



Office of Education
Standards
Cayman Islands Government

INSPECTION REPORT

November 2024



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BACK

21 Crescent Close
945-0899 www.gca.ky

Grace Christian Academy





















GRACE 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	Grace Christian Academy
	Address	21 Crescent Close, West Bay, Grand Cayman
	Telephone number	345-945-0899
	Website	gracechristianacademycayman.org
	Name of principal	Mrs Bernice Scott
	Date of this inspection	30 October to 1 November 2024
	Date of last inspection	4 October to 7 October, 2022
Students		
	Number of students on roll	118
	Age range of the students	3-18
	Grades or year groups	Pre-Kindergarten to Grade 12
	Number of Caymanian students	82
	Number of students with additional learning support needs	8
	Largest nationality group of students	Caymanian
Curriculum		
	Main curriculum	US New York State Engage and ACSI
	External tests and assessments	PSAT, Advanced Placements, SAT and MAP
	Accreditation	Association of Christian Schools International Affiliation
Staff		
	Number of teachers	18
	Number of teaching assistants	2
	Teacher-student ratio	1:7
	Teacher turnover	39%

Context

Grace Christian Academy is located in West Bay, Grand Cayman. It is a fee-paying, assisted school with a Christian character. The school is an inclusive school; admitting students with Special Educational Needs. In recent years, as much as 31% of the student population had Special Educational Needs. This year, however, 17% of the school fall within this category. Grace Christian Academy utilises the New York State Engage curriculum which aligns with College Board and Advanced Placement Programming. The Engage Curriculum is an application of the Common Core. The school uses the IOWA and MAP Assessments to determine overall achievement in the core subjects.

The school has a Board of Directors, Principal, Deputy Principal, an Early Years Lead, a Special Educational Needs Coordinator and a Student Life manager.

For the purposes of this inspection, inspectors report on four phases of the school. These were:

- Phase 1. Early Years – Pre-K and Kindergarten;
- Phase 2. Elementary – Grades 1 to 5;
- Phase 3. Middle – Grades 6 to 8;
- Phase 4. High – Grades 9 to 12.

Overall Judgement History

Cycle 1 Inspection	December 2020	Satisfactory
Cycle 2 Inspection	October 2022	Satisfactory
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		N/A			
	1.2 Progress	Satisfactory		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		Elementary Inspection Judgement	Change	Middle Inspection Judgement	Change	High Inspection Judgement	Change
English	1.1 Attainment	Satisfactory	→	Satisfactory	→	Satisfactory	→
	1.2 Progress	Satisfactory	→	Satisfactory	→	Satisfactory	→
Mathematics	1.1 Attainment	Satisfactory	→	Satisfactory	→	Satisfactory	→
	1.2 Progress	Satisfactory	→	Satisfactory	→	Good	↑
Science	1.1 Attainment	Satisfactory	→	Satisfactory	→	Satisfactory	→
	1.2 Progress	Satisfactory	→	Good	↑	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	Middle Inspection Judgement	Change	High Inspection Judgement	Change
2.1 Social emotional learning / Positive behaviour for good learning	Good	→	Good	→	Good	→	Good	→
2.2 Civic and environmental understanding	Good	→	Good	→	Good	→	Good	→

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

Quality Indicator	Early Childhood Inspection Judgement	Change	Elementary Inspection Judgement	Change	Middle Inspection Judgement	Change	High Inspection Judgement	Change
3.1 Teaching	Satisfactory	→	Satisfactory	→	Good	→	Good	↑
3.2 Learning	Satisfactory	→	Satisfactory	→	Good	→	Satisfactory	→
3.3 Assessment	Satisfactory	→	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	Middle Inspection Judgement	Change	High Inspection Judgement	Change
4.1 Curriculum quality	Satisfactory	→	Satisfactory	→	Satisfactory	→	Satisfactory	→

Performance Standard 5 Keeping our students safe and always supported

Quality Indicator	Early Childhood Inspection Judgement	Change	Elementary Inspection Judgement	Change	Middle Inspection Judgement	Change	High Inspection Judgement	Change
5.1 Health and safety	Good	→	Good	→	Good	→	Good	→
5.2 Support and guidance	Good	↑	Good	↑	Good	↑	Good	↑

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

Early childhood provision promoted good progress in children's social and emotional development, communication and language development and physical development.

Students' progress in middle school science and high school mathematics was good.

Students' social and emotional development and their attitudes to their learning were good across all phases in the school.

Students had a good understanding of civic and environmental issues.

Well-coordinated support and guidance for students with additional learning needs ensured that they made good progress.

Recommendations

Extend leadership systems to ensure a sustained focus on driving improvement in student attainment and progress.

Ensure that subject leadership maintains a clear and consistent focus upon the desired progression across the school, with accountability for achieving these goals.

Evolve teaching to promote more collaborative and independent learning opportunities for students.

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	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

Attainment in early childhood was satisfactory in the Cognitive domain. Most children were developing early scientific and mathematical skills at age related expectations. For example, children in Pre-Kindergarten could count and enjoyed participating in songs that involved counting backward. Most recognised that the song would soon end as the countdown neared zero. Kindergarten children achieved well in simple addition and subtraction and most could count by twos and tens.

Progress in early childhood was satisfactory in the Cognitive domain. While younger children were well supported, older children often lacked sufficient challenges to match their developmental stages. The curriculum frequently failed to align with their readiness for more complex tasks, which hindered progress for a minority. Notwithstanding, all children participated in a variety of expressive activities which fostered their creativity. Children in Pre-Kindergarten used cubes to measure the height of apples, promoting their early measurement and estimation skills. In early childhood, children were building foundational reading skills, learning letter sounds and progressing in line with developmental norms and outcomes.

Social Emotional development

Attainment in early childhood was good in the social emotional domain. All children demonstrated an understanding of expected behaviour and were attentive and respectful to peers and adults. Children sang the National Song in the mornings with familiarity and respect. All children explored a variety of sensory experiences and were able to interpret information received through their senses. In Pre-Kindergarten, children reflected on a past outing to Pedro St. James and recalled a number of historical facts they learned during their visit to the historic site. Children regularly participated in morning devotions and prayers.

Progress in early childhood was good in the social emotional domain. All children demonstrated a growing capacity to self-regulate with very little support from adults. All children were learning how to express their feelings when interacting with others. The children displayed resilience, embracing challenges during both work and play. In Pre-Kindergarten, children played in learning centers together, sharing resources and collaborating in play. Children in Kindergarten showed strong collaboration skills and often engaged in friendly competition.

Communication and Language development

Children's attainment in early childhood was good in the communication and language domain. All children engaged in conversations with adults and peers regarding their learning and experiences. Children in Pre-Kindergarten demonstrated active listening skills and developed conversational abilities in various contexts. For example, when an older student shared information about Diwali, they listened attentively and asked thoughtful questions, showing genuine curiosity and engagement. In Kindergarten, children demonstrated age appropriate writing skills and wrote numbers to represent numerical problems and solutions.

Progress in early childhood was good in the communication and language domain. All children participated in a variety of expressive activities, using different media express their ideas and interests. They practiced free drawing with crayons, painted on large outdoor canvases and used oil pastels in art class. Children's were developing an expansive vocabulary as they encountered new words and phrases during their interactions with peers and adults.

Physical development

Attainment in the physical domain was good in early childhood as almost all children attained levels of learning outcomes relative to their expected level. Almost all children were able to control their large muscles to complete movements such as jumping, running and climbing. Children demonstrated fine motor movements as they manipulated playdough and stacked blocks to construct replicas of houses. Children's good fine motor skills supported their independence skills as they were able to open food containers and feed themselves, manage dressing activities and use the toilet independently.

Progress in the physical domain was good as almost all children demonstrated expected progress as they developed in this domain. Children held writing implements for mark making and most could write numbers and form letters. All children were able to manipulate toys and equipment in functional ways during play and when completing set tasks. All children demonstrated an awareness of rules for safe movement as they navigated their environment and interacted with peers.

Areas for development

- Structure regular activities to further promote children's cognitive development
-

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

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

English

Attainment in English was satisfactory across all phases. Internal assessment records showed that most students attained in line with curriculum standards in reading, with a significant minority performing above these levels. While attainment in the English Language standardised assessment was not as strong, it remained satisfactory overall. In lessons and their recent work, most students' attainment was broadly aligned with expected curriculum levels. In Elementary, most children demonstrated well-developed oral language skills, using age-appropriate vocabulary and sentence structure in social interactions and discussions about their learning. In Grade 1, students accurately recalled details from a non-fiction text read aloud. Students in Grade 6 identified and incorporated literary devices, such as similes and metaphors, in their narrative writing to enhance reader engagement. In High School, students displayed maturity in literary analysis. Grade 11 students inferred motives, traits and symbolism in characters from Geoffrey Chaucer's 'The Canterbury Tales' while Grade 9 students explored the themes of escapism in 'The Secret Life of Walter Mitty'. Students cited textual evidence to support the realities and fantasies of the adventure story. Throughout the school, students' ability to write for a wide range of purposes and audiences was less well-developed. Trends in attainment overtime were unavailable as the school had recently begun using the current English assessment measures.

Progress in English was satisfactory in all phases. The school's assessment records indicated that most students, including those with special educational needs, made at least expected progress in reading with a minority making better than expected progress. Standardised assessment showed that progress was not as rapid in English language. As students progressed through the school, they became increasingly competent in the strands of the English curriculum. Progress over time was also evident in lessons and in recent work. In Grade 1, students developed their early literacy skills, including phonemic awareness and phonics. Most confidently produced the respective sound for each single letter and a few digraphs. In Grade 5, most students read grade-level texts with appropriate fluency, expression and intonation and used their prior knowledge to infer the meaning of words. By Middle School, most students could cite evidence from the text to support themes and wrote more extensive narratives. High School students responded well to literary texts. Grade 10 students progressed well in their understanding of characterization. Similarly, Grade 12 students progressed well in their critical analysis 'Beowulf' exploring its themes of good and evil. As students moved through the school, their spoken English skills developed. Younger students articulated their ideas well, had broad vocabularies and asked questions frequently. Senior students demonstrated verbal reasoning skills and effectively used more complex vocabulary.

Areas for development

- Develop students' ability to write for a wider range of audiences and purposes.
 - Further promote students' independence in reading.
-

Mathematics

Attainment in mathematics was judged as satisfactory. School data, classroom observations and work scrutiny showed that most students attained in line with curriculum standards. Younger students proficiently solved addition problems with three addends and doubled numbers up to ten. Students were becoming familiar with using a ruler to measure and made attempts at converting centimeters to decimeters. Students in the Elementary grades understood place value and were able to write in expanded form. Older students were able to multiply multi-digit whole numbers using standard algorithm. In the Middle and High School phases, students demonstrated understanding of congruent figures and were able to apply strategies to identify these and give explanations as to why they were congruent. Older students could simplify and evaluate expressions involving rational exponents and radicals. Students were able to communicate using rich mathematical language as they collaborated to solve problems. Students understood Partitioning Properties and in Geometry, they knew types of angles and the Triangle Congruence Theorems. Students learned Polynomial division and how to apply the Remainder and Factor Theorems. Across the school, students confidently used mathematical language. High achievers would benefit from more varied and advanced challenges to further support their attainment.

Progress in mathematics was satisfactory. School data, classroom observations and work scrutiny supported this judgment. In Lower Elementary, students could compare and order numbers and understood place value. Students were able to regroup tens and understood subtraction facts, subtract across zeros and read bar charts. In Upper Elementary, students built upon their knowledge of place values to round up large numbers. Students created equations and solved word problems. They were able to add decimals and round to the nearest 1000th. Middle School students discussed the use of ratios in real life application, such as in recipes. In High School, students applied exponent properties to solve equations with rational exponents and converted expressions between radical and exponential forms. Additionally, High school students understood the Commutative and Associative Properties and Equivalent Expression. They learned about Partitioning Properties and Axioms of Equality. Students' progress was hindered at times due to an overreliance on textbooks and lack of specific planning to meet the needs to all learners.

Areas for development

- Accelerate students' progress by designing learning experiences that cater to the needs of all students, with a particular focus on supporting higher-attaining students.
-

Science

Students' attainment in science was judged as satisfactory across all phases. Assessment data, work scrutiny and classroom observations showed that most students attained in line with curriculum standards. Kindergarten and Grade 1 students had good knowledge of the features of apples and could predict what would happen to a slice left out over time. All students in Grade 5 were able to explain how malaria spreads and the life cycle of the disease making links to their wider scientific knowledge. Middle School students could investigate and explain the relationship between mass, volume and density using a computer model. In Grade 8 almost all students were able to manipulate variables in different chemical solutions in a simulation, use correct chemical formulae and calculate the concentrations. The majority could raise probing questions about the subject they were studying using accurate technical vocabulary. High School students were able to explore Impact Momentum Theory in a practical experiment and could calculate the force of the impact using slow motion video to observe and time the effects. Students required more time to discuss and compare their observations and conclusions to deepen their understanding and widen their knowledge in the subject further.

Students' progress in science was satisfactory in Elementary, good in Middle and satisfactory in High School. Classroom observations and work scrutiny supported this judgment. In Kindergarten and Grade 1 children could make simple observations of the light spectrum to identify the colours of the rainbow. By Grades 3 and 4 they extended this to explore and observe the swing of a pendulum, changing variables such as the length of the string and the weight at the end. In Middle School this had progressed to the use of simulations to analyse the orbit of the earth around the sun. Students could explore and begin to describe what would happen to the orbit if the mass of the earth was to change. They were able to link this to the concept of inertia, making rapid gains in their knowledge and understanding. In High School, students collaborated in practical work to see how the body can moderate heart rate due to homeostasis. They collected and analysed a range of data to draw conclusions. Students' progress was limited in some lessons due to the amount of time taken on practical work, leaving insufficient time for thorough discussion of the main learning points and recording.

Areas for development

- Better support progress by allowing time for students to articulate and share their learning, consolidating the core knowledge they are gaining in each lesson

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	Middle Inspection Judgement	High Inspection Judgement
2.1 Social emotional learning / Positive behaviour for good learning	Good	Good	Good	Good
2.2 Civic and environmental understanding	Good	Good	Good	Good

Social emotional learning / Positive behaviour for good learning

In Early Childhood, social emotional learning was good. In all other phases, positive behaviour for good learning was good. In early childhood, almost all children managed their own feelings and behaviours well which led to a positive learning environment across this phase of the school. They showed respect to others and, although rare, conflict was resolved with little support from staff. Throughout the other phases of the school, student behavior was commendable, reflecting a strong commitment to the Christian values integral to the school ethos and the Caymanian community. Students consistently demonstrated tolerance and respect for one another, which fostered a healthy and inclusive learning environment. Students were helpful to each other and actively supported their peers. Students did require further development in independent learning skills, where they found information out for themselves using technology and books, for example. The rapport between students and staff was positive, contributing to a supportive atmosphere. According to the inspection survey, most students indicated that they felt safe and supported at the school. Students adhered to the uniform policy, which instilled a sense of belonging and pride in their school community. Attendance was 94%. Students arrived promptly for lessons, demonstrating their readiness to engage in learning activities.

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

Students' civic and environmental understanding was good in all phases of the school. At the Early Childhood and Elementary phases, students demonstrated an age-appropriate understanding of Cayman's identity, recognising national symbols, local districts, the Coat of Arms and unique aspects of Caymanian culture. They displayed knowledge of Caymanian traditions and historical events, such as the significance of thatching to the former economy. Senior students had recently expanded their appreciation for traditional Caymanian music by studying sea shanties. After conducting research, they composed and performed their own authentic shanties. In Early Childhood, children were also developing their understanding of other cultures. For example, during the inspection, Pre-K children learned about Diwali from a senior student and explored its symbols, such as Rangoli, fireworks and traditional meals. Devotion and Bible study classes were a regular part of the school experience and valued by students, resulting in an age-appropriate understanding of Christianity's importance to the community. Grade 3 and 4 students led morning prayers and confidently recited the monthly scripture. Most students had knowledge and understanding of local and global environmental issues. Grade 5 students, for instance, discussed the difference between the native Blue Iguana and the invasive Green Iguana and the need to protect endemic species. Students were familiar with Cayman's landforms, such as caves, mangroves and beaches and understood the challenges of beach erosion. The Student Council had begun to initiate sustainability schemes. Last academic year, they organised a series of monthly beach clean-ups which were well-supported by students across the school.

Areas for development

- Further embed opportunities for civic and environmental learning in the day-to-day curriculum and the life of the school, in addition to the planned trips, events and visitors.
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Performance Standard 3 Ensuring effective teaching to support our students' learning

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

Teaching

Teaching was satisfactory in Early Childhood and Elementary and good in Middle and High School in the core subjects. The proportion of good teaching observed in Early Childhood, Elementary and High school was similar. In wider curriculum subjects taught by specialist staff, teaching was consistently good. Overall, teaching was therefore inconsistent across the school. Adaptations in planning and targeted support enabled most students with special educational needs to successfully access the curriculum. In the less effective lessons, planning and strategies did not always meet the needs of all learners, leading to a lack of challenge for the higher attainers. Opportunities for independent learning were also limited. In the better lessons such as in Middle and High School mathematics and Middle School science, extensive teacher subject knowledge led to high level questioning. Teachers maintained consistent expectations of students for accurately expressed, technically correct responses. For example, in Grade 8 where students were modelling the creation of saturated solutions, they were required to use the terms solvent, solute, solution and saturation correctly and to know the chemical formula for each material being dissolved. In the better lessons, opportunities were provided for students to discuss and explain their ideas together which supported their good progress.

Learning

Students' learning was satisfactory in all phases of the school. Attitudes to learning were positive and almost all students appeared to enjoy their learning. This was particularly the case where there were practical activities such as the growing of seeds in Elementary. In Grade 5, students' engagement and participation in music was strong as they analysed what they could hear in *The Birds by Respighi*. In Grade 10 French, students were actively engaged in practising and applying new vocabulary as a class and with each other in a fast-paced lesson. Most students could explain what they were learning and how this linked to their prior knowledge. For example, when introduced to oil pastels as a new art medium, students in Kindergarten and Grade 1 were able to compare them with wax crayons, predicting how they would feel against the paper. In a Grade 6 English lesson, students applied their prior knowledge of literary devices to analyse exemplar story resolutions, explaining how these devices influenced the reader's experience. When opportunities were provided for students to work in groups they collaborated respectfully and efficiently in most cases and were mutually supportive. The presentation of students' work does not fully reflect the pride they have in their achievement.

Observation, assessment and planning / Assessment

Assessment across all phases was satisfactory. Across the school, there were systems in place to track students' progress and achievement. In Early Childhood, staff used the Lilio system to monitor progress and to share information with parents. In Pre-Kindergarten, information was used to plan effective learning experiences for each child. In other phases of the school, teacher tests and Measures of Academic Progress (MAP) test was used to assess academic growth and proficiency. The use of the MAP was an improvement in assessment since the last inspection, as this now aligned with the curriculum standards. The school used the FACTS Management platform to manage recordkeeping and better engage with parents regarding progress. While some analysis of assessment data occurred, there was insufficient evidence that it consistently informed lesson planning to address individual needs, especially for higher-attaining students. However, information was effectively used by the SENCO to drive progress for students with Special Educational Needs. There was some evidence of self and peer assessment, though these would benefit from specific criteria and a more formalised system to ensure meaningful impact on progress. The Marking and Feedback Policy outlined expectations for staff and students, but both the policy and observed practices did not effectively support student progress. Feedback in books and lessons was typically congratulatory. In contrast, better lessons featured specific, effective feedback that led to noticeable improvement and rapid progress, as seen in Swimming lessons and a High School Mathematics lesson where the teacher conducted live marking with the Year 11 class.

Areas for development

- Further develop students' independent learning skills.
- Use assessment data consistently to inform lesson planning to address the individual needs of all students, particularly those who are higher-attaining.
- Extend teacher marking and feedback and implement a formalised system with specific criteria for self and peer assessment to ensure meaningful impact on student progress.

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

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

Curriculum quality

The curriculum was judged satisfactory across all phases. In Early Childhood, it was broad and balanced, offering interesting and appropriate learning opportunities. In Pre-K, activities were play-based, supporting consistent progress in children’s development. However, there was a need to standardise curriculum delivery across Early Childhood and ensure learning experiences align with age, stage and capabilities of all children. In compulsory phases, the curriculum was broad and balanced. Grade 12 students could choose from a small range of electives, including art, photography and steel pan. The annual curriculum review led to some meaningful adaptations which had resulted in improved provision. For instance, the art curriculum was further developed to be more relevant and incorporate skills and art theory. This significantly impacted students’ attainment as they applied their learning to create high-quality work. Although aspects of the curriculum were soundly planned with clear progression of knowledge, skills and understanding, this was not consistent across all subjects and phases. Curriculum planning was not always effective in meeting the needs of all learners. Although some cross-curricular linkages were present, aspects promoting cohesive and engaging learning were underdeveloped. Strong community connections and a range of extracurricular activities were key strengths and enriched the curriculum across phases. Students benefitted from visitors, field trips, clubs and participation in sporting and academic competitions. Through partnerships, senior students took part in water polo and a speaker series inspired students in the Grade 12 Entrepreneurship class, for example.

Areas for development

- Further develop cross-curricular links within the curriculum to promote cohesive and engaging learning experiences.
- Ensure that planning is tailored from curriculum resources to meet the needs of all learners

Performance Standard 5 Keeping our students safe and always supported

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

Health and safety

Health and safety were judged good in Early Childhood, Elementary, Middle and High. In Early Childhood, children benefitted from close supervision, with generous adult-to-child ratios. They demonstrated an age-appropriate understanding of healthy living by choosing the healthiest snack first. Staff ensured that children had adequate time for rest and considered home routines for napping. School-wide, an extensive range of policies supported students' health and well-being and the premises was secure with perimeter fencing and security cameras. Most older students and almost all parents expressed confidence in the school's safety arrangements. Compliance inspections from regulatory bodies, including Public Health, Fire and Department of Environmental Health were current and emergency drills were conducted. The school was also recently re-registered with Education Council. Conducting basic risk assessments prior to field trips was a standard practice in the school. There was scope to strengthen record keeping and monitoring systems. Healthy living was promoted throughout the school by encouraging balanced nutrition, sun safety and hydration. Students accessed unique physical activity opportunities through partnerships and clubs, such as snorkelling, gymnastics, water polo and pickleball, for instance. Cyber safety was also a focus of the school, with a recent presentation on social media risks offered to parents.

Support and guidance

Support and guidance in all phases of the school were judged as good. The education and well-being of students were priorities for the staff, who fostered supportive relationships and maintained high standards of behaviour across the school. The school collaborated well with external agencies to provide additional support for students with specific needs. Systems were in place to track student achievement and these were effectively managed by the Special Educational Needs Coordinator (SENCO) and support staff, ensuring that interventions for students with Additional Learning Support Needs were prompt and impactful. Better use of the information for other learners was needed to ensure adaptations of lessons to support progress. For older students, transition arrangements were notably strengthened, supporting their transition for life beyond school. College Prep classes offered guidance on financial management, college applications and scholarships. The SENCO and other support staff were a notable strength within the school, providing critical services and individualised attention to students across the school, especially those with diverse needs. Students requiring support were identified early and the SENCO oversaw the allocation of appropriate resources, including monitoring the effectiveness of each intervention. This ongoing assessment allowed for timely adaptations to support plans, which contributed significantly to the students' academic and personal growth. The SENCO coordinated a range of targeted interventions, from specialised reading programmes to in-class support, enabling students to progress at the appropriate pace.

Areas for development

- Further develop the use of assessment information to support all learners
- Strengthen record-keeping systems to ensure thorough management of required training and regulatory inspections, including those for sub-contracted personnel.

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

Quality Indicator	Whole School Inspection Judgement
6.1 Leadership	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 judged as satisfactory. Senior leaders were fully committed to the school and worked closely together as a team. There has been suitable focus upon further refining systems such as planning, teacher marking, feedback, and monitoring cycles to support progress and attainment since the last inspection. New middle leader roles are emerging building on staff interests and enthusiasm. There was the need for leadership in core subjects to more cohesively monitor, evaluate, and improve attainment across the wide student age range, ensuring that progress is driven consistently. Currently, it was not always clear where accountability for core subject progress across the different phases of the school rests. Arrangements to support the quality of teaching and professional development of staff were secure. Senior leaders could evidence the impact of this in improved classroom practices and student outcomes in parts of the school. Almost all staff, including those who have recently joined the school, showed a strong commitment to the school and a very positive appreciation of the school's vision. This was evident in the staff survey and all interactions with them. The Board has maintained appropriate representation and received reports regularly.

Self-evaluation and improvement planning

Self-evaluation and improvement planning were judged as satisfactory. Satisfactory progress had been made against the recommendations in the last report. Monitoring of the quality of teaching had been reviewed and consisted of a cyclical programme of work scrutiny, lesson observation and professional dialogue. Each function was clearly defined so as to be fully understood by teachers. This generated an adequate range of evidence for self-evaluation. Induction and support for teachers new to the school were implemented through professional development, modelling and observations. Those teachers who had recently joined the school quickly became established. Leaders gave examples of the impact they had made on the quality of teaching across different phases. Some new middle leader roles were developed though the continuity of leadership for core subjects across all phases of the school was not always clear. Data was analysed and was used effectively to support and challenge students with special educational needs. The use of data to adapt teaching to challenge higher attainers was not as well developed. All teachers contributed to the current school improvement plan. This concise plan had relevant priorities with appropriate actions and outcomes defined for them though it was not clear who was accountable for the impact of each section. Arrangements for the ways in which the Board holds the school to account for further raising progress and attainment could be strengthened.

Links with parents and the community

Links with parents and the community were judged as good. The school maintained productive connections with parents through the FACTS system, supplemented by emails, newsletters and regular progress meetings. These methods created a consistent flow of communication, keeping parents well-informed about their children's development. Responses to the inspection survey showed strong agreement that effective systems were in place for reporting progress and that parents felt included in school life. Parents received regular updates on student progress with information from MAP test results and teacher assessments, allowing for a comprehensive understanding of their child's achievements. The school also cultivated active community ties, enhancing students' learning experiences with varied opportunities beyond the classroom. Collaboration with local organizations and other schools enriched students' perspectives and provided diverse experiences. Students regularly participated in inter-school events such as the Brain Bowl and the National Children's Festival of the Arts (NCFA), where they engaged in academic, sporting and creative competitions. Furthermore, the school was an active member of the Private Schools Association, allowing leaders to collaborate and share best practices with other school administrators. The SENCO attended regular meetings with other SENCOs organised by the Ministry of Education's Early Childhood Care and Education Unit, receiving professional development opportunities as well as a chance to share and engage with other SENCOs. It would be beneficial to forge more formal bonds and regular interaction between the teaching staff with the staff of other schools to share best practice.

Staffing and the learning environment

Staffing and the learning environment were judged satisfactory. All teachers were well-qualified, suitably experienced and demonstrated genuine care for all students throughout the school. A sufficient number of support staff contributed effectively to enhancing learning for students with identified needs. Despite challenges with staff retention common within the local private sector, the school successfully allocated staff to maintain curriculum delivery and provide necessary support to students. However, the high turnover had resulted in some inconsistencies in teaching quality at this early stage of the academic year. The school premises were welcoming and spacious, featuring ample play structures for Elementary students and appealing green spaces. Nonetheless, the Early Childhood outdoor learning area did not yet provide opportunities for development across all domains. While the premises were not fully accessible, they adequately served all enrolled students. Dedicated spaces for art, music and science supported the current curriculum, although there was potential to develop creative solutions to address facility limitations and further enrich students' learning experiences, particularly in science. Resource quality and utilisation varied across the curriculum. Resources in Pre-K supported good progress and computer simulations in Middle School science facilitated students' understanding of complex concepts. Information technology resources had also improved since the previous inspection, including network updates.

Areas for development

- Ensure that monitoring systems for the quality of teaching and learning deliver consistent instructional standards across all subjects and phases.
- Clarify the distribution of accountability of staff for their individual impact in the school development planning process.
- Strengthen arrangements through which the Board holds senior leaders to account for the continuous improvement of the school.
- Enhance collaboration by establishing more formal bonds and regular interactions between teaching staff and staff from other schools to share best practices and innovative strategies.
- Enhance the Early Childhood outdoor learning environment by incorporating resources that support all developmental domains.

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	68	Parents	49	Staff	23
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Students

A total of 68 students completed the pre-inspection survey. Most had a positive view of the school and almost all felt that they progressed well and met their attainment targets. Students commented on their 'great teachers', 'Community' and small classes. Most thought that behaviour was good and that they had a good understanding of civic and environmental issues. Most students considered that their lessons were good and that they took responsibility for themselves in their learning. Almost all felt that they had good opportunities to self-assess during their learning. Almost all agreed that they had opportunities to self-assess in their learning and most felt that feedback from their teachers served their needs to let them know how to improve. The majority felt that the subject range offered and the extracurricular opportunities were good but a significant minority disagreed. Most students felt safe and supported. All those receiving support for special educational needs agreed that this helped them make progress. The majority of students felt that the leaders of the school, like the Principal and Deputy Principals did a good job at leading the school and making improvements but a significant minority disagreed. The majority of students also felt that leaders or teachers had asked them about ways in which the school could improve. Most students felt that there were opportunities to learn from the community and give back to it. Most students agreed that they were effectively supported and guided by teachers and other staff in their learning to make progress. Most agreed that the premises were well maintained and sufficient to support their learning and activities. Overall, most students felt that the school provided a good quality of education.

Parents

Forty-nine parents responded to the pre-inspection survey. Parent views of the school were very positive. In their comments they welcomed the small class sizes. Almost all agreed that their child was progressing well in their learning and were meeting or exceeding their attainment targets. All parents felt that most behaviour in the school was good with only a few who were unable to respond. Almost all agreed that their child had a good understanding of civic and environmental issues and that staff provided high quality teaching to support their child's learning. Almost all also felt that their child received regular feedback to enable them to understand their own strengths and areas for improvement. Most parents thought that the curriculum was broad, relevant and challenging but only a majority felt that the extra-curricular opportunities offered were sufficient. In comments some expressed a need for a broader subject range. Almost all said their child felt safe and supported in school. For those parents for who the question was relevant, almost all agreed that the school had good systems to support children with special educational needs and that these children progressed well. Most parents felt that the school was well led and that this had resulted in improvements. The majority felt that the school evaluates itself accurately and allowed parents to participate in this process. Most also agreed that communication with the school was effective and timely and that they received regular and timely reports about their child's progress and next steps in learning. Almost all agreed that there were regular opportunities for them to get involved in the work of the school and most felt that the school links with the wider community positively impacted their child's learning experiences. Almost all also agreed that the school has suitably qualified and experienced staff and that the premises are well maintained and sufficient. Overall, almost all parents felt that the school provided a good quality of education for their child.

Staff

A total of 23 members of staff completed the pre-inspection survey. Staff views of the school were extremely positive. All staff thought students were progressing well in most areas of learning, the behaviour of most students was good and that students had a good understanding of civic and environmental issues. All staff were of the opinion that there were effective assessment systems, the school's curriculum was broad, relevant and challenging and a range of extra-curricular activities were provided. Most staff believed there were sufficient good quality resources to support their teaching; however, a significant minority felt that this was not the case. A few also disagreed that the school supported their professional development. Almost all agreed that the school had good systems to support children with ALSN and SEN and there was suitably qualified and experienced staff. All staff felt they provided high quality teaching, the school was safe and supportive and parents were effectively involved in the work of the school. Again, all staff agreed the school was well led, they were involved in self-evaluation and improvement planning, there were productive links with the wider community and parents were informed of their child's progress and next steps. Staff comments were overwhelmingly positive about the small, family-like community and the supportive and inclusive environment. Comments also focused on the need for further development of the curriculum and improved resources and facilities. Overall, 100% of staff believed the school provided a good quality of education. This was the same proportion as the last inspection.

What Happens Next?

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

This should consider and address:

- the recommendations identified within this report;
- areas identified by the school as requiring improvement;
- other external reports or sources of information that comment on the work of the school.

Further Information

Inspections of Educational Institutions in the Cayman Islands

As determined by the Education Act (2016), all educational institutions are inspected regularly by the Office of Education Standards. The purpose of inspection is primarily to support ongoing improvement in each educational institution and also to provide rigorous, impartial and comprehensive information to parents, government officers and to Ministers regarding the quality of education both in government and private educational establishments. Inspections are undertaken at least once every four years and will usually involve a team of inspectors visiting each educational institution for between two and five days.

Inspection Frameworks

Inspectors use an agreed framework to reach their judgements. In the Cayman Islands, the publication 'Successful Schools and Achieving Students 2' (Cayman Islands Government, October 2020) is the tool which is used by inspectors when they visit compulsory educational institutions while 'First Steps to Success: Nurturing Environments and Thriving Children' (Cayman Islands Government, October 2023) is used by inspectors when they visit early childhood settings. For multiphase schools that include an early childhood phase, both inspection frameworks will be used to inspect the respective phases, 'Successful Schools and Achieving Students 2' for the compulsory phases and 'First Steps to Success: Nurturing Environments and Thriving Children' for the early childhood phase. Educational institutions also use the respective inspection framework(s) to review their own work.

Inspection frameworks are a central feature of different educational institution evaluation systems worldwide. They provide a structure within which inspectors make judgements on the basis of evidence of observed practice. They serve a number of purposes:

- Indicators create a **consistent vocabulary and reference point** for a conversation with educational institutions regarding the major determinants of educational success.
- Exemplars provide educational institutions with clarity regarding expected standards of provision.
- The indicators can be used by educational institutions for **self-evaluation purposes** and can be linked to improvement through effective development planning.
- The use of a common set of indicators encourages **consistency in judgements** across different inspection teams. Inspectors must base their judgements on the evidence of the practice they actually observe, rather than with reference to set norms or by employing relative ratings or referring to personal or individual preferences.
- The publication of inspection quality indicators enables settings to see inspection as a **transparent** process.

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

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

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

Judgements

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

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

Consistency in Quantitative Terminology

Inspectors use quantitative terms in reports, as follows:

Term	Definition	Numerical Value
All	The whole - as used in referring to quantity, extent or duration	100%
Almost all	90% and more	90% to 99%
Most	Three-quarters or more but less than 90%	75% to 89%
Majority	Half or more but less than three-quarters	50% to 74%
Significant minority	A quarter or more but less than a half	25% to 49%
Minority	15% or more but less than a quarter	15% to 24%
Few	Up to 15%	0% to 14%

Definitions

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

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

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

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

An institution for providing compulsory education and includes:

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

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

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

About the Office of Education Standards

Who Are We and What Do We Do?

The Office of Education Standards is part of the Portfolio of the Civil Service within the Cayman Islands Government. Our function is to inspect early childhood care and education centres, public and private schools and report upon standards in all educational institutions in the Cayman Islands.

How to Contact Us

You can contact us using the following e-mail address: adminOES@gov.ky

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	David Herbert	International Associate Inspector
Team Inspector	Carol Bennett	Office of Education Standards
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