had two Vice Principals and subject coordinators for English, mathematics and science.

There were 259 students at the school at the time of the inspection, of which 39 per cent were Caymanian. The largest non-Caymanian group consisted of Jamaican students. Approximately 6 per cent of students had additional learning needs or special educational needs and/or disabilities (SEND). The school employs 22 teachers and six support staff. Teachers in Early Childhood follow the Cayman Islands Early Childhood Curriculum, while teachers in the Primary phase use a combination of the UK and the Cayman Islands National Curriculum for their planning. In the Secondary school, the curriculum is based on the syllabus requirements of the Caribbean Secondary Education Certificates (CSEC), the Caribbean Certificate of Secondary Level Competence (CCSLC) and CXC.

Overall Judgement History

Cycle 1 Inspection	November 2020	Good
Cycle 2 Inspection	September 2022	Weak
Cycle 3 Inspection	November 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 (Early Childhood) 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	Good		N/A	
	1.2 Progress	Good		N/A	
Social Emotional development	1.1 Attainment	Good		N/A	
	1.2 Progress	Good		N/A	
Communication and Language development	1.1 Attainment	Good		N/A	
	1.2 Progress	Good		N/A	
Physical development	1.1 Attainment	Good		N/A	
	1.2 Progress	Good		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
English	1.1 Attainment	Good	↑	Good	→
	1.2 Progress	Good	↑	Good	→
Mathematics	1.1 Attainment	Satisfactory	→	Satisfactory	→
	1.2 Progress	Satisfactory	→	Satisfactory	→
Science	1.1 Attainment	Good	↑	Good	→
	1.2 Progress	Good	↑	Good	→

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
2.1 Social emotional learning / Positive behaviour for good learning	Good	→	Good	→	Good	→
2.2 Civic and environmental understanding	Good	→	Good	→	Good	→

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
3.1 Teaching	Good	↑	Good	↑	Good	↑
3.2 Learning	Good	↑	Satisfactory	→	Good	↑
3.3 Assessment	Good	↑	Satisfactory	↑	Good	↑

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
4.1 Curriculum quality	Good	↑	Good	↑	Good	→

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
5.1 Health and safety	Satisfactory	→	Satisfactory	→	Satisfactory	→
5.2 Support and guidance	Good	↑	Satisfactory	→	Satisfactory	→

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

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

What the School Does Well

- The Early Childhood programme provided a positive experience for children. This ensured that they were happy, settled and made good progress.
- Teaching in English in the secondary phase was particularly strong with examples of excellent teaching.
- Students were making good progress in the Secondary phase in English and science.
- Practical science was used well to develop enquiry, analysis and critical thinking skills.
- Strong links had been forged with parents and the community.
- Students' behaved well and almost all had positive attitudes to learning.
- The school's Christian ethos underpinned all areas of its work and promoted a holistic approach to education.

Recommendations

- Improve the quality of leadership at all levels through:
 - the provision of a clear vision which focuses on strategies to raise attainment and actionable plans against which impact can be measured;
 - using self-evaluation even more effectively to identify clear priorities and identify the actions needed to bring about improvement in provision;
 - ensuring that senior and middle leaders further develop their expertise in the monitoring of teaching so that their judgements are grounded in rigorous evidence and accurate feedback is provided to teachers.
- Raise attainment and accelerate progress in the Primary phase by:
 - ensuring that the quality of teaching in mathematics improves through the sharing of good practice evident in the secondary phase;
 - providing effective professional development for primary staff so that all students are appropriately challenged.
- Improve assessment in the Primary phase through:-
 - the use of national/international benchmarks so that leaders are clear about what constitutes an expected level of attainment;
 - improving leaders' expertise in using assessment information to drive forward improvements in mathematics attainment and progress;
 - ensuring that teachers rigorously assess the understanding of all students during lessons and adapt their approach accordingly.
- Further embed the school's systems to identify and monitor support for students with SEND.

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	Good
	1.2 Progress	Good
Social Emotional development	1.1 Attainment	Good
	1.2 Progress	Good
Communication and Language development	1.1 Attainment	Good
	1.2 Progress	Good
Physical development	1.1 Attainment	Good
	1.2 Progress	Good

Cognitive development

Children’s attainment and progress in the Cognitive domain was good. Developmental records and lesson observations showed that almost all children attained expected learning outcomes in the cognitive domain. Almost all had a secure grasp of one-to-one correspondence. Children enjoyed gathering small stones outside and matched the number of stones with the numerals written on the outside of their cup. Older children confidently put numerals in order from 0 to 10 and a few children were able to put numerals in order backwards from 10. Almost all were able to draw and match simple shapes and older children drew and recognised more complex shapes. Children could competently add single digit numbers together. They expressed thoughts well and were able to describe in detail events which had happened to them. One group discovered lettered blocks in sand, formed words and used phonetic skills whilst another group made letters with plasticine and said their sound. A third group read and wrote words on small whiteboards. Assessment of baseline records and other assessments of the cognitive domain demonstrated that almost all children had made expected progress.

Social Emotional development

Children’s social and emotional development was good. Almost all children took turns and shared well during play at an age-appropriate level. Most had developed friendships. When there were more children at an attractive play area than allowed, children who had to move, managed to control their emotions well and showed a good level of self-regulation for their age. Children demonstrated strong attachments to the teaching staff, seeking them out for support when required. They co-operated well when working together on tasks, and helped one another to complete them. Children developed empathy for others. For example, one child who was given a flower by another gave it to the child beside her as she was upset. Most appeared to be self-confident and were happy to engage with visitors to explain what they had learned. Almost all children were aware of the rules and behaved well. This was encouraged by teaching staff. Children received points for their group for good behaviour. Assessments over time showed that almost all children had demonstrated the expected progress in social and emotional development.

Communication and Language development

Children's attainment and progress in communication and language development were good. Almost all children spoke clearly and were understood well by adults and other children. They communicated effectively with each other and teaching staff in a range of situations including whole-class discussions and small groups. Almost all could recognise letters and their sounds. Older children were able to blend and sound out two letters together and a minority could read simple text confidently. Although younger children listened well for most of the time, their attention wandered when instructions were too complicated. Most children understood that words conveyed meaning and understood the chronological sequence of a story. Older children enjoyed listening to stories and understood a range of sentence structures. They responded well to increasingly complex questions. Assessment records demonstrated that all children made at least expected progress from their starting points in language and communication.

Physical development

Children's attainment and progress in physical development were good. Almost all children exhibited age-appropriate gross and fine motor skills. They ran with other children, climbed stairs and slid on outdoor equipment. They demonstrated good fine motor skills when using pencils, paintbrushes and making shapes with playdough. The younger children effectively manipulated small objects. Older children demonstrated more complex fine motor skills and could write numbers, letters and short words well. Almost all children enjoyed playing with sand and water which helped to develop their sensory skills. They had a good understanding of how to make healthy choices in relation to food. Assessment records indicated that almost all children made at least expected progress from their starting points in physical development.

Areas for development

- Provide challenge for a few of the more able children in order to accelerate their progress.
- Increase opportunities for child-initiated play and encourage children to become leaders of their own learning.

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

Quality Indicator		Primary Inspection Judgement	Secondary Inspection Judgement
English	1.1 Attainment	Good	Good
	1.2 Progress	Good	Good
Mathematics	1.1 Attainment	Satisfactory	Satisfactory
	1.2 Progress	Satisfactory	Satisfactory
Science	1.1 Attainment	Good	Good
	1.2 Progress	Good	Good

English

Attainment in English was good in both Primary and Secondary. Evidence from lesson observations and work in books indicated that most students in Primary attained at the expected level for their age, with a majority achieving above. The majority of those students with additional learning and special educational needs (ALSN) met targets set in their learning support plans. Most students in Years 5 and 6 confidently articulated relevant examples to show that they understood the purpose of inference and predictions in reading comprehension lessons leading to attainment above that expected. Attainment in Key Stage 3 was good. Internal assessments indicated that most students' attainment was in line with or above international standards. Most Year 8 students produced excellent creative responses when exploring complex sentences using technical aspects of writing. Most students could read for meaning and were able to draw appropriate conclusions about character traits and thematic elements in novels and poetry. Most Key Stage 4 students were diligent and their work accurately and regularly evidenced a good level of challenge which promoted good attainment during lessons. This was because most could think and consider their own views about a text, for example in the book *Bird shooting Season*, and translated them into well written pieces. Attainment as evidenced by results in CSEC examinations demonstrated most students achieved above the regional benchmarks.

Progress over time in English was good in Primary and Secondary. Progress was enhanced when students participated in purposeful group work and discussed their findings. For example, when discussing their class text *Ribsy* most students made good progress in their reading comprehension. In Year 5, high levels of fluency were evident and independent learning was an established skill. By the time students reached the end of Year 6 most were successfully applying the 'Concept Attainment Model'. Throughout lessons they showed that use of this approach developed their confidence to articulate effectively and to employ higher order thinking skills. This boosted most students' progress. Whilst most students in Primary made good progress, a significant minority of the more able students did not make sufficient progress because of a lack of challenge. The majority of students in Secondary were working at or above their target grade, and thus made better than expected rates of progress in relation to their starting points. By Year 9, the majority made at least good progress and wrote with flair and fluency. They successfully employed the use of the apostrophe and dash. Most improved their work using feedback received from teachers. Students with ALSN were effectively supported to ensure they made at least expected progress through effective use of teaching assistants. Lesson observations and work in books in Years 10 and 11 showed examples of deeper thinking which accelerated students' progress.

Areas for development

- Develop more transparent benchmarking data linked to national and international standards in the Primary phase.
 - Ensure teachers provide more consistent levels of feedback so that all learners are benefitting from specific next steps in learning in the Secondary phase.
-

Mathematics

Attainment in mathematics was satisfactory in Primary and Secondary. Outcomes in Year 11 were in line with international standards. Most students reached above the average curriculum standard in their CSEC examinations. In lessons, Year 10 and 11 most students demonstrated their ability to think critically when undertaking new concepts, for example when learning to multiply matrices and when revising for examinations. In Years 10 and 11, the work produced by students in their books demonstrated a good level of achievement. In the Primary and Key Stage 3, book scrutiny showed that a significant minority were able to complete all their work with few, and sometimes no mistakes because it was too easy and offered little challenge. This had a negative impact on their attainment. Most demonstrated knowledge, skills and understanding below that expected for their age. In Year 4, students were able to build on their prior knowledge of Roman numerals which reinforced key concepts. In Year 5, most students tackled addition questions which required critical thinking when spotting mistakes and finding the missing number. Consequently, the majority of students attained in line with the curriculum standard, although students in Year 6 achieved below average outcomes in external tests.

Progress in mathematics was satisfactory in both Primary and Secondary. In Primary and Key Stage 3, the most able students progressed too slowly against their starting points. Students worked on simple addition in Year 1 and progressed to using a variety of methods to calculate answers to word problems in Year 2. Most used manipulatives independently when required. By Year 5, the majority of students could teach their classmates different strategies to solve problems, recalling prior knowledge to back up their reasoning. In Year 8 the majority of students generated number sequences and could explain how the patterns they spotted enabled them to calculate the next number in an array of different sequences. However, a significant minority struggled when a sequence was presented to them in a different format because they were not able to apply what they had learnt to a different context. In Key Stage 4, most students progressed swiftly and could move on to more complex concepts. They could independently calculate answers to problems, using their previous knowledge. This was because the thinking skills of most students were well developed. Almost all students in Grade 10 progressed well when they used their prior knowledge to determine whether matrices were comparable. Almost all Year 11 demonstrated good progress when tackling past questions from CSEC papers in a revision lesson.

Areas for development

- Raise levels of attainment in the Primary phase by providing work which challenges the most able students.
 - Focus on developing the mental agility of students so that they are able to calculate quickly and more efficiently.
-

Science

Attainment in science was good in both Primary and Secondary. Data from external examinations showed that most students in the Secondary phase attained high standards in the past year. Although there was a degree of variability across science subjects, overall, attainment in science in CSEC examinations was good. Work in books and lesson observations confirmed that the majority of students were attaining above curriculum standards. Students in Year 9 were able to create multiple food chains from complex ecosystems, while students in Primary were able to measure the rate that different liquids took to freeze. Most attained well and could explain their conclusions. Most Year 10 students accurately measured the pH levels of toothpaste and accurately described them as alkaline, neutral or acidic while most in Year 11 were knowledgeable about the functions of the main parts of the circulatory system. Year 10 physics students explored the difference between distance and displacement and were able to demonstrate their understanding through visual and dramatic representations. Over the last three years, although variable across subjects, external examination results had improved.

Progress in science was good in both Primary and Secondary. The majority of students made better than expected progress as they advanced through the Secondary phase. Primary students made good progress in acquiring scientific knowledge and investigative skills. Secondary students grew increasingly confident in their scientific investigations, measuring, observing and drawing conclusions to deepen their understanding of key concepts and subject-specific vocabulary. For example, Year 8 students accurately read meniscus levels to measure volume, and Year 3 students correctly used calibrated scales to determine temperature in degrees Celsius. Work in books showed a deepening understanding of electricity across year groups, with students exploring conductors and insulators in Key stage 1 and later, in Secondary, explained conductivity in terms of electron flow. Students with ASLN also made good progress, performing comparatively well with their peers.

Areas for development

- Strengthen students' ability to communicate scientific ideas clearly and effectively, both in writing and verbally, focusing on improving scientific writing and reporting skills.
- Develop students' independence in planning their own scientific inquiries.

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
2.1 Social emotional learning / Positive behaviour for good learning	Good	Good	Good
2.2 Civic and environmental understanding	Good	Good	Good

Social emotional learning / Positive behaviour for good learning

Positive behaviour for good learning was good across the school. Students were kind, well-mannered, and respectful both inside and outside the classroom. In the Early Childhood, routines were well-established and children had learned to share and take turns. All students adhered to the required dress code and wore their school uniforms with pride. Students followed classroom rules and routines which resulted in well-ordered, pleasant, structured learning environments. Students confirmed they felt safe in school and there were minimal incidents of bullying. They were aware of the protocols and knew who to turn to if they had concerns. They were confident that school staff would address their concerns. There was an atmosphere of patience, open-mindedness and tolerance throughout school. There were student leaders in Primary and Secondary including student council, class presidents, sub-prefects, head boy and head girl. This created an effective avenue for student voice and had started to make an impact. Attendance was good at 96% and almost all students were punctual to school and lessons.

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

Civic and environmental understanding was good across the school. Most students recognised the national symbols and could share information about the coat of arms and the significance of each symbol. Primary students shared information about sea turtles and Secondary students explained at greater length the historical significance of turtles to Cayman. Secondary students described the importance of seafaring and fishing in Cayman's history. These same students were also able to identify tourism and banking as the two key industries in the Cayman Islands. Both Primary and Secondary students were able to name some members of parliament including the Premier. All classes had daily prayers and devotions. Students participated in activities that helped them develop values such as citizenship and social responsibility. These included fundraisers and school events in support of non-profit organisations. Students had participated in activities to protect the local environment and to demonstrate good citizenship. These included beach clean-ups which contributed to environmental understanding. However, students were not initiating enough student-led initiatives such as recycling, sustainability, and conservation. The student council provided leadership opportunities for both Primary and Secondary students.

Areas for development

- Expand on student led initiatives that directly impact school improvement
- Improve students' understanding of how environmental factors impact their local setting.
- Extend students' global awareness beyond the Cayman Islands.

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

Quality Indicator	Early Childhood Inspection Judgement	Primary Inspection Judgement	Secondary Inspection Judgement
3.1 Teaching	Good	Good	Good
3.2 Learning	Good	Satisfactory	Good
3.3 Observation, assessment and planning / Assessment	Good	Satisfactory	Good

Teaching

Teaching was judged good across all three phases of the school. Most teachers had sound knowledge of their subjects and consequently planned effectively; used open ended and probing questions; provided appropriate challenge; deployed resources effectively; and used appropriate pace in lessons. However, teaching assistants were not always used well and a significant minority of mathematics lessons did not provide sufficient challenge. As a result, a significant minority of students failed to build on and deepen their knowledge and skills. In a Year 10 physics lesson the inclusion of technology enhanced students' understanding. A variety of approaches, such as illustrations and drama, enriched the lesson. Targeted questioning and checks for understanding met the needs of all students. Similarly, in a Year 10 integrated science, resources were used effectively to ensure students were active participants in the learning process. In a Year 9 English class, the teacher confidently redirected questions which gave the responsibility for understanding to the students. This encouraged them to generate rules to complete the 'Concept Attainment' process. In a Year 4 science lesson effective planning and good questioning allowed students to confidently discuss facts and decide whether humans should go to Mars. This led to the writing of persuasive arguments. Teachers demonstrated a good understanding of student needs through differentiating set tasks and offering varying levels of challenge. This enabled those students with SEND to succeed. In Early Childhood, group tasks in literacy were differentiated effectively based on children's knowledge and skills.

Learning

Learning was good in Early Years and Secondary and satisfactory in Primary. Students exhibited positive attitudes, were motivated and showed eagerness to learn. In Kindergarten, children worked independently and demonstrated effective learning for their age. In Reception, most children learned well and interacted excitedly with their teachers and other children. In Primary, students developed independent enquiry skills and collaborated well. For example, Year 3 science students predicted which liquid would freeze fastest, recorded their observations and created balanced meal plates. They clearly demonstrated good English and communication skills. However, a significant minority of students (those who were most able) did not learn as well as they could because opportunities to use higher order thinking skills or critical thinking were not presented. Secondary students collaborated effectively and applied their learning to real world contexts. Year 10 physics students created projects to illustrate the difference between distance and displacement, while Year 10 integrated science students tested and measured the pH levels of various toothpaste brands and discussed their findings with interest. They showed that they were able to apply knowledge, argue, justify opinions, work independently and collaboratively. Students with ALSN also demonstrated progress, taking responsibility for their learning and interacting well with their classmates and teachers. Across all phases, differentiated tasks and effective use of resources promoted good learning. The application of cross-curricular skills saw mathematical skills used well to support learning about the amount of sugar in foods.

Observation, assessment and planning / Assessment

Assessment in the Early Years and Secondary was good and satisfactory in Primary. In Reception, comprehensive assessments were used to identify the starting points for each child. Progress was then tracked towards the early learning goals. This information was used to identify strengths and weaknesses and enabled teachers to intervene appropriately and offer support. In Primary, both international benchmarks and teacher assessments were used to monitor students' performance. Teacher assessments carried too much weight and a significant minority were not accurate. This meant that the benchmarking of students' progress, particularly in science was not always reliable. In contrast, Secondary assessment was more dependable because leaders used both internal and external assessments. CAT4 data served as a baseline from which student progress could be measured towards achieving success in CSEC examinations. Regular tests on IXL were linked to curriculum standards and leaders monitored and tracked student performance in relation to international benchmarks. Classroom assessments included checks for understanding with most teachers circulating around the class, asking open-ended questions and using group work and peer assessment. In Primary, despite regular marking of student work, feedback from a significant minority of teachers was inconsistent and of variable quality. A significant minority of students did not have good enough skills to self or peer assess. Secondary students had a better understanding of their performance relative to international standards and worked towards improving individual areas of weakness, resulting in good outcomes in external examinations.

Areas for development

- Develop higher levels of competency in collating, analysing and reporting on data so that the picture of students' attainment and progress is clear and in accordance with the guidelines set out by the OES.
 - In the Primary phase, use comparable external standardised assessments so that the attainment and progress of students across different year groups can be measured against national and international standards.
-

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
4.1 Curriculum quality	Good	Good	Good

Curriculum quality

The curriculum was good across all phases. The Early Years Centre used the Cayman Islands Early Childhood Curriculum Framework. This provided a clear rationale for children's learning, ensuring breadth and balance in their educational experiences and clear progression. In Primary and Secondary, the curriculum followed the Cayman Islands National Curriculum. This provided a robust curriculum pathway whilst also serving the needs of the Church community. Given the limited size of each year group, the school maintained a broad and balanced approach with no significant gaps in subject areas. It was resourced appropriately, for example with textbooks across the core subjects. The range of options available provided suitable scope for challenge for all students, including those with SEND.

Transition between Key Stage 3 to Key Stage 4 was planned in early summer with up to eighteen option choices available. Students were well prepared for the next stage of their education. There was a suitable range of arts, sciences, humanities and social and developmental courses offered in Secondary. An array of cross-curricular links and extra-curricular activities enhanced learning. There were regular opportunities for students to engage with these through the Church's Evangelical community events. The Global Youth Club, Key Club and Y2Y clubs provided constructive opportunities. This allowed students to engage with both the local and regional communities. The Deaf Sign Language Club was an innovative extra-curricular activity that had proven very popular within the school community.

Areas for development

- Develop closer links with work place contexts for all subjects.

Performance Standard 5 Keeping our students safe and always supported

Quality Indicator	Early Childhood Inspection Judgement	Primary Inspection Judgement	Secondary Inspection Judgement
5.1 Health and safety	Satisfactory	Satisfactory	Satisfactory
5.2 Support and guidance	Good	Satisfactory	Satisfactory

Health and safety

Health and safety arrangements were satisfactory. Policies were in place to support safe practices and were continuing to evolve to suit the school's specific circumstances. The school was making effective use of guidance from a partner school to ensure compliance with statutory requirements as well as developing best practices. Daily running of the campus was managed satisfactorily and was kept clean and tidy. Regular checks of the school buildings and external spaces were undertaken. There were procedures which kept students and others safe. All staff were informed of the systems in place during emergency evacuations. Risk assessments for on-site and external local visits were still in the process of being improved. Overseas trips were supported with parental meetings beforehand. Visitors were met each day by the security guard who signed them in and provided identity badges. The school had relevant statutory certification for school registration such as fire, electrical and catering. Hazardous materials in science were guarded effectively and safety equipment such as an eye wash station was readily available in the event of spills. The installation of a shower was imminent in one of the science labs. Cleaning staff stored hazardous materials in restricted areas away from students. Students were supported with the safe use of the internet from Years 3 to 9 in IT lessons and Life Skills classes. Cyber security for the school was effectively managed by an external third party. All staff had current Child Protection training certificates as well as certification for cardiopulmonary resuscitation (CPR) and automated external defibrillators (AEDs). The outdoor areas contributed to students' exercise and the food available at break and lunchtime was adequate. Students could access shade outside.

Support and guidance

Support and guidance were judged as good in Early Years and satisfactory in Primary and Secondary. Almost all teachers knew their students well and developed good relationships with them. These relationships were characterised by mutual respect and appropriate conduct. Students felt supported and cared for throughout the school. Parents spoke positively about the support they received from school staff and the wider community which had a positive impact on family life. Students received valuable advice and support from the school support team on a range of issues including improving their health and well-being, academic progress and future careers. For example, all Secondary students took part in a well organised work experience programme. This helped them gain an appreciation of the world of work and provided them with ideas about possible future careers. The school was at the early stages of planning improvements to the transition arrangements at the various key stages in the school. There were appropriate systems in place to monitor behaviour and attendance. The Special Education Needs Coordinator (SENCo) had developed an effective system to identify and monitor support for students with SEND. However, this was not yet fully implemented across the school. At times, students' learning support plans (LSP) were not always provided in a timely fashion or reviewed regularly.

Areas for development

- Continue to develop risk assessments for on-site and external local visits and check their consistent implementation.
 - Ensure the LSPs are updated and reviewed regularly.
 - Continue to improve transition arrangements between key stages in the school.
-

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

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

Leadership

Leadership was satisfactory overall. This was an improvement since the last inspection. The Acting Principal was appointed in September this academic year. He had a vision for the school which encompassed and highlighted its Christian nature and the importance of a holistic education. He was ably supported by two Vice Principals, a SENCo and subject leaders. All understood their duties and what it was they wanted to achieve. This team enhanced the school's capacity to raise standards. Their focus was on building a welcoming and inclusive atmosphere that nurtured students' academic, ethical and religious development. The school gathered and examined data, including results from internal and external assessments; however, this analysis did not always provide a fully accurate picture of performance and was therefore not always effective in bringing about the required improvements. Performance management systems were in place, though they were at times insufficiently aligned with student outcomes. The School Board comprised church members with relevant expertise in education, human resources and business. They were competent and eager to improve the quality of education in the school. They acted as critical friends but did not shy away from challenging leaders when they felt it necessary. The School Board understood the main issues facing the school and showed good potential to contribute to school improvement.

Self-evaluation and improvement planning

Self-evaluation and improvement planning were satisfactory. The Principal and most school leaders accurately judged themselves against the Quality Indicators in the OES Inspection Framework. This demonstrated their ability to identify the correct areas for improvement to take the school forward. Leaders were clear about the actions they needed to take to improve the school, specifically in the Primary phase where assessment remained a less effective area. The Principal sought support and guidance from other local schools and other school leaders delivered training to staff. School leaders also delivered their own training, for example the SENCo trained staff in the use of data to support students with SEND in their classes. Senior and middle leaders completed walk throughs and observations. These were sometimes done jointly so that the accuracy of judgements was checked. Judgements of teaching were not always accurate in the Primary phase. The observation cycle booklets adopted from another school were duly completed and demonstrated helpful advice for most teachers so that they could improve their teaching. The majority of staff and the School Board were clear about the school's priorities going forward and could identify the improvements that needed to be made. Stakeholders were aware of the issues facing mathematics in the Primary school and understood the actions designated to improve it, such as the new assessments due to be introduced in 2025.

Links with parents and the community

Links with parents and the community were good across the school. There were productive links with parents, who described the school as 'a family school.' The school continued to work closely with parents and communication had improved significantly. There was a range of effective methods of communication, such as WhatsApp groups, emails, and Class Dojo. Most parents who responded to the survey felt that communication was timely and effective. They received regular reports about their children's achievements and their next steps in learning. Parents also shared that they received informal updates about their child's achievement and behaviour from teachers and the senior leadership team. Parents were pleased that their children participated in beach clean-ups, anti-bullying activities and the drug and alcohol march. Parents valued the Christian ethos and values instilled in their children and believed the school was developing the whole child.

Staffing and the learning environment

Staffing and the learning environment were satisfactory. There were enough qualified and experienced teachers to provide an appropriate curriculum for all students. There was provision of classroom support staff with subject specialist knowledge to support students with ALSN. Retention of staff had greatly improved following the previous high turnover. Furniture and fittings were well maintained. Library resources were limited to class libraries only. Teachers were making productive use of 'free to access' materials. The science department was making effective use of a shared 'lab kit,' especially amongst the Primary students who had less access to the science labs than older year groups. The games areas were well supervised and adequately maintained, although students expressed a desire for a wider range of resources for them to use at break and lunchtimes. Timetabling was arranged such that the school made maximum use of the teaching space available. Teaching and learning continued beyond the regular school day with SBA classes. Extra-curricular clubs made frequent use of the space available both before and after timetabled sessions each day. The shared auditorium space was not conducive to learning. The areas within it were small and cramped. Up to four classes were taught simultaneously with partitions creating each classroom space. The students and staff worked hard to maintain focus. The school made good use of the resources that were available on the campus.

Areas for development

- Consider a more rigorous approach to improving the quality of assessment through examining the different assessments available and which would best suit the school's needs.
- Devise a summary SEF which is sharper and more succinct, highlighting more successfully the crucial areas for school improvement.
- Further improve the communication between the school and parents.
- Make plans to improve the design of the teaching areas in the auditorium so that the areas are separated properly and are inviting learning spaces.

Summary of Student, Parent and Staff Survey Results

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

Students	119	Parents	57	Staff	28
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Students

A total of 119 students completed the survey, with Grades 6, 9, and 11 providing the most responses. This was a substantial increase from the 45 participants in the previous inspection. Almost all students reported that they were making progress in their studies and that their teachers were effective in supporting their learning. Most students rated behaviour as positive and felt that they were encouraged to take responsibility for their own learning. Additionally, the majority said they felt safe within the school environment. While a significant minority of students indicated they had not been consulted on ways to improve the school, many acknowledged the school's commitment to holistic education. They enjoyed the opportunities for community service, extra-curricular activities and sports. A few comments raised concerns about bullying; however, most responses highlighted a strong sense of trust in the school community. Almost all students believed that school leaders were actively working to improve the school. The survey results revealed an 11% increase in positive responses compared to the previous survey, with satisfaction rising from 78% to 89.6%. This reflected a student body that highly valued the school's dedication to spiritual development, academic achievement and an inclusive community. The teaching staff received frequent praise for their professionalism, respectfulness and supportive approach in fostering both academic and personal development. The primary areas identified for improvement were the school environment and infrastructure, particularly the sports facilities and toilets which many students felt would benefit from an upgrade.

Parents

Fifty-seven parents completed the pre-inspection survey. Parents were overwhelmingly positive in their views of the school with almost all agreeing that their child was making good progress in most areas of learning. Almost all believed the behaviour of most students was good, teaching was high quality and the curriculum was broad, relevant and challenging and included a range of extra-curricular activities. They found that their child received regular feedback and that there were good systems to support students with ALSN and SEN. All parents felt their child was safe and supported at school and that students had good civic and environmental understanding. While almost all parents held the view that the school was well led and they were involved in the school's evaluation process, only most parents believed that children's reports were regular, clear and helpful and the school premises were well-maintained and sufficient. Although most parents agreed that communication systems were effective, a significant minority felt this was not the case. Almost all parents reported there were regular opportunities for their involvement in the school, the school enjoyed wider links with the community and there were suitably qualified and experienced staff. Free text comments were very positive about the integration of Christian principles throughout the school and the positive impact this had on their child's holistic development. When asked about areas of the school which could be improved, parents most frequently cited enhancements and expansion of the premises as well as more effective communication. Overall, 98 per cent of parents were satisfied with the quality of education, which represented an increase of ten per cent since the previous inspection.

Staff

28 staff completed the pre-inspection survey. Most staff at the school had worked there for less than three years and believed the school evaluated itself accurately. Almost all agreed that students made good progress, including those with additional learning needs, and that student behaviour was positive. They felt that the school provided a safe environment and maintained strong connections with the Caymanian community. Most staff members believed the school was well-led, with professional development seen as supportive. All agreed that parental engagement was effective and that 'next steps in learning' were communicated well. Staff widely endorsed the quality and relevance of the curriculum and the sufficiency of resources. They highlighted the effectiveness of the school's ties to the wider community. Overall, the staff survey reflected a school culture deeply rooted in spiritual values, academic excellence, and community cohesion, with almost all staff in agreement about the school's positive impact on students. Resilience and ongoing professional development were regarded as central to the school's mission, with staff professionalism seen as a key asset. Positive relationships among academic and ancillary colleagues were fostering a caring, inclusive environment. Staff consistently emphasised the fair treatment of students. Staff suggested they would benefit from further development of their teaching and recreational resources. The survey showed a slight 4% decrease in positive responses, with overall satisfaction at 96%, down from 100% previously.

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

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	Glynis Bradley-Peat	International Associate Inspector
Team Inspector	Noreen Phillips	International Associate Inspector
Team Inspector	Marsha Serratan	Office of Education Standards
Team Inspector	Gavin McDougall	Cayman Associate Inspector



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