



INSPECTION REPORT

ST IGNATIUS CATHOLIC SCHOOL

OFFICE OF EDUCATION STANDARDS
December 2020

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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 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 St Ignatius Catholic School

Name of school	St Ignatius Catholic School
Address	599, Walkers Road, Grand Cayman
Telephone	(345) 949 9250
E-mail address	info@st-ignatius.com
School Website	www.st-ignatius.com
Principal	Mr. James Hickey- Primary Mr. Peter Embleton - Secondary
School day timing	7.55am to 3.05pm
Age range of students	3 to 18 years
Number of students	698
Number of teaching staff	80
Number of support staff	5
Date of last inspection	November 2007

The context of the school

St. Ignatius is a private Catholic co-educational school for children between four and 18 years of age. It was established in September 1971 with just two classes. The school is located on Walkers Road in George Town, Grand Cayman.

The school has a strong Christian ethos and Catholic values are at its core. Its mission 'is to nurture the spiritual, academic, social and personal development of every student in our care in a supportive Catholic atmosphere which welcomes and embraces all denominations'.

At the time of the inspection there were 698 students on roll. At the secondary phase, the number of students with special educational needs was 49. At the primary phase, there were 92 students with identified special educational needs.

The school was managed by the Archdiocese of Detroit, USA who had appointed a new Parish Administrator in July 2020. Just prior to this inspection, the Head of School had resigned, and the Heads of the primary and secondary phases were then required to take on some of those responsibilities on a temporary basis.

The school's response to the school closure due to the COVID-19 pandemic was swift and appreciated by students and parents. An on-line school was operational within 3 days. Students returned to school with significant dips in their attainment which have been addressed well so that many have now closed these gaps.

The Cayman Early Years curriculum was being introduced in the first two years at the school. Key Stage 1, 2 and 3 students followed the English National Curriculum with its statutory assessment tests at the ends of Years 2 and 6. Additionally, Year 1 students participated in a UK phonics screening test at the end of the year. Students' knowledge and skills were also assessed using the other progress tests. Years 10 and 11 followed the IGCSE curriculum in order to take these tests in Year 11. Students in Years 12 and 13 follow A-level courses and wrote A-level external examinations.

For the purposes of this report the school is divided into four phases;

- Early Years; nursery with three- and four-years olds;
- Primary; Reception to Year 6, with five to 11 years olds;
- Secondary; Years 7 to 11; with 12 to 15 years olds;
- Post-16 (sixth-form); Years 12 and 13, 16 to 18 year olds.

The recent resignation of the Head of School had affected staff morale and staff turnover had caused many parents to be concerned about the school. There was also controversy about funding and governance that had been widely reported in local media.

Key strengths

Inspectors identified the following strengths in the work of the school.

- Students' attainment and progress in secondary and post-16 phases was excellent and good in all other phases of the school.
- Teaching was consistently good and, in some subjects, for example, English and science, and in the sixth form, was excellent.
- Students' behaviour across all phases was excellent and their positive attitudes to learning and sense of responsibility had a positive impact on achievement.
- Civic and environmental understanding was excellent and students were becoming thoughtful and respectful citizens of Cayman.
- Subject leaders had excellent subject knowledge and knew their students' strengths and weakness accurately. They planned curriculum experiences in their subjects well to effectively develop students' learning.

Recommendations

Inspectors identified the following areas requiring improvement.

1. Integrate the two parts of the school to develop the school's full potential by;
 - appointing, as advertised, a well-qualified educationalist as overall leader of the school;
 - developing a cohesive one-school approach to self-evaluation and development planning;
 - structuring a continuous curriculum across primary and secondary phases;
 - sharing good practice, expertise, specialist accommodation and resources across the school;
 - aligning and strengthening monitoring and evaluation procedures across St Ignatius;
 - restructuring defined roles and responsibilities, especially in the secondary phase, to ensure that subject leads work together and enable a better workload balance in and across phase teams.
2. Improve school governance by;
 - adopting best practice procedures for school corporate governance;
 - ensuring a wider representation of parents on a school governing body through elections;

- improving decision-making processes that include clear time limits and shared accountabilities;
- giving school leaders appropriate delegated powers for decision making and spending within clear and realistic parameters to which they can be held account by the properly constituted governing body.

Summary

Overall Evaluation - Satisfactory

Whilst St Ignatius Catholic School has a number of important strengths, it also has fundamental weaknesses in leadership and governance. The Parish Administrator and senior staff are aware of the aspects of the work of the school requiring improvement and they understand what is necessary to address them.

There were many aspects of educational provision that were judged to be good. The school gave students a rich, broad, and effective educational experience in an ethos of strong Catholic beliefs and Christian values. Students achieved well, due to dedicated and effective teaching staff who developed motivating lessons and used effective teaching strategies. Students were eager to learn, co-operative and thoughtful towards others. They were proud of the heritage and uniqueness of Cayman and keen to take part in all activities offered and to support the community and the wider world. Attainment was very strong due to the efforts of teachers who were supported by senior leaders and some organisational structures. The school, however, was operating as two schools and not maximising its potential to offer students a continuous learning experience.

There were weaknesses in governance which did not follow the requirements of best practice, and decision-making arrangements were not fit for purpose. A significant number of parents who wished to support the school felt unhappy with important aspects of St Ignatius. Staff were also unhappy and the lack of effective governance was destabilising the school's operation and continuing effectiveness. The high turnover of staff risked compromising the maintenance of high-quality teaching and learning.

Achievement

Students' attainment in relation to international standards	Early Years	Primary	Secondary	Post-16
Attainment in English	Good	Good	Excellent	Excellent
Attainment in mathematics	Good	Good	Good	Excellent
Attainment in science	Good	Good	Excellent	Excellent

Attainment in English in primary and the early years was good, and it was excellent in secondary and post-16. The systematic teaching of phonics in the early years and Key Stage 1 contributed to high standards in reading. By the end of the primary phase, most students read with increasing fluency and expression. The explicit focus on the development of comprehension skills in the primary classes meant that most students could recap and make inferences about a text. By Years 5 and 6, the students regularly wrote at length for a range of purposes. In Key Stage 3, the students read fluently and showed a good understanding of the text and their writing was well planned and lively. In Key Stages 4 and 5, students' writing was excellent and often highly analytical. Students displayed an excellent work ethic and this contributed to the excellent outcomes in IGCSE's and post-16 exams. In AS and A-level examinations almost all students reached high levels and most achieved the highest grades from A* to B.

In mathematics, external examination results, lesson observations and work scrutiny indicated that students' attainment was good in all phases of the school and excellent in the sixth form. Results from standardised and internal assessments at early years, primary and secondary indicated that a majority of students attained at levels that were above international standards. External examination results over the last three years showed that a majority of students at Key Stage 4 and Key Stage 5 achieved above international standards. In most lessons, a majority of students demonstrated knowledge and skills at this level. In early years, children were able to demonstrate their good understanding of number and shape and could distinguish basic shapes based on given properties. Students in Year 6 were able to solve problems involving fractions of amounts including those involving unequal amounts. At the secondary phase, Year 7 students were able to solve two-step equations and Year 9 students showed competence in adding and subtracting algebraic fractions. Attainment of students in Year 11 was good. They were able to differentiate functions including trigonometrical functions and apply laws of indices.

Attainment in science was good in the early years and primary and excellent in secondary and post-16. The majority of students consistently attained levels that were above curricular and international standards. In Reception, children acted as explorers and could use binoculars to closely examine model insects and fish. In progress tests Year 6 students achieved above the international average. They could make simple electrical circuits and understood variables and how these influenced the outcomes in an investigation. By the time students reached Year 11, their attainment was excellent. In 2020, in IGCSE biology and physics, all students achieved the highest grades and almost all did so in chemistry. Attainment in relation to curriculum and international standards was excellent. In the IGCSE co-ordinated science course, almost all students achieved grades above expected level. Attainment at post-16 in 2020 was excellent. Most A-level science results were at grades A* to B. Over time there had been clear improvement in students' achievement in physics and chemistry. In Year 13 physics, almost all students could explain Einstein's photo electric effect. Attainment data was not shared nor aligned well enough between Key Stages 2 and 3.

Students' progress in key subjects	Early Years	Primary	Secondary	Post-16
Progress in English	Good	Good	Excellent	Excellent
Progress in mathematics	Good	Good	Good	Good
Progress in science	Good	Good	Good	Excellent

In the early years, most children made good progress in English. They were able to accurately segment and blend letter sounds in phonics sessions. The children spoke fluently and confidently about their learning. At the end of primary, most students made good progress, were reading at a better-than-expected level and showed a clear enjoyment of reading. Writing across a range of subject areas showed that most students were making good progress so that by Year 6, standards of writing were above the expected level. Throughout secondary and post-16, most students made excellent progress. Students' written work and their ability to analyse text showed increasing levels of complexity and maturity. High quality feedback combined with a well-established culture of self-assessment ensured that the students understood what they needed to do to improve their work and as a result of this, their progress was excellent.

Across all phases of the school, students made good progress in mathematics in lessons and over time. The support provided for the majority of students with special educational needs and effective teaching in lessons helped most students with additional needs to make good progress. In Early Years, children made good progress in their mathematical learning. Most understood numbers and were able to demonstrate understanding of spatial awareness as they successfully fitted blocks of different shapes together to create model towers. The progress made by primary students was good because teachers and teaching assistants provided an appropriate range of mathematical experiences to engage them and they were able to apply their skills to real world contexts. For example, students in Year 6 could demonstrate their

mathematical understanding as they explored fractions in the context of examining the number of trees on a plot of land. Most students at the secondary phase made good progress. Year 9 students were able to apply their prior learning of simplifying fractions in order to accurately add and subtract algebraic fractions. Progress made by students at post-16 fluctuated over the last three years. However, progress for that phase more recently and in observed lessons was good. This was because students worked independently, were challenged appropriately and used self-assessment tools effectively.

Progress in science was good in the early years, primary and secondary phases and excellent at post-16. In 2019, almost all students in Year 6 were making expected rates of progress according to the school's own data. Students across the early years and primary phase had good opportunities to investigate and to draw their own conclusions from experiments. Year 2 students worked diligently in groups to find out which materials could absorb water and discussed why their experiment was a fair one. Students in the secondary phase made good progress overall with a significant proportion making excellent progress. In the sixth form, assessments showed that students made excellent progress over time. This was because they researched for themselves, over and above the requirements of their teachers and practised examination questions in class and at home. Staff facilitated students' independent discussions which deepened their understanding about complex scientific concepts.

Students' personal and social development

Promoting students' personal and social development	Early Years	Primary	Secondary	Post-16
Positive behaviour for good learning	Excellent	Excellent	Excellent	Excellent
Students' civic and environmental understanding	Excellent	Excellent	Excellent	Excellent

Students' behaviour across all phases of the school was excellent. The school's strong Catholic ethos and central focus on core values of obedience, tolerance and respect for others were emphasised within the curricula programme. As a consequence, students demonstrated thoughtful behaviour as they moved about the school. Most students were polite and self-confident evidenced by their interactions with staff and visitors. They were self-disciplined, purposeful and displayed age-appropriate levels of maturity in their work and with others. Relationships between staff and students were good. In lessons, students collaborated well and were often assisted by their teachers who held them to high standards. During the inspection, all students observed adhered to the school's rules and wore their uniforms with pride. Attendance was good at 97 per cent. Almost all students were punctual to school and to their lessons.

Students' civic and environmental understanding was excellent across all phases of the school. Almost all students were actively and positively involved in the life of the school and the wider community. They embraced leadership roles and showed an appreciation of their civic responsibilities. Student-led initiatives included hurricane relief efforts for Honduras and Guatemala as well as acts of charity to vulnerable persons within the local community. The in-school STEM mentorship programme offered guidance and mentorship to younger students. Members of the Robotics Club used creative and engineering skills in robotic designs aimed at promoting economic awareness and sustainability. Students had an appreciation for their Caymanian heritage and expressed the importance of its preservation. All students were exposed to diverse cultures through planned and spontaneous experiences such as cultural celebrations, field trips, and discussions with in-school visitors. Samples of students' works of art with cultural themes were displayed strategically around the school. Christian principles were embedded through daily reverent practices, and weekly religious education lessons and mass services. The established environmental clubs across phases and the integration of the eco-hour fostered habits of conservation and recycling among students.

Teaching, learning and assessment

Ensuring effective teaching to support students' learning	Early Years	Primary	Secondary	Post-16
Teaching	Good	Good	Excellent	Excellent
Learning	Good	Good	Excellent	Excellent
Assessment	Good	Good	Excellent	Excellent

The quality of teaching was good in early years and primary and excellent in the secondary and post-16 phases. Teaching was consistently good in English, mathematics, science, and other subjects. It was excellent across English, mathematics and science at post-16. No weak teaching was observed across the school during the inspection. Lessons were exceptionally well planned with imaginative activities which promoted consistently good and often excellent progress. Planning catered effectively for different groups of students, including those who were most able or those with additional needs. Teachers gave a great deal of thought to promoting students' engagement through a wide variety of often innovative tasks and resources. For example, in one Year 6 science class, students used data loggers to record results from their investigation. Information technology was used well to enhance learning throughout the school. In Year 8, students used laptop computers to carry out a virtual experiment about rates of photosynthesis. Teachers' incisive questioning across a range of subjects at post-16 promoted excellent rates of progress. In biology and physical education lessons observed during the inspection students responded well to questioning about the cardiac cycle and to the political context of the Olympic Games. The quality of teaching in non-core subjects such as music, art, information technology and humanities was also of a high standard.

Learning was good in early years and primary and excellent in the secondary and post-16 phases. From their earliest days in the school the youngest children worked for considerable periods of time at one activity. Students were curious and inquisitive and were able to work independently and conduct individual research into areas of personal interest beyond the classroom. Throughout the school, students took great pride in their work. They worked well in pairs, small and larger groups. They readily supported one another and when required, shared strategies and ideas to solve problems and produce ideas. Students' highly successful collaboration during practical activities was the result of their respect and consideration for one another. High levels of enthusiasm in a Year 9 French lesson saw groups of students working together exceptionally well when they participated in dictation. Students saw the relevance of their learning when it was linked to real life. For example, a Year 4 lesson on area and perimeter

was linked to designing and making a patio. Students used information technology and other resources well to find out information and then adapted it to be useful in their work.

Assessment was good at early years and primary and excellent in the secondary and post-16 phases. There were effective systems for monitoring and tracking students' attainment and progress across the school. A majority of teachers use assessment information well to plan lessons. This was more developed at the secondary and post-16 phases. Target setting was used frequently at the primary and secondary phases. Students used target sheets in most lessons and were actively involved in self-assessment. Most were aware of their strengths and weaknesses and what they needed to do to improve. Marking practice was consistent across the school and included qualitative comments in most subjects. There was consistency with the use of the school's marking and feedback policy. In a scrutiny of work in exercise books, evidence of marking with two colours differentiated between student comments and self-correction and the teacher's marking and feedback. The arrangements for assessment, tracking and monitoring progress however, between the early years, primary and secondary phases were not consistent. There were accurate and helpful systems at the early years to track progress of individual children, but not the tracking of groups.

Curriculum

Offering a curriculum that meets the educational needs of all students	Early Years	Primary	Secondary	Post-16
Curriculum	Good	Good	Excellent	Excellent

The curriculum across the early years and primary was good and it was excellent in the secondary and post-16 phases. The school had an appropriately broad curriculum at all phases which clearly reflected the school's Catholic ethos and values and celebrated Caymanian culture and heritage. It was good for the youngest children where the early years environment supported their development academically across the curriculum. Regular visits and visitors enriched the day-to-day curriculum. The arrival of the specialist drama teacher in a Reception class was greeted enthusiastically by the children. The primary curriculum was good. It followed the English National Curriculum closely and offered students a range of interesting and relevant experiences. Resources such as the school library, reading volunteers and mentors from the secondary phases, helped enrich the students' experiences and promoted a love of reading. Subject specialist teachers for music, physical education, Spanish, computing, and religious education ensured breadth and depth to the curriculum. Transition arrangements between Years 6 and 7 addressed mainly the students' pastoral needs and leaders had identified the need to improve links between the two parts of the school to further enhance curriculum content and skill progression. The wider curriculum was particularly strong in the secondary phases with a broad range of subjects at IGCSE, AS and A-Level. The school offered a wide range of extra-curricular opportunities from primary to post-16, including community-based projects and mentoring programs that helped the students develop into well rounded, confident individuals. Students regularly gained places at leading international universities.

Safety and support

Keeping our students safe and always supported	Early Years	Primary	Secondary	Post-16
Health and safety	Good	Good	Good	Excellent
Support and guidance	Good	Good	Good	Good

The arrangements for health and safety were good. Effective systems were in place to ensure child protection and safeguarding including effective and consistent risk assessment procedures. There was compliance for required safeguarding training for almost all staff. A minority of non-teaching staff were still not fully trained in accordance with local requirements for child protection and safeguarding and as a result may not be completely aware of local related laws. The school premises including the buildings were well maintained, regularly checked in line with government regulations and related records were kept up to date. Regular evacuation drills for fire and earthquake were carried out successfully. Current guidelines were created in line with COVID-19 regulations which were consistently followed with effective systems in place to keep all students and staff safe. Detailed and comprehensive arrangements were in place to ensure safety in the science laboratories, and the school consistently followed international guidelines for laboratory safety. Healthy lifestyles were promoted effectively through the science and physical education curricula as well as the many extra-curricular sports activities provided for students. Regular dialogue with school caterers ensured that healthy meals were provided for students. Students were generally well supervised during the school day. There was, however, limited supervision after school for a minority of secondary students who were picked up late.

Support and guidance were good across all phases of the school. Staff knew their students well. Consequently, students received guidance from their teachers that aided their progress and improved their outcomes. Students with additional learning needs were appropriately supported through the school-wide learning and behavioural intervention programmes. Students with special educational needs who had intervention support in the primary phase made good progress as there were regular reviews of students' performance through the use of assessment data and monitoring of learning support plans. Individual education plans had been introduced for all students with identified needs. Arrangements required further development to ensure their more regular review. Nevertheless, most teachers' awareness of their students' needs enabled them to give appropriate in-class support. Students' well-being was prioritised. Well-developed systems were maintained to show accurate records of students' attendance, academic achievements, and key areas of their personal and social development. Informal and formal counselling arrangements were provided, and students often sought advice from their

teachers and counsellor to address issues. However, the recent departure of a number of teachers had reduced the quality of support available to students. Older students received career guidance and the in-school mentorship programme provided younger students with academic and behavioural support.

Leadership and management

Leading and managing the school and developing links with the community	Whole School
Leadership	Weak
Self-evaluation and improvement planning	Weak
Links with parents and the community	Good
Staff and the learning environment	Satisfactory

Leadership and management were weak overall. They were effective in a few respects such as sixth form and subject leadership, but weak in relation to the secondary phase and school-wide governance. The lack of an overall educational leader, able to integrate the two parts of the school into a more cohesive whole, impeded the school's development. Primary and secondary subject leaders were effective, they knew their subjects well, and understood how students were performing. They supported teachers using this knowledge so that lessons reflected what students needed to do next. The primary and early years phases benefited from a tighter organisational structure which supported teaching and learning and was well matched to the age and phase of the students. The secondary organisational structure was not fit for purpose. Many subjects were delivered by one or two teachers who often felt isolated and whilst very committed and working tirelessly and effectively in their own subjects their collective strength was not fully harnessed. This was recognised by leaders, but changes had been halted by problematic decision-making and staffing issues. Secondary senior leaders were not sufficiently active in monitoring and supporting staff which had led to many staff feeling undervalued, overburdened and demoralised. The school's vision and ethos were underpinned by a strong Catholic belief and Christian values. This was valued by all members of the school and wider community.

The current concerns about aspects of school governance and leadership, as expressed in the survey and in person by relatively large numbers of stakeholders, had distressed those on all sides of the conflict and were beginning to impact on well-being across the school. School governance had recently changed with the school advisory board having been dissolved and replaced by a committee with limited decision-making powers. There were no opportunities for parents to elect representatives to the school advisory committee and seats were not appropriately representative. St. Ignatius Catholic School will complete the re-registration process by the end of January 2021 when the status of governance will be reviewed. The current decision-making processes were limiting the school's development. There were no defined timescales to ensure efficiency in staff recruitment and this had resulted in a shortage of qualified teaching staff to deliver aspects of the curriculum. School leaders had limited delegated powers to make informed decisions within agreed parameters to manage equipment

and resources budgets or staffing which are aspects of best governance practice. If the recommendations are fully addressed the school has the capacity to improve.

The self-evaluation document produced by the school for the inspection was comprehensive and lengthy however, it was variable in quality and accuracy. The two sections of the school used very different formats and approaches. This reflected the lack of whole school strategic leadership. Attainment data was well used by subject leaders and in certain phases to inform their judgements. Some subject evaluations within the document were perceptive but others were descriptive and less evaluative. In particular, monitoring of teaching and learning, staff performance management information and stakeholder views were not sufficiently systematic across the school and were not used to inform self-evaluation processes. The monitoring of teaching and learning required improvement to better inform professional development. There were arrangements to evaluate the work of the school, but these were not school wide and not systematic. Subject leaders and almost all teachers had excellent knowledge of their students' needs and these were monitored well. The school development plan broadly linked to the self-evaluation but most priorities were subject based and whole school priorities for long and immediate improvement goals were less developed. As the school leadership team had little budgetary or decision-making authority delegated to them, any plans that were made could not progress without further approval which was often slow or non-existent.

Links with parents and the community were good and, in some areas, excellent. Reports were generally frequent and provided meaningful information for parents including next steps to help students improve. There were frequent opportunities for parents to have face-to-face consultation with teachers and discuss their child's progress. A wide range of opportunities and tools were available for timely and effective communication with parents including the use of technology. Parents found the use of the application 'e-praise' very effective in keeping them informed about how well their children were doing. They felt that communication was particularly strong during the lockdown caused by the COVID-19 pandemic. There were very good opportunities provided for parents to participate in several school activities, including sports and drama. Links with the school and the wider community were strong. Students were actively involved in several initiatives such as the Food Pantry project which supported community needs and there were productive links with other schools. Staff were well qualified. However, staffing was not as stable in 2020 as previously and retention not as good. The school premises were generally appropriate although good student numbers and the wide curriculum offer meant that some areas including sixth form, art, music, and sports facilities were too small. A new sports hall was planned to address this situation. Laptops were old and others were not compatible with school wide systems. There was not a system to maximise resources by sharing staff expertise, equipment, and facilities across the whole school.

Survey results

One hundred and fifty-two parents, 79 staff and 410 students completed the on-line survey. The results from the survey are detailed in Appendices One, Two and Three to this report.

Almost all parents expressed positive views about the overall quality of education, their child's progress and how they enjoyed lessons. They were equally positive about behaviour and other aspects of students' social responsibility. Parents meetings with teachers were valued by almost all. Around one third of parents judged that the school was not well led. Sixty-nine parents submitted lengthy responses expressing a variety of strong views about the school but almost all were concerned about recent staffing and governance changes.

Almost all staff stated they felt the overall quality of education was good, as was students' behaviour, their sense of responsibility and awareness of environmental issues. They also felt students were treated fairly and that extra-curricular activities were good. Most stated that parents' meetings were well attended and that links with parents were good. Over a third of staff stated that the school was not well led. This point of view was replicated many times in interviews and within the 31 lengthy comments submitted with the survey. The comments also expressed concerns about staff retention, the recent departure of the head of school and the low morale of over-worked staff.

The students' responses were more conflicted as several questions had 10 per cent and more of the students expressing negative views about the work of the school. Most students agreed they had a good quality of education, had good subject choice and that they had good lessons especially in science and non-core subjects. Two hundred and twelve students made a range of comments about the school, some positive but a majority expressing concerns about teacher turnover. A notable number of students were concerned about too much homework and an over concentration on examinations. One was written in 'Shakespearean' style prose highlighting a range of issues, including school meals and homework.

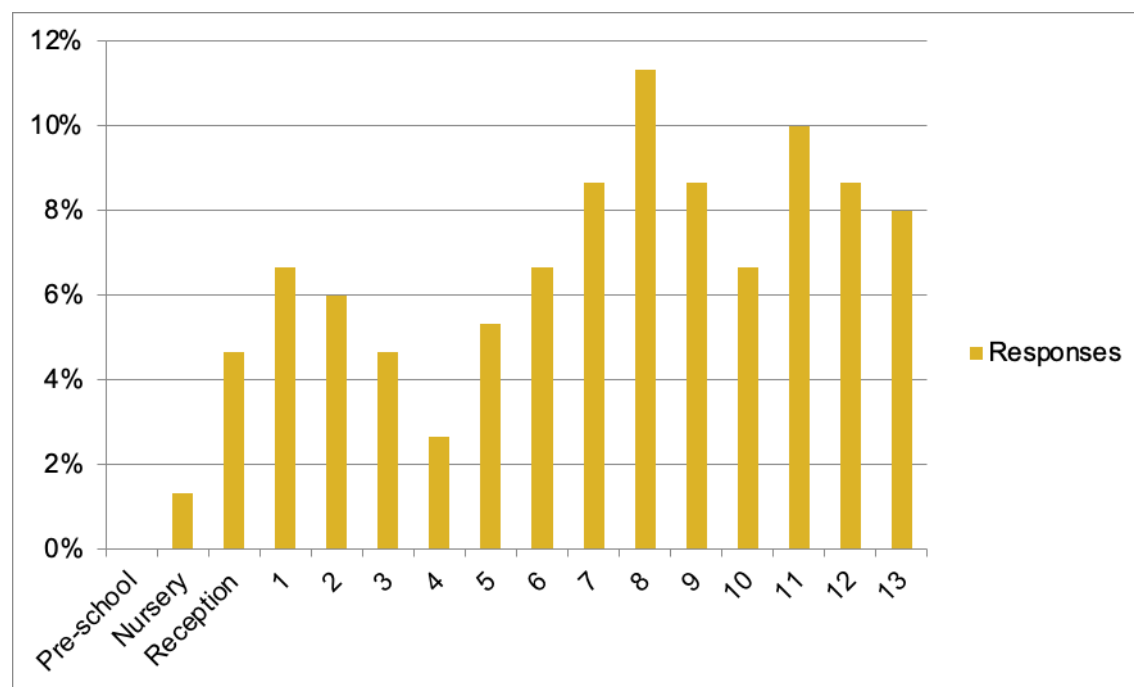
What happens next?

Although the overall performance of the school was judged to be satisfactory, inspectors identified a number of important weaknesses in the performance of the school and its governance. The Office of Education Standards will therefore undertake a Follow-Through Inspection in around six months following the publication of this report, the findings of which will be published in a further inspection report.

Appendix 1

Office of Education Standards | Parent Survey 2020

In which grade/year is your eldest child?



Response	Count
Answered	150
Skipped	2

How many years has your eldest child been at this school?

Response	Percentage	Count
Less than one year	9%	14
More than one year but less than three years	14%	21
More than three years	77%	116
	Answered	151
	Skipped	1

What is your nationality?

56%

Caymanian

44%

Non-Caymanian

My child is making good progress in English.

Response	Percentage	Count
Strongly Agree	42%	62
Agree	51%	76
Disagree	5%	8
Strongly Disagree	1%	1
I am unsure or unable to answer the question	1%	2
	Answered	149
	Skipped	3

My child is making good progress in mathematics.

Response	Percentage	Count
Strongly Agree	39%	58
Agree	49%	73
Disagree	7%	10
Strongly Disagree	1%	2
I am unsure or unable to answer the question	4%	6
	Answered	149
	Skipped	3

My child is making good progress in science.

Response	Percentage	Count
Strongly Agree	40%	60
Agree	45%	68
Disagree	7%	10
Strongly Disagree	1%	1
I am unsure or unable to answer the question	7%	11
	Answered	150
	Skipped	2

Overall, in all other subjects, my child is making good progress in their learning.

Response	Percentage	Count
Strongly Agree	38%	57
Agree	56%	83
Disagree	4%	6
Strongly Disagree	1%	1
I am unsure or unable to answer the question	1%	2
	Answered	149
	Skipped	3

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	41%	62
Agree	51%	76
Disagree	2%	3
Strongly Disagree	1%	1
I am unsure or unable to answer the question	5%	8
	Answered	150
	Skipped	2

My child is developing a good sense of responsibility as a member of the wider community.

Response	Percentage	Count
Strongly Agree	45%	67
Agree	47%	70
Disagree	4%	6
Strongly Disagree	0%	0
I am unsure or unable to answer the question	5%	7
	Answered	150
	Skipped	2

My child is developing good environmental understanding.

Response	Percentage	Count
Strongly Agree	44%	66
Agree	51%	76
Disagree	3%	5
Strongly Disagree	0%	0
I am unsure or unable to answer the question	2%	3
	Answered	150
	Skipped	2

The quality of teaching is good.

Response	Percentage	Count
Strongly Agree	41%	61
Agree	53%	79
Disagree	3%	5
Strongly Disagree	0%	0
I am unsure or unable to answer the question	3%	5
	Answered	150
	Skipped	2

My child enjoys most lessons.

Response	Percentage	Count
Strongly Agree	36%	54
Agree	58%	87
Disagree	4%	6
Strongly Disagree	1%	1
I am unsure or unable to answer the question	1%	2
	Answered	150
	Skipped	2

My child is inspired to learn.

Response	Percentage	Count
Strongly Agree	37%	55
Agree	51%	76
Disagree	11%	17
Strongly Disagree	0%	0
I am unsure or unable to answer the question	1%	2
	Answered	150
	Skipped	2

My child can join in a good range of extra-curricular activities provided by the school.

Response	Percentage	Count
Strongly Agree	27%	41
Agree	45%	68
Disagree	18%	27
Strongly Disagree	3%	4
I am unsure or unable to answer the question	7%	10
	Answered	150
	Skipped	2

The school provides the subjects my child wishes to study.

Response	Percentage	Count
Strongly Agree	32%	48
Agree	50%	75
Disagree	7%	11
Strongly Disagree	0%	0
I am unsure or unable to answer the question	11%	16
	Answered	150
	Skipped	2

The quality and amount of homework is appropriate.

Response	Percentage	Count
Strongly Agree	21%	31
Agree	67%	100
Disagree	9%	14
Strongly Disagree	1%	2
I am unsure or unable to answer the question	2%	3
	Answered	150
	Skipped	2

My child is safe and cared for at school.

Response	Percentage	Count
Strongly Agree	56%	83
Agree	41%	61
Disagree	3%	4
Strongly Disagree	1%	1
I am unsure or unable to answer the question	0%	0
	Answered	149
	Skipped	3

The school helps my child choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	34%	51
Agree	54%	80
Disagree	7%	11
Strongly Disagree	0%	0
I am unsure or unable to answer the question	5%	7
	Answered	149
	Skipped	3

My child is safe while on school buses.

Response	Percentage	Count
Strongly Agree	13%	19
Agree	13%	19
Disagree	1%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	73%	107
	Answered	146
	Skipped	6

My child is treated fairly at school.

Response	Percentage	Count
Strongly Agree	28%	41
Agree	61%	90
Disagree	3%	4
Strongly Disagree	3%	5
I am unsure or unable to answer the question	5%	8
	Answered	148
	Skipped	4

The school deals effectively with incidents of bullying.

Response	Percentage	Count
Strongly Agree	22%	33
Agree	41%	61
Disagree	10%	15
Strongly Disagree	4%	6
I am unsure or unable to answer the question	23%	34
	Answered	149
	Skipped	3

The school helps my child make good choices about his or her future education and career.

Response	Percentage	Count
Strongly Agree	22%	33
Agree	34%	51
Disagree	7%	11
Strongly Disagree	0%	0
I am unsure or unable to answer the question	36%	54
	Answered	149
	Skipped	3

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

Response	Percentage	Count
Strongly Agree	17%	26
Agree	27%	40
Disagree	10%	15
Strongly Disagree	4%	6
I am unsure or unable to answer the question	42%	62
	Answered	149
	Skipped	3

The school is well led.

Response	Percentage	Count
Strongly Agree	17%	25
Agree	41%	60
Disagree	14%	20
Strongly Disagree	16%	23
I am unsure or unable to answer the question	13%	19
	Answered	147
	Skipped	5

I receive good information about the school's improvement plans.

Response	Percentage	Count
Strongly Agree	20%	29
Agree	42%	62
Disagree	20%	29
Strongly Disagree	12%	18
I am unsure or unable to answer the question	6%	9
	Answered	147
	Skipped	5

Communication between the school and parents is effective and timely.

Response	Percentage	Count
Strongly Agree	35%	52
Agree	46%	68
Disagree	10%	14
Strongly Disagree	7%	10
I am unsure or unable to answer the question	2%	3
	Answered	147
	Skipped	5

The school responds appropriately to parental concerns.

Response	Percentage	Count
Strongly Agree	26%	38
Agree	44%	64
Disagree	16%	23
Strongly Disagree	10%	15
I am unsure or unable to answer the question	5%	7
	Answered	147
	Skipped	5

School reports are regular and informative.

Response	Percentage	Count
Strongly Agree	33%	48
Agree	55%	81
Disagree	5%	8
Strongly Disagree	4%	6
I am unsure or unable to answer the question	2%	3
	Answered	146
	Skipped	6

Parent-teacher meetings are helpful and held regularly.

Response	Percentage	Count
Strongly Agree	33%	49
Agree	58%	85
Disagree	7%	10
Strongly Disagree	1%	2
I am unsure or unable to answer the question	1%	1
	Answered	147
	Skipped	5

Parents are effectively involved in the work of the school.

Response	Percentage	Count
Strongly Agree	19%	28
Agree	42%	61
Disagree	16%	24
Strongly Disagree	7%	11
I am unsure or unable to answer the question	16%	23
	Answered	147
	Skipped	5

The school enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	22%	33
Agree	48%	71
Disagree	7%	11
Strongly Disagree	4%	6
I am unsure or unable to answer the question	18%	26
	Answered	147
	Skipped	5

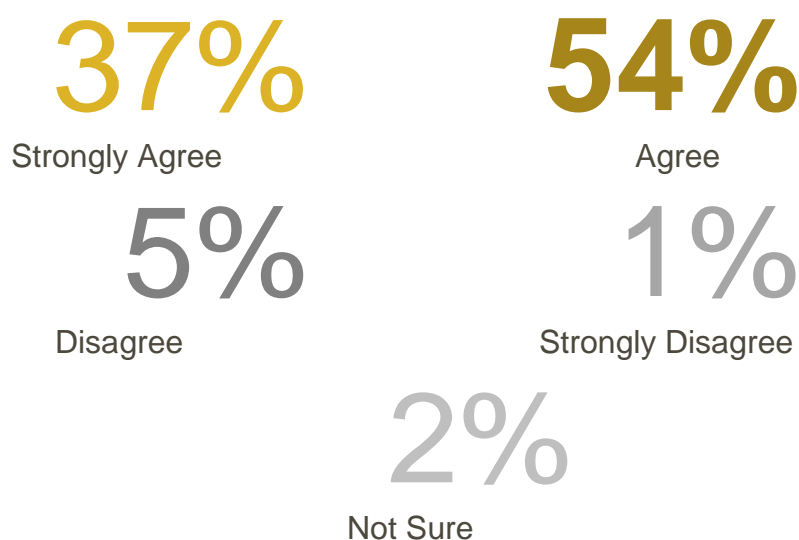
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	33%	48
Agree	55%	80
Disagree	6%	9
Strongly Disagree	1%	2
I am unsure or unable to answer the question	5%	7
	Answered	146
	Skipped	6

The school provides good quality resources for my child's learning.

Response	Percentage	Count
Strongly Agree	29%	42
Agree	56%	82
Disagree	9%	13
Strongly Disagree	3%	4
I am unsure or unable to answer the question	3%	5
	Answered	146
	Skipped	6

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

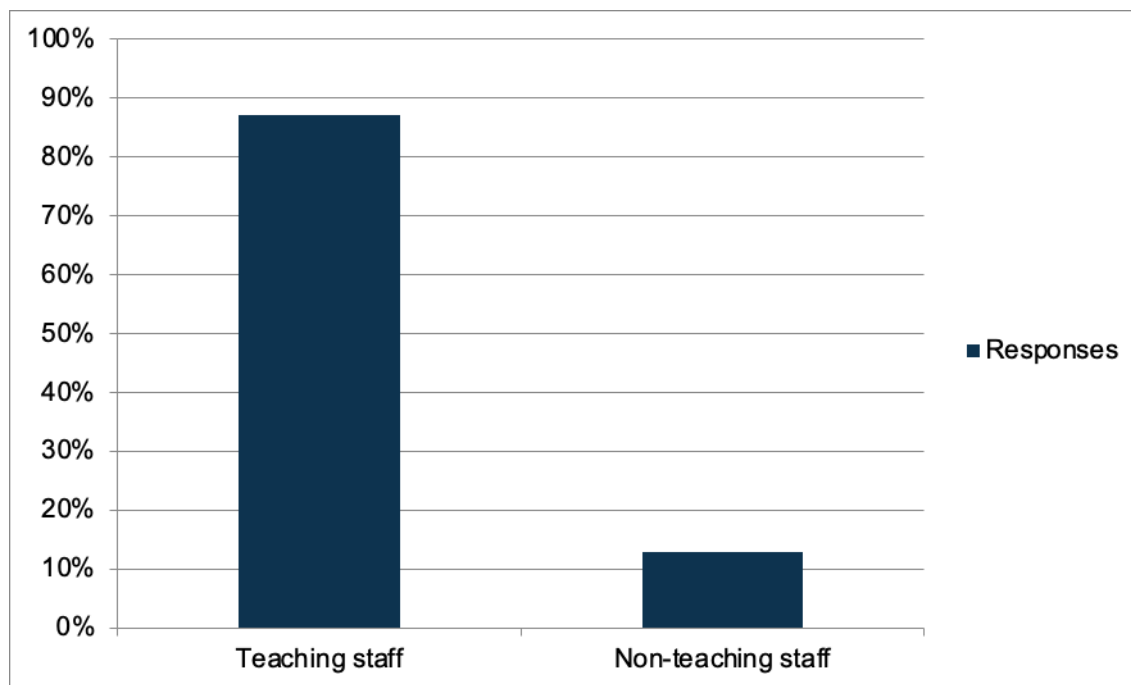


Response	Count
Answered	147
Skipped	5

Appendix 2

Office of Education Standards | Staff Survey 2020

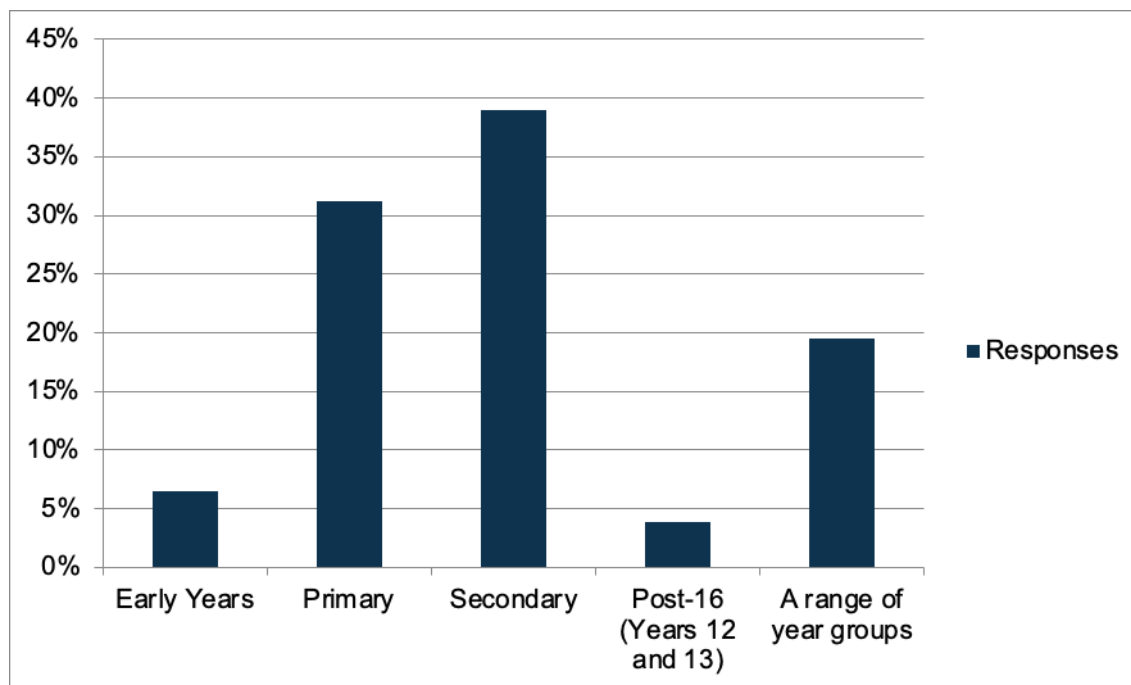
What is your role in the school?



How long have you worked at this school?

Response	Percentage	Count
One year or less	14%	11
More than one year but less than three years	24%	19
Three years or more	62%	48
	Answered	78
	Skipped	1

Which age-group of students are you mostly supporting?



What is your nationality?

20%

Caymanian

80%

Non-Caymanian

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	62%	48
Agree	38%	29
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	77
	Skipped	2

Most students at this school understand their responsibilities as members of a wider community.

Response	Percentage	Count
Strongly Agree	40%	31
Agree	58%	45
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	1%	1
	Answered	77
	Skipped	2

Most students at this school show good environmental understanding.

Response	Percentage	Count
Strongly Agree	38%	29
Agree	53%	41
Disagree	4%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	5%	4
	Answered	77
	Skipped	2

There are good assessment systems in this school.

Response	Percentage	Count
Strongly Agree	18%	14
Agree	56%	43
Disagree	18%	14
Strongly Disagree	0%	0
I am unsure or unable to answer the question	8%	6
	Answered	77
	Skipped	2

Students can join in a good range of extra-curricular activities provided by the school.

Response	Percentage	Count
Strongly Agree	52%	40
Agree	40%	31
Disagree	4%	3
Strongly Disagree	1%	1
I am unsure or unable to answer the question	3%	2
	Answered	77
	Skipped	2

This school regularly informs students of their next steps in learning.

Response	Percentage	Count
Strongly Agree	32%	25
Agree	57%	44
Disagree	8%	6
Strongly Disagree	0%	0
I am unsure or unable to answer the question	3%	2
	Answered	77
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	45%	34
Agree	38%	29
Disagree	9%	7
Strongly Disagree	8%	6
I am unsure or unable to answer the question	0%	0
	Answered	76
	Skipped	3

The school helps students to choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	29%	22
Agree	58%	44
Disagree	11%	8
Strongly Disagree	0%	0
I am unsure or unable to answer the question	3%	2
	Answered	76
	Skipped	3

Students are treated fairly at this school.

Response	Percentage	Count
Strongly Agree	41%	31
Agree	49%	37
Disagree	8%	6
Strongly Disagree	0%	0
I am unsure or unable to answer the question	3%	2
	Answered	76
	Skipped	3

The school deals effectively with incidents of bullying.

Response	Percentage	Count
Strongly Agree	36%	27
Agree	51%	39
Disagree	3%	2
Strongly Disagree	4%	3
I am unsure or unable to answer the question	7%	5
	Answered	76
	Skipped	3

The school helps students make good choices about their future education and career.

Response	Percentage	Count
Strongly Agree	43%	32
Agree	39%	29
Disagree	1%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	17%	13
	Answered	75
	Skipped	4

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

Response	Percentage	Count
Strongly Agree	14%	11
Agree	38%	29
Disagree	28%	21
Strongly Disagree	9%	7
I am unsure or unable to answer the question	11%	8
	Answered	76
	Skipped	3

The school is well led.

Response	Percentage	Count
Strongly Agree	16%	12
Agree	31%	23
Disagree	19%	14
Strongly Disagree	28%	21
I am unsure or unable to answer the question	7%	5
	Answered	75
	Skipped	4

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

Response	Percentage	Count
Strongly Agree	9%	7
Agree	44%	33
Disagree	27%	20
Strongly Disagree	3%	2
I am unsure or unable to answer the question	17%	13
	Answered	75
	Skipped	4

The school effectively supports my continuing professional development.

Response	Percentage	Count
Strongly Agree	7%	5
Agree	44%	33
Disagree	24%	18
Strongly Disagree	13%	10
I am unsure or unable to answer the question	12%	9
	Answered	75
	Skipped	4

Parent teacher meetings are well attended and helpful.

Response	Percentage	Count
Strongly Agree	34%	26
Agree	55%	42
Disagree	4%	3
Strongly Disagree	1%	1
I am unsure or unable to answer the question	5%	4
	Answered	76
	Skipped	3

Parents are effectively involved in the work of the school.

Response	Percentage	Count
Strongly Agree	26%	20
Agree	50%	38
Disagree	14%	11
Strongly Disagree	1%	1
I am unsure or unable to answer the question	8%	6
	Answered	76
	Skipped	3

The school enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	29%	22
Agree	53%	40
Disagree	4%	3
Strongly Disagree	3%	2
I am unsure or unable to answer the question	12%	9
	Answered	76
	Skipped	3

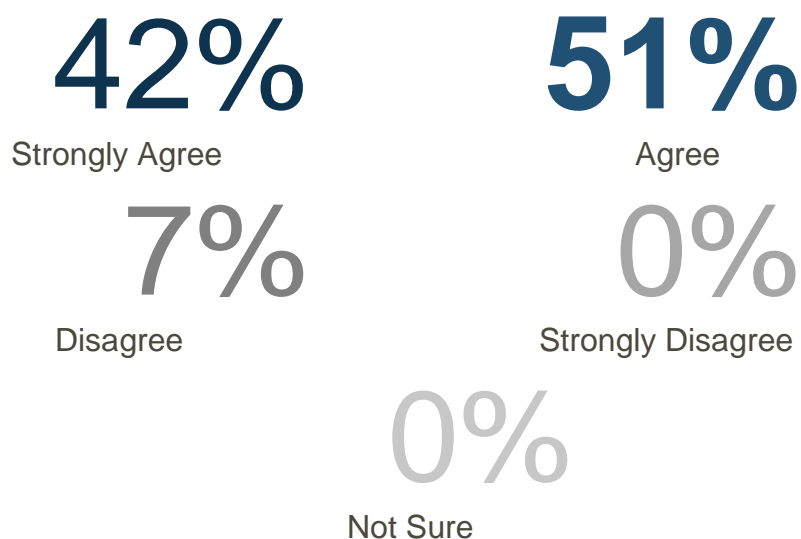
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	43%	33
Agree	45%	34
Disagree	9%	7
Strongly Disagree	0%	0
I am unsure or unable to answer the question	3%	2
	Answered	76
	Skipped	3

There are sufficient resources of good quality to support my teaching.

Response	Percentage	Count
Strongly Agree	12%	9
Agree	38%	29
Disagree	39%	30
Strongly Disagree	4%	3
I am unsure or unable to answer the question	7%	5
	Answered	76
	Skipped	3

Overall, this school provides a good quality of education.

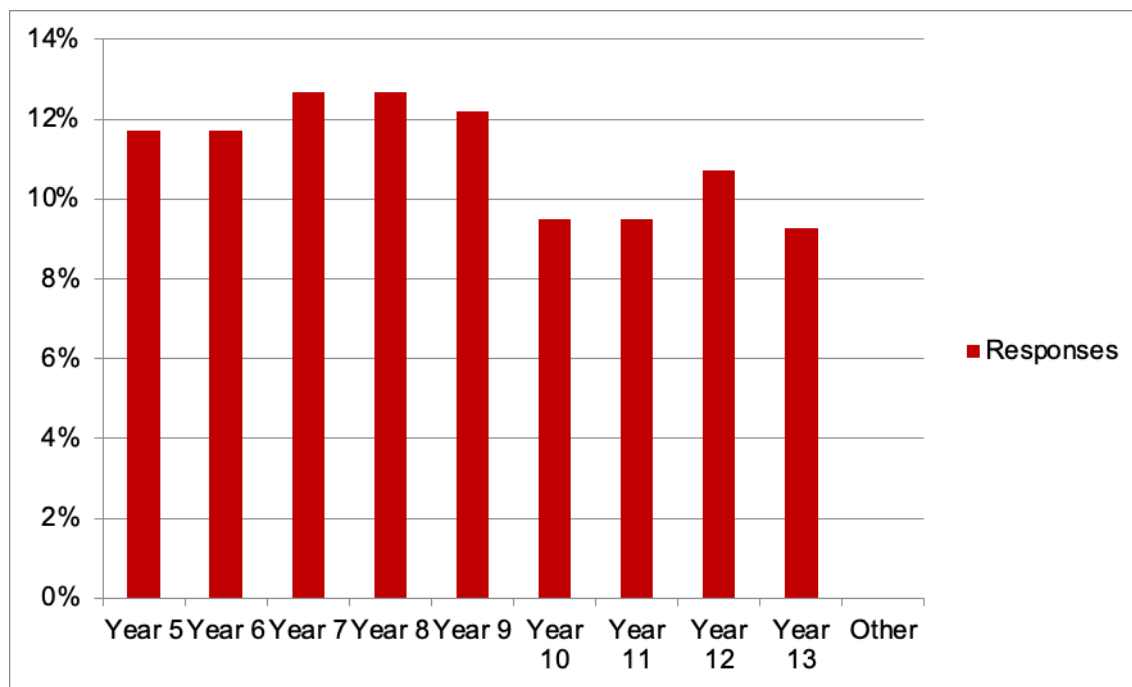


Response	Count
Answered	74
Skipped	5

Appendix 3

Office of Education Standards | Student Survey 2020

Which is your current year group?



What is your nationality?

64%

Caymanian

36%

Non-Caymanian

Please state your gender.

50%

Boys

50%

Girls

I am making good progress in English.

Response	Percentage	Count
Strongly Agree	13%	55
Agree	53%	218
Disagree	10%	43
Strongly Disagree	2%	8
I am unsure or unable to answer the question	21%	86
	Answered	410
	Skipped	1

I am making good progress in mathematics.

Response	Percentage	Count
Strongly Agree	21%	87
Agree	51%	208
Disagree	9%	36
Strongly Disagree	1%	5
I am unsure or unable to answer the question	18%	72
	Answered	408
	Skipped	3

I am making good progress in science.

Response	Percentage	Count
Strongly Agree	24%	99
Agree	59%	241
Disagree	6%	24
Strongly Disagree	1%	4
I am unsure or unable to answer the question	10%	42
	Answered	410
	Skipped	1

Overall, in all other subjects, I am making good progress in my learning.

Response	Percentage	Count
Strongly Agree	26%	106
Agree	64%	264
Disagree	4%	18
Strongly Disagree	1%	3
I am unsure or unable to answer the question	5%	19
	Answered	410
	Skipped	1

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	14%	58
Agree	59%	243
Disagree	18%	73
Strongly Disagree	2%	9
I am unsure or unable to answer the question	7%	27
	Answered	410
	Skipped	1

Most students at my school understand their responsibilities as members of a wider community.

Response	Percentage	Count
Strongly Agree	15%	60
Agree	55%	226
Disagree	19%	77
Strongly Disagree	2%	9
I am unsure or unable to answer the question	9%	39
	Answered	411
	Skipped	0

Most students at my school show good environmental understanding.

Response	Percentage	Count
Strongly Agree	15%	61
Agree	55%	227
Disagree	18%	75
Strongly Disagree	4%	16
I am unsure or unable to answer the question	8%	32
	Answered	411
	Skipped	0

Most of my lessons are good.

Response	Percentage	Count
Strongly Agree	20%	83
Agree	64%	262
Disagree	10%	41
Strongly Disagree	4%	15
I am unsure or unable to answer the question	2%	10
	Answered	411
	Skipped	0

I enjoy most lessons.

Response	Percentage	Count
Strongly Agree	18%	75
Agree	56%	228
Disagree	20%	81
Strongly Disagree	5%	19
I am unsure or unable to answer the question	1%	5
	Answered	408
	Skipped	3

My teachers help me understand how well I am doing in my schoolwork.

Response	Percentage	Count
Strongly Agree	25%	101
Agree	59%	242
Disagree	11%	46
Strongly Disagree	2%	8
I am unsure or unable to answer the question	3%	13
	Answered	410
	Skipped	1

I can join in a good range of extra-curricular activities provided by my school.

Response	Percentage	Count
Strongly Agree	23%	94
Agree	48%	197
Disagree	16%	64
Strongly Disagree	5%	22
I am unsure or unable to answer the question	8%	32
	Answered	409
	Skipped	2

My school provides the subjects I wish to study.

Response	Percentage	Count
Strongly Agree	23%	94
Agree	52%	213
Disagree	16%	66
Strongly Disagree	5%	21
I am unsure or unable to answer the question	4%	17
	Answered	411
	Skipped	0

I get the right amount of homework to help with my learning.

Response	Percentage	Count
Strongly Agree	20%	80
Agree	51%	208
Disagree	19%	77
Strongly Disagree	7%	28
I am unsure or unable to answer the question	4%	15
	Answered	408
	Skipped	3

Teachers explain to me how I can do better.

Response	Percentage	Count
Strongly Agree	23%	94
Agree	60%	247
Disagree	14%	56
Strongly Disagree	2%	8
I am unsure or unable to answer the question	1%	5
	Answered	410
	Skipped	1

I feel safe and cared for at my school.

Response	Percentage	Count
Strongly Agree	29%	117
Agree	50%	203
Disagree	12%	50
Strongly Disagree	4%	15
I am unsure or unable to answer the question	6%	23
	Answered	408
	Skipped	3

The school helps students choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	17%	71
Agree	47%	194
Disagree	18%	75
Strongly Disagree	6%	25
I am unsure or unable to answer the question	11%	44
	Answered	409
	Skipped	2

I feel safe on school buses.

Response	Percentage	Count
Strongly Agree	12%	50
Agree	40%	162
Disagree	7%	28
Strongly Disagree	3%	14
I am unsure or unable to answer the question	38%	153
	Answered	407
	Skipped	4

I am treated fairly at school.

Response	Percentage	Count
Strongly Agree	20%	80
Agree	55%	221
Disagree	7%	29
Strongly Disagree	12%	49
I am unsure or unable to answer the question	6%	25
	Answered	404
	Skipped	7

If there is bullying the school will do something to stop it.

Response	Percentage	Count
Strongly Agree	34%	139
Agree	39%	157
Disagree	11%	44
Strongly Disagree	5%	22
I am unsure or unable to answer the question	11%	44
	Answered	406
	Skipped	5

The school helps me make good choices about my future education and career.

Response	Percentage	Count
Strongly Agree	26%	105
Agree	54%	219
Disagree	11%	43
Strongly Disagree	4%	16
I am unsure or unable to answer the question	6%	25
	Answered	408
	Skipped	3

If I have special learning needs the school does a good job to help me.

Response	Percentage	Count
Strongly Agree	17%	71
Agree	41%	168
Disagree	9%	37
Strongly Disagree	3%	13
I am unsure or unable to answer the question	29%	119
	Answered	408
	Skipped	3

The school is well led.

Response	Percentage	Count
Strongly Agree	22%	89
Agree	38%	155
Disagree	17%	67
Strongly Disagree	15%	62
I am unsure or unable to answer the question	8%	33
	Answered	406
	Skipped	5

The school has asked me about how it can improve.

Response	Percentage	Count
Strongly Agree	15%	59
Agree	47%	191
Disagree	19%	77
Strongly Disagree	12%	48
I am unsure or unable to answer the question	8%	32
	Answered	407
	Skipped	4

The school responds appropriately to my concerns.

Response	Percentage	Count
Strongly Agree	12%	50
Agree	46%	186
Disagree	22%	91
Strongly Disagree	8%	34
I am unsure or unable to answer the question	12%	47
	Answered	408
	Skipped	3

I receive regular reports on my progress, which include the next steps I need to take.

Response	Percentage	Count
Strongly Agree	21%	85
Agree	63%	257
Disagree	11%	43
Strongly Disagree	2%	8
I am unsure or unable to answer the question	4%	15
	Answered	408
	Skipped	3

I am given good opportunities to learn in the wider community.

Response	Percentage	Count
Strongly Agree	16%	67
Agree	53%	216
Disagree	17%	71
Strongly Disagree	5%	19
I am unsure or unable to answer the question	9%	36
	Answered	409
	Skipped	2

The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	24%	98
Agree	49%	200
Disagree	11%	45
Strongly Disagree	6%	24
I am unsure or unable to answer the question	10%	41
	Answered	408
	Skipped	3

I have access to good quality resources for my learning.

Response	Percentage	Count
Strongly Agree	22%	89
Agree	62%	250
Disagree	10%	40
Strongly Disagree	3%	12
I am unsure or unable to answer the question	3%	13
	Answered	404
	Skipped	7

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

22%

Strongly Agree

10%

Disagree

56%

Agree

5%

Strongly Disagree

8%

Not Sure

Response	Count
Answered	409
Skipped	2

Office of Education Standards

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

