



EARLY CHILDHOOD CARE AND EDUCATION INSPECTION REPORT

THE ACHIEVEMENT CENTRE

OFFICE OF EDUCATION STANDARDS

NOVEMBER 2019

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Inspections of schools, colleges and early years centres in the Cayman Islands

As determined by Education Law (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, to government officers and to appointed 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' is the tool which is used both by schools to review their own work and by inspectors when they visit.

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

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

Evaluations

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

The four levels on the scale are defined as follows:

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

Consistency in quantitative terminology

Inspectors use quantitative terms in reports, as follows.

	Definition	Numerical
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%
Minority	15% or more but less than half	15% to 49%
Few	Up to 15%	0% to 14%

Information about Centre

Name of ECCE centre	The Achievement Centre
Address	295, Shamrock Road, Red Bay, Grand Cayman
Telephone	345-947-5050
E-mail address	achieve4u@hotmail.com
ECCE centre website	Not Applicable
Name of manager	Mrs. Adoracion Gomez
Name of owner (If different from manager)	Messrs. Paul and Gary Rankin
Centre's hours of operation	7:00am to 6:0pm
Number of children on roll	104
Number of teaching staff	14
Number of support staff	4
Date of last inspection	June 2013

Age range of children

Age Range	Number of boys	Number of girls	Total
12 -18 months	16	16	32
18 - 36 months	17	21	38
36- 48 months	20	14	34
Total	53	51	104

The context of the centre

The Achievement Centre is located on Shamrock Road, Red Bay, Grand Cayman. The Achievement Centre has been in operation since 1996. The Achievement Centre was established by Mr. Kent Rankin and is currently owned and operated by Messrs. Paul and Gary Rankin.

The centre's mission statement is 'to discover and develop children's potential and to exceed all expectations through fun learning'. The Achievement Centre states that its primary purpose is to develop the whole child both intellectually and socially and also emotionally and physically. Additionally, the centre prides itself on promoting a Christ-centred learning environment.

The Achievement Centre opening hours are from 7am to 6pm. An after-school care programme runs from 4pm to 6pm. There are currently seven classes including Infants 1 and 2, Toddlers, Pre-Kindergarten 1 and 2 and Kindergarten 1 and 2.

At the time of the inspection there were 104 children on roll. The school promotes inclusion and there are five children attending the school with identified special educational needs.

Key strengths

Inspectors identified the following key strengths in the school:

- The centre had a strong Christian ethos and staff planned opportunities that effectively promoted the children's growing awareness of religion and culture.
- Staff were caring and nurturing in their interactions with the children and successfully supported their overall health and well-being.
- There were effective arrangements in place to ensure the health and safety of children across the setting.
- There were highly productive links with parents and the community which impacted positively on the quality of the children's learning experiences.
- The well-resourced premises were well maintained, of good quality and provided a clean and safe learning environment for the children.

Recommendations

Inspectors identified the following areas to support the continued improvement of the school:

- Improve the quality of teaching across the centre through regular and rigorous monitoring and ensure that there is an appropriate balance of adult-directed and child-initiated learning.
- Increase opportunities for children to choose activities and resources independently to promote choice and autonomy in their learning.
- Improve assessment practices so teachers use assessment data to plan appropriate learning experiences for all children.
- Review the delivery of the curriculum across all stages of the centre to include frequent and high quality centre-based activities within the typical day.
- Review timetabling arrangements and transition procedures to maximise the time allocated to key learning activities.

Summary

Overall Evaluation - Satisfactory

The overall performance of The Achievement Centre was satisfactory. Across all quality indicators, almost all judgements were satisfactory or better.

The following quality indicators were rated as good:

- Children's social skills and their awareness of culture and religion;
- Health and safety;
- Links with parents and the community, and;
- Staffing and the learning environment.

The Achievement Centre received satisfactory judgements for:

- Children's achievement and progress in aspects of exploration, respect, communication and well-being;
- Teaching;
- Learning;
- Curriculum;
- Support and Guidance;
- Leadership and
- Self-evaluation and improvement planning.

Opportunities for children to reflect on their learning and the use of assessment information to plan varied and challenging experiences for children were judged as weak.

Achievement

EXPLORATION	Evaluation
Movement: Children develop their fine and gross motor skills through independent and guided opportunities.	Satisfactory
Sensory: Children will use their senses in active exploration to understand their world.	Satisfactory
Scientific: Children inquire, research, generate and modify their own working theories about their world through independent and guided opportunities.	Satisfactory
Mathematical: Children manipulate materials and explore concepts relating to number, shape, space, measurement, time and classification through independent and guided opportunities.	Satisfactory
Technological: Children experiment with tools, materials and equipment through independent and guided opportunities.	Satisfactory

Children's skills in movement were judged to be satisfactory. Each day and across all stages, staff provided a suitable range of activities which helped children develop age-appropriate fine motor skills. In the pre-K class, for example, children used pegs, which they attached to common 2D shapes to make patterns. Older children manipulated resources to create finger-paint pictures and used scissors and crayons to represent their ideas. Much of the children's work was completed on worksheets and such did not always allow sufficient opportunity for children to demonstrate their understanding of concepts taught. Children's gross motor skills were promoted in their use of the outdoor facility. This afforded opportunities for staff to facilitate the children's climbing, running and games' skills. In poor weather, the children also enjoyed music and movement sessions indoors. An infant class responded to lively music by skipping, hopping, twisting and turning. The children's responses, imagination and creativity were encouraged alongside their requisite listening skills. Staff needed to make more regular use of the outdoor learning environment to support children's gross motor development.

The programme for and the children's sensory development were judged as satisfactory. During the inspection, a number of classes were engaged in projects about vegetables and fruit. As part of their class work the children were encouraged to use their senses to touch, smell and taste different foods. In one of the Kindergarten classes, for example, the children were allowed

to feel different vegetables and they enjoyed eating raw carrots and drinking carrot juice. Other classes explored pumpkins, tasting samples and planting pumpkin seeds. Younger children, in another infant class, enjoyed the sensory experience in which they were able to explore the texture and taste of strawberries. Although most children accessed a suitable range of sensory experiences, staff did not consistently support the children's interpretation and understanding of concepts through questions related to the children's senses.

Children's scientific skills and understanding were judged to be satisfactory. Project work related to fruit and vegetables in recent months provided a suitable context for the children's acquisition of scientific knowledge and understanding. Kindergarten children were able to explain the fact that one pumpkin produced many seeds and they had planted seeds in different conditions to see growth. Infant classes could identify different fruits and vegetables and understood the health benefits of such foods. In other project work, Kindergarten children had explored the outdoor area and different leaves had been selected for examination. The children used scientific terms to identify the parts of plants and correctly labeled the stem, seed and root of a plant in a diagram. Children were often guided in their scientific understanding by the teachers' explanations and demonstration of science related facts. Children's observational skills and investigational aptitude was under developed. The children required more frequent access to open-ended and independent exploration during which their observation, prediction and recording skills could be enhanced.

The programme for mathematical understanding and children's progress were evaluated as satisfactory. Across all stages of the school, there was a strong focus upon building the children's knowledge of number, colour and shape. From the earliest age group, staff reinforced and repeatedly encouraged children's counting skills and most children demonstrated age-appropriate understanding of number values to ten. However, staff did not always broaden the children's grasp of mathematical concepts to support, for example, as appropriate, children's addition or subtraction skills or facilitate their understanding of cardinality. In the Kindergarten classes most children could correctly name common 2D shapes and, in the context of a game, they could sort using more than one attribute. There were, however, insufficient opportunities overall, for children to make predictions, use trial and error to solve problems and categorise using mathematical language and symbols. Staff needed to widen the scope of mathematical tasks to facilitate a wider range of content, particularly in relation to the children's understanding of measures, time, data and classification.

Children's technological skills were satisfactory. At the beginning of each day and during 'centre' activities, children had access to simple equipment and resources, which facilitated their technological skill and dexterity. Most children demonstrated age-appropriate competence using scissors, glue-sticks, crayons, buttons and zippers. However, in too many contexts, children's responsibility, independence and creativity were constrained because adults did not expect enough in terms of the children's ability to manage aspects of their own learning. Children had access to different media including paints and play-dough but their use of such resources and the contexts for creative expression were too often over-directed by staff and this limited the children's confidence and acquisition of more complex skills. Adults did not always expect enough from the children and tasks did not always allow children to demonstrate their mastery of a concept. Inspectors observed few examples of sessions during which children had

access to and made independent use of, information technology equipment and programmable toys.

RESPECT	Evaluation
Self: Children develop a positive sense of who they are and an understanding of their rights and responsibilities.	Satisfactory
Others: Children understand how their role and the roles of others impact the community.	Satisfactory
Environment: Children will act responsibly in preservation of their natural world.	Satisfactory
Culture: Children gain an awareness of and appreciation for their own culture and cultures around the world.	Good
Religion: Children have an awareness of and respect for their own and other religions.	Good

Overall, children’s sense of self and their understanding of rights and responsibilities were satisfactory. There were a number of strengths in aspect of this programme. Notably, inspectors observed that children’s behaviour was good. Staff were vigilant and expectations regarding behaviour were regularly communicated to classes. In each classroom adults worked well as a team to maintain an orderly and safe learning environment. Large proportions of the day involved children participating in large group tasks including, for example, preparing for snack and lunch, participating in devotions and transitioning from one timetabled session to the next. In each context children were noted to be compliant and well behaved. Most of the children were able to manage their personal needs and most were able to take turns, sharing equipment as necessary. To further promote children’s skills in this area of the curriculum staff should extend opportunities and raise expectations regarding children’s independence, facilitating greater demands of older children, in particular, regarding their responsibility for learning. During lunch and snack time, for example, children were served, food was given and dishes taken away by adults. Utensils were provided and adults cleared waste away. There was considerable scope across different contexts for children to be supported in their acquisition of independent learning and self-help skills.

Children’s understanding of others, including community helpers was satisfactory. The programme provided suitable opportunities for children to understand the contribution of various community helpers. For example, staff from the ambulance services and from the police K9 department had visited the school and children had studied different services including the work of police and dental health professionals. In their classes, most children demonstrated respect for their teachers, frequently responding to adults politely. The children accepted direction and,

in almost all cases, followed instructions promptly. They demonstrated empathy towards others when they reflected on the behaviour of characters from traditional stories and nursery rhymes. Their skills in relation to one another required enhancement through more focused and planned tasks, which facilitated the children's empathy and respect. Staff were frequently noted to explain to the children that 'caring is sharing' but there were too few extended discussion with children during their disagreements regarding the impact of different behaviours on their peers and how differences could be resolved.

Children's care for the environment and their understanding of recycling, re-use and preservation were satisfactory. In the context of the curriculum programme, both this year and in previous years, the children demonstrated an age-appropriate understanding about how the natural environment provides for them and for others. For example, they understood the reciprocal nature of plants, including fruits and vegetables and the conditions they require for growth. In classes they had participated in projects, which raised awareness of the natural world and which had included, for example, visits to the Turtle Farm, to Dolphin's Cove and to a local farm. Staff modelled good practice in terms of reuse by their willingness to recycle materials to create teaching aids. There was scope for the programme to be extended and children's responsibility further facilitated through the inclusion of more class and school-based projects relating to recycling, reuse and preservation of resources.

Children's cultural understanding and their appreciation of different cultures were judged as good. Teachers placed a strong focus upon supporting the children's understanding of and respect for Cayman culture and heritage. This was reflected within the daily class programme and within whole school events such as morning devotion and special celebrations. For example, children were noted to sing the national song and the national anthem on regular occasions and they knew the words of each sufficiently well to participate with confidence. The children recognised the national flag and displays in classes included recognition of numerous national heroes. Children knew about various indigenous plants, birds and animals and visits to local places of interest, such as Pedro St. James Castle enhanced their local knowledge. Children also had a developing understanding of wider and international culture through, for example, their participation in United Nations Day and culture days, where food and national dress from around the world were celebrated.

Children's religious knowledge and understanding were good. Christian religion formed a central part in the typical day and within the programme of instruction. In addition to the annual celebrations, such as the Christmas concert, the curriculum included daily devotions and whole school sessions during which children learned about the Bible and the life of Christ. Before meal times the children said grace and Christian choruses affirming the character of God were included at different times of the day. Older children took leading roles in the whole school devotion introducing their peers and acting out well-known parables. Children at all stages enjoyed opportunities to participate in religious observance and celebrations. Older children in the school demonstrated an age-appropriate understanding of Christian celebrations but the programme required further enhancement to include opportunities to reflect on the meaning of symbols that relate to religious practices.

COMMUNICATION	Evaluation
Verbal and Symbolic: Children interpret information received and effectively express themselves in a variety of ways.	Satisfactory
Listening: Children develop the inclination and ability to listen attentively and respond appropriately.	Good
Creative Expressions: Children experience and develop an appreciation for various forms of art from a variety of cultures.	Satisfactory
Literacy: Children demonstrate an understanding that symbols are used to represent ideas.	Satisfactory

Children’s verbal and symbolic communication was satisfactory. A majority of the older children could express themselves with confidence and were developing the skills of conversation in some contexts. However, the oral language skills of the youngest children were under developed. All teachers did not consistently promote the children’s emergent language skills through skillful questioning and meaningful conversations. Although the older children were learning to form letters correctly, over the course of the inspection inspectors observed that there were too few opportunities for children to practise their developing writing skills. There was scope for staff to optimise communication opportunities for all children in different contexts to support their development of a rich and broad vocabulary. Staff should also provide regular opportunities for the youngest children develop pre-writing skills such as making patterns and marks and for the older children to practise writing in meaningful contexts.

The children’s listening skills were good. Throughout the day, the staff ably structured opportunities for children to participate in a variety of listening activities. These included nursery rhymes, stories, music and songs. All staff modeled appropriate listening behaviour, as a consequence, almost all children, including the youngest demonstrated active listening behaviour. The toddlers, in particular, enjoyed circle time activities that involved song, music and movement. The older children responded to shared stories with appropriate questions and comments and most were able to recall important details from stories and retell information in sequence.

The children’s creative expression was satisfactory. There were planned opportunities for the children to recreate roles and experiences through drama and storytelling. In addition, all children experimented with a variety of art media such as paint, shaving cream, play dough, crayons as well as recyclable materials. Additionally, staff successfully supported the children to experiment and extend their self-expression using music, movement and tactile experiences. For example, children in the Kindergarten class demonstrated high levels of engagement and enjoyment as they hunted for number manipulatives hidden in mounds of shaving cream.

Throughout the school day, all children participated in song and dance and the toddlers engaged in rhythmic experiences using drums, shakers, triangles and bells. Nonetheless, the samples of artwork in the children’s learning portfolios and displays across the centre were characterised by a singular sameness. Hence, the creative opportunities did not always reflect spontaneity or the children’s unique abilities and interests. Staff should seek to promote opportunities that duly reflect the children’s creative potential and encourage them to construct their own personal interpretations of knowledge and events through different art forms.

The children’s literacy skills were satisfactory. Across the centre, all children actively participated in shared stories in whole group settings. However, there were limited opportunities for children to participate in shared stories with peers or in small groups. Furthermore, children did not interact freely with books on a daily basis. All classrooms had attractive reading corners with a wide variety of developmentally appropriate books, but inspectors observed that these areas were under utilised. Most children were developing phonological awareness as staff introduced concepts of letters through modeled and shared work. For example, in a Pre-Kindergarten class, the children explored letter shapes using play dough and letter tiles. Similarly, in a Kindergarten class, the teacher ably supported children to segment and blend individual sounds in single syllable words to pronounce words. The toddlers participated in finger rhymes, songs and shared stories ably supported by staff and a minority could make connections between objects in print and similar objects in the classroom. In addition, most of the older children could recognise their name in print. However, there was scope for staff to structure more regular opportunities for children to interact with books to develop their book handling skills as well as their love and enjoyment of reading.

WELL-BEING	Evaluation
Health: Children make safe and healthy decisions as they discover and learn about their bodies.	Satisfactory
Emotional: Children identify and express their own feelings.	Satisfactory
Social: Children will develop the skill to interact with others in a variety of contexts.	Good
Reflection: Children will reflect on their experiences.	Weak

The way children made safe and healthy choices as they discovered and learned about their bodies was satisfactory. All children were well-supported. The warm and responsive staff delivered highly individualised care, guidance and support to all children. As a result, most children freely asked for assistance and guidance with health care activities. All children showed a growing level of mastery in learning to effectively communicate their bodily needs and preferences. Hand washing procedures were well established and practised by all children. Soothing and relaxing music set the tone for all children to nap. Stringent supervision and checks ensured that sleeping arrangements were safe for the children. Children who did not

wish to sleep were encouraged to take a rest or quietly explore a book in the reading centre. In keeping with the school's focus on healthy eating, almost all children made independent healthy choices throughout the day. Most children demonstrated a developing understanding of the need for exercise, healthy eating, sleep and good hygiene. Children displayed acceptable levels of independence and assumed age appropriate responsibilities for self-care. Greater independence and responsibility needed to be encouraged, especially among older children. Generally, there was a fitting balance between active and quiet play. However, not all children engaged in outdoor play on a daily basis.

Children's emotional development was satisfactory. There was secure attachment between staff and children evidenced by soft language tones, serve and return conversations and the use of children's names during activities. Staff frequently responded calmly to situations. Hence, the majority of the children freely expressed their feelings, managed change and displayed age related coping skills. Almost all children readily accepted and responded positively to guidance and support. The warm and responsive care of staff and well developed classroom routines supported the children in reaching an age-appropriate level of self-control. Positive interactions among staff and children were noted throughout the school. As a result, most children were competent, confident and motivated learners who responded well to challenges. There was a small minority of children with emotional regulation challenges. Staff from the Early Intervention Programme provided weekly support for these children.

Children's social skills were good. The welcoming and well-designed physical and emotional environment helped children feel safe and encouraged learning, play and exploration. On arrival, every child and accompanying adult were greeted by name. Throughout the day, positive interactions were evident, even if it was a quick hug, smile, or a positive word. The children took their cues from their caregivers and appeared to feel safe and secure. Social interactions among children were good. Across the setting, all children engaged in some levels of collaborative play. The overall ethos of the school was calm and reassuring and this set the parameter for the expected behaviour of children. Almost all children complied with classroom routines and expectations. A large majority of children displayed acceptable behaviours in and outside of classes. A significant majority of the children were respectful and polite to each other, staff and visitors. Most children were able to wait their turn, listened attentively and engaged in shared activities. A few children had challenges with sharing resources during play. Staff planned to provide more regular opportunities for children to participate in activities which promoted collaboration and co-operation.

Arrangements to support children's reflection were weak. There were limited opportunities for children to reflect on aspects of their learning or consequences of their behaviours. Teachers did not always use planned or incidental opportunities to encourage meaningful and targeted reflections. In some instances, teachers highlighted undesirable behaviour but failed to successfully encourage children to reflect and acknowledge their actions and consequences to others. As a result, most children's ability to engage in self-initiated or guided reflection was under developed.

Teaching, learning and assessment

Ensuring effective teaching to support children's learning	Evaluation
Teaching	Satisfactory
Learning	Satisfactory
Assessment	Weak

Forty-six lessons were observed as part of this inspection. The quality of teaching was judged as satisfactory because more than three quarters of the lessons were found to be satisfactory or better. Classrooms were well organised with centres identified for different aspects of the children's learning including, for example, reading areas and home corners. Teachers had established good routines in their classes and relationships between staff and children were noted to be positive. Teachers planned whole group sessions with due attention to curriculum requirements and, in almost all cases, support staff provided effective assistance to teachers because they had a clear and shared understanding of the planned learning goals. A significant element of the typical day involved the children working together as a whole group. The balance of adult-led and child-initiated play activities each day required review to ensure that appropriate time was allocated for children to work purposefully in smaller groups with tasks better suited to their individual needs. Furthermore, teachers often required children to complete low-level tasks that were not sufficiently demanding. These tasks did not necessarily allow children opportunity to demonstrate their learning or practise the skills being taught in each session. In preparing lessons, teachers did not consistently include a wide enough range of activities in order to offer challenge to the range of ability in each of their classes.

The children's learning was satisfactory. Staff provided activities that engaged children and enjoyment of learning was a feature of a significant proportion of classes. Staff planned whole group activities, which facilitated the children's acquisition of a range of skills. For example, in one of the infant classes, children's communication skills and their scientific knowledge were promoted through the exploration of different vegetables that the teacher had brought into class. Children in the Kindergarten classes demonstrated resilience and persistence completing tasks under the direction of adults. Inspectors noted that there were too few opportunities for children to take active responsibility for their learning and expectations regarding the children's independent learning skills were not sufficiently high. Adults often completed routine and learning tasks on behalf of the children when many were able and capable of greater levels of independence and self-management.

Assessment arrangements were weak because the information gathered by staff was not used well to adapt the curriculum and ensure a close match of learning activities to the academic needs of children. Teachers completed monthly summary assessments of the children's skills in the four areas of the Cayman Islands Early Years curriculum. This information was shared

with parents at the end of each term. In addition, anecdotal notes were kept regarding the children's personal, social and emotional development. However, children who were judged to have 'mastered' aspects of the curriculum were found to be repeating tasks when they could have progressed onto more challenging activities. Staff kept portfolios of the children's work each year but these did not include a sufficient breadth of information reflecting children's achievement across the four areas of the curriculum. Furthermore, work was rarely dated to reflect the children's progress over time.

Curriculum

Offering a curriculum that meets the educational needs of all children	Evaluation
Curriculum	Satisfactory

The curriculum was satisfactory. Effective steps were taken to accurately align the school's curriculum with the Cayman Islands Early Years Curriculum Framework. Through a thematic approach, planned learning experiences were thoughtfully crafted to ensure consistent coverage of the four key focus areas. There was a clear, workable transition plan in place to ensure continuity of learning and skills within the school, and between receiving schools. For instance, the school engaged in transition activities during the 'Week of the Young Child'. Teachers working in specific year groups met bi-weekly to plan lessons. Hence, clear and consistent lesson planning and delivery were evident across all sections of the school. However, the long range curriculum and daily lesson plans need to be modified to meet all children's needs and styles of learning. For example, in a few lessons, some children practised skills that they had already mastered. Consequently, there were too few opportunities for challenge, particularly for the older and more able children. The long term plans needed to offer more clarity and guidance on the learning progression of skills across age groups. The current timetabling arrangement devoted too much time to self-care, eating and napping. As a consequence, these impacted the time allotted for core teaching and learning.

The wide and varied cross-curricular links and extra-curricular activities helped the children to contextualise their learning. Children had opportunities to visit historical sites and local attractions. The interweaving of monthly themes with visits from relevant community workers such as the police K-9 Unit, health care workers and the fire service enhanced children's learning experiences and connections with the wider community.

Safety and support

Keeping our children safe and always supported	Evaluation
Health and safety	Good
Support and guidance	Satisfactory

The arrangements in place to ensure the health and safety of children were good. All regulatory requirements relating to fire safety, environmental and public health were met. Fire drills were conducted regularly and records were kept. In addition, frequent maintenance checks were conducted and duly recorded. Overall, the policies and procedures for health and safety were effectively implemented. The premises and facilities were safe, wheel chair accessible and suitable for the children's learning needs. Furthermore, the centre actively promoted healthy lifestyles and there was an emphasis on healthy eating and good hygiene practices. As a consequence, almost all children were developing age appropriate awareness of healthy living. Child protection arrangements were clearly defined and understood by all staff. All staff were trained in child protection and the administration of first aid. To further promote the well-being of children, the school leaders should develop appropriate risk assessments for school trips and ensure that all children participate in planned outdoor activities daily.

Support and guidance were judged as satisfactory. Over the course of the inspection, inspectors observed that relationships between staff and children were nurturing and affirming. The well-established morning routines, including the warm welcome from staff provided a positive start to the children's day. As a consequence, children were well adjusted and happy in their learning environment. The centre promoted an inclusive ethos and children with special educational needs were admitted to the centre. There were effective arrangements in place to support these children in their learning including partnerships with the Early Intervention Programme (EIP). However, there was scope to strengthen the partnership with EIP to ensure that written records were given to the school so staff could better support children with additional needs in their learning. In addition, individual education plans were developed for children but staff did not always use the information to adjust lessons to meet the children's varied learning needs. There were well developed systems in place to track and monitor children's behaviour and attendance. Conversely, the systems for tracking children's academic progress required review. Notably, there were processes in place to support children's transition to the primary stage, but the scope of the transition programme should be broadened to include all receiving schools.

Leadership and management

Leading and managing the centre and developing links with the community	Evaluation
Leadership	Satisfactory
Self-evaluation and improvement planning	Satisfactory
Links with parents and the community	Good
Staff and the learning environment	Good

Leadership was judged as satisfactory. The Principal was visible and accessible. She demonstrated a clear commitment to raising the quality of children’s achievement in key areas of their learning. The Principal’s leadership style was consultative, and this promoted a culture of teamwork and mutual accountability among the staff. Responsibilities were devolved to staff but the Principal should also consider delegating responsibility for aspects of curriculum delivery and review to the lead teachers to build their capacity in planning meaningful learning experiences for the children. The Principal had recently developed a well-crafted lesson observation tool to evaluate the quality of teaching and learning across the centre. However, regular and robust monitoring was required to ensure that staff planned and delivered varied and challenging learning experiences for the children. Well-developed performance management systems were in place, and staff’s participation in continuous professional development was linked to performance management. Notably, a governing body was in place, and the directors met regularly and provided direction and oversight to the operations of the centre. The board actively promoted professional development and had funded the participation of six teachers in a teaching development course facilitated by Kids Ability.

Self-evaluation and improvement planning was judged as satisfactory. The school leaders had developed a five-year school improvement plan which appropriately targeted key areas for improvement. The centre’s self-evaluation was closely aligned to the ‘Successful Schools and Achieving Students’ framework, although the assessment of the quality of provisions was not always accurate. The centre had made satisfactory progress in addressing most of the recommendations from the previous inspection but needed to continue to improve curriculum planning and delivery so children’s activities are suitably challenging.

Links with parents and the community were judged as good. There were effective mechanisms to communicate with parents. These included telephone calls, newsletters, ‘What’s App’ messaging groups, termly parents’ conferences and informal drop-ins. A notable practice was the establishment of a parent board to involve parents in their children’s learning and to support the work of the school. Participation was broad as there were parent representatives assigned to each class and there were two staff representatives on the board. Most parents were highly

supportive of planned school events such as culture day, sports day and Christmas concerts. Throughout the school year, the parent board hosted several fund raisers to purchase equipment and resources for the centre and was instrumental in procuring additional outdoor play equipment for the children. The school had also forged effective partnerships with local agencies and last month facilitated a workshop on healthy lifestyles for parents with the support of the public health nurse. In addition, members from the community visited the school regularly throughout the year to give presentations and talks to enrich the children's learning experiences. These included visits by firemen, dentists, dental and public health nurses. The school was particularly proud that in June 2018, the Kindergarten 2 class was recipient of the Cayman First 'Classroom of the Month' award.

Staffing and the learning environment were judged as good. All teachers were appropriately qualified and staffing levels were sufficient to provide adequate supervision of the children. In addition, staff retention was high. The premises and facilities provided a clean and safe learning environment. Specialised facilities included a sick bay, a music room, a library as well as a large multi-purpose hall that offered enhanced curriculum opportunities. The classrooms were spacious and suitable for the number and age of the children. The children had ready access to a wide range of developmentally appropriate resources indoors and outdoors to successfully promote their learning. There was, however, scope to expand the range of information and communication technology resources to effectively support children to access information, investigate ideas and represent their thinking.

Survey results

Fifty-three parents and 18 staff completed the on-line survey. The results from the survey are detailed in Appendices One and Two to this report.

Fifty-three parents completed the on-line survey in advance of the inspection. Most parents had children attending the school for two years or longer. Most parents agreed that their children were making good progress in all aspects of early literacy and mathematical understanding. Additionally, a majority stated that their children were making good progress in their early scientific understanding. All parents stated that their children were safe and cared for at the school and that the school helped their children choose a healthy lifestyle. Almost all agreed that the school was well led, and a majority agreed that the school enjoyed good links with the wider community. Almost all agreed that the school had appropriately qualified and suitably skilled staff and good quality resources to support their children's learning. All respondents expressed that communication was effective and that they received timely reports on their children's progress. Parents made highly positive comments about the safe and caring environment that the centre provided as well as its strong religious ethos.

All staff comprising 14 teachers and four support staff completed the survey. More than half had worked at the school for three years or more. Almost all stated that the children's behaviour was good and that the school promoted a positive learning environment and provided good opportunities for children's exploration, choice and independent learning. Almost all agreed that the school provided good support to children with special educational needs. Almost all judged the school to be well led and all agreed that the school provided a good quality of education. Almost all agreed that they were involved in the process of self-evaluation and improvement planning. All staff judged that the school offered a safe and caring environment. All staff stated that parents were actively involved in the work of the school and that parent-teacher meetings were well attended and helpful. In addition, staff made positive comments about the clean and safe environment provided by the centre.

What happens next?

As the centre is judged to be providing a **satisfactory** quality of education, there will be no further inspections of The Achievement Centre until the next cycle, which commences in September 2020.

Office of Education Standards | Parent Survey 2018

How many years has your child been at this Early Years Centre?

Response	Percentage	Count
Less than one year	44.23%	23
More than one year but less than three years	50.00%	26
More than three years	5.77%	3
	Answered	52
	Skipped	1

*What is your nationality?***76.92%**

Caymanian

23.08%

Non-Caymanian

My child is making good progress in all aspects of early communication/literacy (including listening, speaking, early reading and writing).

Response	Percentage	Count
Strongly Agree	49.02%	25
Agree	39.22%	20
Disagree	5.88%	3
Strongly Disagree	3.92%	2
I am unsure or unable to answer the question	1.96%	1
	Answered	51
	Skipped	2

My child is making good progress in mathematical understanding.

Response	Percentage	Count
Strongly Agree	23.53%	12
Agree	50.98%	26
Disagree	5.88%	3
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	19.61%	10
	Answered	51
	Skipped	2

My child is making good progress in their early scientific understanding.

Response	Percentage	Count
Strongly Agree	21.15%	11
Agree	42.31%	22
Disagree	7.69%	4
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	28.85%	15
	Answered	52
	Skipped	1

The Early Years Centre is effective in developing my child's personal and social skills.

Response	Percentage	Count
Strongly Agree	64.00%	32
Agree	34.00%	17
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	2.00%	1
	Answered	50
	Skipped	3

My child is being helped to take turns and share fairly as part of the education programme.

Response	Percentage	Count
Strongly Agree	60.00%	30
Agree	38.00%	19
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	2.00%	1
	Answered	50
	Skipped	3

My child is developing good understanding of the environment and how they can help to protect it.

Response	Percentage	Count
Strongly Agree	34.69%	17
Agree	34.69%	17
Disagree	10.20%	5
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	20.41%	10
	Answered	49
	Skipped	4

The quality of teaching in the Early Years Centre is good.

Response	Percentage	Count
Strongly Agree	52.00%	26
Agree	42.00%	21
Disagree	4.00%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	2.00%	1
	Answered	50
	Skipped	3

My child enjoys coming to the Early Years Centre.

Response	Percentage	Count
Strongly Agree	68.00%	34
Agree	30.00%	15
Disagree	2.00%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	50
	Skipped	3

My child is inspired to learn.

Response	Percentage	Count
Strongly Agree	66.00%	33
Agree	32.00%	16
Disagree	2.00%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	50
	Skipped	3

My child is given a wide range of age-appropriate play opportunities each day.

Response	Percentage	Count
Strongly Agree	46.00%	23
Agree	42.00%	21
Disagree	4.00%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	8.00%	4
	Answered	50
	Skipped	3

There are regular visits and visitors to the Early Years Centre which enhance the learning of the child.

Response	Percentage	Count
Strongly Agree	28.00%	14
Agree	38.00%	19
Disagree	8.00%	4
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	26.00%	13
	Answered	50
	Skipped	3

My child is safe and cared for at the Early Years Centre.

Response	Percentage	Count
Strongly Agree	70.00%	35
Agree	30.00%	15
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	50
	Skipped	3

The Early Years Centre helps my child choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	40.00%	20
Agree	54.00%	27
Disagree	6.00%	3
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	50
	Skipped	3

My child is treated fairly at the Early Years Centre.

Response	Percentage	Count
Strongly Agree	52.00%	26
Agree	42.00%	21
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	6.00%	3
	Answered	50
	Skipped	3

The Early Years Centre deals effectively with incidents of poor behaviour.

Response	Percentage	Count
Strongly Agree	42.00%	21
Agree	36.00%	18
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	22.00%	11
	Answered	50
	Skipped	3

The Early Years Centre provides good support to children with special educational needs.

Response	Percentage	Count
Strongly Agree	26.53%	13
Agree	18.37%	9
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	55.10%	27
	Answered	49
	Skipped	4

The Early Years Centre is well led.

Response	Percentage	Count
Strongly Agree	48.98%	24
Agree	44.90%	22
Disagree	6.12%	3
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	49
	Skipped	4

I receive good information about the improvement plans developed for the Early Years Centre.

Response	Percentage	Count
Strongly Agree	38.78%	19
Agree	34.69%	17
Disagree	12.24%	6
Strongly Disagree	2.04%	1
I am unsure or unable to answer the question	12.24%	6
	Answered	49
	Skipped	4

Communication between the Early Years Centre and parents is effective and timely.

Response	Percentage	Count
Strongly Agree	51.02%	25
Agree	38.78%	19
Disagree	10.20%	5
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	49
	Skipped	4

The Early Years Centre responds appropriately to parental concerns.

Response	Percentage	Count
Strongly Agree	46.94%	23
Agree	44.90%	22
Disagree	4.08%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	4.08%	2
	Answered	49
	Skipped	4

I receive regular, comprehensive and accurate information about my child's achievements and progress.

Response	Percentage	Count
Strongly Agree	48.98%	24
Agree	34.69%	17
Disagree	8.16%	4
Strongly Disagree	2.04%	1
I am unsure or unable to answer the question	6.12%	3
	Answered	49
	Skipped	4

Parent meetings are helpful and they are held regularly.

Response	Percentage	Count
Strongly Agree	32.65%	16
Agree	48.98%	24
Disagree	8.16%	4
Strongly Disagree	2.04%	1
I am unsure or unable to answer the question	8.16%	4
	Answered	49
	Skipped	4

Parents are effectively involved in the work of the Early Years Centre.

Response	Percentage	Count
Strongly Agree	32.65%	16
Agree	44.90%	22
Disagree	8.16%	4
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	14.29%	7
	Answered	49
	Skipped	4

The Early Years Centre enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	32.65%	16
Agree	32.65%	16
Disagree	2.04%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	32.65%	16
	Answered	49
	Skipped	4

The Early Years Centre has appropriately qualified and suitably skilled staff.

Response	Percentage	Count
Strongly Agree	48.98%	24
Agree	44.90%	22
Disagree	2.04%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	4.08%	2
	Answered	49
	Skipped	4

The Early Years Centre has good quality resources to support my child's learning.

Response	Percentage	Count
Strongly Agree	47.92%	23
Agree	47.92%	23
Disagree	4.17%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	48
	Skipped	5

Overall, I am satisfied with the quality of education provided at the Centre.

Response	Percentage	Count
Strongly Agree	63.27%	31
Agree	32.65%	16
Disagree	2.04%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	2.04%	1
	Answered	49
	Skipped	5

Office of Education Standards | Staff Survey 2018

How long have you worked at this Centre?

Response	Percentage	Count
One year or less	27.78%	5
More than one year but less than three years	16.67%	3
Three years or more	55.56%	10
	Answered	18
	Skipped	0

What is your nationality?

16.67%
Caymanian

83.33%
Non-Caymanian

The behaviour of most children in the Centre is good.

Response	Percentage	Count
Strongly Agree	44.44%	8
Agree	50.00%	9
Disagree	5.56%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	18
	Skipped	0

Children are taught conflict resolution skills using books, drama, storytelling and other developmentally appropriate methods.

Response	Percentage	Count
Strongly Agree	61.11%	11
Agree	27.78%	5

Disagree	11.11%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	18
	Skipped	0

There are good assessment systems in the Centre.

Response	Percentage	Count
Strongly Agree	61.11%	11
Agree	33.33%	6
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	5.56%	1
	Answered	18
	Skipped	0

The Centre supports a positive learning environment and provides good opportunities for children’s exploration, choice and independent learning.

Response	Percentage	Count
Strongly Agree	61.11%	11
Agree	33.33%	6
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	5.56%	1
	Answered	18
	Skipped	0

There is a safe and caring environment for all members of this early years community.

Response	Percentage	Count
Strongly Agree	77.78%	14
Agree	22.22%	4
Disagree	0.00%	0

Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	18
	Skipped	0

The Centre helps children to choose a healthy life style.

Response	Percentage	Count
Strongly Agree	66.67%	12
Agree	33.33%	6
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	18
	Skipped	0

Where food is provided by the Centre, it is of sufficient variety, quantity and quality to meet the children’s nutritional needs.

Response	Percentage	Count
Strongly Agree	47.06%	8
Agree	41.18%	7
Disagree	0.00%	0
Strongly Disagree	5.88%	1
I am unsure or unable to answer the question	5.88%	1
	Answered	17
	Skipped	1

Children are treated fairly at this Centre.

Response	Percentage	Count
Strongly Agree	72.22%	13
Agree	27.78%	5
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0

	Answered	18
	Skipped	0

The Centre deals effectively with incidents of poor behaviour.

Response	Percentage	Count
Strongly Agree	55.56%	10
Agree	33.33%	6
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	11.11%	2
	Answered	18
	Skipped	0

The Centre provides good support to students with special educational needs.

Response	Percentage	Count
Strongly Agree	58.82%	10
Agree	29.41%	5
Disagree	5.88%	1
Strongly Disagree	5.88%	1
I am unsure or unable to answer the question	0.00%	0
	Answered	17
	Skipped	1

I am aware of the procedures for reporting suspected cases of child abuse under the Children Law (2012).

Response	Percentage	Count
Strongly Agree	94.44%	17
Agree	5.56%	1
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0

	Answered	18
	Skipped	0

The Early Years Centre is well led.

Response	Percentage	Count
Strongly Agree	72.22%	13
Agree	22.22%	4
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	5.56%	1
	Answered	18
	Skipped	0

I am involved in the process of self-evaluation and improvement planning in the Centre.

Response	Percentage	Count
Strongly Agree	66.67%	12
Agree	22.22%	4
Disagree	5.56%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	5.56%	1
	Answered	18
	Skipped	0

The Centre effectively supports my continuing professional development.

Response	Percentage	Count
Strongly Agree	61.11%	11
Agree	33.33%	6
Disagree	5.56%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	18
	Skipped	0

Parent teacher meetings are well attended and helpful.

Response	Percentage	Count
Strongly Agree	61.11%	11
Agree	33.33%	6
Disagree	5.56%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	18
	Skipped	0

Parents are effectively involved in the work of the Centre.

Response	Percentage	Count
Strongly Agree	58.82%	10
Agree	41.18%	7
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	17
	Skipped	1

The Centre enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	72.22%	13
Agree	27.78%	5
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	18
	Skipped	0

The Centre has adequate, appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	76.47%	13
Agree	23.53%	4
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	17
	Skipped	1

There are sufficient resources of good quality to support my work with the children.

Response	Percentage	Count
Strongly Agree	52.94%	9
Agree	29.41%	5
Disagree	5.88%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	11.76%	2
	Answered	17
	Skipped	1

Overall, this Early Years Centre provides a good quality of education.

72.33%

Strongly Agree

27.78%

Agree

0%

Disagree

0%

Strongly Disagree

0%

Not Sure

Response	Count
Answered	18
Skipped	0

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

Where to read our reports

Our reports are published regularly and are currently available on the Portfolio of Civil Service website. Please use the following link to read our latest publications.

www.oes.gov.ky

