

FOLLOW THROUGH INSPECTION REPORT

OFFICE OF EDUCATION STANDARDS
CAYMAN ISLANDS GOVERNMENT

FEBRUARY 2021



**GALVARY
BAPTIST CHURCH**
INDEPENDENT • FUNDAMENTAL
Calvary Baptist Christian Academy

Sunday Service 10:00 am	Evening Service 6:00 pm	Service on Español Domingos 6:00pm - 7:30pm ¡Llévese Esperanza!
Worship Service - Web Page: Web Page	Web Page: Web Page	

Phone: 949-0629

Calvary Baptist Christian Academy

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INTRODUCTION

FOLLOW-THROUGH INSPECTIONS OF SCHOOLS, COLLEGES AND EARLY YEARS CENTRES IN THE CAYMAN ISLANDS

In the academic year 2020-21, the Office of Education Standards conducted inspections of schools and early years centres across the Cayman Islands. Where the overall performance of a school or setting was evaluated as weak, then a further inspection was arranged six months following the publication of the initial report.

Views of stakeholders

As part of the Follow-Through Inspection, parents, staff and students were invited to comment upon the work of the school by completing an on-line survey. The results from the survey are included within this report.

During the follow-through visit, Inspectors focused upon the recommendations that had been made at the time of the previous inspection. They evaluated whether the school had made sufficient progress in addressing the areas requiring improvement. Inspectors used a four-point scale to comment on progress, with evaluations ranging between excellent, good, satisfactory or weak.

The Inspectors gathered evidence through lesson observations and discussions with staff and students. School documents and students' progress and attainment information were also reviewed.

Follow-Through Inspection

The Follow-Through Inspection of Calvary Baptist Academy took place from **2nd to 4th February 2021**. The school was previously inspected in January 2020. During this Follow-Through Inspection, Inspectors evaluated the progress that had been made by school leaders in addressing the five recommendations from the previous full inspection.

The school had made satisfactory progress in addressing three of the five recommendations from the previous inspection report. The Inspectors judged that there had been weak progress overall.



INTRODUCTION

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	Calvary Baptist Christian Academy
	Address	191 Walkers Road, George Town, Grand Cayman
	Telephone number	(345) 946-5834
	Website	www.cbccayman.com
	Name of the principal	Ms. Tiffany Jeremiah
	Date of this inspection	February 2 to 4, 2021
	Date of the last inspection	January 15-17, 2020





Students

	Number of students on roll	64
	Age range of the students	5 years to 18 years
	Grades or year groups	Kindergarten, Elementary: Grades 1 to 6 and High School: Grades 7 to 12
	Number of Caymanian students	60
	Number of students with special educational needs	5
	Largest nationality group of students	Caymanian






SCHOOL INFORMATION


Staff

	Number of teachers	8
	Number of teaching assistants	5
	Teacher-student ratio	1 to 8
	Teacher turnover	20%

Curriculum

	Main curriculum	Abeka Curriculum and Accelerated Christian Education Curriculum
	External tests and assessments	None
	Accreditation	None

School inspection overall performance history

Cycle 1 Inspection	January 2020	 Weak



RECOMMENDATION 1

Raise attainment in the core subjects of English, math and science by:

- reviewing the science curriculum to include practical working, so that scientific skills and understanding increase in difficulty over Grades 1 to 12;
- investing in science resources to enable students to develop their numeracy, reading and writing in a scientific context;
- improving student-led enquiry and research skills;
- reviewing science booklets to ensure accurate teaching of subject knowledge;
- ensuring the mathematics curriculum is aligned with international expectations in each grade;
- improving reading standards across the school by increasing access to resources and teaching analysis of texts;
- Extending opportunities for extended and creative writing.

The school had made **satisfactory** progress in addressing this recommendation.

Subsequent to the full inspection that was conducted in January 2020, the Acting Principal and the School Board had implemented a number of initiatives to raise students' attainment in English, mathematics and science. Notably, at the start of the current school year, school leaders had introduced the Abeka curriculum in the high school and had begun a phased transition from the Accelerated Christian Curriculum (ACE) to the Abeka curriculum in the primary stage of the school. The ACE curriculum was still being used at Grade 2 to 6, while the Abeka was fully implemented at Kindergarten and Grade 1. The Acting Principal indicated that the phased introduction of the curriculum was mainly attributable to the high costs associated with procuring key supplementary resources for the new curriculum. She also advised that the School Board had chosen to implement the Abeka curriculum primarily because it offered a transdisciplinary approach to science, technology, engineering and mathematics

and provided opportunities for students to engage in practical work. Additionally, following the last inspection, the School Board had invested in a science laboratory. The newly built facility, as well as, the availability of an improved range of scientific resources afforded students regular opportunities to develop the skills of scientific enquiry and to plan and carry out investigations safely and effectively. Across the phases of the school, the new curriculum was beginning to promote students' scientific understanding and foster student-led enquiry. There were also regular planned opportunities for students to develop their investigative and research skills through project-based learning. Across the phases of the school, a majority of students were developing grade appropriate scientific skills and understanding.



RECOMMENDATION 1

Over the course of the Follow-Through Inspection, Inspectors observed that most teachers provided students with a suitable range of opportunities to recall and use their knowledge of scientific facts in a variety of contexts. For example, the children in Kindergarten 5 created models of rain gauge and used rulers to measure different water levels. At Grade 9, students conducted simple experiments to determine the presence of starch in leaves. At Grade 10, students used interactive diagrams to distinguish between eukaryotes and prokaryotes. Furthermore, students' engagement in collaborative tasks and group discussions of grade appropriate challenge supported their progress and attainment in lessons. Additionally, in some observed lessons, teachers structured opportunities for students to integrate numeracy, reading and writing skills in scientific contexts. At the high school phase, students completed laboratory reports and homework using information extracted from texts and online sources. However, the promotion of enquiry skills was not a consistent feature of lessons at Grades 2 to 6 where students continued to use PACE booklets associated with the ACE curriculum. Nevertheless, Inspectors observed that teachers in these classes were more intentional in promoting students' learning and regularly reviewed students' work to ensure they were developing accurate subject knowledge. There were noticeable instances in a majority of lessons, where teachers worked with students to correct errors to promote their learning. For example, in a Grade 4 to 6 mathematics lesson, the teacher capitalised on a teachable moment during a "white board activity" and ably used the challenge experienced by a student to promote students' understanding of fractional computations. Additionally, planned breakout sessions at this grade level facilitated the development of students' language skills such as predicting and inferencing.

The introduction of the Abeka Curriculum was also promoting better alignment of the mathematics component of the programme to international standards. Teachers used the scope and sequence curriculum documents as a guide to plan and deliver lesson concepts that were pitched at the appropriate grade level. For example, in a mathematics lesson at Grade 1, students used models of coins to derive different monetary values and at Grade 10, students investigated and proved the principle of Pythagoras Theorem. However, at Grades 2 to 6 where lessons were still mainly dictated by PACE booklets, the quality of students' learning was, in instances, characterised by repetitive tasks and lengthy wait times for their work to be reviewed. A review of PACE booklets showed that a minority of students were working below expected levels. Notwithstanding, Inspectors noted that a majority of students across the phases of the school made satisfactory or better progress in lessons.

The Acting Principal and staff had implemented strategies to improve reading standards across the school. For example, all students from Kindergarten to Grade 6 participated in structured reading sessions. Students at the high school also engaged in regular reading sessions. Additionally, in lessons, students utilised text books, handouts and other resources to glean information to expand on concepts that were explored in lessons. High school students at Grades 9, 10 and 11 participated in weekly literature lessons. The school had received a donation of books from the public library. Consequently, most classes had their own mini libraries to facilitate students' leisure reading.

Extended and creative writing opportunities were a regular feature of English lessons, particularly at the high school phase, and these successfully promoted the development of students' language skills. A review of work samples at the high school



RECOMMENDATION 1

phase indicated that students had completed descriptive and expository writing tasks, as well as, laboratory reports and summative work sheets that communicated their understanding of lesson concepts. Students at Grade 4 to 6 had written compositions and Grade 2 to 3 students had written friendly letters. During the Follow-Through Inspection, Inspectors observed that a majority of students made satisfactory progress in lessons. However, with the absence of established assessment practices, students' progress over time had not been suitably tracked to accurately gauge the impact of provision on students' learning and therefore assessment practices required greater focus.



RECOMMENDATION 2

Improve teaching by:

- using the specialist core subject teachers to lead and plan a professional development programme in core subject teaching for the whole staff;
- ensuring teachers use students' self-tests so that misconceptions in learning can be identified;
- strengthening teacher-student interactions in Grades 7 to 12 by planning learning activities that engage and enthuse students in addition to using PACE booklets
- using higher order questions that require students to think critically and creatively about their PACE learning.

The school had made **satisfactory** progress in addressing this recommendation.

The Acting Principal and members of the School Board had sought to identify relevant and purposeful professional development opportunities for teachers. Consequently, all staff had participated in virtual training development sessions that included assessment for learning and effective teaching. The Acting Principal had been in post since September 2020, following the resignation of the previous Principal. She advised that planned professional development sessions for staff were conducted remotely following the COVID-19 pandemic and the resultant closure of schools. All teachers had participated in virtual training in August 2020 as part of continuous professional development. The Acting Principal communicated that planning for whole-staff continuous professional development in the areas of teaching and learning was a priority for school leaders. Additionally, at the start of the current school year, the Acting Principal and School Board had redeployed the teaching staff to meet the requirements of the new curriculum. Consequently, subject leads had been appointed for mathematics, English and science.

These subject leaders were responsible for identifying areas of need and for planning and leading professional development to drive improvement in the quality of teaching and learning across the school. However, there was scope to further expand opportunities for teachers to share their expertise and practice throughout the school.

Overall, Inspectors noted that recent whole school professional development in teaching and learning was beginning to have a positive impact on classroom practice. Over the course of the Follow-Through Inspection, Inspectors observed some examples of satisfactory practice which supported assessment for learning, however, these varied in quality and effectiveness. In a majority of lessons at the high school phase, teachers used questioning effectively to develop learning and offer appropriate challenge to students.



RECOMMENDATION 2

Additionally, teachers regularly gave students feedback on written work. However, this was often not sufficiently detailed or developmental to effectively guide students on how to improve their work. In order to ensure consistency in the quality of feedback provided, there was the need to develop a school-wide marking and feedback policy. Nonetheless, there were frequent examples of teachers regularly checking students' work in lessons in order to evaluate and support their understanding of key lesson concepts.

With the introduction of the new curriculum, all classes at the high school stage now had face to face teaching sessions, and teachers taught specialised subjects. As a consequence, Inspectors observed that a majority of teachers demonstrated secure subject knowledge. At the Kindergarten and Elementary phases, "White Board" activities promoted increased teacher-student interactions which were beginning to have a positive impact on students' learning. However, these interactions were not sufficiently regular. In the more effective lessons, teachers maintained students' interest by relating concepts to everyday applications or to environmental and social events. A majority of students demonstrated from their questions and answers, satisfactory grasp of lesson concepts. A majority of teachers actively promoted students' critical thinking skills in lessons. In a minority of lessons, students engaged in well-focused dialogue to promote their understanding of lesson concepts. In a majority of observed lessons, most students demonstrated high levels of engagement and participated well in lessons. Although in some lessons, there were good examples of student centred learning; teachers should regularly structure plenary activities that provide opportunities for students to reflect on and apply their learning. There was also scope to improve the pace and of pitch of lesson delivery in a minority of classes.



RECOMMENDATION 3

Improve the curriculum by:

- planning the continuity and progression of non-core subjects from Grades 1 to 12
- increasing curriculum time for 'Beyond PACE' to allow for deeper understanding of local and global issues, environmental awareness and literature critique;
- consistently implementing the Abeka and Cayman Islands Early Years framework into the K5 class;
- planning learning activities that improve students' collaborative, speaking and listening skills;
- defining the honour roll curriculum expectations to ensure greater challenge;
- improving the extra-curricular programme for students;
- enhancing curriculum time for reading, so that students develop a love of reading.

The school had made **satisfactory** progress in addressing this recommendation.

At the start of the new school year, the Acting Principal and the School Board had begun the phased introduction of the Abeka curriculum at Kindergarten, Grade 1 and Grades 7 to 12. Additionally, units of work were clearly outlined in the scope and sequence curriculum documents and teachers followed these while making modifications to meet the needs of students. As a consequence, the new curriculum was beginning to promote continuity and progression in the planning of subjects at most grade levels. A review of teachers' schemes of work indicated that most lessons were aligned to curriculum standards and were planned and structured well to promote students' learning.

School leaders had also made deliberate efforts to provide a broad and balanced curriculum. To this end, at Grades 2 to 6, school leaders had increased the number of sessions allocated to 'Beyond PACE' and had introduced subjects, such as social studies, to increase students' awareness and understanding of local and regional issues. However, the school's adoption of the

Cayman Islands social studies curriculum required review as this was delivered inconsistently in the Elementary phase of the school.

Over the course of the Follow-Through Inspection, Inspectors observed that lessons in subjects such as history were delivered with increased emphasis upon the exploration of regional and international issues. Additionally, students were exposed to literary criticism through the conduct of book reviews in American Literature at Grade 11 and English Literature at Grade 12. A majority of English lessons incorporated regular planned opportunities for aural, oral, reading and writing tasks and these were beginning to support students' acquisition of key language skills.

Students also had increased access to a wider range of resources which had improved the quality of their learning experience. For example, students had access to Abeka resources online to deepen their understanding of lesson concepts.



RECOMMENDATION 3

The well-established routines in the Kindergarten class promoted a good balance of play and learn activities aligned to the expectations of the Cayman Islands Early Years Curriculum. At the Kindergarten phase, children engaged in regular planned opportunities involving the use of concrete objects and real life experiences to enrich their learning. For example, they used apples for science exploration about living things and used rulers to make comparisons about heights. Some teachers made good provisions for cross-curricular links within their lessons. The introduction of the new curriculum was beginning to have a positive impact on students' learning outcomes. However, there was the need for the accelerated transition to the Abeka Curriculum at Grade 2 to 6 to further raise standards of achievement for all students in all areas of their learning.

The Acting Principal conducted informal walkthroughs and formal lesson observations to monitor the quality of curriculum provision, but this required greater structure and regularity. Additionally, to further promote continuity and progression in students' learning, the Acting Principal should involve the participation of subject leads in lesson observations to ensure a more rigorous monitoring of the curriculum. Additionally, school leaders should convene regular curriculum planning meetings to ensure greater consistency in the quality of teaching and learning across the phases of the school.

The donation of books from the public library and the Cayman Islands Red Cross had helped to expand opportunities for structured and impromptu reading across the school. In addition, initiatives such as silent reading during homeroom time, in-class mini libraries and read-aloud in various subjects helped to promote students' interest in and enthusiasm for reading. In some observed lessons, students were provided with opportunities to

develop their collaborative, speaking and listening skills. A majority often worked in pairs and groups conducting investigations and exchanging ideas in discussions. Listening skills were evident in lessons such as Keyboarding and Spanish. For example, students watched videos and listened to instructions for keyboard drill and practice. They also improved their diction and fluency in Spanish classes by listening to on-line video lessons. Information communication technology was used effectively to support learning in a majority of lessons. For example, resources such as video clips and prerecorded lessons were used effectively to promote students' learning and autonomy in some lessons.

The introduction of the Abeka curriculum and the attendant honour roll requirements had served to motivate students towards achieving higher academic standards. These expectations had been clearly communicated to students and parents. However, the continued use of honour roll systems for the two curricula had led to confusion among some students about achievement expectations. As a consequence, school leaders should move with urgency to fully implement the Abeka curriculum across all phases of the school.

School leaders had expanded the range of extra-curricular activities to include Chess, Art, Music, and an Environmental club. The introduction of the Environmental club promoted students' understanding of environmental issues and had increased their participation in initiatives such as recycling. Additionally, through activities, such as staged cancer walks, students were developing satisfactory links with the community. School leaders planned to introduce Robotics in the fourth quarter of the school year. There was, however, scope for improving the offerings in sports related activities.



RECOMMENDATION 4

Improve the support and guidance for students by:

- developing the support and guidance for careers and university;
- introducing a clear protocol for the identification, planning and monitoring of students who have special educational needs.

The school had made **weak** progress in addressing this recommendation.

Established systems of support and guidance were not yet in place to meet the needs of all the students. Since the previous inspection, school leaders had introduced a college preparation course at Grades 11 and 12. This was aimed at equipping students with appropriate readiness skills in preparation for transition to the next stage of learning or the world of work. School leaders had developed a unit outline for the course which included topics such as study and time management skills. During the inspection, Inspectors noted that only five students in the high school had been supported in this programme and this was solely in preparation for sitting the SAT examination in English and mathematics. The programme was therefore limited in scope. As a consequence, a majority of the students in the high school had not received sufficient career advice to help them make appropriate academic and vocational choices as was highlighted in the previous inspection. There was scope for the introduction of a similar programme at Grades 9 to 10 to provide students with the necessary guidance and skills to facilitate wise career choices and decisions regarding college applications.

Additionally, school leaders had not yet developed a clear protocol for the identification, planning for and monitoring of students with special educational needs. To the school's credit, however, the Acting Principal had sought guidance from an external colleague in the development of a programme to provide appropriate assistance for students with special educational needs. This had resulted in the creation of a Special Educational Needs Policy. Also, teachers knew their students well. There were two students with diagnosed special educational needs, and as a result of observations, a few were identified for external assessment following consultation with parents. Teachers, across all phases, often made minor modifications in lessons to cater to these students. However, the quality of support was not always appropriately targeted as this was not informed by an accurate analysis of students' learning needs. Moreover, there was insufficient data available to support purposeful planning to address all students' learning needs. Consequently, there was the need for school leaders to implement a rigorous system to identify, support, monitor and evaluate students with additional learning needs to ensure they made good progress in their learning.



RECOMMENDATION 5

Improve self-evaluation and improvement planning by:

- ensuring that the school board meets regularly to monitor and evaluate all the performance standards in the inspection framework;
- the school board regularly monitoring student attainment and progress by subject and phase;
- developing a tracking system to identify students falling behind;
- the board and principal identifying priorities for improvement, creating detailed action plans and monitoring their impact

The school had made **weak** progress in addressing this recommendation.

Discussion with the Acting Principal and members of the School Board indicated that they were committed to the school and its future development. The strong commitment of the School Board to the school was a strength. In addition, the School Board convened regular meetings each term and had identified priorities for school improvement. A review of the minutes of School Board meetings indicated that agenda items such as teaching and learning were included in board discussions. However, the Acting Principal and members of the School Board were not yet sufficiently aware of the requirements of the Successful Schools and Achieving Students 2 Framework. As a consequence, an accurate school self-evaluation was not yet developed. Although the School Board and senior staff had developed an action plan to address the recommendations in the previous inspection report, this was not sufficiently rigorous. Inspectors noted that the school's action plan lacked defined timelines, did not identify responsibility for actions or delineate the success criteria by which the impact of initiatives would be measured. Additionally, the school's self-evaluation and school improvement plan did not include the six performance standards as outlined in the Successful Schools and Achieving Students 2 Framework.

The recently appointed Acting Principal was diligent in fulfilling her role but explained that she did not have full knowledge of the requirements of school self-evaluation and school improvement planning processes aligned to the inspection framework. As a consequence, she had sought guidance from a colleague in another school regarding this. Although some initiatives were implemented to address the previous inspection's recommendations, the school leaders were not able to determine the full impact of their efforts due to insufficient monitoring of the action plan. More effective monitoring was required to identify weaknesses in the school's provision and to drive future improvements. Additionally, school leaders should place particular focus upon developing a school improvement plan that contains specific and measurable targets for improvement. To this end, the School Board should play a more pivotal role in school self-evaluation and school improvement planning processes.

Notably, systematic collection, analysis and use of assessment data to inform teaching and learning were not yet a feature of the school's programme. As a consequence, the School Board was



RECOMMENDATION 5

was not yet monitoring the attainment and progress of students by subject and phase. However, the school leaders had recently introduced a Learning Management System and had begun the process of collecting and analysing data as part of quarterly assessment reviews. This was in its infancy and as such, no analysis had been completed in the current school year, nor had intervention plans been developed to address the learning needs of students who were lagging behind. Although teachers gave feedback in most lessons, as well as on completed assignments, tests and projects, there was no school-wide marking and feedback policy to ensure feedback to students was timely and formative. Nevertheless, some teachers showed some awareness of students' learning needs. A few had created learning profiles for students and a majority often made simple modifications in lessons. These adjustments, however, were often not informed by performance data and were not always suitably matched to students' learning needs so as to effectively scaffold less able students or accelerate the learning of high achievers. As a consequence, there was the need for school leaders to develop a comprehensive assessment policy that will guide the analysis and use of assessment data to adequately address all students' learning needs.

Additionally, target setting based on careful analysis of students' performance needed to be embedded in the school's practice. School leaders should also pay careful attention to planning and assessment practices in all phases of the school to ensure comprehensive coverage of the curriculum and to give keen focus to the learning outcomes to be achieved by students.



SURVEY RESULTS

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

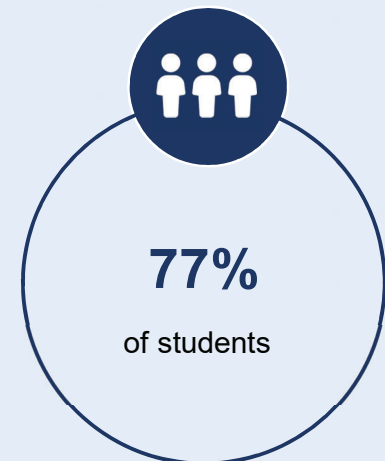
Students	13	Parents	15	Staff	10
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Students

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

A majority of students stated that they were satisfied with the quality of education provided by the school. A majority felt that they were making good progress in English. Almost all believed that they were making good progress in mathematics and a majority felt that they were making good progress in science. A majority stated that most students displayed good behaviour. Similarly, a majority agreed that students showed appropriate understanding of their responsibilities as member of a wider community. Most believed that students showed good environmental understanding. Most indicated that they enjoyed lessons and that teachers helped them to understand their next steps in learning. A majority expressed that there was a suitable range of extra-curricular activities they could participate in and most believed that the school offered the subjects they wished to study. A majority indicated that homework was appropriate. Most agreed that teachers informed them of their next steps in learning. All students felt safe at school and almost all agreed that they were treated fairly. Most said that they were supported in choosing a healthy lifestyle and all agreed that incidents of bullying were effectively managed. All expressed that they were guided to make choices for career and future education. However, only a significant minority felt that students with special education needs were well supported.

Most students agreed that the school was well led and a majority indicated that they were asked about how the school can improve. A majority felt that the school responded appropriately to their concerns and that they received regular reports on their progress. A majority agreed that they were given opportunities to learn in the wider community. A majority stated that the school had appropriately qualified and suitably skilled teachers and most believed they had access to a good range of resources.



Strongly Agree and Agree

-23%

Decrease since the last inspection



SURVEY RESULTS

Parents

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

Almost all parents shared that they were satisfied with the educational provision at the school. Almost all agreed that students at the school displayed good behaviours. Most agreed that their children showed good progress in English and almost all stated that their children made good mathematical progress. A majority agreed that students showed good progress in science. Most believed that their children showed good progress in their learning. In addition, all parents shared that the school supported their children’s sense of responsibility as a member of the community. Almost all felt that their children were developing good environmental understanding. All expressed that teaching quality was good and almost all stated that their children enjoyed lessons and were inspired to learn. While most agreed that children were provided with the subjects they wished to study, only a majority believed that there was a good range of extra-curricular activities for children to participate in. Almost all agreed that the amount and quality of homework was appropriate. Also, almost all believed that their children were safe and cared for at school and were supported in choosing a healthy lifestyle. Almost all stated that students were treated fairly and incidents of bullying were effectively handled.

Most parents agreed that the school was well led. Almost all explained that communication was timely and effective and that the school responded appropriately to parental concerns. A majority also believed that parents meetings were helpful and regular. Most felt that parental involvement was effective. Most stated that the teaching staff was appropriately qualified and that suitable resources were available for students’ learning.



92%

of parents

Strongly Agree and Agree

-3%

Decrease since the last inspection



SURVEY RESULTS

Staff

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

All staff judged the school’s educational provision as good. A majority agreed that the behaviour of most students in the school was good. Most felt that students understood their responsibilities as members of the wider community. Most staff agreed that students at the school demonstrated good environmental understanding. Most felt that there were good assessment systems in place. All stated that students were regularly informed of their next steps in learning. A majority agreed that students were supported in a safe and caring environment. Likewise, a majority felt that the school helped students to choose a healthy life style. Almost all believed that students were treated fairly and all agreed that the school dealt effectively with incidents of bullying. Most staff indicated that students could participate in a good range of extra-curricular activities provided by the school. All felt that the school helped students make good choices about their future education and career choices. However, only a minority believed that the school provided good support to students with special educational needs.

Only a majority of staff believed that the school was well led. Similarly, only a minority stated that they were involved in the self-evaluation and improvement planning processes of the school. Nevertheless, most stated that the school effectively supported their professional development. Most staff agreed that parents’ teachers meetings were regular and helpful. A majority indicated that parents were effectively involved in the work of the school. A majority also stated that the school enjoyed good links with the wider community. While most agreed that there were suitably qualified staff, only a majority felt that they had sufficient resources to support their teaching.



Strongly Agree and Agree

0%

No change 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 Inspectors judged the overall progress of the school in addressing the previous inspection recommendations to be weak, there will be a Follow-Through Inspection of Calvary Baptist Christian Academy within six months of the publication of this report. The school will continue to be inspected on a regular basis until all aspects of performance are judged to be at least satisfactory.



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.

www.oes.gov.ky





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