

# INSPECTION REPORT

OFFICE OF EDUCATION STANDARDS  
CAYMAN ISLANDS GOVERNMENT

April 2021



LIGHTHOUSE SCHOOL



Lighthouse School

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## INTRODUCTION

# INSPECTIONS OF SCHOOLS AND COLLEGES 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>	Lighthouse School
	<b>Address</b>	223A Shamrock Road, Red Bay, Grand Cayman
	<b>Telephone number</b>	1-345-947-5454
	<b>Website</b>	<a href="https://schools.edu.ky/lhs/Pages/Home.aspx">https://schools.edu.ky/lhs/Pages/Home.aspx</a>
	<b>Name of the principal</b>	Mrs. Janice Headley (Acting)
	<b>Date of this inspection</b>	April 27 - 29, 2021
	<b>Date of the last inspection</b>	February 2019





## Students

	<b>Number of students on roll</b>	120
	<b>Age range of the students</b>	5 to 17 years
	<b>Grades or year groups</b>	Years 1 to 12
	<b>Number of Caymanian students</b>	103
	<b>Number of students with special educational needs</b>	120
	<b>Largest nationality group of students</b>	Caymanian






# SCHOOL INFORMATION



## Staff

	<b>Number of teachers</b>	15
	<b>Number of teaching assistants</b>	34
	<b>Teacher-student ratio</b>	1:05
	<b>Teacher turnover</b>	0%

## Curriculum

	<b>Main curriculum</b>	Adapted National Curriculum
	<b>External tests and assessments</b>	ASDAN, City and Guilds, DRA, MaLT, PIVATS 4
	<b>Accreditation</b>	City and Guilds, ASDAN (Award Scheme Development Accreditation Network)













## School inspection overall performance history

<b>Cycle 1 Inspection</b>	February 2019	 Good
<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	Primary Inspection Judgement	Change in judgement since last inspection	Secondary Inspection Judgement	Change in judgement since last inspection
1.1 Students' attainment in English	 Good	▶	 Good	▶
1.1 Students' progress in English	 Good	▶	 Good	▶
1.1 Students' attainment in mathematics	 Good	▶	 Good	▶
1.2 Students' progress in mathematics	 Good	▶	 Good	▶
1.2 Students' attainment in science	 Good	▶	 Good	▶
1.2 Students' progress in science	 Good	▶	 Good	▶



## SUMMARY

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

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

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



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







## SUMMARY

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

Quality Indicator	Primary Inspection Judgement	Change in judgement since last inspection	Secondary Inspection Judgement	Change in judgement since last inspection
4 Curriculum	 Good	▶	 Good	▶









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

Quality Indicator	Primary Inspection Judgement	Change in judgement since last inspection	Secondary Inspection Judgement	Change in judgement since last inspection
5.1 Health and safety	 Excellent	▲	 Excellent	▲
5.2 Support and guidance	 Excellent	▶	 Excellent	▶



## SUMMARY

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

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



## OVERALL PERFORMANCE

### What the school does well

- There are excellent standards of behaviour. Students have positive attitudes to learning. Relationships between adults and students, and students and their peers are respectful, tolerant, and supportive of each other.
- The school is a healthy, safe, secure, and nurturing learning environment, where the care and welfare of students is a priority for all. Child protection and safeguarding arrangements are outstanding.
- The school provides excellent support and guidance for a population of students with a diverse range of special education needs.
- Links with parents and the community, both local and international, are positive and strong, benefitting students' development.
- Staff and students' morale is high. The Acting Principal has created and leads a highly committed team of staff at all levels, dedicated to a shared vision and values of this unique school in the Cayman Islands.

### Recommendations

1. Continue to raise students' achievement in the core subjects.
2. Ensure the secondary curriculum provides a wider range of vocational and higher- level courses for students, including work experience, in preparation for life after school.
3. Improve strategic planning by reviewing school documentation and reduce and refine this wherever possible, for example aligning the school's self-evaluation form (SEF) and School Action Plans to produce succinct documents which avoid repetition.

### What has improved since the last inspection?

- Positive behaviour for good learning has improved from good to excellent.
- Assessment has improved from satisfactory to good.
- Health and safety have improved from good to excellent.
- Staffing and the learning environment have improved from satisfactory to good.



## OVERALL PERFORMANCE

### Good

The overall performance of The Lighthouse School was judged to be good. This was because students' progress, the quality of teaching, leadership and self- evaluation and improvement planning were all judged good. Leaders knew their school well. Development plans accurately identified the areas requiring improvement and detailed plans were in place to address them.

The school had made good progress in addressing all of the recommendations from the previous report. Judgements for assessment and staffing and the learning environment had moved from satisfactory to good.

Across all quality indicators, judgements were at least good, and excellent for four indicators, namely positive behaviour for good learning, health and safety, support and guidance and links with parents and the community.







Achievement was good in both the primary and secondary phases of the school in English, mathematics, and science and in other subjects. All students in the school had a diverse range of special educational needs, which were successfully met. Teaching strategies were designed to meet the individual needs of all students. Teaching, learning, and assessment were good. The curriculum had been modified to meet students' needs though required a wider range of vocational and higher- level courses, including work experience, to support students' preparation for life after school. Health and safety and the support and guidance of students and links with parents and the community were all excellent features and priorities of the school.

Leadership overall was good. Staff and students' morale was high. The Acting Principal and her highly committed team have the capacity to further improve standards.



# ACHIEVEMENT

## Students' attainment in relation to international standards

Quality Indicator	Primary Inspection Judgement	Secondary Inspection Judgement
1.1 Attainment in English	 Good	 Good
1.1 Attainment in mathematics	 Good	 Good
1.1 Attainment in science	 Good	 Good



### English

Attainment in English was good. In primary classes, students learnt letter sounds and identified them successfully in words. They used a wide range of supportive resources in developing their knowledge of sounds and words in reading. Primary students enjoyed looking at books with adults, responding well to pictures and descriptions. In writing they were forming their letters correctly. They were identifying nouns and adjectives. In secondary classes students completed a range of written work. They were able to use punctuation correctly and write descriptively. When challenged with pieces of writing that had incorrect spelling and punctuation, they could re-write them correctly. Their writing in different curriculum subjects covered factual pieces and research for individual presentations. Some pieces of writing were of extended length, showing well-structured paragraphs. When using computers students enjoyed finding rhyming words in preparation for their final PowerPoint piece. In group discussions, older students explored the concept of 'teamwork', both answering questions and asking their own about the factors that make effective teams. They made suggestions about where teamwork would be critical and explored these. Reading comprehension needed to be taught more frequently to deepen students' understanding of text.



# ACHIEVEMENT

## Students' attainment in relation to international standards



### Mathematics

Students' attainment in mathematics was good. In the primary classes, students recognised numbers, had learnt to count using everyday small objects and could sequence events in their daily lives. Students in Years 2 to Year 4 used language effectively to provide appropriate prepositions to describe the position of one object compared to another. Those in Years 5 and Year 6 developed an understanding of how to balance weighing scales using given materials and could identify the difference between light and heavier objects. Secondary students carried out increasingly complex addition and subtraction calculations and used Cayman currency in 'shopping' experiences. Students' mathematical knowledge was extended through a range of topics, including shape, measurement, simple fractions, and angle work. Participation in the Award Scheme Development and Accreditation Network (ASDAN) and City and Guilds courses helped older students to set mathematics in real-life contexts. Their successes in external tests provided evidence of good attainment. Occasionally, opportunities to link learning to real-life would have provided younger students with a more meaningful context to enhance their understanding. Students' mental arithmetic knowledge required more regular attention in some classes.









### Science

Students' attainment in science was good. Across all key stages, students were working on standards that were aligned to national and international standards. They were set meaningful learning targets. Students were given opportunities to deepen their knowledge through hands-on practical experiences. They actively participated in science activities and developed inquiry and investigative skills. A range of practical activities helped to promote their curiosity and basic scientific recording and classifying skills. In the primary year groups, students demonstrated the ability to explore and use scientific concepts through observation and exploration. For example, students learned to identify a volcano and describe what it looks like before it erupts. These concepts were further developed in the older year groups where students participated well in investigative science. They demonstrated the ability to explore through experiments. For example, by mixing two substances together to create a reaction, students made a model of an erupting volcano.



# ACHIEVEMENT

## Students' progress in key subjects

Quality Indicator	Primary Inspection Judgement	Secondary Inspection Judgement
1.2 Progress in English	 Good	 Good
1.2 Progress in mathematics	 Good	 Good
1.2 Progress in science	 Good	 Good



### English

Progress in English was good. In primary classes, students steadily developed their early reading skills, handling books, and responded to words and pictures. They developed their phonics knowledge at a pace adjusted to their individual needs, enabling them to consolidate their learning as they progressed. Some phonics progress was rapid, where all students were actively and enthusiastically engaged in practical activity. In all classes they showed that they could apply this understanding through increasingly demanding activities. In secondary classes students demonstrated they could explore more sophisticated texts together, identifying descriptions and rhyming words. Building on their previous learning, secondary students were able to break down words phonetically, compare their answers and check these in a dictionary. Writing progress was good across the school. Over time, younger students refined their letter formation and applied this in writing longer pieces. Secondary students demonstrated good progress, applying their writing skills in a range of contexts for different purposes. They progressed to planning and presenting writing for different audiences. The content and level of the language used with older students did not always engage their interest.



## ACHIEVEMENT

### Students' progress in key subjects



#### Mathematics

Students' progress in mathematics was good. Most primary and secondary students made good progress in numeracy and mathematics against the targets set out in their learning support plan. Most made good progress in recognising and writing numbers, steadily developing their counting and computation skills which were commensurate with their ability. Classwork and assessment information indicated that most students made good progress over time in relation to their starting points. Students' workbooks provided evidence of good progress over the school year, demonstrating their ability to build successfully on prior learning. They solved increasingly difficult calculations and learned and applied new mathematical concepts. Most students made good progress in understanding the concept of time, moving from understanding daily routines, ordering the days of the week to telling the time. Older secondary students made good progress in applying their numeracy and mathematical knowledge to a wide range of practical experiences related to external certification. More able students needed to be challenged further to extend their numerical and mathematical skills. Progress in critical thinking and problem-solving skills was slower as students needed more opportunities to participate in mathematical activities that extended their knowledge and understanding of number.







#### Science

Students' progress in science was good. Classwork and assessment information for both primary and secondary students indicated that most students make better than expected progress in relation to their starting points. In all classes, students were engaged in a range of hands-on activities to promote their scientific enquiry. Students made connections and applied their skills in unfamiliar contexts. In primary, students learnt to identify a volcano and sequence a set of pictures leading up to a volcanic eruption. In the secondary phases, students had progressed and learnt that when two things combine, they created a reaction. They applied this knowledge to a volcano, making the connection that a reaction occurred inside the volcano causing it to erupt. In primary they learnt about the function of the ear and other body parts and how to identify different sounds and the pitch of sounds. Secondary students made models of an ear, identifying different parts of an ear and recording their observations on different objects that created vibrations. They worked collaboratively to conduct experiments. The effective use of resources and the opportunity for hands-on practical activities successfully promoted students' progress in science.





## STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT

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



### Behaviour

Positive behaviour for good learning was excellent. From students' arrival at school to their departure each day they were polite, respectful, and tolerant of others. They were engaged and enthusiastic in lessons and enjoyed their learning. Students had positive attitudes and were self-disciplined in lessons and in their movement around the school. They could often self-regulate and resolved their own needs in lessons, successfully supported by all staff to do so. Students were respectful of each other and all the adults working with them. Relationships between staff and students were excellent. Staff used calm and positive language and a range of strategies to manage students' behaviour. This had an excellent impact on the climate of the school and enabled students to focus purposefully on their learning. Incidents of bullying were rare. School uniform was worn consistently and was respected and valued. Attendance levels have improved since the last inspection, taking account of students' sometimes complex needs requiring regular medical treatment. Leaders used all opportunities to continue raising attendance levels.



## STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT









### Civic and environmental understanding

Civic and environmental understanding was good. Most students developed a good understanding of the Caymanian life, history, and culture through participation in district Heritage Day activities, visits to the national gallery plus participation in cultural festivals. Students actively participated in the life of the school, took responsibility as classroom monitors, held an election for head boy and girl, and participated in the Leadership Council. They understood the importance of the Christian religion and contributed to daily devotions. They cared for their school environment and took pride in growing produce in their garden which was then sold to the public. Individual students took responsibility for watering the plants each day. Students learnt about the need to preserve and sustain the ocean environment in partnership with the wider community and had participated in planning and completing a park clean up. They learnt about the natural risks to their environment, such as hurricanes. Older students were aware of the environmental challenges of living in Grand Cayman such as rubbish disposal and the need for recycling. There is scope for this to be extended further to consider the overall impact of people and their lifestyles on the island. A few were also aware of the impact of changes to tourism before and during the pandemic.



## TEACHING, LEARNING AND ASSESSMENT

Quality Indicator	Primary Inspection Judgement	Secondary Inspection Judgement
3.1 Teaching	 Good	 Good
3.2 Learning	 Good	 Good
3.3 Assessment	 Good	 Good

### Teaching

Teaching was good across the school. Teachers' subject knowledge was strong, and they knew each student well and had a sound understanding of their individual strengths, interests, and development needs. They were skilled in developing strategies to cope calmly with challenging situations. Teachers demonstrated a good understanding of how children learn. Lessons were well-planned, building on students' prior learning, using a standard school template with learning objectives clearly set out and shared with students. Teacher- student relationships and interactions were warm and purposeful. The focus on individualised learning was at the heart of successful teaching. Clear classroom routines, rules and staff teamwork delivered an orderly, caring, and nurturing learning environment in which students felt safe, valued, and respected as individuals. The use of visual cues and various forms of prompts by staff supported and extended students' engagement in their learning. Occasionally, planned lesson plenaries to check and consolidate learning were not as effective as intended due to a lack of time. The challenge in some classes for more able students could have been increased.



## TEACHING, LEARNING AND ASSESSMENT



### Learning

Learning was good in primary and secondary. Students demonstrated engagement and enjoyment in their learning and were developing at levels appropriate to their support needs, taking an element of responsibility for their own learning. Through consistent application of classroom rules, behaviour expectations and teachers' skills, most students learned how to manage their behaviour and respected the rights of others to learn. Students were learning to work alongside and with others, take turns, discuss, and share their work and respect the views of others. Those with the greatest needs, were learning good posture, to focus on a task for increasing periods of time, make and maintain eye contact and to make their needs and choices known. Good use of technology, including augmentative and alternative communication (AAC) aids, was made to enable students to access learning. Older secondary students made connections between areas of learning as they developed their vocational skills, preparing them for life after school. The development of students' critical thinking skills, creativity, and problem-solving required further attention.





### Assessment

Assessment had improved since the last inspection and was now good. It was now a more consistent and integral part of the teaching and learning process. This enabled teachers to know their students' strengths and development needs well and to group students effectively. Detailed tracking of individual students' progress was in place, involving teachers and assistant teachers. Portfolios of work and learning support plans enabled teachers to share with parents how a student was making progress over time. Teachers had access to a wealth of data about students' achievements through detailed tracking of their progress. This was used to impact on the quality of planning students' next steps in learning. Teachers provided immediate feedback to students orally, through marking work and by using a range of rewards to engage students and indicate their next steps in learning. Where students had the ability, they were encouraged to point up to teaching staff how well they understood the work set for them and whether they needed help. Where appropriate, students were involved in assessing some aspects of their own work and a minority could offer views on the work of others. Whilst the school was data rich, there was a significant amount of paperwork and time involved which staff could review and refine.



# CURRICULUM





Quality Indicator	Primary Inspection Judgement	Secondary Inspection Judgement
4 Curriculum	 Good	 Good

## Curriculum

Curriculum quality was good. The adapted Cayman Islands National Curriculum was taught across the school for students with moderate learning difficulties. The Award Scheme Development and Accreditation network (ASDAN) and the City and Guild programme were offered within the secondary phase. The broad and balanced curriculum was regularly reviewed and was adapted and modified for the specific needs of the students, with progression carefully planned in each subject and for vocational skills. This meant that teachers could plan accurately for each student's Learning Support Plan (LSP) targets, knowing that the curriculum they were being offered matched that in other schools. The use of curriculum steps also facilitated precise assessment of each student's progress and enabled their next targets to be identified. For older students this meant that they were well prepared for external examinations and subsequently have achieved well. There were regular planned opportunities for students to learn within the local community and local environment. Students with Profound and Multiple Learning Disability (PLMD) had regular swimming lessons at Clifton Hunter school. Students participated in weekly shopping and social skills trips to Café Del Sol and Papermans, where they exchanged money for goods, ate snacks, and cleaned the tables after use. They had visited the Turtle Farm and adopted a turtle. All classes completed community outings. There were a few work experience opportunities for students before the pandemic halted them. There was now a need to expand the opportunities for vocational placements again to offer students more choice, matched to their interests. Transitions through the school were seamless and where appropriate, a few students successfully transferred to mainstream schools.



# SAFETY AND SUPPORT

Quality Indicator	Primary Inspection Judgement	Secondary Inspection Judgement
5.1 Health and safety	 Excellent	 Excellent
5.2 Support and guidance	 Excellent	 Excellent



## Health and safety

Health and safety were excellent. Effective policies and procedures were in place and effectively implemented. Buildings and equipment were maintained in excellent condition. Gates were locked and classroom doors had safety locks. All staff fully understood their roles and responsibilities in keeping students safe. Students were well supervised at all times throughout the school. A Healthy Lifestyle Policy was implemented and incorporated through healthy lunch options and classroom lessons focused on healthy eating habits. Regular walk throughs were conducted by senior leaders around campus to make sure a safe environment was consistently maintained. Child protection was a high priority in the school. All staff were trained and received an annual refresher course on the Child Protection Policy. Child protection topics were reviewed regularly with staff and new visitors were briefed on the policy. Teachers had a child protection notebook that they used to record concerns. The senior management team reviewed the books regularly and took note of ongoing concerns that may have warranted additional follow up action. Comprehensive records were kept on fire drills, evacuation procedures and other incidents. Students' special educational needs were addressed with a wide range of specialist support, from therapists to specialised aids and equipment and facilities, which enabled them to make a full contribution to the life of the school.








### Support and guidance

Provision for support and guidance was excellent. Teachers knew their students extremely well. There was excellent rapport at all levels within the school. Staff's supportive and nurturing behaviour and attitudes were evident on all occasions. They were knowledgeable about students' individual needs. Positive behaviour support programs were effective throughout the school. Learning Support Plans were in place and reviewed and updated three times a year with parents. Parents were regularly involved in the development of the plans. Consideration was given to the student's level of functioning to determine appropriate individual targets. The plans were detailed and provided targets in core subjects, personal development and other areas of behaviour. The monitoring and regular review of learning support plans ensured students were meeting individualised targets. External agencies provided effective specialised support to individual students and their families. A few students were effectively supported with the transition to mainstream schools. Students' needs were identified quickly and appropriate support was allocated. The curriculum and resources included appropriate modifications and systematically provided for the diverse range of special educational needs.



# LEADERSHIP AND MANAGEMENT

Quality Indicator	School Wide
6.1 Leadership	 Good
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 judged good. The Acting Principal had created and led a highly committed dedicated team of staff at all levels. There was a shared purpose and clear direction among all personnel and commitment to developing a school which provided the highest standard of education for students with a wide range of special educational needs. There was a clear focus on school improvement and senior leaders had successfully improved key aspects of the school, such as behaviour for learning, assessment, health and safety and staff and resources. The newly formed senior leadership team worked well and effectively together. There were clear roles and responsibilities. They met regularly. Effective teamwork was a feature of the school in all areas of school life. A commitment to learning, both for all adults and students, and school improvement was prevalent. The Acting Principal successfully led the school during a period of national challenge with the COVID 19 epidemic. Senior leaders can now adopt a more proactive and long-term strategic role to further develop the school's future. There was no Governing Board in the school to hold school leaders to account.





## LEADERSHIP AND MANAGEMENT



### Self-evaluation and improvement planning

Self-evaluation and school improvement planning were good. The process was comprehensive and inclusive. Almost all staff and most parents felt involved in the process. Leaders knew their school well and the school's self-evaluation was very detailed. However, the schools' judgements were aspirational rather than realistic. The school leaders acknowledged this. It was not always sufficiently focused on delivering clear, succinct evidence to support judgements. There were a range of school improvement plans and they correctly addressed appropriate priorities. They included achievable goals, which systematically listed the strategies, actions, personnel, and the timescales, required to achieve the targets. The plans were monitored and reviewed and resulted in key improvements. The four school improvement documents and the self-evaluation were not rigorously aligned and synchronised. Monitoring and evaluation of the school's performance, including teaching and learning was strong. Senior leaders monitored lesson plans, did regular walk throughs and formal lesson observations, tracked students' progress and conducted student progress meetings, all of which impacted on improvements in standards. There had been good progress in addressing the two recommendations from the previous inspection reports, namely improvements in assessment systems and resources.



### Links with parents and the community

Links with parents and the wider community were excellent. Parents were highly supportive of the school and the senior leadership team. They were consulted during reviews of policies and practices. They felt that all staff were very responsive and attentive to their concerns. Parents reported that their children received the assistance they needed in a very caring and supportive approach. Communication between home and school was excellent in all year groups and the school used a broad range of effective methods to keep parents informed about students' progress and well-being. These included a home school communication book, emails, phone calls, Seesaw learning platform and newsletters. Parents felt they were encouraged to collaborate with the school in their student's learning. Both school and community benefited from a strong partnership that effectively supported students' development. The school actively sought links with external partners, including other schools, both local and international, businesses and community groups. These relationships were productive in enhancing and improving students' learning experiences. The school had a range of partnerships with the Rotary, the Lions, the National gallery, the Heritage Centre, Kiwanis, the Chamber of Commerce, Sea Fairer Pirates, and many other organisations. Members of the local community were supportive of the school and



## LEADERSHIP AND MANAGEMENT

helped to provide additional resources for learning as well as opportunities to enhance the curriculum through work experience, visiting speakers and funding projects such as the new primary play area.

### Staffing and the learning environment

Staffing and the learning environment were good. The school was fully staffed, retention rates were high and there was no staff turnover this academic year. A multicultural team of well-qualified, experienced teachers were supported by a wide range of external experts in specific special educational needs, such as occupational therapists, speech and language therapists and behaviour, music, hearing, and visual impairment specialists. An outstanding team of assistant teachers (ATs) and special support aids (SSAs) were effectively deployed across the school. They provided high quality support and pedagogy to students and class teachers. Staff morale was high, and they were all committed to a comprehensive programme of continuing professional development. The buildings and premises were accessible to students with physical disabilities. Classrooms were well resourced and provided stimulating learning environments. The school had a wide range of aids and specialised appliances to support students with additional needs. All classrooms were equipped with information communication technology equipment, such as Smart/promethean boards which enhanced teaching and learning in a multisensory approach. Teachers' access to resources was sometimes difficult, and the school would benefit from a more effective way of managing this through perhaps inventories, which would ensure all resources were available when needed.



## SURVEY RESULTS

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

Students	34	Parents	55	Staff	48
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### Students

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

Thirty- four students completed the survey. All students felt they had made good progress in English. All agreed that their teachers help them, responded to their concerns, and explained how they could improve their work and they have sufficient resources. Almost all students felt they had made good progress in mathematics, science, and other subjects.

They enjoyed their lessons, judged the lessons good and felt that the amount of homework was sufficient. Almost all felt safe in school and on the buses and that the school dealt efficiently with bullying. Their special educational needs and career choices were effectively addressed by the school.

Almost all students concurred with the opinion that the school was well-led, that they are consulted and receive regular reports on their progress from well-qualified teachers. A minority had concerns about the range of subject choices and the provision of extracurricular activities. Overall, almost all students believe they receive a good quality education.

There has been no significant change since the last inspection. The number of student responses and the degree of student satisfaction has increased slightly. Students were concerned about the lack of variety of books in the library at the last inspection, but this had been addressed.



97%

of students

**Strongly Agree and Agree**

**Increase** since the last inspection



## SURVEY RESULTS

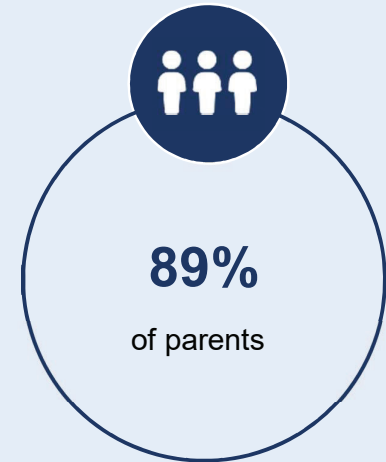
### Parents

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

The parents' survey was completed by 55 parents from all year groups. Almost all parents agreed that students enjoyed their lessons in a safe environment and had developed their environmental understanding and sense of community responsibility. They believed teaching quality was good, their children were inspired to learn and understood how to have a healthy lifestyle.

Almost all parents thought their children were treated fairly and that the school provides good support for children with special educational needs. They felt that the school responded to their concerns, communication was effective and there were regular reports and parent-teacher meetings. Most parents agreed that their children made good progress in English and science, a majority in mathematics and almost all in other subjects. A few parents had concerns about homework and career choices. Overall, most parents were satisfied with the quality of education provided by the school.

There has been no significant change since the last inspection. The number of parent responses has increased from 43 to 55 and the degree of parental satisfaction fallen very slightly (1%) from almost all to most. Parents were previously concerned about the lack of library provision and music therapy, but both had been addressed. More parents now felt students were enjoying lessons



**Strongly Agree and Agree**

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**Decrease** since the last inspection



## SURVEY RESULTS

### Staff

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

All staff believed the school provides a good quality of education and good support for students with special educational needs. Almost all staff felt the school was well led and they had been involved in school self-evaluation and improvement planning processes.

Staff thought student behaviour was good, they were treated fairly, and bullying was dealt with effectively. Almost all thought assessment systems were good and students were informed about the next steps in their learning and helped to make appropriate career choices.

Almost all agreed it was a safe and caring environment, with good links with the wider community. A minority were concerned about the level of parental involvement in the school, including attendance at parent-teacher meetings, the provision of extra-curricular activities and the development of students' sense of responsibility and community. The written comments from staff were all positive and supportive of the school and described teamwork, the excellent work ethic and support of mental health.

There has been no significant change since the last inspection. The number of staff responses has decreased from 54 to 48 but the degree of staff agreement to the statement this school provides a good quality education had risen to 100%. At the last inspection, a few staff commented about the amount the amount of paperwork, this remains a concern. Issues about specialist resources and the need for continual training has been resolved.



100%

of staff

**Strongly Agree and Agree**

**0% 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 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 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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