

INSPECTION REPORT

OFFICE OF EDUCATION STANDARDS
CAYMAN ISLANDS GOVERNMENT

May 2021



CAYMAN PREP AND HIGH SCHOOL

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INTRODUCTION

INSPECTIONS OF SCHOOLS, COLLEGES AND KINDERGARTEN CENTRES 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 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 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 both by schools to review their own work and by inspectors when they visit.

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:

Excellent - exceptionally high quality of performance or practice	 Excellent
Good - the expected level for every school in the Cayman Islands, both public and private.	 Good
Satisfactory - 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
Weak - 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:

All	The whole – as used when 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 half	15% to 24%
Few	Up to 15%	0% to 14%









SCHOOL INFORMATION

General information

	School name	Cayman Prep and High School
	Address	Primary: 242 Smith Road, Grand Cayman; secondary: 559 Walkers Road, Grand Cayman PO Box 10013 Grand Cayman KY1-1001
	Telephone number	1-345-949-9115
	Website	https://www.cayprep.edu.ky
	Name of the principal	Director: Ms Debra McLaughlin KG & Primary: Mr. Robin Davies High & Post-16: Mr. Karl Murphy
	Date of this inspection	May 10 - 13, 2021
	Date of the last inspection	March 12-15, 2019





Students

	Number of students on roll	1,007
	Age range of the students	4 to 18 years
	Grades or year groups	KG + Years 1 to 13
	Number of Caymanian students	697
	Number of Students with special educational needs	113
	Largest nationality group of students	Caymanian






SCHOOL INFORMATION

Staff

	Number of teachers	90
	Number of teaching assistants	38
	Teacher-student ratio	1 to 12
	Teacher turnover	18 %


Curriculum

	Main curriculum	National Curriculum of England
	External tests and assessments	GCSE, IGCSE and Advanced Level courses
	Accreditation	None - seeking COBIS accreditation



PERFORMANCE STANDARD









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

Quality Indicator	Kindergarten Inspection Judgement	Change in judgement since last inspection	primary Inspection Judgement	Change in judgement since last inspection	secondary Inspection Judgement	Change in judgement since last inspection	Post-secondary Inspection Judgement	Change in judgement since last inspection
1.1 Students' attainment in English	 Good	▶	 Good	▶	 Excellent	▶	 Excellent	▶
1.2 Students' progress in English	 Good	▶	 Good	▶	 Excellent	▶	 Excellent	▶
1.1 Students' attainment in mathematics	 Good	▶	 Good	▶	 Excellent	▲	 Excellent	▲
1.2 Students' progress in mathematics	 Good	▶	 Good	▶	 Good	▶	 Excellent	▲
1.1 Students' attainment in science	 Good	▶	 Good	▶	 Excellent	▶	 Excellent	▲
1.2 Students' progress in science	 Good	▶	 Good	▶	 Excellent	▲	 Excellent	▲















PERFORMANCE STANDARD

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

Quality Indicator	Kindergarten Inspection Judgement	Change in judgement since last inspection	primary Inspection Judgement	Change in judgement since last inspection	secondary Inspection Judgement	Change in judgement since last inspection	Post-secondary Inspection Judgement	Change in judgement since last inspection
2.1 Positive behaviour for good learning	 Excellent	▶	 Excellent	▶	 Excellent	▶	 Excellent	▶
2.2 Students' civic and environmental understanding	 Excellent	▶	 Excellent	▶	 Excellent	▶	 Excellent	▶





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

Quality Indicator	Kindergarten Inspection Judgement	Change in judgement since last inspection	primary Inspection Judgement	Change in judgement since last inspection	secondary Inspection Judgement	Change in judgement since last inspection	Post-secondary Inspection Judgement	Change in judgement since last inspection
3.1 Teaching	 Good	▶	 Good	▶	 Excellent	▶	 Excellent	▶
3.2 Learning	 Good	▶	 Good	▶	 Excellent	▶	 Excellent	▶
3.3 Assessment	 Good	▶	 Good	▲	 Good	▲	 Excellent	▲











PERFORMANCE STANDARD

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

Quality Indicator	Kindergarten Inspection Judgement	Change in judgement since last inspection	primary Inspection Judgement	Change in judgement since last inspection	secondary Inspection Judgement	Change in judgement since last inspection	Post-secondary Inspection Judgement	Change in judgement since last inspection
4 Curriculum	 Good	▶	 Good	▶	 Good	▶	 Excellent	▶

















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

Quality Indicator	Kindergarten Inspection Judgement	Change in judgement since last inspection	primary Inspection Judgement	Change in judgement since last inspection	secondary Inspection Judgement	Change in judgement since last inspection	Post-secondary Inspection Judgement	Change in judgement since last inspection
5.1 Health and safety	 Excellent	▲	 Excellent	▲	 Excellent	▶	 Excellent	▶
5.2 Support and guidance	 Good	▶	 Good	▶	 Excellent	▶	 Excellent	▶



PERFORMANCE STANDARD

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

Quality Indicator	Kindergarten Inspection Judgement	Change in judgement since last inspection	primary Inspection Judgement	Change in judgement since last inspection	secondary Inspection Judgement	Change in judgement since last inspection	Post-secondary Inspection Judgement	Change in judgement since last inspection
6.1 Leadership	 Excellent	▲	 Excellent	▲	 Excellent	▶	 Excellent	▲
6.2 Self-evaluation and planning ahead	 Good	▶	 Good	▶	 Good	▶	 Good	▶
6.3 Links with parents and the community	 Excellent	▶	 Excellent	▶	 Excellent	▶	 Excellent	▶
6.4 Staffing and the learning environment	 Good	▶	 Good	▶	 Good	▶	 Good	▶



KEY STRENGTHS AND RECOMMENDATIONS

What the school does well

- Students' excellent attainment and progress in English, mathematics, and science in secondary and post-16.
- The Christian ethos across both campuses, the exemplary behaviour of students and their positive attitudes to learning.
- Students' excellent knowledge and environmental understanding and their knowledge of Caymanian culture and history.
- The good start children get in Kindergarten and primary, built upon with excellent teaching and learning at secondary and post-16, resulting in well-rounded young people ready to take their place in the world.
- Excellent leadership across the school and the school's strong links with parents and the community.

Recommendations

- Consider how secondary and post-16 students may have access to a wider choice of courses, particularly to meet the needs of those who find the academic programme challenging.
- Build on the effective self-evaluation in place and use this to create a focused and manageable whole school strategic plan for the longer- term development of the school.
- Governors should:
 - ensure the school completes the accreditation process, understandably delayed by Covid-19 restrictions;
 - take forward plans to restructure the Board;
 - devise short- and long-term strategic plans for the whole school and the campuses so that these can support the ambitions of school leaders to deliver a world class education.

What has improved since the last inspection?

- Students' attainment and progress in mathematics and science at post-16 and their attainment in mathematics and progress in science at secondary level.
- Assessment across the Kindergarten, primary, secondary, and post-16 phases.
- Health and Safety in Kindergarten and primary.
- Leadership of Kindergarten, primary and post-16.



OVERALL PERFORMANCE

► Good

Cayman Prep and High School had made significant improvements since the last inspection. The whole school continued to perform at a good level overall, and the secondary and post-16 provision were operating at an excellent level in many aspects of their work. Children in Kindergarten and students in primary have solidly good and steadily improving attainment and progress across English, mathematics and science. At secondary and post-16, students' attainment had strengthened and was now excellent in English, mathematics and science and their progress was excellent in English and science at secondary and in English, mathematics, and science at post-16. The curriculum provided students with a broad and balanced range of learning experiences. Students across the school were making good and often better progress in a range of subjects, including art, drama, humanities, information technology, music, and physical education. A good range of extra-curricular activities provided students with opportunities to pursue their interests and talents, including sports and performing arts. Students had the opportunity to develop their leadership skills and contribute to the wider community by becoming a member of the Key Club and Leo Club or of the school council in the primary or secondary phases.

Across the school, students conducted themselves in an excellent manner. Their behaviour and highly positive attitudes towards learning made them excellent ambassadors for their school. Students wore their uniform with pride. Levels of attendance and punctuality were high. Students' civic and environmental understanding were excellent. Students across primary and secondary phases took an active interest in developing their understanding of environmental issues. Primary students celebrated diversity through special days such as Commonwealth Day, Spanish and French Day. Students were knowledgeable about Caymanian culture and traditions.













Teaching and learning remained good at Kindergarten and primary, and excellent at secondary and post-16. Relationships between students and teachers were excellent. Lessons were planned well. In a minority of lessons, teaching strategies did not always meet the needs of all students. Not all teachers had sufficiently high expectations of what students could do and some higher achieving students were not successfully challenged in lessons. Students were enthusiastic learners. They could collaborate with others effectively and take responsibility for their own learning. Whilst lesson plans included critical thinking and enquiry skills, these were not yet consistently embedded in all day-to-day lesson activities. Leaders had revised the systems for assessment, and this was now good across Kindergarten, primary and secondary and excellent at post-16. Whilst teachers knew their students' strengths and needs, their use of questioning was variable. Arrangements for the health and safety of students were now excellent across the school. Students received good support in their learning from a range of specialist teachers. They were suitably prepared for further education or employment upon leaving school. Staff ensured a high quality of pastoral care for all students.

Leadership across the school was now excellent. The Principals for primary and secondary provided visionary leadership. They had transformed many aspects of the work of the school by working effectively with strong senior and middle leaders, Self-evaluation and improvement planning remained good. Links with parents and the community were excellent. Staffing and the learning environment remained good. Space on both campuses was tight. Governors were committed to the school and were planning to reform the Board. Longer-term strategic planning for the development of the school was being considered.



ACHIEVEMENT

Students' attainment in relation to international standards

Students' attainment in relation to international standards	Kindergarten Inspection Judgement	primary Inspection Judgement	secondary Inspection Judgement	Post-secondary Inspection Judgement
1.1 Attainment in English	 Good	 Good	 Excellent	 Excellent
1.1 Attainment in mathematics	 Good	 Good	 Excellent	 Excellent
1.1 Attainment in science	 Good	 Good	 Excellent	 Excellent

English

Attainment in English was good in Kindergarten and primary and excellent in secondary and post-16. Children's speaking and listening skills were well developed and in line with or above age-related expectations. Attainment trends in early learning goals for reading and writing indicated that most children achieved at or above expected levels. At the primary phase, standardised test results and internal assessment data showed that most students attained at or above curricular standards. Scrutiny of students' workbooks indicated that most demonstrated secure understanding of punctuation, syntax and grammar rules. Students wrote for different purposes and audiences in a variety of genres. At the secondary and post-16 phases, students' attainment in English was excellent. Most students performed above national and international standards in external examinations. Overall, students' performance in external examinations reflected a rising trend. In the 2020 IGCSE English Language examination, most students achieved grades of A* to B. Likewise, for the IGCSE English Literature examination, most students achieved the highest grades. Notably, all students achieved at the expected level. Although there was a slight dip in performance last year in English Literature at Year 13, students' average attainment over three years was excellent. At the secondary and post-16 phases, students' skills of inference, deduction and analysis were well developed. Most students expressed their views persuasively and articulately.



ACHIEVEMENT

Students' attainment in relation to international standards



Mathematics

Attainment in mathematics was good in Kindergarten and primary, and excellent at secondary and post-16 phases of the school. Students across the school had a good understanding of number and used this to support their mathematical understanding. In Kindergarten classes, students understood whole numbers and fractions, such as halves and quarters, and were able to recognise and count numbers to 50. Throughout the primary school attainment was secure and in line with or above age-related expectations. For example, in a Year 6 classroom students studied and established the relationship between the area of a rectangle and that of a parallelogram. Almost all students, across all phases, demonstrated good computational and problem-solving skills. At the secondary phase, students were confident in their ability to find solutions to simple equations in a variety of contexts. By the end of Year 11, almost all students achieved at expected levels and most achieved higher than the expected level. Students in Year 12 demonstrated a thorough understanding of the use of derivatives in finding the first derivative of a function and using the second derivative to determine the nature of its turning points. In A-level examinations at the end of the post-16 phase, most achieved higher than expected grades.















Science

Attainment in science in the Kindergarten and primary phases was good and in secondary and post-16 it was excellent. Students in the Kindergarten showed a developing knowledge of the world around them and could talk about their learning. At primary level, students showed good attainment, knowledge, and understanding in the subject. They were eager to learn new content and explore concepts. Students in Year 5 explored the difference between mass as measured in kilogrammes, and weight as measured in Newtons due to gravity. These were challenging concepts which led to good attainment. Primary and secondary students enjoyed practical investigative work and sharing knowledge and ideas. Secondary teachers built on students' prior learning in the primary school. In Year 9, they understood forces. Where students were consolidating their knowledge, this was presented in innovative ways, sometimes using technology such as in Year 9, students were building and testing live electrical circuits on a computer screen. Almost all students achieved an A* to B in IGCSE exams and in post-16, science results exceeded international standards.



ACHIEVEMENT

Students' progress in key subjects

Students' progress in key subjects	Kindergarten Inspection Judgement	primary Inspection Judgement	secondary Inspection Judgement	Post-secondary Inspection Judgement
1.2 Progress in English	 Good	 Good	 Excellent	 Excellent
1.2 Progress in mathematics	 Good	 Good	 Good	 Excellent
1.2 Progress in science	 Good	 Good	 Excellent	 Excellent

English

Progress in English was good in Kindergarten and primary and excellent in the secondary and post-16 phases. Most children made good progress in the early learning goals of reading, writing, listening, and speaking. Most were beginning to use their phonics knowledge to write words. Children's emerging writing skills were well supported, and they were confident communicators. Across the year groups at the primary phase, appropriate emphasis was placed upon the development of reading skills. The use of the 'Accelerated Reader' promoted students' reading fluency and comprehension skills. External tests indicated that most students at the primary phase were reading within their readability range. Students also engaged in a suitable range of writing tasks, including poetry, report writing, procedural and creative writing. Across the year groups, samples of students' work were displayed and celebrated. However, in student books, there was variability in the quality of penmanship and the presentation of their written work which hindered fluency. At the secondary and post-secondary phases, progress in English was excellent. External assessments such as the 'Star Reading Test' showed that most students made expected progress or better in reading, including those with special educational needs. In 2020, most students achieved or exceeded their Cognitive Ability Test indicators in the IGCSE English Language examination, with most exceeding their learning targets.



ACHIEVEMENT

Students' progress in key subjects



Mathematics

Progress in mathematics was good at Kindergarten, primary and secondary and excellent at post-16. At the primary phase, students were generally confident in their understanding and could articulate this, using correct mathematical terminology. In Year 2, students correctly answered questions about finding the fraction of a quantity and could verify their answers by drawing diagrams on whiteboards. Scrutiny of workbooks showed that students were making good progress through this topic. Good progress was also made using differentiated tasks to extend the more able and assist those needing support. For example, in Year 4, students were given the option of selection from three different tasks labeled as mild, hot, and spicy, in relation to the level of difficulty. Students were able to articulate why they chose the particular questions, and were able to change their selection depending on their progress through the work. Progress was also enhanced where teachers identified students' current knowledge before commencing an activity. In Year 8, the starter activity was used to gauge student understanding of the features of a right-angled triangle before embarking on exploring Pythagoras' theorem. Progress data across the school in relation to standardised testing showed that the majority of students, including those in post-16, made better than expected progress.











Science

Progress in science in Kindergarten and primary was good and in secondary and post-16 science was excellent. In Kindergarten, students made good progress in understanding of materials and the natural world and their place in it. Across all primary classes, there was good progress due to a well-structured sequencing of lessons, with interesting content for learners. Investigative work in almost all lessons engaged students, motivated them, and made their learning memorable. This accelerated their progress. However, they did not have enough opportunity to design and carry out their own experiments. At secondary and Post 16 phases progress was frequently excellent. Students built their knowledge through a precise sequencing of content, exploring new concepts quickly and at a deeper level over time. High levels of challenge required students to explain their answers, use technical terminology accurately and demonstrate their understanding. Strong links were constantly made from prior learning to current teaching and future examination requirements in all year groups. In all phases, progress was secured by revisiting learning when needed to help students tackle new content. Most students reached and exceeded their challenging Cognitive Ability Test (CAT) targets.



STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT

Students' personal and social development	Kindergarten Inspection Judgement	primary Inspection Judgement	secondary Inspection Judgement	Post-secondary Inspection Judgement
2.1 Positive behaviour for good learning	 Excellent	 Excellent	 Excellent	 Excellent
2.2 Students' civic and environmental understanding	 Excellent	 Excellent	 Excellent	 Excellent

Behaviour

The positive behaviour for learning of students was excellent across all phases of the school. Their movement between lessons was orderly and self-disciplined. Students settled immediately in lessons and had an exceptional focus on learning that was maintained throughout. Students had a hunger for learning, driven by their consistently positive attitudes. They were eager to respond to questions, offering ideas of their own, and sometimes asking questions to secure their own further progress. When given the opportunity, students could work collaboratively in pairs or small groups extremely well and across all subjects. Their level of cooperation was frequently exceptional. Relationships between all staff and students were always warm, relaxed, and respectful. This enhanced the shared expectations that underpinned the school's positive climate in all phases. As students matured through the school their self-respect and self-confidence grew visibly. Older students were proud to talk about their successes and ambitions for higher education. Uniform policy was followed universally, and respected. Students demonstrated pride being part of the school community. Punctuality throughout the day was consistently good. Attendance was good and stood at 97 per cent. Students were aware of the need for good attendance to maintain their progress and achievement.















STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT

Civic and environmental understanding

Students' civic and environmental understanding was excellent across the school. Caymanian heritage was a regular feature in most classrooms. The Caymanian map, flag and national song were displayed throughout the school. Almost all students had a thorough understanding of and pride in local cultural practices and the symbols and history of the Cayman Islands. Programmes of study integrated aspects of the Caymanian culture within its content and learning experiences, as evident by workshops on mangroves. All students had a variety of opportunities to take part in visits to local historic sites as well as to benefit from the skills and expertise of members of the local community. An underwater mural was erected by a resident artist commission. Likewise, most students had ample opportunities to learn about other cultures, diversity and their impact on the economic success of the Cayman Islands. The Christian ethos was strong and revered across the school. Prayer Space was a yearly feature of the primary school. Students engaged in a variety of religious activities and demonstrated good deeds. Most students demonstrated an understanding of local and global issues and their impact. They engaged in a variety of projects such as the installation of solar panels on the Year 3 and Year 4 building at the primary campus. This was part of the 'greening' of the primary site. Other initiatives included 'Heritage Heroes' membership, and 'Green Patches' as part of 'Eco Schools'. Students were provided with leadership responsibilities and served as student council representatives, prefects, and house captains. Members of the student council were empowered to have a voice and were listened to.



TEACHING, LEARNING AND ASSESSMENT

Teaching, learning and assessment	Kindergarten Inspection Judgement	primary Inspection Judgement	secondary Inspection Judgement	Post-secondary Inspection Judgement
3.1 Teaching	 Good	 Good	 Excellent	 Excellent
3.2 Learning	 Good	 Good	 Excellent	 Excellent
3.3 Assessment	 Good	 Good	 Good	 Excellent

Teaching

The quality of teaching was good at Kindergarten and primary, and excellent at secondary and post-16. Across the phases, almost all teachers demonstrated secure subject knowledge. In lessons where teaching was highly effective, lessons were well planned and promoted students' critical thinking skills. In the Kindergarten and primary phases, most teachers planned lessons that were engaging and drew on real life situations. Concrete materials were skilfully integrated to support students' learning. In a minority of observed lessons, teaching strategies did not always meet the needs of all students. Worksheets were not effective in promoting high quality learning for all students. At secondary and post-16, the pace of lessons was brisk, and students had more opportunities to be active in their learning. Teachers developed effective strategies to support independent learning and had high expectations of students. They required them to take a greater degree of responsibility for their own learning and to collaborate effectively with others to solve problems. In most English lessons, teachers used questioning effectively to support students to think analytically and to make evaluative judgments. Examples of excellent teaching were also observed in lessons taught by subject specialists such as art, drama and music. In a few classes teachers' expectations of what students could do was low and higher achieving students were not always successfully challenged. All teachers demonstrated very good classroom management. They created attractive learning environments and shared lesson objectives, so students knew the purpose for learning. These were effective in promoting students' knowledge and understanding of key concepts.



TEACHING, LEARNING AND ASSESSMENT



Learning

Learning was judged as good in Kindergarten and primary and excellent in secondary and post-16. Across the phases of the school, students were motivated and eager participants in their learning. Motivation and engagement levels were particularly high when students had opportunities to find things out for themselves. In the Kindergarten, the children were curious and inquisitive in their learning and engaged in regular exploratory experiences in play-based contexts. At the primary phase, almost all students worked collaboratively, sharing ideas and listening to each other. Students' critical thinking skills were a developing feature of lessons and extended students' understanding. Older students were confident and responsible learners. They demonstrated sustained concentration on tasks where activities provided appropriate challenge and opportunity for meaningful student engagement. In a minority of lessons, there was scope for teachers to provide more challenging materials for higher achieving students. Students responded positively to the clear verbal feedback on their work, which was a regular feature of most lessons. Strong cross-curricular links were successful in supporting students to make connections and apply their skills and knowledge to new concepts and topics.




Assessment

Assessment was good across all phases from Kindergarten to secondary and was excellent at post-16. In the Kindergarten and primary phases this was due to the committed drive of the Principal who implemented new systems to ensure that teachers had accurate and useful data. This information was fed into learner profile meetings where staff set next step goals in learning for students. Teachers consistently shared learning objectives and success criteria to ensure that students knew what they were learning and how to measure their own success. In all phases, teachers had detailed assessment information in their planning. This was sometimes used by teachers to adapt their teaching, and almost always used by assistants when supporting individual students. Teachers' marking and diagnostic feedback in students' books was not consistent. In secondary and post-16 phases, senior leaders transformed the assessment system. Analysis of data was very detailed and ensured that all leaders understood the actions that needed to flow from the data. The subsequent impact from the actions taken were tracked with equal focus. In post-16, senior leaders made use of an information technology system that enabled students to develop their personal portfolio for application to higher education. The improved assessment systems across the first three phases of the school were good but had not yet embedded to produce their full impact.



CURRICULUM

Offering a curriculum that meets the educational needs of all students	Kindergarten Inspection Judgement	primary Inspection Judgement	secondary Inspection Judgement	Post-secondary Inspection Judgement
4 Curriculum	 Good	 Good	 Good	 Excellent

Curriculum

Overall, the curriculum was good across most of the school and excellent in post-16. The curriculum was broad, balanced and covered academic, creative, physical, and practical experiences. There was a clear rationale for the curriculum and courses and programmes promoted challenge and progression. The curriculum in Kindergarten provided opportunities for exploration through free play activities based on personality and interest. There was specialist subject teaching in PE, Spanish, music and computing in Kindergarten and primary. In the primary phase the character education programme enhanced the school's pastoral programme which helped deepen students' self-respect, purpose and gave many a profound sense of belonging and spiritual wellbeing. The thematic approach was enhanced by subject based days such as the French day. This deepened students' understanding of the subject. Plans were in place to secure the phonics curriculum across the early years and at primary to provide more opportunities for science, technology, engineering, arts and mathematics (STEAM) linkages and to embed 'learning to learn' approaches across primary to develop students' ability to understand their strengths and next steps for improvement. Across the school the curriculum included a broad range of extra-curricular opportunities for students. Since the last inspection, the school had worked to extend the curriculum to include 'vertical learning', a core part of the timetable for all students at the high school. Non-certificated short-term courses were introduced based on student requests and were delivered by professionals in the community. Options such as textiles, cooking, robotics and graphics drawing, to name a few, reinforced the breadth and balance of the curriculum. Surveys and discussions involving students and parents indicated a desire for a wider range of certificated course options from Year 9, particularly to meet the needs of those who find an academic programme challenging. The high school had plans to strengthen its design and technology options. The curriculum review process had been enhanced through regular review meetings and discussions with parents and students. Links between the curricula of all phases of the school had also been established and was an important step in ensuring clear learning pathways across











CURRICULUM

the Kindergarten and primary phases. Consequently, there was now a much smoother transition process for students moving up through the phases of the school.



SAFETY AND SUPPORT

Keeping our students safe and always supported	Kindergarten Inspection Judgement	primary Inspection Judgement	secondary Inspection Judgement	Post-secondary Inspection Judgement
5.1 Health and safety	 Excellent	 Excellent	 Excellent	 Excellent
5.2 Support and guidance	 Good	 Good	 Excellent	 Excellent

Health and safety

Health and safety provision was excellent across the school. Effective policies and procedures ensured that students were actively supervised and supported throughout the day. Almost all students reported that they felt safe in the school. The premises were secure, clean, and well maintained. All outdoor equipment was inspected regularly and found to be in excellent condition. The primary school was responding well to a request from students and staff to ‘green’ the school campus. Accurate and detailed maintenance record keeping was evident. Fire drill records showed areas improved upon, and those needing further development. The premises were accessible to the educational needs of students. Those with SEND had access to specialised support from the learning support team. Team members were now spending most of their time in classrooms working alongside students and promoting inclusion. Learning support rooms were used to provide 1:1 and small group intervention sessions. The school’s nurses and counsellors promoted holistic health and wellness. Everyone was encouraged to be active and to eat healthily. Monthly newsletters, consultation sessions and displays were used to raise awareness of the importance of good mental health. However, senior students reported post-Covid-19 restrictions and academic pressures which gave rise to a degree of stress that required closer attention. All staff completed child protection training for international schools. They were fully aware of child protection and safeguarding arrangements. Pictures of the child protection officers were posted throughout the school. Students knew who to contact if they wished to raise a concern. Incidents were reported and actively addressed.



SAFETY AND SUPPORT







Support and guidance

Support and guidance were good in Kindergarten and primary and excellent in secondary and post-16. Teachers in all phases of the school had very good relationships with students and were fully aware of their individual needs. They were effective systems to support students through their learning as well as social and emotional development. This had been a main feature of the care provided during the first few weeks of the school resuming normal activities following the covid-19 closure as lessons were suspended and the focus was on the social and emotional well-being of the students. Kindergarten teachers knew their individual children very well and they could provide streamlined learning activities to meet their needs. There was effective support for students with SEND. These students were fully included in all aspects of the school. Progress data, disaggregated across all phases, indicated that students with SEND made good progress at the primary level and excellent progress at high school and post-16. In some classes, the progress of students with SEND was notable. Student well-being was well supported by tutors, pastoral leaders, SEND coordinator, counsellor and parents working collaboratively in partnership at all times. The monitoring system in place for all students allowed teachers, special needs coordinators, support staff and school administrators to have readily available information on an individual student's progress. This enabled teaching staff to tailor interventions to meet the individual needs of students.



LEADERSHIP AND MANAGEMENT

Leading and managing our school and developing our links with the community we serve	School Wide
6.1 Leadership	 Excellent
6.2 Self-evaluation and improvement planning	 Good
6.3 Links with parents and the community	 Excellent
6.4 Staffing and the learning environment	 Good

Leadership

Leadership was excellent across the school. The Director, Principals and senior leaders provided a clear sense of direction and have been successful in encouraging middle leaders to own and implement their agenda for continuous school improvement. They had been successful in improving aspects of the school and addressing the recommendations of the previous inspection, notably assessment procedures across the school and transition arrangements as students moved from primary to secondary education. Under the primary Principal's leadership significant improvements had been made in a relatively short time since his appointment. Staff and parents frequently commented on the improvements which they saw as positive developments to reshape and transform the work of the Kindergarten and primary school. The secondary Principal had successfully strived to maintain and build upon the strong academic performance of students, particularly those sitting national examinations. Effective teamwork was evident among year group staff in the primary phase and in secondary among core and non-core subject department staff. Middle leaders were held to account for delivering good quality learning outcomes for students. Staff relationships were very good. An effective performance management system identified and supported staff where required. Professional development needs were identified and met through a regular CPD programme. Governors were considering how to restructure the Board and how its members might play a greater part in shaping the school's future development and holding leaders to account for aspects of the work of the school through a new committee structure.



LEADERSHIP AND MANAGEMENT



Self-evaluation and improvement planning

Self-evaluation was judged to be good. There were clear processes in place for collecting data and evidence that enabled leaders to know the school well. Self-evaluation procedures were systematic, well embedded and generated valid and reliable evidence. Procedures were in place for teachers to self-assess their performance. Senior leaders carried out lesson observations and provided teachers with feedback and, where necessary, gave support. Comprehensive self-evaluation information was analysed by school leaders and shared with all staff, then used to set improvement targets. Good progress had been made in addressing two of the three key recommendations made in the previous inspection report. The assessment systems across the school had been revised and now made the monitoring of students' progress more effective. The Kindergarten curriculum had been improved. Arrangements for the transition of students from Year 6 to Year 7 were now more effective. Separate ambitious development plans with many priorities for action were in place for the primary and secondary campuses. There was no whole-school plan. Plans were subject to regular review and dealt with aspects of each campus requiring improvement. Successes in delivering on the majority of development targets were evident in the improvements made in the school.



Links with parents and the community

Links with parents and the community were excellent. The school had established highly effective links with parents. Communications with parents were regular and included telephone calls, emails, social media and letters. Parents received regular very informative reports on their child's progress. Parents' attended regular meetings with teachers to discuss progress made in students learning which were attended by students themselves. The use of a commercial package provided parents of children in Kindergarten with, immediate photographic feedback of activities their child was engaged in. Parents had appreciated the excellent actions of staff to support their child's ongoing learning throughout covid-19 restrictions, supplying packs of learning materials and online teaching. There were strong and effective links with the wider community to support the work of the school, including businesses, former students, and other schools. Parents reported feeling very welcome in the school and the school's diligence in dealing with any concerns about their child being raised with the school. There were highly effective links with local businesses and services to provide purposeful work experience placements for senior students. A school PTA worked hard to engage parents and was very supportive of the school.



LEADERSHIP AND MANAGEMENT



Staffing and the learning environment

Staffing and the learning environment were judged to be good. Teaching staff and teaching assistants were well qualified. Deployment was efficient and effective, and teachers were supported in their work by the provision of sufficient ancillary staff and other professionals, including specialised staff assisting students with SEND. Specialist teachers were in place for the younger age groups to teach Spanish, French, PE, music and computing. Resources to support teaching and learning were in very good supply. These included smartboards, laptops, and tablets. Libraries were attractive and well used. Buildings were accessible, with lifts and ramps providing assistance for those with a mobility problem. Smart boards were used well by teachers to support their teaching and students used information technology regularly to support their learning. The school was planning to develop facilities for a sixth form centre. Consideration was also being given to how facilities can be provided to enhance the range of course options open to senior students. Indoor physical education facilities at the primary school and outdoor sports facilities at the high school placed some restrictions on students' learning experiences.



SURVEY RESULTS

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

Students	597	Parents	351	Staff	105
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Students

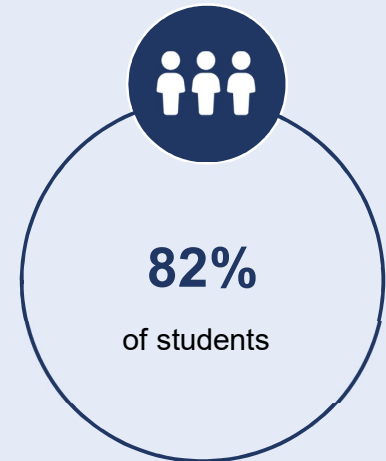
Survey: “I am satisfied with the quality of education provided at this school.”

Twenty-five per cent more students participated in the survey for this inspection than previously. Of those who responded, almost all were positive about their school offering them a good quality of education.

A lower proportion of students recorded that the behaviour of most students in the school was good and eleven per cent less thought teachers explained to them how they could do better in their work. There was a similar picture in the drop in the number of students who thought the school dealt effectively with incidents of bullying. Most students felt that they were making good progress in mathematics and science and a majority thought they were doing so in English. Almost all students thought that they were making good progress in other subjects.

Most students said that they felt safe and cared for at their school and that they were helped to make good choices about their future education and career. The majority said that the school provided good support to students with SEND. Almost all thought that they had access to good quality resources for their learning. The majority felt that the school was well led.

In their comments, a minority referred to the limited outdoor sports facilities at the school and the limited range of subject choices. A significant minority wanted the school to provide greater support for students’ mental health. Most expressed satisfaction with the quality of teaching and recognised the opportunities the school provided.



Strongly Agree and Agree

6%

Decrease since the last inspection



SURVEY RESULTS

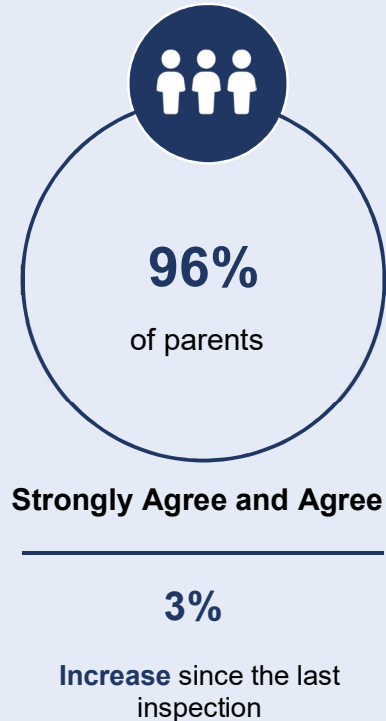
Parents

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

Eighteen fewer parents participated in the survey for this inspection than the 2019 inspection. Almost all who responded were positive about the school providing their child with a good quality of education.

Almost all parents said that their child was making good progress in English, mathematics, science and in other subjects. They felt that the quality of teaching was good, and their child was inspired to learn and was safe and cared for at school. Most thought that the school provided the subjects their child wished to study and that the school responded appropriately to parental concerns. There was a ten per cent increase in those who thought the school was well led.

In their comments, many referred to the high standards expected of students and of the excellent learning outcomes achieved by their child. Several made reference to the cramped outdoor recreation facilities at the high school. A few wanted a wider range of course options for their child and scope for sixth form students to be given more opportunities to prepare for life beyond school.



SURVEY RESULTS

Staff

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

Slightly fewer staff participated in the survey for this inspection than in the 2019 inspection. Almost all of those who responded did so positively about the school providing students with a good quality of education.

Ten per cent more staff than in the previous survey now thought that the school helped students make good choices about their future education and career. Nine per cent more staff felt that the school was well led. All said that the behaviour of most students was good. Almost all felt that students were treated fairly at the school and that any incidents of bullying were dealt with effectively by the school and that the school had sufficient resources to support their teaching. Almost all said that parents were effectively involved in the work of the school and that the school enjoyed good links with the wider community.

In their comments, staff were highly positive about what the school provided for its students. They appreciated the opportunities they had for professional and leadership development. They felt that staff worked hard to provide students with a high quality of education in a caring environment. A few said that the school had outgrown its present space and facilities which restricted developing an all-encompassing world class curriculum. A few felt that the wellbeing of staff was put at risk due to the pressure to consistently perform at a high level.



Strongly Agree and Agree

1%

Decrease 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 the school is 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

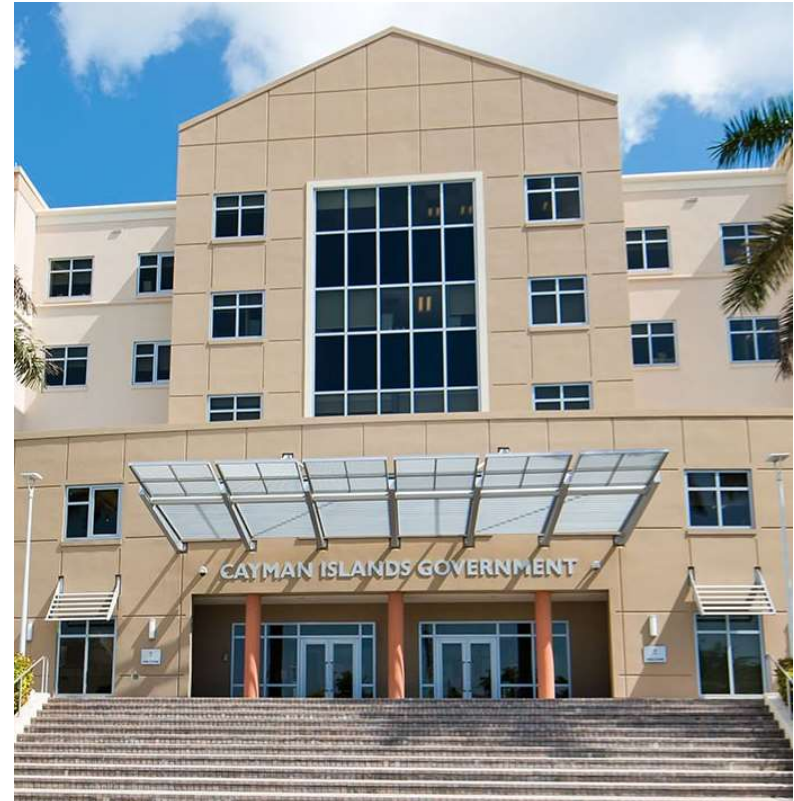
You can contact us using the following e-mail address.

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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.

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