

# INSPECTION REPORT

OFFICE OF EDUCATION STANDARDS  
CAYMAN ISLANDS GOVERNMENT

APRIL 2021



John Gray High School

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# INTRODUCTION

## INSPECTIONS OF SCHOOLS IN THE CAYMAN ISLANDS

As determined by 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 school and also to provide rigorous, impartial and comprehensive information to parents, government officers and 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 school for between two and five days. 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 schools to review their own work and by inspectors when they form judgements.

Inspection frameworks are a central feature of different school 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 schools regarding the major determinants of educational success.
- The highest-level exemplar provides schools with a description of **educational excellence** to which schools can aspire.
- The lower-level exemplar provides schools with a clear understanding of levels of provision that are considered **unsatisfactory** and must be improved.
- The indicators can be used by schools for **self-evaluation purposes** and can be linked to school 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 schools to see inspection as a **transparent** process.



# INTRODUCTION

The inspection framework is organised around judgements using a four-point scale.

The four levels are defined as follows:

<b>Excellent</b> - exceptionally high quality of performance or practice	 Excellent
<b>Good</b> - the expected level for every school in the Cayman Islands, both public and private.	 Good
<b>Satisfactory</b> - the minimum level of quality required for the Cayman Islands. All key aspects of performance and practice in every school should meet or exceed this level.	 Satisfactory
<b>Weak</b> - quality not yet at the level acceptable for schools in the Cayman Islands. Schools will be expected to take urgent measures to improve the quality of any aspect of their performance or practice that is judged at this level.	 Weak

## Consistency in quantitative terminology








Inspectors use quantitative terms in reports, as follows:

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









# SCHOOL INFORMATION

## General information

	<b>School name</b>	John Gray High School
	<b>Address</b>	73 Academy Way, George Town, Grand Cayman
	<b>Telephone number</b>	345-949-9444
	<b>Website</b>	<a href="https://schools.edu.ky/JGHS/Pages/home.aspx">https://schools.edu.ky/JGHS/Pages/home.aspx</a>
	<b>Name of the principal</b>	Mr. Jon Clark
	<b>Date of this inspection</b>	April 26 to April 29, 2021
	<b>Date of the last inspection</b>	October, 2018





## Students

	<b>Number of students on roll</b>	1100
	<b>Age range of the students</b>	11 to 16 years
	<b>Grades or year groups</b>	Years 7, 8, 9, 10 and 11
	<b>Number of Caymanian students</b>	766
	<b>Number of students with special educational needs</b>	221 on register 150 Phase 3 or school action plus
	<b>Largest nationality group of students</b>	Caymanian






# SCHOOL INFORMATION



## Staff

	<b>Number of teachers</b>	94 FT
	<b>Number of teaching assistants</b>	12
	<b>Teacher-student ratio</b>	11.7
	<b>Teacher turnover</b>	6% (3 retirements, 2 promotions, 1 resignation)

## Curriculum

	<b>Main curriculum</b>	Key Stage 3 Cayman Islands National Curriculum (2008). A curriculum review for a revised Key Stage 3 National Curriculum took place this year which is adapted from the National Curriculum England 2014 document. To be implemented in September 2021.
	<b>External tests and assessments</b>	Graduation categories as stated in Cayman Islands National Qualification Framework (CINQF)
	<b>Accreditation</b>	Honours Diploma: At least 7 passes at CINQF level 2 which must include Mathematics and English. (CXC, IGCSE, GCSE, AS or AP) Level 3 A-Levels, IB Diploma, Advanced Placement, Associate Degree, CAPE, BTEC Level 3 (Nationals), Trinity Music Grade 8







## School inspection overall performance history

<b>Cycle 1 Inspection</b>	October 2018	 Satisfactory
<b>Cycle 2 Inspection</b>	April 2021	 Good



# SUMMARY



## Performance Standard 1. Helping our students to achieve in key areas of their learning

Quality Indicator	Current Inspection Judgement	Change in judgement since last inspection
1.1 Students' attainment in English	 Good	▲
1.1 Students' progress in English	 Good	▲
1.1 Students' attainment in mathematics	 Satisfactory	▲
1.2 Students' progress in mathematics	 Good	▲
1.2 Students' attainment in science	 Satisfactory	▲
1.2 Students' progress in science	 Good	▲






## SUMMARY

### Performance Standard 2. Promoting our students' personal and social development

Quality Indicator	Current Inspection Judgement	Change in judgement since last inspection
2.1 Positive behaviour for good learning	 Good	▲
2.2 Students' civic and environmental understanding	 Excellent	▲

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


Quality Indicator	Current Inspection Judgement	Change in judgement since last inspection
3.1 Teaching	 Good	▲
3.2 Learning	 Good	▲
3.3 Assessment	 Good	▲







## SUMMARY

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

Quality Indicator	Current Inspection Judgement	Change in judgement since last inspection
4 Curriculum	 Good	▲

**Performance Standard 5.** Keeping our students **safe** and always **supported**

Quality Indicator	Current Inspection Judgement	Change in judgement since last inspection
5.1 Health and safety	 Satisfactory	▶
5.2 Support and guidance	 Good	▲



## SUMMARY

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

Quality Indicator	Current Inspection Judgement	Change in judgement since last inspection
6.1 Leadership	 Excellent	▲
6.2 Self-evaluation and improvement planning	 Good	▲
6.3 Links with parents and the community	 Good	▲
6.4 Staffing and the learning environment	 Satisfactory	▲



# OVERALL PERFORMANCE

## What the school does well

- The school has secured strong improvements in attainment and progress through focused teaching, mentoring and good use of students' assessment data.
- Students displayed positive behaviour around the school and in lessons.
- The broad range of curriculum and extra curricula activities enrich students' educational experience.
- Civic and environmental understanding are promoted well by the school and as a result, students understand and are proud of the distinctive features of Caymanian life and its relation to local and global environmental issues.
- There is excellent leadership with exceptional student leadership.

## Recommendations

1. Raise attainment for the low ability students including SEND who are still not achieving their potential through the support programme.
2. Implement the new Key Stage 3 curriculum to increase challenge and use the improved subject facilities in the new building to offer high level specialist work.
3. Ensure communication between school and home is consistent and effective so that parents can better support their child's learning and increase the use of new technology to facilitate contact between parents and the school.

## What has improved since the last inspection?

- Almost all aspects of the school have improved with increased impact, particularly in relation to improvements in students' attainment and progress in English, mathematics, and science.
- Leadership and civic understanding are now excellent.
- Behaviour was much improved with better attendance, less exclusions, and a dramatic fall in the number of major incidents.



## OVERALL PERFORMANCE

### ► Good

John Gray High School was a good school that has made significant improvements since the last inspection. Most important were the increases in students' achievement. More students achieved well, with a good number exceeding international standards in examinations and in their classroom work. Attainment was particularly strong in English and there was a good improvement in standards in mathematics and science. There were also high standards in other subjects and in extracurricular activities such as music, drama and physical education. The curriculum was broad and catered for the interests and needs of almost all students. It was strongest in Key stage 4 with a new Key Stage 3 curriculum in development. Teaching and learning were good and resulted in improvements in students' achievements from sometimes low starting points. Students were supported by very well-structured assessment practices and effective interventions.

Music was a strength, students had excellent opportunities to learn a wide range of instruments and to sing in choirs at a high standard. Not only were students achieving high levels of skills, but they were also given the opportunity to play in different groupings which in turn strengthened their ability to work with others and develop leadership skills. Performances and events outside the school had given students a perception of how they are received in public and how their best work attracts positive attention.




Leadership was excellent, as the school had a strong focus on improvement which was led by the Principal and supported by the whole leadership team. Self-evaluation and development planning was good because it was realistic and based on the school's capacity and the resources available, whilst still being aspirational. Students readily took on responsibilities and positions of leadership: they were passionate about helping the school excel and were justifiably proud of its successes. Service clubs and similar activities ensured students' pride in being Caymanian was fostered and students demonstrated their excellent civic and environmental understanding. The school had made good links with the community and all students were expected to provide service, for example, during the COVID-19 lockdown they reached out to support those in need.

Behaviour was good with students wanting to show their very best. In discussions they showed a sophisticated and sensitive understanding of those who found conforming difficult and brought stresses from home into school. The support and guidance the school gave to all members of the school community was good and had offered many individuals invaluable help in achieving well both academically and personally. The school site was fragmented and problematic with buildings of varying quality dispersed over a wide area. This had an impact on learning and in the provision of high-quality specialist facilities. The provision of laptops to Years 9, 10 and 11, and those being rolled out to Year 8, had broadened learning possibilities for students, which parents valued, though not all felt that there were systems in place to so that they could help their children with their homework.



# ACHIEVEMENT

## Students' attainment in relation to international standards

Quality Indicator	Current Inspection Judgement
1.1 Attainment in English	 Good
1.1 Attainment in mathematics	 Satisfactory
1.1 Attainment in science	 Satisfactory



### English

Attainment in English was good. The majority of students reached levels that were above international standards. In tests and exams high-ability students' attainment was excellent, whilst average-ability students achieved at a good level. The achievement of low ability and students with special educational needs was variable with some attaining at a good level whilst others achieved at a satisfactory level. Attainment of students had improved over a three-year period. In the lessons observed the attainment of the majority of students was consistently above international standards with levels of knowledge, understanding and skills being very high. In a Year 11 lesson, for example, on interpreting key messages of a text students explored in detail the concept of social inequality. At Key Stage 3 attainment was excellent for the majority of students across these year groups and was strongest in Year 7. In a Year 9 lesson, students developed a good understanding of the concept of literary criticism and could use the theory accurately. High levels of literacy were displayed amongst by the majority of groups of students of all abilities. In a Year 8 lesson students made excellent progress in learning what was meant by pathos, how to identify it in texts and how to use it in their writing.



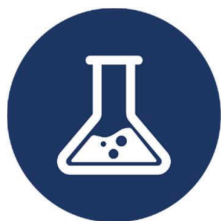
## ACHIEVEMENT

### Students' attainment in relation to international standards



#### Mathematics

Attainment in mathematics was satisfactory. The majority of students entered the school with weak attainment. However, the school's most recent internal assessment data showed that students at the end of Key Stage 3 and through Key Stage 4 achieved at levels that were in line with curricular standards. In addition, although the schools' external results showed variation in recent years, there was noticeable improvement in the last sitting of the Caribbean Secondary Examination Certificate (CSEC) examinations. Those students at Year 10 who sat the CSEC examination achieved good results. Similarly, in lessons and from their recent work, most students demonstrated levels of knowledge, skills and understanding that were in line with curricular standards. Students across key stages performed tasks that offered appropriate challenge and required them to apply problem solving and critical thinking skills in practical and inquiry-based lessons. For example, Year 11 students investigated vectors and matrices, Year 9 students solved simultaneous equations and Year 7 students explored set notation.






#### Science

Attainment in science was satisfactory. Overall, 68% of students in Year 11 gained at least one pass grade in science. At Key Stage 3 attainment improved over time but was inconsistent. Year 7 performed better than Years 8 and 9. Whilst there was some variability in attainment, there was notable improvement since the last inspection in all aspects of science. The majority of students entered the school with low prior attainment and the school offered a range of courses to suit different levels of ability which ensured that attainment was in line with expectations. Work in class, online and in students' books was pitched appropriately, and provided the opportunity for students to achieve at expected levels. Practical experiments were used frequently, and this gave students a better understanding of the scientific concepts that were being examined in the lesson. They had further opportunities to build on their knowledge and when questioned, were able to expand on what they were learning in class and recall concepts from previous lessons. A clear example of drawing upon prior learning came when students were testing the reactivity of acid on metals. They demonstrated that they understood hydrogen was the resulting gas and burnt it off to test its presence. The whole school focus on developing students' deeper thinking was evidenced in a significant minority of lessons. This was particularly important in a Year 11 chemistry lesson examining the structure and use in everyday life of esters.



# ACHIEVEMENT

## Students' progress in key subjects

Quality Indicator	Current Inspection Judgement
1.2 Progress in English	 Good
1.2 Progress in mathematics	 Good
1.2 Progress in science	 Good



### English

The progress of students in English was good. Students entered the school with standards of attainment that were below international standards. From these low starting points, students made good progress as they advanced through the school. Rates of progress improved over time meaning that an increasing number of students were achieving well above expectations and displaying high levels of achievement. Students were confident users of spoken and written English and could use their skills in a range of different contexts. In Key Stage 4 the majority of students made better than expected progress and displayed a range of learning skills which they could apply effectively to increase their understanding. At Key Stage 3, progress made by the majority of students was above expectations. In a Year 8 lesson most students developed a deep knowledge and understanding of inference and meaning and could use them accurately in their writing. The progress made by students with special educational needs was variable with most of progress being made in Year 7 and the least progress in Year 11. However, overall, progress was good.



# ACHIEVEMENT

## Students' progress in key subjects



### Mathematics

Progress in mathematics was good across the school. This increase in students' progress was linked to various support initiatives that were implemented school wide and within lessons. These led to better teaching and, as a result, the majority of students at Key Stage 3 and 4 made good progress. In lessons most students showed good progress. For example, in Year 11, students consistently solved quadratic equations using graphs and factorization as well as accurately calculated the volume of simple and complex solids. Students in an accelerated group at Year 10 and 9 demonstrated great precision as they used diagrams to represent practical scenarios in order to ascertain angles of elevation and depression. They showed evaluative and critical thinking skills as they investigated reflection transformation. This represented good progress as students often completed tasks that provided suitable challenge that was above their grade level expectation. In Year 8, students securely determined the relationship between the area of rectangles and parallelograms which aided their conceptual understanding of the use of appropriate formulae. At Year 7, students plotted coordinates and ably graphed simple linear equations such as  $y=x+3$ . Similarly, a significant minority of students with special education needs (SEN) made good progress in lessons that were matched to their abilities.





### Science

Progress in science was good. An increasing trend of improvement in progress was noted. This was due to more effective science teaching than in the previous inspection. The majority of students in both Key Stages made good progress. Progress over time was apparent in class, where students were able to draw on prior learning to help their understanding in lessons. They were confident in answering teachers' questions and discussing subject matter at length. In addition, work in students' notebooks indicated how students were effectively building on the depth of their knowledge and understanding. Progress in science had improved over a number of years with the average points score being above the international benchmark for the first time in five years. The progress of lower ability students was improving, and school leaders were focusing on increasing their progress, particularly as they constituted a large proportion of the Year 11 cohort. Progress for students with special education needs was good.





# STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT

Quality Indicator	Current Inspection Judgement
2.1 Positive behaviour for good learning	 Good
2.2 Students' civic and environmental understanding	 Excellent



## Behaviour

Students' behaviour for learning was good. Excellent relationships were observed throughout the school day. This was evident during a school run Island wide basketball competition where athletes demonstrated exemplary behaviour. Students were polite and respectful in the way that they interacted and collaborated with their peers. School records show that there has been a significant improvement in students' attitudes to learning. Almost all students showed a high level of courtesy towards staff, visitors, and one another during lessons, breaktimes and lunchtimes. The school's clear policies and procedure in place to deal with incidents of bullying and disruptive behaviour were effective. There was a focus on conflict resolution. The school learning mentors, and counsellors worked effectively to successfully reduce the number of students involved in major behavioural incidents. The school has embraced many initiatives to promote positive behaviour including an award that is handed out by security guards for students who demonstrate the school 'High 5' values and fast pass lunch ticket system. All students followed the agreed policy for school uniform with many prefects and students who attended Boyz 2 men wearing their uniforms with pride. Attendance for each term was good, however, a few students arrived late to lessons, particularly when tired at the end of their long day.



## STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT




### Civic and environmental understanding



Students' civic and environmental understanding was excellent. All students complete 10 hours community service for graduation. Students could explain local issues such as the impact of tourism on the coral reefs. They had opportunities to improve the school environment, such as the beautification of the bathrooms led by the Leadership Excellence Opportunity (LEO) club, the Pupil Leadership Team's Earth day and litter pick and tree planting. In addition, there were many opportunities for students to support conservation within the wider community with beach clean ups. Local speakers and past students often visited the school. Within the Aim Higher mentorship programme, students had the opportunity to be mentored by local business people and a Member of Parliament gave a well-received motivational talk. The schools ASPIRE days have given all KS3 students a flavour of Caymanian life through local field trips. A review of the new Cayman National Curriculum which will incorporate more Caymanian heritage and culture is to be launched in September. One of the school's strengths were the many opportunities for student leadership. Several of the extra-curricular clubs were student led and the prefects and pupil leadership team were excellent.



## TEACHING, LEARNING AND ASSESSMENT

Quality Indicator	Current Inspection Judgement
3.1 Teaching	 Good
3.2 Learning	 Good
3.3 Assessment	 Good

### Teaching

Teaching was good in core and some other subjects such as drama, PE and humanities. In the majority of lessons teaching was good or better and in a minority was excellent. Teachers had strong subject knowledge, and, in most lessons, they ensured that students were actively involved in their learning. Lessons were well-planned, prepared and appropriately resourced and enabled students to collaborate with their peers. In the majority of lessons, teachers' questioning probed students' understanding and encouraged them to think more critically. Students were confident in asking supplementary questions in order to deepen their knowledge. A strength of teaching was the frequent verbal formative comments from teachers which ensured that students understood how they were progressing and what they needed to do to improve their work. Teacher/student relationships were positive and there was a good deal of mutual respect. Teachers encouraged students to use their laptops to deepen their research and present their work. In a few lessons, teachers used up valuable time in requiring students to copy out the learning intentions and/or the success criteria for the lesson. In a few lessons, the pitch and challenge of the content did not match the needs of all students, particularly the more able.



## TEACHING, LEARNING AND ASSESSMENT



### Learning

Learning was good. Lessons were interesting and at times exciting which increased students' enjoyment and resulted in very positive attitudes to learning. For example, in a Year 10 science lesson based on water safety, students were intrigued to have the opportunity to bring their safety devices into school to use them in the local swimming pool. When teachers adopted real-life scenarios in lessons, learning was more relevant and more memorable. Behaviour was thoughtful and supportive in all lessons and contributed to students' learning experience. Students collaborated effectively and respectfully with each other and willingly shared their learning with their peers. They were articulate and confident when explaining their ideas to the class. This was particularly noticeable in group activities, for example in drama where they took part with enthusiasm and were self-assured. Higher order and critical thinking were developing and observed in a minority of lessons, whilst in the majority of lessons, teachers posed questions that examined students' learning within the lesson as well as recapping previous lessons. Teachers aided students' learning by posting PowerPoint presentations of their lessons online. This enabled students to refer to them outside the classroom in order to consolidate their learning. Occasionally, teachers did not stretch students' understanding by asking sufficiently probing questions or by insisting on fuller and deeper answers.



### Assessment

Assessment was good because the school tracked and monitored students' progress precisely against their externally generated targets. The school had a clear assessment plan that focused on the scheduling of both internal and external assessments to collect the most useful data. Assessments were standardised within departments and were closely aligned to course objectives. Core departments used diagnostic assessments to help identify students' strengths and areas for development and used these to inform appropriate interventions. The effective use of assessment information contributed to the improvement in students' outcomes with a good number achieving above international standards. In lessons, students were actively encouraged to assess their own work and that of their peers, so they understood clearly how to improve. Whilst most teachers marked students' work there were inconsistencies in how this was done. The usefulness of marking varied; some showed students how to improve their work, whereas others made brief comments such as 'well done' which did not help the students' improve. In lessons, teachers routinely provided good individual formative feedback. This was clearly demonstrated in a Year 11 business studies lesson, on migration and dualism, where the teacher provided formative feedback in relation to students' answers to past paper questions.



# CURRICULUM



Quality Indicator	Current Inspection Judgement
4 Curriculum	 Good

## Curriculum

The curriculum was good. It was broad and balanced with a sufficient subject offer at Key Stage 3 and excellent provision at Key Stage 4. There was a clear rationale for curriculum delivery based on shared values to cater to the diverse needs of students. As a consequence, the curriculum was adapted well. Work was appropriately matched to students' learning needs through the use of interventions with accelerated, behavioural and attitudinal support programmes. Regular reviews and monitoring resulted in necessary modifications to address key learning outcomes and ensured that strategic timetabling facilitated suitable allotted time for teaching of all core subjects. This aided appropriate coverage of content and enabled most students to make good progress over time. The use of Information and Communication Technology, online teaching methods and other initiatives such as 'Aspire Day' and 'Aim Higher' added to its relevance. Curriculum maps were appropriately developed and used along with comprehensive assessment schedules and supported curriculum coverage across subjects. Effective transition procedures facilitated students' progression through the school and pastoral and career programmes supported students throughout the different stages to access their next steps in education. Cross curricular links fostered most students' development and use of skills across subject disciplines. The school's extensive extra-curricular activities and mentorship programmes effectively catered to students' holistic development. There were frequent opportunities for students to extend and enhance their learning in the local community. For example, science students participated in a webcast with Health City and observed a surgery and others engaged in dive trips and coral restoration with Central Caribbean Marine Institute. The school also partnered with the Young Men's Christian Association (YMCA) to deliver the after-school programme. Students assisted with major charities and organisations linked to care and support such as the Alex Panton Foundation.



# SAFETY AND SUPPORT

Quality Indicator	Current Inspection Judgement
5.1 Health and safety	 Satisfactory
5.2 Support and guidance	 Good



## Health and safety

The health and safety of students was satisfactory. All the official regulations for maintaining the health and safety of students were met. The necessary policies and procedures were in place and records kept. The school campus was secure with the entrances and exits to the school site controlled and carefully monitored. All visitors were logged in and supervised. Students experienced a safe environment for learning. Their movements were monitored throughout the day. The size and nature of the school site meant that students spent considerable time moving to and from lessons thus reducing the time available for teaching and learning. Much of the ground was dusty and stony with raised walkways that could have been a trip hazard. Most of the classrooms and equipment were kept in good order, although some of the classrooms suffered from mould. Small classrooms restricted the ability to deploy a full range of teaching and learning activities. Outside areas were clearly defined and used for recreational purposes. These provided opportunities for students to mix socially and were popular with students. Healthy living was encouraged in the school. It was taught as part of the life skills programme and delivered through lunchtime menus. Staff revealed a good understanding of child protection policy and procedures and were clear about the actions needed to keep children safe.



## SAFETY AND SUPPORT




### Support and guidance

The support and guidance for students was good. Students' academic progress and well-being were given a high priority. Staff knew the students well and relationships between staff and students were good and displayed mutual respect and trust. These positive relationships contributed to creating a suitable climate for learning and provided opportunities for students to receive advice and support as needed. Staff displayed a deep commitment to improving student outcomes including attendance and had created a comprehensive system for monitoring and tracking these outcomes. The careers curriculum was systematically reviewed to ensure it met students' needs. Individual Education Plans for students were developed in partnership with students and parents. They were detailed and focused on individual learning needs and as a result the progress made by the majority of students with special educational needs was good. A multi-agency approach was used to support individual students with school counsellors played a leading role in helping students overcome barriers to wellbeing and learning. Support was 'wrap around' and encompassed aspects of a student's life both on and off campus. Guidance was also provided by outside speakers. A minister of the government visited to talk with Yr. 11 Boyz 2 Men boys on how to make the right choices as they progress into adulthood.



# LEADERSHIP AND MANAGEMENT

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



## Leadership

Leadership was excellent. The Principal has been robust in his drive to improve the experience of every student in school and to offer an education that matched individual needs. This vision was embraced by the whole staff who were fully committed to the wellbeing and achievement of students. Senior leaders were equally committed to the school's improvement and the success of students. Staff at all levels strove to provide the best opportunities they could for students' learning. Even the most challenging or vulnerable student was championed and supported to be of their best. The provision made during covid closure by all the staff to students and their families was an example of this and helped to deepen relationships with some hard-to-reach families. The expectation that everyone with the school, whatever their role, should develop leadership skills and use these for the benefit of the school was a strength. Students were included in this expectation as was evident in lessons where they often took a mature and proactive part in learning. Many students led clubs, coached sports and supported others with long term and regular interventions. The prefects were an exceptional group of students who cared passionately about the school, guided other students to make good behaviour choices, ran activities and developed schemes to interest others. For example, the 'rocs' scheme - responsible online computer safety - was the brainchild of the head boy and his peers.







### Self-evaluation and improvement planning

Self-evaluation and improvement planning were good. The school had a realistic and comprehensive knowledge of its strengths and weaknesses. It supported its judgments with sufficient, well analysed data about students' outcomes in relation to their starting points. Plans were realistic and challenging; everyone involved had to be prepared to strive for the same goals and put in a considerable amount of work. The plans also demonstrated the school's high aspirations for students and the leadership's drive for academic standards that compared with international ones. The significant improvements made over time were testimony to the effectiveness in planning which in turn led to marked improvements in driving up students' outcomes. These initiatives have been successful with strong support from deputy principals and other leaders and the dedication and commitment of the majority of staff. Some of the improvement projects were complex undertakings and have required large amounts of time, resilience and dedication but were essential in improving the educational experiences offered to students. Progress in addressing the recommendations in the last inspection had in the main been met well. Due to the complexities of the work needed, the new Key Stage 3 curriculum was still in development across the Island and the building of the new school though not completed was on track with a partial move in date for September 2021.



### Links with parents and the community

Links with the parents and the community were good. There were excellent links with the community, for example with the many charitable fundraising projects the service clubs have undertaken. For example, the Junior Optimist International Club and the John Gray High School Business Club had raised money for Honduras and the school community worked together to create hurricane relief parcels. The 'change project' in liaison with the Alex Panton Foundation and Logic has had a positive impact on raising students' awareness of cyberbullying and the LEO club were currently working on raising awareness of mental health stigmatisation. There were good links with other educational institutions to help with the students' transition to the next phase of their education. Most staff effectively communicated with parents on a regular basis using a wide range of tools such as email and WhatsApp and many staff went above and beyond the norm to help many families. The reporting procedures were timely throughout the academic year and helpful in identifying the next steps in learning. However, there was inconsistent use of the online platforms which has made tracking and supporting homework sometimes difficult for parents.



### Staffing and the learning environment

Staffing and the learning environment were satisfactory overall. Teaching and other staff were effective, enhancing the learning of students and deployed well for effective use. Retention levels were excellent with only one teacher leaving at the end of this academic year for reasons other than promotion or retirement. Staff were highly motivated and loved working at the school. They were dedicated to the student's learning and welfare. The learning environment was problematic: buildings were old, and many were temporary and spread across a large and fragmented site. Whilst no poor behaviour was observed when moving from one side of the campus to another, supervision could be problematic and changing from one lesson to another could take up to 5 minutes brisk walking. Consequently, lateness to lessons was an issue. Some classrooms were too small; others were dark and needed the quality of whiteboards and other fixed resources improving. Teachers and other staff made the best of their rooms and they were clean and appropriately organised to support students' learning. Specialist facilities on the current site were limited with inadequate specialist facilities for several subjects including science, art and music. The COVID-19 school closure was used by the Ministry of Education to launch an initiative to enable every student to have a laptop. All year 11, 10 and 9 students had theirs and Year 8 students were in the process of receiving theirs. This has had a beneficial impact on learning.



## SURVEY RESULTS

Before the inspection, the views of parents, staff and students were surveyed. The numbers of participants that completed the survey were:

Students	470	Parents	352	Staff	113
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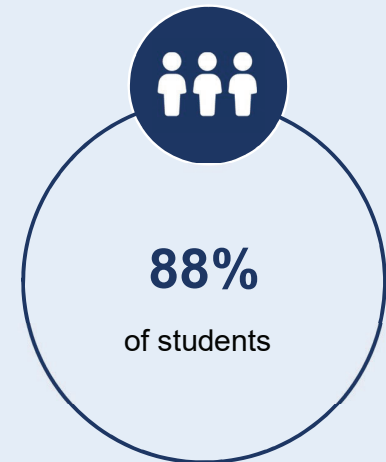
### Students

#### Survey: “I am satisfied with the quality of education provided at this school.”

Fewer students took part in the survey for this inspection with 470 taking part. During the previous inspection 679 students took part.

There has been a positive shift in responses with a larger percentage of students now believing that the school gives them a good quality of education. As in the previous inspection they felt they were making good progress in subjects and that they had excellent opportunities for extra-curricular activities.

In this inspection as in the previous inspection students were most disappointed with the school buildings and its environment including the bathrooms.



**Strongly Agree and Agree**

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**14%**

**Increase** since the last inspection



## SURVEY RESULTS

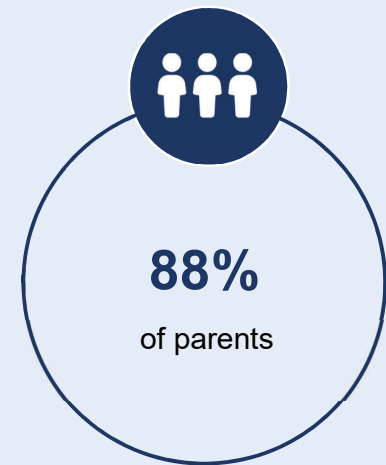
### Parents

#### Survey: “I am satisfied with the quality of education provided at this school.”

More parents participated in the survey on this inspection than previously with 352 completing the survey as opposed to 150 in 2018. Many of the views expressed however, were similar with more strongly agreeing or agreeing that the school offered a good quality of education.

The range of extra-curricular activities was again seen as a positive with most parents. In the previous inspection parents were concerned about the provision of support for those students with special educational needs and disabilities with less concern this time and the inspection team found provision for SEND to be good.

The greatest concern expressed by parents during the last inspection and agreed with by this inspection was the quality of the school site and buildings. The new buildings are on track for use by staff and students from September 2021.



**Strongly Agree and Agree**

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**2%**

**Increase** since the last inspection



## SURVEY RESULTS

### Staff

#### Survey: “This school provides a good quality of education.”

Twenty more staff took part in the survey for this inspection than for the previous one. Responses were particularly positive. The overall question of providing a good quality of education was answered with more affirmation this time.

Many of the strengths identified in the previous inspection were confirmed by staff. They agreed that the school was well led, and staff were involved in self-evaluation and planning. Staff recognised the improvement in teaching and learning and in students knowing how to improve their work. Career advice and extra-curricular clubs were sighted this time as being strong.

Staff wanted greater attendance of parents at parent teacher meetings. As in the previous inspection staff were critical of the building and the resources on offer.



87%

of staff

**Strongly Agree and Agree**

10%

**Increase** since the last inspection



## WHAT HAPPENS NEXT?

The school has been asked to prepare an action plan within four weeks of the publication of this inspection report.

This should 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.

## WHEN WILL THIS SCHOOL BE INSPECTED AGAIN?

As John Gray High School was judged to be providing a **good** quality of education, there will be no further inspections until the next cycle which commences in January 2023.



## WHO ARE WE AND WHAT DO WE DO?

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

### How to contact us

You can contact us using the following e-mail address.

[adminOES@gov.ky](mailto:adminOES@gov.ky)

### Where to read our reports

Our reports are published regularly and are currently available on the Cayman Islands Government website. Please use the following link to read our latest publications.

[www.oes.gov.ky](http://www.oes.gov.ky)





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