



Office of Education
Standards
Cayman Islands Government

INSPECTION REPORT

NOVEMBER 2024























WESLEYAN CHRISTIAN ACADEMY

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

School Information

General Information		
	School name	Wesleyan Christian Academy
	Address	150 North West Point Road, West Bay
	Telephone number	345-949-1121
	Website	wcacayman.com
	Name of principal	Mr. Kahlil McIntosh
	Date of this inspection	7 November to 8 November, 2024
	Date of last inspection	13 September to 15 September, 2022
Students		
	Number of students on roll	36
	Age range of the students	4 - 17
	Grades or year groups	K4 – G12
	Number of Caymanian students	24
	Number of students with additional learning support needs	2
	Largest nationality group of students	Caymanian
Curriculum		
	Main curriculum	Engage New York, and Abeka
	External tests and assessments	SAT 10
	Accreditation	No
Staff		
	Number of teachers	5
	Number of teaching assistants	1
	Teacher-student ratio	1:7
	Teacher turnover	0

Context

Wesleyan Christian Academy is a private, K4 – Grade 12 school founded in 1977 and located on the premises of the Wesleyan Holiness Church in West Bay, Grand Cayman.

The school's mission is 'Developing Christian Leaders' through 'Biblical individualised education'. Its vision is to provide the highest quality educational programme with the cornerstones of Christian character development among students, and staff, quality performance among students and staff and transition for students to be servant-leaders'.

Wesleyan Christian Academy is organised into three phases with 5 mixed-age learning classes. There are 36 students on roll ranging from Early Childhood for ages from 4 – 5 years, Elementary Grades 1 to 6 and High School Grades 7 to 12.

Student numbers have declined significantly since 2019 and the number of teachers reduced accordingly. The Principal was appointed in 2022. The academy has spacious grounds and generous classroom sizes.

The school follows the Engage New York curriculum and the Abeka curriculum.

Overall Judgement History

Cycle 1 Inspection	May 2019	Weak
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	Satisfactory		→	
	1.2 Progress	Satisfactory		→	
Social Emotional development	1.1 Attainment	Satisfactory		→	
	1.2 Progress	Satisfactory		→	
Communication and Language development	1.1 Attainment	Satisfactory		→	
	1.2 Progress	Good		↑	
Physical development	1.1 Attainment	Satisfactory		→	
	1.2 Progress	Satisfactory		→	

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

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	Elementary Inspection Judgement	Change	High Inspection Judgement	Change
2.1 Social emotional learning / Positive behaviour for good learning	Good	↑	Good	↑	Good	↑
2.2 Civic and environmental understanding	Satisfactory	→	Satisfactory	→	Satisfactory	→

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

Quality Indicator	Early Childhood Inspection Judgement	Change	Elementary Inspection Judgement	Change	High Inspection Judgement	Change
3.1 Teaching	Satisfactory	→	Satisfactory	↑	Satisfactory	↑
3.2 Learning	Satisfactory	→	Satisfactory	↑	Satisfactory	↑
3.3 Assessment	Satisfactory	→	Satisfactory	↑	Satisfactory	↑

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

Quality Indicator	Early Childhood Inspection Judgement	Change	Elementary Inspection Judgement	Change	High Inspection Judgement	Change
4.1 Curriculum quality	Satisfactory	→	Satisfactory	↑	Satisfactory	↑

Performance Standard 5 Keeping our students safe and always supported

Quality Indicator	Early Childhood Inspection Judgement	Change	Elementary Inspection Judgement	Change	High Inspection Judgement	Change
5.1 Health and safety	Good	→	Good	→	Good	→
5.2 Support and guidance	Satisfactory	→	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	Satisfactory	↑
6.4 Staffing and the learning environment	Satisfactory	↑

What the School Does Well

- The promotion of a strong Christian ethos that underpins students' values and permeates the curriculum.
- The learning environment has a good standard of health, safety and security.
- Students show positive attitudes to work and form respectful relationships with their peers and teachers.
- Reporting on student progress is regular and valued by parents.

Recommendations

1. Develop leadership capacity and management skills by:
 - improving the school's self-evaluation processes so they accurately reflect the school's performance in all the inspection framework standards;
 - linking the priorities identified for school improvement to the actions in the school development plan;
 - evaluating progress towards achievement of the development plan targets by regular monitoring;
 - providing teachers with training that develops their knowledge and planning for students with additional learning needs.

2. Raise students' attainment and progress across the curriculum by:
 - using internal and external data more effectively so teachers use it to plan their lessons to meet students' learning in mixed grade classes;
 - providing more opportunities for students to use technology and extend their inquiry and critical thinking skills;
 - Increasing the challenge and expectations of students' learning, particularly for High School students so they work more collaboratively on similar activities from PACE booklets.

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

Cognitive development

Attainment and progress in the Cognitive domain were satisfactory. Baseline assessment on entry to Kindergarten 4 showed a majority of children were below expected learning standards but they made progress and attained age-expectations by the end of Kindergarten 5 as measured using the Abeka assessment scheme. In Understanding the World, children thought about healthy food choices. Older children counted accurately and recognised repeating number patterns. In Kindergarten 4, a majority of children counted accurately understanding one more or less, but not all. Most children understood the meanings of letters and sounds and showed knowledge of some high frequency words. Children made satisfactory progress in observation and memory skills by looking closely at parts of plants. Most learned concepts such as heavier, lighter, same as, by comparing objects. Most could add and take away single digit numbers and count accurately as shown in teachers’ record of progress. Younger children had fewer opportunities to choose and initiate their own learning and had mainly adult led learning experiences. Most showed progress by pointing to the correct hour on an analogue clock and understanding it represented a time in the day.

Social Emotional development

Children’s social and emotional development was satisfactory for both Early Childhood classes. In Kindergarten 4 not all children were able to regulate their own emotions or interact with others. In Kindergarten 5 most children were at age-expected levels and able to communicate freely with others and had formed friendships. In exploratory play, a few children successfully engaged with adults in sharing a tea party. Not all children interacted with others, particularly those who demonstrated less understanding and awareness of building friendships. Almost all children made satisfactory progress in taking turns and described why they selected items to put in their shopping trolley in real-life play. In Kindergarten 4, children could self-organise a line behind a leader and follow instructions. In Kindergarten 5, children discussed and chose class rules. One child was able to point out rules on their chart to others if they did not follow them. A few children had not yet developed empathy for peers who were still in earlier stages of development. Assessment did not show a similar level of social and emotional progress gained for children with additional needs.

Communication and Language development

Attainment and progress in communication and language was satisfactory. There was variance between second language speakers and a few who read independently. Most children had appropriate speech and engaged in, and initiated conversations with adults and other children. They had clear speech as expected for their age. By Kindergarten 5, most children followed instructions accurately and explained their learning. In Kindergarten 5, all the class learned and recalled their class values and recited them in unison. The use of songs and rhymes was planned to consolidate children's knowledge of known and new words. Progress in communication and language was good for most children. They wrote upper case and lower-case cursive letters by following the teacher's model. Children asked, "Am I doing it the right way?" Their reading and increased knowledge of and progression in vocabulary was demonstrated in the newly introduced words they remembered and understood. A few used language appropriately to explain why the paper balls they made did not bounce well. The strongest readers were fluent when they read a story book independently and could retell the story.

Physical development

Attainment and progress in physical development was satisfactory. This was demonstrated by most children when catching balls and use of small equipment to cut, stick and make models. Coordination among children varied with a majority able to balance and copy movements in PE activities. A few had less control and needed adult help to climb up and down from playground equipment. Most children handled their toys and resources to build, count and use in their work. By Kindergarten 5 most children had controlled and well-formed cursive handwriting. Progress in physical development was satisfactory. A few had difficulties with fine motor skills such as pencil grip. Most showed progress when they made models or used playdough. Most children improved their strength when throwing ball or kicking a ball with an adult in PE. A majority showed skill when painting with large brushes. In the exploration centre, few children chose to use the construction areas and showed less mastery in use of this type of equipment unless with an adult who modelled the possibilities.

Areas for development

- Plan how to best deploy the teaching assistant so the time is maximised as a co-educator to the benefit of children of different stages of maturity and development.
 - Coordinate the curriculum planning of skills, knowledge and development for children so their learning is more personalised including those with additional needs.
 - Ensure children have a balanced amount of time learning through activities of their own choosing and those guided by adults. .
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Performance Standard 1 (Compulsory) Helping our students to achieve in key areas of their learning

Quality Indicator		Elementary Inspection Judgement	High Inspection Judgement
English	1.1 Attainment	Satisfactory	Satisfactory
	1.2 Progress	Satisfactory	Satisfactory
Mathematics	1.1 Attainment	Satisfactory	Satisfactory
	1.2 Progress	Satisfactory	Satisfactory
Science	1.1 Attainment	Satisfactory	Satisfactory
	1.2 Progress	Satisfactory	Satisfactory

English

Attainment in English was satisfactory in both Elementary and High School. External assessments, including the Stanford 10 tests, indicated that most students were attaining in line with international standards. The school’s own Internal assessments supported this. Most students in Lower Elementary were able to build on their good phonic knowledge to spell challenging words appropriate for their age. In Upper Elementary most students’ writing skills were in line with what would be expected for their age. Students were able to confidently discuss the key elements around form and tone when writing letters and depending on their grade produced work of increasing sophistication. In High School students demonstrated good grammatical knowledge, for example they could explain the difference between a gerund and an infinitive and apply that knowledge to a passage of writing. Older students enjoyed creative writing, for example students produced extended writing pieces in the form of diary entries inspired by the novel *Grandpa’s Christmas Gift*. Although students enjoyed class reading, they were not always given the opportunity to discuss their ideas or read more widely. Occasionally some students would have benefited from more challenging tasks.

Progress in English in Elementary and High School was satisfactory. Lesson observations and work samples indicated that most students, including those with special educational needs, made satisfactory progress from their individual starting points. In Lower Elementary, students made satisfactory progress in learning new vocabulary and demonstrated the progress they had made by colour coding words contained in baubles on a Christmas tree. In Upper Elementary, students demonstrated the progress they had made in letter writing when responding to carefully chosen and targeted questions at the end of the lesson. In Upper Elementary and High School, students made steady progress in developing their reading and comprehension as a result of the sequencing of information and exercises contained in their PACE booklets. Most students were making gains in their knowledge and skills in writing for different audiences and could write clearly and accurately using higher level punctuation such as colons and semi-colons. Although some students could use their own devices, there were too few opportunities for students to use information technology carry out research to support their learning.

Areas for development

- Provide students with more opportunities to discuss their ideas which can then inform their writing
 - Ensure that all students are challenged at an appropriate level
 - Encourage students to read more widely
-

Mathematics

Mathematics attainment was satisfactory in Elementary and High School. In Lower Elementary, students could perform simple addition and subtraction. They could measure accurately using both cubic metres and inches. In Lower Elementary, students measured the area of their classrooms linking to what materials would be needed to decorate. Older Elementary students could regroup in addition and borrowing in subtraction whilst they used the long division method. In High School, students were able to complete graphs, and understood how to use ratio and equations. They also used their scientific calculators to raise numbers to a power, including negative values. However, students in mixed grade classes were not sufficiently challenged either at the lower or the upper end because they often completed the same task. There were a few planned learning experiences for students to relate their numeracy to real-life situations such as weighing ingredients to bake a cake. The development of inquiry and critical thinking skills was evident but inconsistent. In Elementary and High School, most students demonstrated levels of knowledge, skills and understanding in line with curriculum standards. Work scrutiny confirmed greater challenge was required throughout the grades.

Progress in mathematics was satisfactory in both Elementary and High School. In High School, students worked independently on PACE booklets which supported their progress through sequentially planned topics. For example, they learnt about the properties of triangles which enabled them to make progress in applying that understanding to the strength provided by triangular structures commonly found in buildings. In the Elementary classes most students showed the ability to work through a question using the class whiteboard or their small boards to demonstrate progress in their confidence in solving problems. Most students made progress when learning independently, when they for example checked each other's work. Progress was often stronger when students were given real-life examples such as going shopping and had to calculate using mental arithmetic, what the actual cost was. Upper High School students applied their knowledge when measuring lung capacity before and after exercise plus the blood flow and capacity to vital organs as a result. Teachers did not plan sufficient opportunities for students to problem solve collaboratively in order. to discuss how they could work out alternative ways to finding solutions to problems.

Areas for development

- Provide students with real life situations to which they can use and apply their mathematical skills.
 - Ensure mathematics learning is planned to both challenge and support students in different grades.
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Science

Attainment in science was satisfactory across all phases of the school. In the Elementary and High School phase most students attained levels aligned with assessments in the Stanford 10 test. Lesson observations and students' books evidence confirmed this. Most students in Lower Elementary could identify and label body parts and recognise major organs. In Upper Elementary, most students showed age-appropriate scientific skills of observation, researching facts and setting out their facts in writing. One student wrote an interesting observation about Whistling Ducks, a species native to the Cayman Islands. They had grown seeds and varied their conditions for growth observing those that germinated and those that failed to grow. Most were able to draw conclusions about the need for light, soil and water. Not all students showed scientific recording skills. By Grades 10- 12, most students had a strong knowledge of anatomy and physiology. They understood the body's systems and had planned simple experiments to explore the cardio-vascular and respiratory system. Much of students' learning was self-directed, detailed but with very few opportunities to use practical scientific skills that were expected at their age. As a result, those students who wanted to pursue a career in the scientific field were not secure in practical inquiry.

Progress in science was satisfactory in Elementary and High School. Work samples showed that too often In Lower Elementary students did the same work with little challenge for the older Grade 3 students. They had slightly adjusted assessment sheets to assess progress. All grades had learned age-appropriate scientific topics. Whilst there was coverage there was little evidence that the progress had accelerated in thinking scientifically by students designing investigations. Written work did show knowledge students acquired alongside technical vocabulary. In Upper Elementary, progress was stronger because students had a choice of animal or plant to observe and find out about. This engaged their interest. In Grades 7 – 9 Most students made progress in understanding how plants reproduced and the role of pollinators. They performed small practical tasks set out in their PACE books but did not progress to planning their own experiments or trials. Progress in Grades 10 – 12 was more rapid because students learned within a narrow field of science, mainly biology. Most High School students did make satisfactory progress because they were motivated to work independently. All students' progress could be improved with time invested in research and activities in which they were interested.

Areas for development

- Increase opportunities for all students to develop scientific skills through hands on experiments, activities and projects so they apply their science skills in more meaningful ways than from purely theoretical lessons.
 - Develop students' critical thinking skills in designing their own practical investigations that include a hypothesis, analysis of data and forming a conclusion.
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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	Elementary Inspection Judgement	High Inspection Judgement
2.1 Social emotional learning / Positive behaviour for good learning	Good	Good	Good
2.2 Civic and environmental understanding	Satisfactory	Satisfactory	Satisfactory

Social emotional learning / Positive behaviour for good learning

Positive behaviour for good learning was judged to be good across the school. Almost all students exercised self-control in lessons and when at recreation. The school’s policy on uniform was embedded with pride. All students arrived to their lessons punctually and understood how important this was in order to learn effectively. Students enjoyed excellent relationships with staff and mutual respect was evident in the classrooms. Clear classroom routines were established, and students had a solid understanding of the shared rules implemented by staff to help them navigate both informal and formal situations. For example, students knew that collaborative discussions should not overpower other groups. Almost all students reacted instantly to ‘One, two, three, eyes on me’. The school was a safe and orderly environment for all. Students were taught what to do should there be any incidents of bullying and confirmed there were no incidents of unkindness to others and school records confirmed this. The curriculum provided teaching of how people were expected to behave towards others as part of the Christian values throughout all grades. Effective relationships amongst students were observed, which contributed to emergent collaborative learning opportunities. Attendance records showed most students arrived in time at the start of the day.

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

Civic and environmental understanding were satisfactory in all phases of the school. Students had developed an understanding of national identity and demonstrated an age-appropriate awareness of some local Caymanian traditions and culture. Guest presenters and videos were a regular feature of the curriculum. Teachers in Kindergarten and Elementary taught Social Studies based on the Cayman Islands Primary National Curriculum to enhance civic understanding. The school had a strong Christian ethos and students understood the importance of the Christian religion to the community. All students participated in regular devotions and church services. Historical events such as the discovery of the islands and current events including how parliament worked, were topics students found engaging and interesting. Most students had a satisfactory knowledge of how the island is governed. Students participated in field trips to Wreck of the Ten Sails and engaged in beach clean ups of Boggy Sand Beach and West Bay Public Beach. However, students had too few opportunities to think and discuss how they could make a difference to the real-life challenges of the islands such as the dying coral reefs. Supporting charities was an important part of the school's work and regular donations were collected for Meals on Wheels, Jasmine Hospice, Golden Age Home and Anti-bullying campaigns.

Areas for development

- Continue engaging with the student council's ideas to benefit the community.
- Provide students with time to consider how best they can contribute to environmental aims the island has and encourage them to make an active contribution

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

Quality Indicator	Early Childhood Inspection Judgement	Elementary Inspection Judgement	High Inspection Judgement
3.1 Teaching	Satisfactory	Satisfactory	Satisfactory
3.2 Learning	Satisfactory	Satisfactory	Satisfactory
3.3 Observation, assessment and planning / Assessment	Satisfactory	Satisfactory	Satisfactory

Teaching

The quality of teaching was satisfactory in Kindergarten, Elementary and High School. In Kindergarten teachers organised their rooms effectively and clearly modelled the new sound (V) that children were learning. However, additional adults did not always help children make the most of the available resources. Most teachers had sound subject knowledge and there was some effective specialist teaching, for example in physical education. There was a positive climate for learning throughout the school. Lessons were effectively planned, and some activities were planned for individual students. However, too often, all students were given the same work and as a result the most able were not sufficiently challenged. Teachers used a range of questioning techniques to check students' learning and understanding. In an Elementary lesson the teacher asked students to pick a name randomly from a box which helped students to stay alert and engaged. Teachers occasionally developed critical thinking and problem-solving skills, for example in an Upper Elementary social studies lesson, students thought deeply about the difference between rules and laws, but more often teachers missed opportunities to promote critical thinking.

Learning

Learning was satisfactory in Kindergarten, Elementary and High School. In Kindergarten, most children settled into a routine and followed the teacher's instructions. Routines in all classrooms were well established and, in most classes, students worked well with each other. In a High School mathematics lesson, students enthusiastically collaborated to discuss problems involving notation. In another High School mathematics lesson students were comfortable and confident working in pairs to mark each other's work and tried to correct their peers' misconceptions. Most students were able to take responsibility for their own learning. In an Elementary science lesson students had been asked to observe a pet at home and discover facts about its behaviour and environment. Most students could confidently talk about their learning. For example, High School students could discuss the books they were reading and reflected on how these stories provided insights into life and morality. Although students had a sound understanding of their own strengths and weaknesses, they were not regularly given the opportunity to reflect on and edit their work after it had been marked.

Observation, assessment and planning / Assessment

Assessment was satisfactory in Kindergarten, Elementary and High school. In Kindergarten, the Abeka curriculum was being used effectively to provide appropriate opportunities for teachers to assess children's knowledge, skills and understanding. Assessments were routinely carried out to inform teachers' planning for the next steps in children's learning. In Lower Elementary, the Abeka curriculum assessments had been recently introduced and its assessment practices used. In Upper Elementary and High School students checked and marked their own responses in PACE books which were then systematically logged. Across the whole school, Sandford10 tests were being used which gave the leaders a clear picture of students' strengths and weaknesses across core subjects. The school had recently introduced assessment/ weeks every quarter to help teachers identify and address gaps in their students' learning. Most teachers gave students helpful verbal feedback. For example, in one Bible studies/creative writing lesson in the High School, the teacher moved around the groups assessing their work and gave suggestions for improvement. Students were provided with regular written feedback but too often it was a single comment without advice on how to improve or evidence of students reacting to marking in order to improve their work.

Areas for development

- Ensure that teachers make full use of all the available data to inform their planning to meet the needs of all students.
- Provide students with more detailed written feedback which helps them to more effectively reflect on and improve their work.

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

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

Curriculum quality

The curriculum in Kindergarten, Elementary and High School was satisfactory. The school had worked with a partner and carried out a thorough review of its curriculum. From this the school had made significant changes which staff, parents and students agreed had made learning more enjoyable and improved students' achievement. The Abeka curriculum was now fully established in Kindergarten and Lower Elementary and moving forward will be the curriculum for the whole school. As a result of these initial changes the curriculum had been planned more sequentially so that students transitioned more smoothly between Kindergarten and Lower Elementary where students followed a range of subjects which included arithmetic, language arts, reading skill development, writing, bible course and PE, social studies, music arts and craft. Upper Elementary and High School followed an interim combination of the Engage New York and the ACE curriculum. Students in G10-12 additionally studied Anatomy and Physiology which was resourced through text with videos, the school had begun to be more involved with the local community. For example, students had put together Christmas boxes for a local elderly person home and took part in the Jasmine Flag day to support the local hospice. The school had also led church services where a student delivered a sermon. Last academic year, teachers from the Cayman Arts Festival visited the school to establish a Brass Ensemble.

Areas for development

- Fully embed the new curriculum
- Provide more extra-curricular opportunities and trips

Performance Standard 5 Keeping our students safe and always supported

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

Health and safety

Health and safety arrangements were good. There were procedures in place for visitors to sign in and out to ensure students' safety. Security cameras were visible indoors and outdoors and provided full coverage of the campus. The buildings and grounds were well-maintained as a result of a janitor and groundsman working throughout the day. Fire and environmental certificates were in place and up to date certificates from appropriate authorities. Students had participated in emergency fire drills and were familiar with muster points and procedures for earthquake safety. All students took part in core physical education and exercise during lunch and recess. All students were familiar with the need to make healthy food choices. The snacks provided by the school such as fruit, cereal and granola bars were healthy however, only a significant minority were observed eating healthy options which were brought in from home. There was a sick bay for students who reported that medical services were called when necessary. The school had medication locked away for non-emergency purposes. Anti-bullying lessons took place on a regular basis. Participation in fitness initiatives were modelled by staff, for example at break there was a rope jumping competition between staff and students.

Support and guidance

Support and guidance were satisfactory. Teachers knew their students well and responded to their personal and academic needs with appropriate advice and guidance including mentoring. They shared a mutual respect evident around the school. Career advice was provided in the school with some external support to inform students about university scholarships. The special educational needs coordinator (SENCO) and Principal continued to provide support for students with SEND. The school had sufficient capacity for the SENCO to observe all the classes and be able to identify any early concerns. The school had relationships with external agencies that included support from a speech therapist. Students with special educational needs made progress and had a teaching assistant to help with support. Learning Support Plans (LSPs) had been developed and increased the school's inclusivity. The records of attendance and punctuality were kept but the information was not fully collated. Teachers monitored students' progress by reporting their strengths and weaknesses to parents. Students reported that they had strong relationships with teachers who were caring and dependable.

Areas for development

- Improve the sick bay so it is ready for use at all times and not used for storage.
- Provide training for teachers so they increase their capacity to ensure the school is fully inclusive of students with additional needs.

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	Satisfactory
6.4 Staffing and the learning environment	Satisfactory

Leadership

Leadership and management were satisfactory. The roles within leadership were strengthened within the limited capacity of a small staff whose time was too limited to devote closely to whole school priorities. Two instructional teams were formed that took charge of Elementary and Early Childhood provision and outcomes. A Deputy Principal was appointed to support teaching, learning, assessment and to provide ongoing professional development for all teachers. Leaders worked with the Advisory Board of church representatives and other local schools of similar size. This encouraged greater knowledge of managing challenges and how teaching was developed elsewhere. The Principal was supported by an external provider and the appointed Senior School Improvement Advisor (SSIO) to target areas of concern and build leadership capacity. The school documented meetings that showed a more collaborative approach to working. All the staff are committed to the school's Christian ethos but realized further improvements were required particularly in more rigorous analysis of student performance and acting on these to manage change. The reduced staffing level gave limited flexibility for leaders to have time outside their classroom to embed their plans and fully support teachers' professional development. There was limited consultation with students and parents about the priorities for school development, but teachers were actively involved. The governance of the school's work was overseen by a School Advisory Council who met regularly and reported to the Church Advisory Board. "The School Advisory Council was aware of the impact of declining enrolment on staffing and actively explored ways to leverage community expertise to increase student numbers. They recognized the importance of addressing this challenge proactively.

Self-evaluation and improvement planning

Self-evaluation and improvement planning were satisfactory. The school self-evaluation was presented imaginatively and comprised a reflective document that was realistic and accurately judged. It was less successful in providing evidence of achievements so far due to the different data sources not being collated to illustrate student progress more succinctly. Satisfactory progress was made in addressing recommendations from the previous report, but leaders still had work to do that fully addressed strengths and weaknesses in student performance and curriculum within the challenge the mixed grade classes provided. The school improvement plan was useful but not linked sufficiently to the evidence from self-evaluation. The leaders had acted on advice from external advisors and made changes to the curriculum that gave students a more successful transition between stages and provided more meaningful data.

Improved aspects were the monitoring of teaching and learning and the professional development provided for teachers. Greater emphasis was needed to consider the challenges in planning lessons and measuring impact on teaching within mixed grade and ability groups. The impact of coaching staff and peer observation was developing but not fully embedded mainly due to the limited size of the staff who all had full teaching roles.

Links with parents and the community

Links between the parents and the community were satisfactory, particularly with those who were members of the church. A significant minority travelled from different parts of the island because of the school's values and strong focus upon developing students' respect for others. Parents were highly supportive of the school's work to educate and nurture their children in strong Christian beliefs and valued the care they received within a safe environment. As a small school, parents appreciated that their children were known to all the staff and treated with respect as individuals of the community. The school provided regular reports on academic progress but also included them in social and celebratory events. However, some parents did say they would like to be better informed on events such as charitable collections, so they had an accurate calendar of school activities. Parents remarked upon the informal contact the staff gave to alleviate any concerns they had and how effective such personalised discussions proved to be. Parents were not included as stakeholders with whom the school improvement plan was shared so views they had, were not heard in the consultative process. A minority of parents expressed views that greater provision for students with additional learning needs was desirable. A minority thought the school had too few extra-curricular events or trips and visits that supported students' learning experiences.

Staffing and the learning environment

The learning environment and staffing were satisfactory. The school had adequate premises that were appropriate for all students, including those with additional needs. Whilst the school lacked specialist facilities such as science laboratories there was sufficient space to deliver the curriculum. There was a specialist music room and a large canteen that was used for PE when it rained. A small library within the main school building had a selection of books to read and borrow for research purposes. There were computers in most classrooms, but they were not always fully employed to enhance learning. The Early Childhood classrooms shared an exploration centre for imaginative play. Teachers reported they had sufficient resources to deliver the curriculum. All accommodation was well maintained and clean.

The number of staff employed was the minimum required to teach each class, but none were spare to cover for absence or to provide more focus on intervention to support different groups of students. There was a special needs coordinator whose time to work with students in other classes was limited. The school had specialist staff that taught music and physical education. Retention levels were good with all teachers renewing their contracts. Staff recorded complete satisfaction with all aspects of their working arrangements.

Areas for development

- Ensure all stakeholders' views are incorporated in school improvement planning so the process is fully inclusive and representative of the school community.
- Extend the school Advisory Council to include representatives who have a wider range of expertise to support the school's aim to expand.

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	7265	Parents	4245	Staff	77755
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Students

Twenty-six students responded to the survey which was slightly fewer to that in the previous report. All students were confident that the school was well led. Almost all students were happy that they received high-quality teaching, including regular, helpful feedback which helped them to make good progress. Almost all students believed that they could study the subjects they wanted and that they were safe and cared for. Additionally, almost all students thought that they had opportunities to be involved in the wider community. Most students regarded behaviour as good and that the school developed their civic and environmental understanding well. Additionally, most students thought that they were encouraged to take responsibility for their own learning and were asked about how the school could be improved. A majority of students thought that there were sufficient extra-curricular opportunities. Almost all students thought that the school provided a good quality of education. In individual comments, students were positive about the strong Christian education that received and the safe environment in which they learnt. They also commented on how they liked the small group sizes and the individual attention they received. Some students commented on how they would like more opportunities to use information technology to help them learn as well as to work more collaboratively and discuss their learning. Some students said that they would like greater challenge in their lessons as well as more opportunities in PE,

Parents

Twenty-four parents responded to the survey which was slightly fewer than that in the previous report. All parents were confident that the school was well led and that there was a broad curriculum, however only a majority of parents thought that there were sufficient extra-curricular opportunities. All parents were happy that the school kept their child safe and secure. Almost all parents were happy that their child received high-quality teaching, including regular, helpful feedback which helped them to make good progress. Almost all parents believed that behaviour at the school was good, and their child was made fully aware of their civic and environmental responsibilities. Almost all parents felt that they were sufficiently involved in the life of the school and that the school had forged effective links with the wider community. Almost all parents believed that communication from the school was good and that they received helpful reports about their child's progress. Almost all parents felt that the school building were of a good quality. Only a majority of parents were confident that provision for students with special educational needs was effective. All parents thought that the school provided a good quality of education. In their comments, parents thought that the school provided their child with a good Christian education. They also commented positively on the strong reading programme, the good behaviour of student, and the leadership of the school. Some parents expressed concern over falling numbers and the small number of teachers. Some mentioned that they would like more sporting opportunities for their child and more academic challenge in lessons.

Staff

Seven staff responded to the survey which was similar to numbers in the previous report. All believed students made good progress as a result of high-quality teaching and effective assessment. All teachers commented on the quality of the curriculum and the positive input from the school leadership. Almost all believed the support for students with additional learning needs was sufficient and that the school supported teachers in their own professional development. They all commented on how well the students conducted themselves, demonstrating impressive behaviour. Most staff thought parents were involved in the work of the school and that most students demonstrated age-appropriate civic and environmental understanding because of the improved curriculum. A majority of teachers suggested extra-curricular events required an improved offer for students. All staff said the quality of education offered by the school was strong. In their comments, teachers thought strengths were the safe school environment and small class sizes. A few expressed concern about the declining enrolment and emphasised the need to attract more students.

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	Joanna Jones	International Associate Inspector
Team Inspector	Raymond Biglin	International Associate Inspector
Team Inspector	Patricia Forbes	Cayman Associate Inspector



Office of Education Standards

Cayman Islands Government

www.oes.gov.ky | adminOES@gov.ky

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