

# INSPECTION REPORT

OFFICE OF EDUCATION STANDARDS  
CAYMAN ISLANDS GOVERNMENT

MARCH 2021



MINISTRY OF EDUCATION  
CAYMAN ISLANDS GOVERNMENT  
**LITTLE CAYMAN**  
EDUCATION SERVICES

**Little Cayman Education Services**

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## INTRODUCTION

### INSPECTIONS OF SCHOOLS IN THE CAYMAN ISLANDS

As determined by Education Act (2016), all educational institutions are inspected regularly by the Office of Education Standards. The purpose of inspection is primarily to support ongoing improvement in each school and also to provide rigorous, impartial and comprehensive information to parents, government officers and Ministers regarding the quality of education both in government and private educational establishments.

Inspections are undertaken at least once every four years and will usually involve a team of inspectors visiting each school for between two and five days. Inspectors use an agreed framework to reach their judgements. In the Cayman Islands, the publication '**Successful Schools and Achieving Students 2**' (Cayman Islands Government, October 2020) is the tool which is used by schools to review their own work and by inspectors when they form judgements.

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





- Indicators create a **consistent vocabulary and reference point** for a conversation with schools regarding the major determinants of educational success.
- The highest-level exemplar provides schools with a description of **educational excellence** to which schools can aspire.
- The lower-level exemplar provides schools with a clear understanding of levels of provision that are considered **unsatisfactory** and must be improved.
- The indicators can be used by schools for **self-evaluation purposes** and can be linked to school improvement through effective development planning.
- The use of a common set of indicators encourages **consistency in judgements** across different inspection teams. Inspectors must base their judgements on the evidence of the practice they actually observe, rather than with reference to set norms or by employing relative ratings or referring to personal or individual preferences.
- The publication of inspection quality indicators enables schools to see inspection as a **transparent** process.



# INTRODUCTION

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

The four levels are defined as follows:

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

## Consistency in quantitative terminology








Inspectors use quantitative terms in reports, as follows:

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









## SCHOOL INFORMATION

### General information

	<b>School name</b>	Little Cayman Education Services
	<b>Address</b>	210 Spot Bay Road, Little Cayman
	<b>Telephone number</b>	345-948-1052
	<b>Website</b>	None
	<b>Name of the principal</b>	Ms. Veronica Juman-Khan
	<b>Date of this inspection</b>	March 29 and 30, 2021
	<b>Date of the last inspection</b>	January 21-22, 2019





### Students

	<b>Number of students on roll</b>	3
	<b>Age range of the students</b>	five years to ten years
	<b>Grades or year groups</b>	Reception- Years 6
	<b>Number of Caymanian students</b>	2
	<b>Number of students with special educational needs</b>	0
	<b>Largest nationality group of students</b>	Caymanian






## SCHOOL INFORMATION



### Staff

	<b>Number of teachers</b>	1
	<b>Number of teaching assistants</b>	1
	<b>Teacher-student ratio</b>	1 to 2
	<b>Teacher turnover</b>	50%

### Curriculum

	<b>Main curriculum</b>	Revised Cayman National Primary Curriculum and the Early Stage Foundation Curriculum
	<b>External tests and assessments</b>	GL Assessments
	<b>Accreditation</b>	None







### School inspection overall performance history

<b>Cycle 1 Inspection</b>	January 2019	 Satisfactory
<b>Cycle 2 Inspection</b>	March 2021	 Satisfactory





## SUMMARY

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




Quality Indicator	Current Inspection Judgement	Change in Judgement since last Inspection
1.1 Students' attainment in English	 Satisfactory	▶
1.1 Students' progress in English	 Satisfactory	▶
1.1 Students' attainment in mathematics	 Satisfactory	▶
1.2 Students' progress in mathematics	 Satisfactory	▶
1.2 Students' attainment in science	 Satisfactory	▶
1.2 Students' progress in science	 Satisfactory	▶

## SUMMARY

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

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


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

Quality Indicator	Current Inspection Judgement	Change in Judgement since last Inspection
3.1 Teaching	 Satisfactory	▶
3.2 Learning	 Satisfactory	▶
3.3 Assessment	 Satisfactory	▶





## SUMMARY

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





Quality Indicator	Current Inspection Judgement	Change in Judgement since last Inspection
4 Curriculum	 Satisfactory	▶

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

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

## SUMMARY

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

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



## OVERALL PERFORMANCE

### What the school does well

- All students demonstrated positive behaviours for good learning. Interactions between students and teachers were respectful and affirming. All staff modelled and reinforced appropriate behaviours and this had resulted in the creation of an environment that was conducive to learning.
- Students' civic and environmental understanding was good. All students demonstrated strong awareness of aspects of Caymanian heritage.
- Links with parents and the community were good. Staff promoted a spirit of partnership and collaboration with the local community. As a consequence, parents and community members were actively involved in the work of the school and this impacted positively on the quality of students' learning experience.

### Recommendations

1. Increase the rate of students' progress by setting challenging individual targets and regularly monitoring progress towards them.
2. Improve the quality of teaching and students' attainment to good by:
  - Improving the quality of short term planning in order to plan appropriately sequenced activities and to give clearer focus to students' learning outcomes;
  - reducing the inconsistencies in teaching quality across the year groups;
  - using assessment information more effectively in planning lessons to better meet the needs of all students, in particular, the more able.
3. Ensure school improvement planning is based on rigorous self-evaluation to drive targeted improvement in teaching and learning.

### What has improved since the last inspection?

There were no changes to the previous inspection judgements, except that self-evaluation and school improvement planning was judged weak in the current inspection.



## OVERALL PERFORMANCE

### ► Satisfactory

Overall, the quality of education at Little Cayman Education Services was satisfactory.

The school was judged to have good performance in students' behaviour for good learning, students' civic and environmental understanding and links with parents and the community.

Most of the quality indicators were judged satisfactory and included the following:




- Students' attainment and progress in English, mathematics and Science;
- Teaching, learning and assessment;
- Curriculum;
- Health and Safety;
- Support and Guidance;
- Leadership'
- Staffing and the learning environment;

Self-evaluation and school improvement planning were judged as weak.



# ACHIEVEMENT

## Students' attainment in relation to international standards

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



### English

Students' attainment in English was satisfactory. Standardised test scores indicated satisfactory levels of achievement in English overall and a good level of achievement for the Year 5 student. Students at Key Stage 2 read texts with appropriate fluency and expression. Additionally, lesson observations and work scrutiny showed that older students demonstrated appropriate skills in spelling, punctuation and grammar matched to curricular standards. There was a strong emphasis on developing students' phonic knowledge. Almost all students' skills, knowledge and understanding in reading and writing were in line with curriculum standards. While the development of reading skills was emphasised, at Reception there was the need for continued emphasis upon phonological awareness and the blending of letter sounds to promote student's progress in reading. Notably, all students demonstrated a love of reading. A satisfactory range of appropriate reading materials was available in all classes. The Year 5 student could write extensively and demonstrated good understanding of the rules of grammar and punctuation. All teachers placed appropriate emphasis on grammar, punctuation and handwriting. Consequently, the standard of students' work was satisfactory overall.



## ACHIEVEMENT

### Students' attainment in relation to international standards



#### Mathematics

Attainment in mathematics was satisfactory. Analysis of students' attainment data in external assessments and progress reports indicated that students were attaining at expected levels. Most students attained at levels aligned to curricular standards in lessons. Review of students' work books and lesson observations showed that all students were exposed to a suitable range of topics that allowed them to apply prior skills, appropriate reasoning and knowledge to new contexts to successfully solve problems. For example, at Year 5, student demonstrated appropriate understanding of the number system evidenced by fluency in computations with whole numbers, and fractions as well as an understanding of the connections between inverse operations such as multiplication and division. At Year 3, student showed competence in addition and subtraction of whole and fractional numbers, measurement and problem solving tasks. The student at Reception also showed age-appropriate numeracy skills and a developing awareness of concepts of space, shape and measure.






#### Science

Attainment in science was satisfactory. All students attained at expected levels in standardised assessments; with a minority attaining at better than expected levels. Also, most students' attainment in a majority of lessons was in line with curricular standards evidenced by their explanations, predictions, application of skills and their ability to draw appropriate conclusions after investigations. In a few lessons however, such as at Year 5, due to a lack of suitably challenging activities and the use of appropriate probing questions, the student did not attain at the level of capability. At Year 5, the student demonstrated appropriate understanding of the world through investigations of concepts associated with plant and animal science and the investigation of matter. The student at Year 3 showed sufficient knowledge of the life cycle of the frog. At Reception, the student was developing an understanding of the natural world through practical exploration of plant life cycle.

# ACHIEVEMENT

## Students' progress in key subjects

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



### English

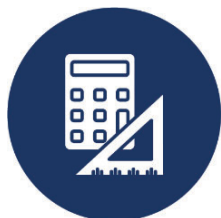
Progress in English was satisfactory. Across the year groups, students were developing a range of reading skills that included phonemic awareness, sight word vocabulary and word identification strategies. Across the school, the development of reading skills was emphasised, and shared reading was promoted. All students had regular opportunities to engage in the reading of books that were matched to their developmental reading levels. Consequently, Key Stage 2 students' learning outcomes in literacy, even for the student with English as a Second Language were satisfactory. The Reception student spoke with confidence and demonstrated appropriate skills in oral language, however phonetic and writing skills required improvement. Review of students' work samples indicated that at Year 5, student had engaged in a suitable range of writing tasks, including procedural writing, letter writing and narrative writing. Writing samples were of a creditable standard. The Year 3 student demonstrated satisfactory knowledge of the conventions of grammar and punctuation.





## ACHIEVEMENT

### Students' progress in key subjects



#### Mathematics

Students' progress in mathematics was satisfactory. Across the year groups, students made expected progress over time and in lessons. The progress made by students was linked to teachers' ability to provide appropriate tasks during individualised instruction to sufficiently cater to students' learning needs. As a consequence, in Year 5, the student was able to show competence in multiplication and division computations; demonstrate an understanding of the concept of equivalence and successfully added fractions with unlike denominators. The Year 3 student used appropriate units of measurement to calculate perimeter and securely added and subtracted three digit numbers. At Reception, the student was able to show one to one correspondence; differentiate shapes by their properties and manipulate sets to show single digit addition and subtraction.





#### Science

Students' progress in science was satisfactory. Most students across the year groups, made expected progress, with a minority performing at better than expected level over time. In lessons, students' frequent involvement in inquiry based explorations promoted their investigative and problem solving skills. In Year 5, the student conducted experiments to determine the reversible and irreversible states of matter and gave appropriate explanations for drawn conclusions. Students were also able to make connections with prior learning and to apply their learning to real world contexts. At Year 3, the student demonstrated sufficient understanding of the concept of the stages of plant growth, and could explain the concept of germination. He was able to use models to show changes in plant growth over time. Also, at Reception through active exploration, the student was able to identify the basic parts of a plant including the leaves, stem, root, and flower and gave simple explanations of their functions. Similarly, at this stage, the student demonstrated understanding that sunlight, water and air were important for plants to grow.



## STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT

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



### Behaviour

Students' behaviour for learning was good. Good rapport was evident between teachers and students and their relationships were respectful and affirming. Additionally, all students were courteous and polite in their interactions with visitors, teachers and their peers. Instances of off-task behaviours in lessons were rare. Students were receptive to teachers' instructions in lessons and were knowledgeable of school rules. For example all knew the following rules well: work quietly; offer respect; listen and pay attention; follow directions (WOLF). Students collaborated well at times in activities such as shared reading. The older students demonstrated high levels of engagement in their learning, and were happy and eager to learn. All students were supported well to make satisfactory gains in their learning. All students adhered to the uniform code and wore their school uniform with pride. Students were punctual to schools and lessons. Attendance for the current and previous terms was good.

## STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT




### Civic and environmental understanding



Students' civic and environmental understanding was judged as good. All students demonstrated good civic understanding. For example, all students participated in the flag raising activity at the start of the school day. All demonstrated secure knowledge and awareness of their national identity, traditions and culture. Most demonstrated appropriate knowledge of members of the Cayman Islands Government and were able to name the current Governor and Premier. Almost all were knowledgeable about aspects of their national identity, such as the meaning of the symbols on the Cayman Islands coat of arms. During devotion, all students sang the National Song with gusto. Additionally, all were developing awareness of Christian religion through regular participation in devotions and Christian celebrations during the school year. Additionally, students' knowledge of Christian and other religions was promoted in religious education lessons. All students demonstrated care of their learning environment and were observed packing away resources after each activity. Additionally, they kept the premises free of litter. Students were developing good environmental awareness and had participated in community events, such as, beach clean ups. They were vigilant in their care of the vegetable garden. However, there was scope to provide more regular opportunities for students to learn about environmental sustainability and conservation. Additionally, teachers should structure opportunities for students to develop their leadership skills.



## TEACHING, LEARNING AND ASSESSMENT

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

### Teaching



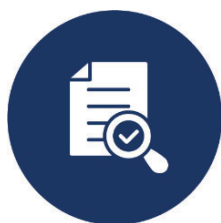
Teaching was judged as satisfactory. All teachers showed appropriate subject knowledge and shared accurate content in lessons. Teachers' ability to adequately cater to students' learning needs was more evident in one to one exchanges where lesson strategies and content were appropriate and effectively catered to students' learning needs. In a minority of group lessons, however; lesson content was not always pitched appropriately to address the learning needs of all students. Furthermore, a lack of consistent planning hindered the pace of a minority of lessons and time was not always well managed to ensure that learning activities were well developed. Nevertheless, most lessons included regular opportunities for students to apply their knowledge and skills in real world contexts. For example, in a Year 5 science lesson, the student utilised a range of materials to investigate and make conclusions about reversible and irreversible states. At Year 3, the student used an online software to increase his knowledge of homophones. In all classes, behavioural expectations were established. As a consequence, the learning environment was calm and purposeful and almost all students concentrated well on tasks. The use of open ended questions, while not a feature of most lessons, was used in instances to extend students' thinking. In most observed lessons, teaching strategies including investigations and practical tasks which promoted and reinforced students' learning. However, in a minority of lessons, especially at the Reception stage, over direction by teachers restricted students' progress. In a majority of lessons, teachers effectively integrated and used audio visual and information and communication resources to promote and consolidate students' learning.

## TEACHING, LEARNING AND ASSESSMENT



### Learning

Learning was judged as satisfactory. All students demonstrated positive attitudes to learning and showed high levels of engagement in practical activities. Most were aware of lesson objectives which were shared at the start of lessons. Most could explain their understanding of concepts at different phases in lessons. However, opportunities for collaboration were few as most lessons were individualised. Notwithstanding, in a majority of lessons, students made meaningful connections between lesson concepts and their natural world which enriched their learning experiences. Most students showed evidence of critical thinking as they evaluated cause and effect relationships during book reviews, made hypotheses before investigations and gave simple explanations for conclusions after experiments. However, these skills were often hindered by teachers' inconsistent use of open ended questions to add appropriate challenge, especially for the oldest. There was scope to provide increased opportunities for students take responsibility for their learning through the use of "I Can" statements or success criteria checklists. Although one student had difficulty concentrating on tasks for sustained periods, teachers' effective classroom strategies ensured a calm and purposeful learning environment.

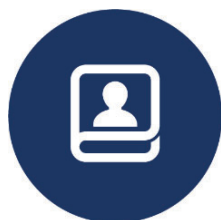


### Assessment

Assessment was judged as satisfactory. In most lessons, teachers used questioning satisfactorily to check students' understanding of key lesson concepts. However, questioning was more effective when teachers used a mix of questions that tested factual recall as well as opened ended questions that supported students to extend their thinking. Teachers knew their students well and regularly monitored the quality of their work in lessons. Standardised tests and teacher assessments provided useful information about students' strengths and weaknesses, however, formal analysis and use of assessment data to inform students' learning experiences was underdeveloped. Students' progress reports included qualitative comments about students' strengths and their next steps in learning. However, there was the need for progress reports to be more aligned to the expectations of the revised national curriculum. In most observed lessons, teachers were consistent in providing students with instant written and oral feedback. This, in instances, supported students to self-correct their work. However, students should be guided to take greater responsibility for their work through target setting. Additionally, there was the need to introduce success criteria checklists so students take greater responsibility for checking and improving the quality of their work. There was scope for teachers to better utilise assessment information to inform planning for teaching and learning.

# CURRICULUM

Quality Indicator	Current Inspection Judgement
4 Curriculum	 Satisfactory





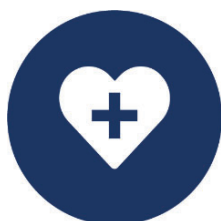
## Curriculum

The curriculum was judged as satisfactory. The school used the Cayman Islands National Primary Curriculum which had clear progression pathways. The Early Years Foundation Stage Curriculum was used at Reception. The curriculum had strong literacy and numeracy emphases. The timetabled allocation for core subjects was appropriate. Following a recommendation in the previous inspection report, staff had reviewed the timetables to ensure that lessons were more focussed and productive. However, there was the need for greater consistency in this area. Additionally, the quality of teachers' medium and short term planning required review to ensure activities were appropriately sequenced to promote students' learning. While there was planned provision in areas such as music and swimming, since the Covid-19 pandemic, these were delivered infrequently. There was still no provision for students to learn a foreign language such as Spanish. There was scope to expand the range of subject offerings to ensure all students experienced a sufficiently broad and balanced curriculum. There was evidence of regular opportunities for students to engage in project work. As a consequence, students were able to apply their learning in real world contexts. Staff also planned virtual field trips for students. For example, students had watched videos on earthquakes to support their understanding of a topic in Social Studies. Students had also participated in the National Children's Festival of the Arts competition on Cayman Brac. They were very proud of the gold and silver medals they had won in the last competition. In the past, students had visited Skull Cave, the museum and a nursing home on Cayman Brac to reinforce aspects of the curriculum. Additionally, staff from the Central Caribbean Marine Institute had visited the school to share information on protecting the coral reef and the parrot fish. The students had a small vegetable garden and all were involved in caring for the various plants and vegetables. Notwithstanding, students' participation in extra-curricular activities were limited. There was scope to improve the range of offerings so students had more regular opportunities to learn from and within their community.



## SAFETY AND SUPPORT

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



### Health and safety

Health and safety arrangements were judged as satisfactory. The premises were secure, clean and well maintained. All students were adequately supervised at all times. Permission slips were in place for field trips but risk assessments required review. Fire and earthquake drills were practised regularly and records were kept of these. However, record keeping of key institutional documents required review. The fire extinguishers were serviced in October 2020, but Fire and Environmental Health certificates required renewal. Almost all recommendations from a previous environmental health report had been satisfactorily addressed. Teachers and students placed appropriate focus upon healthy lifestyles. Students washed hands frequently throughout the day and had regular water breaks. Most students had healthy snacks and lunches. However, there was scope to provide students with more frequent opportunities for outdoor play such as during break times. Child protection and safeguarding arrangements were clearly understood by staff and the teacher-in-charge was the designated Child Protection Officer. However, all staff, including the newly appointed teaching assistant required up to date training in first aid and child protection and safeguarding.



## SAFETY AND SUPPORT







### Support and guidance

Support and guidance was judged as satisfactory. The school's small population meant that teachers knew their students well. Teachers satisfactorily supported students' personal, social and educational needs. Notably, the assistant teacher who had joined the staff recently demonstrated sufficient knowledge of students' learning needs and appropriately supported them in their learning experiences. Furthermore, daily one to one interactions in lessons allowed teachers to adequately monitor students' progress and in instances, they were able to make adjustments to cater to students' learning needs. Additionally, regular progress reports were distributed to parents to communicate students' strengths and those areas which required further development. Suitable systems were in place for tracking students' attendance and punctuality. There was one student with English as a Second Language (ESL) who had been receiving extensive support in English Language acquisition. This support had resulted in the student making acceptable progress evidenced from satisfactory results in recent standardised tests and demonstrated communication skills during lessons. Ongoing transition discussions among staff, parents and students supported students' preparation for the next phase of learning.



## LEADERSHIP AND MANAGEMENT

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



### Leadership

Leadership was satisfactory. All staff, including the newly appointed teaching assistant demonstrated commitment to the goals of the school and were focused on raising students' standards of achievement. To this end, staff had ensured that some priorities had led to some improvement in aspects of students' learning. However, there was variable focus on standards. Good team work was evident among the staff even though the current teaching assistant was fairly new in the post. However, the monitoring of the standards of teaching and learning required greater rigour. There was also the need for structured formal opportunities for staff to participate in continuous professional development to improve their pedagogy and practice. Performance management arrangements also required review. Notably, there was a positive teaching and learning ethos in the school. Additionally, the staff actively promoted a spirit of partnership and collaboration with parents and the wider community.



## LEADERSHIP AND MANAGEMENT



### Self-evaluation and improvement planning

Self-evaluation and improvement planning were judged as weak. The teacher-in-charge had developed a response to inspection plan but this was limited in scope and did not sufficiently address all the previous inspection recommendations. However, as recommended in the previous inspection report staff had revised the timetables to ensure that lessons were more focussed and productive and fostered students' engagement in activities. A sufficiently comprehensive self-evaluation based on sound analysis was not in place to inform targeted priorities for improvement. Furthermore, staff had not developed a whole school improvement plan aligned to the Successful Schools and Achieving Students 2 Framework. As a consequence, staff did not have an accurate understanding of the school's strengths and weaknesses and planning for school improvement lacked sufficient detail.



### Links with parents and the community

Links with parents and the community were judged as good. The school was a focal point in the community and parental involvement in the work of the school was encouraged and appreciated. Parents supported the work of the school such as assisting with fundraising so students could participate in a range of activities on Cayman Brac. The school had an open door policy and due to its small size there were frequent, daily interactions with staff and parents. Links with parents were also fostered through community events such as Christmas Concerts and other religious programmes. The annual coconut-tree lighting event was a high point on the school's calendar. Along with the students, parents and members of the local community participated in the school's annual Christmas concert. This event was looked forward to with great anticipation by all members of the community each year. The school had also established strong links with the Central Caribbean Marine Institute. Personnel from the Institute had visited the school to share information with students about aspects of the curriculum such as the importance of protecting the coral reef and the parrot fish. There was clear and effective communication between the school and parents. Regular reports on students' progress were shared at parents' teachers meetings. Staff provided guidance to parents and students regarding transition arrangements to the next phase of students' learning.



## LEADERSHIP AND MANAGEMENT



### Staffing and the learning environment

Staffing and the learning environment were judged as satisfactory. All staff were appropriately qualified and deployed effectively. Due to the small number of students on roll, staffing levels allowed for almost one to one adult: student ratios. Staff retention was high. For example, the teacher-in-charge had been at the school for almost twenty years. The teaching assistant who had recently retired also had a long tenure at the school. The school was a one classroom building which adjoined the health centre. The premises were fenced. There were some restrictions due to the limited space. For example, there was no music room nor a well-established library. Additionally, space constraints restricted the availability of learning centres for the Reception class. Nonetheless, the premises were clean and well-maintained. There were adequate resources to support students in key aspects of their learning. For example, students had ready access to sufficient information and communication technology resources including lap tops and programmable toys. There was also a satisfactory range of books to promote students' interest in reading. The outdoor play area required development but provided opportunity for outdoor play.



## SURVEY RESULTS

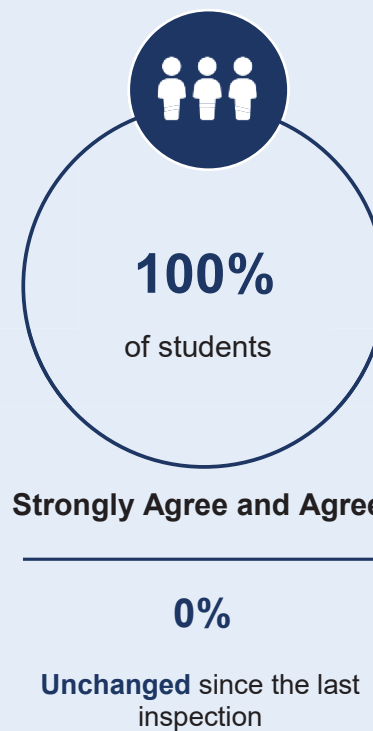
Before the inspection, the views of parents, staff and students were surveyed.

Students		Parents		Staff	
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### Students

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

Discussions with students indicated that all agreed that they were making good progress in English, mathematics and science. All expressed that they were inspired to learn and enjoyed their lessons. All agreed that they felt safe at school and that the school provided a secure and nurturing environment. In observed interactions with staff and students, students were comfortable asking questions and enjoyed positive interactions with their teachers. Almost all agreed that homework was set regularly and that they received regular reports on their progress. All expressed that they understood the importance of healthy lifestyle and that the school supported them in making healthy lifestyle choices. Students felt that if they had special learning needs the school would do a good job to help them. All students believed that the overall quality of education was good and that there were adequate resources to promote their learning. All made positive comments about the quality of their learning experiences. All students felt that the teachers listened to them and responded to their concerns.

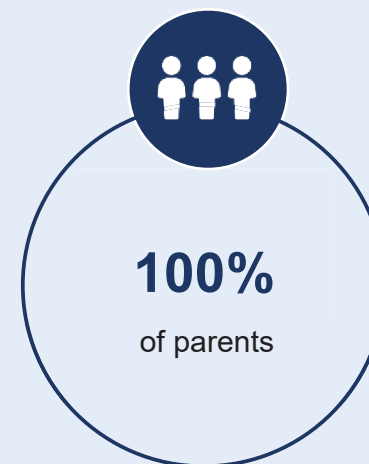


## SURVEY RESULTS

### Parents

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

Parents agreed that their child was making good progress in English, mathematics and science. All felt that overall, in all other subjects, their child was making good progress in his/her learning. Parents expressed that the behaviour of most students in the school was good. Parents agreed that their child was safe and cared for at school and that their child was treated fairly. Parents expressed that the school helped their child choose a healthy lifestyle. Parents believed that their child was developing a good sense of responsibility as a member of the wider community and that their child was developing good environmental understanding. Parents felt that the quality of teaching was good. Parents believed that their child could join in a good range of extra-curricular activities provided by the school. Parents expressed that their child enjoyed most lessons and felt that the quality and amount of homework was appropriate. Parents felt that the school provided good support to students with special educational needs. Parents agreed that the school was well led and that the school had appropriately qualified and suitably skilled teachers and staff. Parents felt that the school provided good quality resources for their child's learning. Additionally, parents agreed that they received good information about the school's improvement plans and that communication between the school and parents was effective and timely. Parents also felt that the school responded appropriately to parental concerns. Parents believed that school reports were regular and informative, and that parent-teacher meetings were helpful and held regularly. Parents indicated that they were effectively involved in the work of the school. Parents agreed that the school enjoyed good links with the wider community.



**Strongly Agree and Agree**

**0%**

**Unchanged** since the last inspection

## SURVEY RESULTS

### Staff

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

Overall, staff felt that the school provided a good quality of education. Staff believed that the school provided a safe and caring environment for all members of the school community and that students were treated fairly. Staff agreed that the behaviour of most students in the school was good and that the school provided good support to students with special educational needs. Staff felt that students could join in a good range of extra-curricular activities provided by the school. They believed that there were good assessment systems at the school. Staff indicated that most students understood their responsibilities as members of a wider community and that students showed good environmental understanding. Staff agreed that the school regularly informed students of their next steps in learning. Additionally, staff felt that the school helped students to choose a healthy life style. Staff agreed that the school enjoyed good links with the wider community and that parents were effectively involved in the work of the school. Staff believed that parent teacher meetings are well attended and helpful. Staff felt that they are involved in the process of school self-evaluation and improvement planning and that the school supported continuing professional development. Staff agreed that the school had appropriately qualified and suitably skilled teachers and staff and that there were sufficient resources of good quality to support teaching.



**Strongly Agree and Agree**

**0%**

**Unchanged** 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 Little Cayman Education Services was judged to be providing a **satisfactory** quality of education, there will be no further inspection 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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**Office of Education Standards**  
Government Administration Building  
133, Elgin Ave, George Town  
Grand Cayman