

# INSPECTION REPORT

OFFICE OF EDUCATION STANDARDS  
CAYMAN ISLANDS GOVERNMENT

MAY 2021



**Triple C School**

A Ministry of the Church of God Chapels

**MISSION** Triple C School partners with families to provide an internationally competitive education in a Christ-centered environment and seeks to lead students to fulfill their God-given purpose.

**VISION** Triple C School students will acquire wisdom, knowledge, and a biblical world-view as evidenced by a commitment to Jesus Christ with a lifestyle of creativity, character, leadership, service, responsibility and worship.

**MOTTO** To grow in wisdom and stature, and in favor with God and man. Luke 2:52

Triplecschool.org

**Triple C School**

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## INTRODUCTION

# INSPECTIONS OF SCHOOLS, COLLEGES AND EARLY YEARS CENTRES IN THE CAYMAN ISLANDS

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

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



# INTRODUCTION

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

The four levels are defined as follows:

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

## Consistency in quantitative terminology

Inspectors use quantitative terms in reports, as follows:

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



# SCHOOL INFORMATION

## General information

	<b>School name</b>	Triple C School
	<b>Address</b>	74 Fairbanks, George Town, Grand Cayman
	<b>Telephone number</b>	345-949-6022
	<b>Website</b>	www.tripleschool.org
	<b>Name of the principal</b>	Mrs. Mable Richardson
	<b>Date of this inspection</b>	May 3 - 6, 2021
	<b>Date of the last inspection</b>	May 7- 9 2019

## Students

	<b>Number of students on roll</b>	490
	<b>Age range of the students</b>	Mar-18
	<b>Grades or year groups</b>	Pre-school to Grade 12
	<b>Number of Caymanian students</b>	336
	<b>Number of students with special educational needs</b>	30
	<b>Largest nationality group of students</b>	Caymanian



# SCHOOL INFORMATION

## Staff

	<b>Number of teachers</b>	56
	<b>Number of teaching assistants</b>	17
	<b>Teacher-student ratio</b>	1/9
	<b>Teacher turnover</b>	13%

## Curriculum

	<b>Main curriculum</b>	Arizona and Association of Christian Schools International (ACSI)
	<b>External tests and assessments</b>	MAP, Stanford Achievement Tests, Preliminary Scholastic Assessment Test (PSAT), SAT and Advanced Placement (AP)
	<b>Accreditation</b>	Scholastic Assessment Test, North West Evaluation Association, The College Board

## School inspection overall performance history

<b>Cycle 1 Inspection</b>	May 2019	 Weak
<b>Cycle 2 Inspection</b>	May 2021	 Weak



# SUMMARY

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

Quality Indicator	Early Years Inspection Judgement	Change in judgement since last inspection	Elementary Inspection Judgement	Change in judgement since last inspection	Middle Inspection Judgement	Change in judgement since last inspection	High Inspection Judgement	Change in judgement since last inspection
1.1 Students' attainment in English	 Good	▲	 Satisfactory	▲	 Satisfactory	▶	 Satisfactory	▶
1.2 Students' progress in English	 Satisfactory	▲	 Satisfactory	▲	 Satisfactory	▶	 Satisfactory	▶
1.1 Students' attainment in mathematics	 Good	▲	 Satisfactory	▲	 Satisfactory	▲	 Good	▲
1.2 Students' progress in mathematics	 Satisfactory	▶	 Satisfactory	▲	 Satisfactory	▶	 Good	▲
1.1 Students' attainment in science	 Satisfactory	▲	 Satisfactory	▲	 Satisfactory	▶	 Good	▲
1.2 Students' progress in science	 Satisfactory	▲	 Satisfactory	▲	 Satisfactory	▶	 Good	▲



## SUMMARY

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

Quality Indicator	Early Years Inspection Judgement	Change in judgement since last inspection	Elementary Inspection Judgement	Change in judgement since last inspection	Middle Inspection Judgement	Change in judgement since last inspection	High Inspection Judgement	Change in judgement since last inspection
2.1 Positive behaviour for good learning	 Good	▶	 Good	▶	 Good	▶	 Good	▶
2.2 Students' civic and environmental understanding	 Satisfactory	▶	 Satisfactory	▶	 Weak	▼	 Satisfactory	▶

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

Quality Indicator	Early Years Inspection Judgement	Change in judgement since last inspection	Elementary Inspection Judgement	Change in judgement since last inspection	Middle Inspection Judgement	Change in judgement since last inspection	High Inspection Judgement	Change in judgement since last inspection
3.1 Teaching	 Satisfactory	▶	 Satisfactory	▲	 Satisfactory	▶	 Satisfactory	▶
3.2 Learning	 Satisfactory	▶	 Satisfactory	▶	 Satisfactory	▶	 Satisfactory	▶
3.3 Assessment	 Good	▲	 Weak	▶	 Satisfactory	▲	 Satisfactory	▶



## SUMMARY

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

Quality Indicator	Early Years Inspection Judgement	Change in judgement since last inspection	Elementary Inspection Judgement	Change in judgement since last inspection	Middle Inspection Judgement	Change in judgement since last inspection	High Inspection Judgement	Change in judgement since last inspection
4 Curriculum	 Weak		 Weak		 Weak		 Weak	

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

Quality Indicator	Early Years Inspection Judgement	Change in judgement since last inspection	Elementary Inspection Judgement	Change in judgement since last inspection	Middle Inspection Judgement	Change in judgement since last inspection	High Inspection Judgement	Change in judgement since last inspection
5.1 Health and safety	 Weak		 Weak		 Weak		 Weak	
5.2 Support and guidance	 Satisfactory		 Satisfactory		 Satisfactory		 Satisfactory	



## SUMMARY

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

Quality Indicator	Whole school	Change in judgement since last inspection		Change in judgement since last inspection		Change in judgement since last inspection		Change in judgement since last inspection
6.1 Leadership	 Weak	▶	 Weak	▶	 Weak	▶	 Weak	▶
6.2 Self-evaluation and planning ahead	 Weak	▶	 Weak	▶	 Weak	▶	 Weak	▶
6.3 Links with parents and the community	 Good	▶	 Good	▶	 Good	▶	 Good	▶
6.4 Staffing and the learning environment	 Satisfactory	▶	 Satisfactory	▶	 Satisfactory	▶	 Satisfactory	▶



# KEY STRENGTHS AND RECOMMENDATIONS

## What the school does well

- The strong Christian values that were central to the ethos of the school ensured that students' behaviour for learning was good and there were caring and supportive relationships between students themselves and staff and students.
- The school actively promoted community links which broadened the experience of learning for students, particularly in the High School.
- Attainment and progress in science in the High School were good with innovative learning experiences that engaged students' interest and enthusiasm.
- Music is a strength of the school. Specialist provision was provided across the school and every student in Grades 6-8 had the opportunity to learn an instrument. The Jazz and Steel Pan bands and choirs enriched the educational experience for students and provided opportunities to participate in a range of community events.

## Recommendations

1. Improve leadership by:
  - Reviewing the senior leadership structure to ensure there is secure and continuous leadership capacity that has the ability to urgently address the issues identified.
  - Improving the quality of self-evaluation using a range of data and identify clear priorities to bring about clear and timely progress in addressing the weak areas identified in this inspection.
  - Securing a stable annual planning cycle that involves all key stakeholders.
  - Provide opportunities for middle leaders to take on additional leadership responsibilities.
2. Ensure all safeguarding policies, procedures and training meets the regulatory requirements of the Cayman Islands Government
3. Raise attainment and improve progress in the elementary and middle phase in English, mathematics, and science by:
  - Raising expectations of students' ability by setting aspirational targets and predictions.
  - Improving student led enquiry and problem-solving skills.
  - Ensuring teaching takes account of prior attainment, particularly for the more able.



## KEY STRENGTHS AND RECOMMENDATIONS

4. Improve policies and practice for assessing students' learning by:
  - Writing a whole school policy to inform practice and clarify expectations.
  - Setting up a system to track student progress across the school using the Measures of Academic Progress (MAP) tests and other data.
  - Consistently marking students' work and identifying their next steps in learning.
  - Benchmarking data in line with OES expectations and provide this information to parents and the Board.
5. Improve the curriculum by:
  - Reviewing the use of time in the Early Years where too much time is spent on nap time and breaks.
  - Securing a whole school programme for civic and environmental education so that students further develop their leadership skills, and understand, and appreciate the Caymanian culture and increase their national and global awareness.
  - Identifying key skills and concepts across all grades so that students have clear learning pathways.
  - Broadening the curriculum at High School so that students have a greater choice of electives and clear career pathways to maximise their chances of entering College or University on leaving school.
  - Reviewing the recently created curriculum plan to improve the areas identified above.
6. Increase the opportunities for students to progress to higher education by:
  - Delivering career guidance and support from Grade 9 or earlier so that students can plan their academic courses.
  - Structuring a coherent external examination programme so that students have the opportunity to take the appropriate exams for their next stage of education.

### What has improved since the last inspection?

- The curriculum in the early years has changed and now reflects the Cayman Islands Early Years Curriculum. As a result, achievement in three of the four areas of learning; respect, communication and well-being has improved.
- Attainment and progress in mathematics and science have improved across the school.
- The quality of teaching in the elementary school is now satisfactory.



## OVERALL PERFORMANCE

### ► Weak

The overall performance of Triple C School was judged to be weak. This was because the school had not progressed a number of weak areas that were identified in the previous inspection such as, strategic planning, the curriculum and assessment. The school does not have the capacity to improve.

Of serious concern was the non compliance with the Cayman Islands Child Protection Policy and regulations. The majority of staff including the Principal and Vice Principal have not had up to date training as required. The school had recently (March 21) adopted the recommended Child Protection Policy, but staff had not been briefed or trained in its implementation. The designated child protection officer has been absent from school for several weeks and not all staff were aware of his replacement. Arrangements for referrals did not follow the policy guidelines and there were no recent records of any child protection cases.

The quality of leadership has been judged to be weak. Senior leaders did not provide the drive and direction needed to secure the improvements needed. Systems for assessing students' attainment were weak across all phases other than the Early Years where it was good. Teachers and students did not have the information needed to progress learning. The forty week curriculum plan had been created, but its implementation was slow and there was insufficient attention paid to securing learning pathways for students across the school.

The judgement on health and safety remained weak. Although issues identified in the previous inspection were resolved, there remained serious issues regarding child protection and access to the building. The leadership team were not proactive in securing a healthy and safe environment, despite guidance from the Department of Children and Family Services (DCFS).

The number of performance standards judged to be satisfactory has increased since the last inspection. Attainment and progress in English, mathematics and science in the Elementary School were satisfactory. The curriculum in Early Years has improved and was satisfactory.

The quality of teaching and learning and support and guidance for students remained satisfactory across the school. Staffing and the learning environment and students' understanding on civic and environmental understanding were also judged to be satisfactory other than in the Middle School where it was weak.

Attainment in English and mathematics in the Early Years and science and mathematics in the High School had improved and were now judged to be good. Behaviour remained good as the students were courteous and considerate, relationships across the school were positive and attendance high. There were productive and positive links with parents and the community, and this remained a good feature of the school.



# ACHIEVEMENT

## Students' attainment in relation to international standards

Students' attainment in relation to international standards	Early Years Inspection Judgement	Elementary Inspection Judgement	Middle Inspection Judgement	High Inspection Judgement
1.1 Attainment in English	 Good	 Satisfactory	 Satisfactory	 Satisfactory
1.1 Attainment in mathematics	 Good	 Satisfactory	 Satisfactory	 Good
1.1 Attainment in science	 Satisfactory	 Satisfactory	 Satisfactory	 Good

### English

In English, attainment was good in Early Years and satisfactory in Elementary, Middle and High School. In Early Years, most children's attainment was above age-related expectations. Pre-school children were able to listen, understand and reflect on stories and relate them to their own experience. Early writing skills were well developed, and children could write their names and simple words. They knew letter sounds and blends and could spell three and four letter words. In the Elementary School, data from MAP tests indicated that attainment was in line with expectations. Students could read texts with understanding and were developing an understanding of plot, character, and structure in their writing. Students' attainment in Elementary and Middle School was in line with expectations. They read increasingly difficult texts with fluency and expression. Whilst students in Middle School wrote for a range of purposes and audiences, their research skills were underdeveloped. There were few opportunities to write extended pieces of writing. Skills in writing across the curriculum were inconsistently developed. In High School students learnt the key features of debate and used these to develop their debating skills. The rigour and challenge of Honors and AP Classes in High School enabled students to read, compare and analyse texts, apply knowledge and independently draw conclusions. Data from MAP tests and AP exams showed that attainment was satisfactory overall.



# ACHIEVEMENT

## Students' attainment in relation to international standards



### Mathematics

Attainment of students in mathematics was good in Early Years, satisfactory in the Elementary and Middle grades and Good in the high grades. In Early Years, children could count to 60 in 5s when learning to tell the time and recognise two-digit numbers and count objects to 20 adding two numbers together. Test data and work in books indicated that standards were in line with expectations. In the higher Elementary grades students were exposed to more challenging tasks that allowed them to successfully solve problems. For example, in Grade 5, students used their knowledge and understanding of fractions to solve real world problems by multiplying fractions by whole numbers and challenging each other in a timed quiz. Attainment in the Middle School was broadly satisfactory as students attained at expected levels. In Grade 8 students could understand algebraic expressions and the methodology for solving simple equations. Most students had a good grasp of age-appropriate mathematical concepts and supported each other in their learning. In the High School students' attainment was good. They could apply reasoning and their understanding of number and algebra to solve problems. The honors classes provided an accelerated programme for more able students and were successful in extending their learning.



### Science

Attainment in science was satisfactory in Early Years, Elementary and Middle School and good in High School. In Early Years children grew beans and demonstrated observation skills by checking their growth and they developed an understanding of the conditions that help plants to grow. In the Elementary School, they demonstrated age-appropriate skills in observation, investigation, and recording. Groups of Grade 2 students chose different animals, such as a monkey, a polar bear, a turtle and designed and built a model of the appropriate habitat using a wide range of materials and resources, including iPads to research for pictures of the correct environment. Grade 5 students conducted a habitat investigation. They carefully measured out and taped off a small area of land, then observed, using magnifying glasses and recorded all living and non-living organisms. In High School, Grade 9 students planned and conducted a scientific investigation to demonstrate Newton's law of gravity and forces of motion by designing and building a device to drop of an egg safely from a height. The activity promoted their scientific enquiry, observation, prediction and recording skills. In High School, test data, classroom observations and a review of students' work showed that most students are working above curriculum standards. Most teachers, throughout the school, structure practical activities for students, to develop their scientific skills and consolidate their knowledge and understanding. Most students used age-appropriate scientific vocabulary.



# ACHIEVEMENT

## Students' progress in key subjects

Students' progress in key subjects	Early Years Inspection Judgement	Elementary Inspection Judgement	Middle Inspection Judgement	High Inspection Judgement
1.2 Progress in English	 Good	 Satisfactory	 Satisfactory	 Satisfactory
1.2 Progress in mathematics	 Satisfactory	 Satisfactory	 Satisfactory	 Good
1.2 Progress in science	 Satisfactory	 Satisfactory	 Satisfactory	 Good

### English



Progress in English was good in Early Years and satisfactory in Elementary, Middle and High School. Children in Early Years quickly developed early literacy skills through interesting and engaging activities that extended their learning and helped them understand how to communicate orally and through reading and writing. In Kindergarten, most children could confidently retell the Bible story of Zacchaeus and Jesus and use expression and empathy in doing so. Teachers used songs, books, role play and rhymes to progress learning. Throughout Elementary and Middle School reading skills developed systematically and students spoke with increasing confidence and clarity. In a significant minority of lessons there was too much teacher talk and planned learning did not build on prior attainment, as a result progress in developing literacy skills was limited. In High School, students were able to read and analyse literature and make presentations on a variety of topics. Students' progress in writing was weaker than in reading and oracy. Students had too few opportunities to develop their drafting, revising, and editing skills. Although students have access to technology, writing that involved research showed limited content and there were few opportunities for students to write creatively.



## ACHIEVEMENT

### Students' progress in key subjects



#### Mathematics

Progress in Mathematics was satisfactory in the Early Years, Elementary and Middle phases and good in the High School. Where it was satisfactory, teachers planned learning experiences that helped students achieve the expected standards. In the lower Elementary School, students were enthusiastic and confident, but lessons were often pitched too low and provided insufficient challenge. In a Grade 1 class on counting using coins, tasks set were too easy, and two students complained that the work was not hard enough. This pattern changed in later grades where more challenging work was set. Progress for more able students was variable due to the preponderance of whole class teaching and limited group work matched to need. In all phases however, progress was enhanced by opportunities to help students apply their knowledge in real world situation. The use of computer-based practice exercises that provided immediate feedback and help with incorrect answers was helpful in progressing learning. In High School, where progress was good, students were able to apply trigonometric and inverse trigonometric ratios to solving problems on elevation and depression. High School students were able to extend the more able students through the honours programme, which a positive impact on progress. Students with special educational needs made satisfactory progress.



#### Science

Progress in science was satisfactory in Early Years, Elementary and Middle School and good in High School. Lesson observations, classwork and assessment information indicated that most students make expected progress in Early Years, Elementary and Middle Schools and it accelerates to good progress in High School where they have more opportunities to use the laboratories, study specialist subjects and apply their practical scientific skills. As students moved up the school, most make acceptable gains in knowledge, skills and understanding. In High School, their scientific knowledge and skills have significantly developed. Links with real life and their environment, plus STEM (science, technology, engineering, and mathematics) materials and activities ensured relevancy and enhanced progress. In the Early Years, children could identify the different parts of the body. However, investigation and observational skills were underdeveloped due to the lack of opportunity to explore through structured play activities. Elementary students knew about the plant cycle and what was needed for a plant to grow. By Grade 12 students had progressed in physics to using circuits to measure current and voltage for a component and discussing and applying George Ohm's law. In Grade 12 chemistry they produced esters. High School students framed hypotheses, planned, and conducted experiments.



# STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT

Students' personal and social development	Early Years Inspection Judgement	Elementary Inspection Judgement	Middle Inspection Judgement	High Inspection Judgement
2.1 Positive behaviour for good learning	 Good	 Good	 Good	 Good
2.2 Students' civic and environmental understanding	 Satisfactory	 Satisfactory	 Weak	 Satisfactory

## Behaviour



Positive behaviour for good learning was judged to be good. Almost all students behaved well within and outside of classrooms and this contributed to the positive climate within the school. The Christian values that were central to the school were reflected in the care and support students demonstrated towards each other. Almost all teachers had clear expectations and students responded positively to these. Relationships between students and staff were very good and characterised by a mutual respect and tolerance. Most students were confident when speaking to adults and the majority engaged enthusiastically in their lessons, asking questions, and responding positively to the challenges set by teachers. In lessons that did not match their needs, some students would disengage and get distracted. Engagement in the wide range of musical activities promoted students' teamwork, perseverance, and self-discipline. Attendance was good at 96% and punctuality was acceptable. Whilst younger students wore their uniform with pride, this was not the case with a significant minority of older students who did not always agree with and adhere to the guidelines. The frequent Friday dress down days and 'no uniform' rewards undermined the status of the school uniform with some students.



## STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT

### Civic and environmental understanding

Students' civic and environmental understanding was satisfactory in the Early Years, Elementary and High School but weak in the Middle School. The Christian ethos was consistently promoted across the school, through assemblies, special Chapel sessions, and the YES and KEY clubs. These activities helped students develop an understanding and appreciation for the Christian faith and its place in the community. Most students were aware of basic environmental issues and demonstrated care for the environment by using sustainable water bottles and conserving electricity. Throughout most of the school, a deeper awareness of global environmental issues was not developed and the majority of students in the lower grades had a limited knowledge of environmental issues. A more positive picture was evident in the High School where global environmental awareness was taught in the marine biology course. In addition, students participated in projects and created striking displays and posters of the need for conservation and care for the environment. High School students also visited the Caribbean Conservation and Marine Institute each year and gained valuable information on endangered species in the Cayman Islands. The Grade 4 annual trip to various historic and cultural sites on Cayman Brac provided students with a rich experience of Cayman culture. However, across the school students were limited in their knowledge of Caymanian symbols and traditions and there was little acknowledgment of or reference to the Caymanian national identity. Opportunities to develop students' leadership skills were missed. The school did not have a prefect body and had a small student council of four students. A significant minority of students participated in a range of extra-curricular activities, including sports and clubs.



# TEACHING, LEARNING AND ASSESSMENT

Teaching, learning and assessment	Early Years Inspection Judgement	Elementary Inspection Judgement	Middle Inspection Judgement	High Inspection Judgement
3.1 Teaching	 Satisfactory	 Satisfactory	 Satisfactory	 Satisfactory
3.2 Learning	 Satisfactory	 Satisfactory	 Satisfactory	 Satisfactory
3.3 Assessment	 Good	 Weak	 Weak	 Weak

## Teaching

Teaching was satisfactory in all phases. Teachers had sound subject knowledge, appropriate to the age and phase of the students. Almost all lessons were planned with clear objectives, which were shared with students, so that they knew what was expected of them. Plans included a variety of activities, though the delivery of a significant minority of lessons was through whole class teaching rather than group work. Consequently, there were limited opportunities to extend learning for more able students. In a minority of lessons, a plenary to check and consolidate learning did not happen. Time was used effectively, and teachers used a range of resources, especially in Early Years and Elementary Schools, to support and engage students' interest. Teachers' questioning skills did not always further students' learning. They asked closed whole class questions rather than targeted probing questions. The promotion of critical thinking and problem solving skills was inconsistent. It was strongest in science and mathematics lessons in the High School. Not all teachers used questions to check students' understanding and progress. Effective classroom management techniques ensured a calm, orderly learning environment. Almost all classes promoted a positive climate for learning. In Early Years and Elementary they used routines such as "123 look at me", and in Middle and High School there were clear procedures and rules. There was insufficient challenge in some classes for more able students. Students with special educational needs were given appropriate and effective support.



## TEACHING, LEARNING AND ASSESSMENT



### Learning

Learning was satisfactory in all phases. Students had positive attitudes to learning and almost all were enthusiastic and confident in lessons. They enjoyed and took responsibility for their own learning in stronger lessons. They were mostly active and engaged, though in a few lessons teachers talked too long and students were passive learners. Where relevant, students made use of information technology to support their learning, particularly in mathematics. Group work and collaborative learning was a common feature. In Early Years and lower grades, they learnt to work alongside each other, took turns, discussed, and shared their work and equipment. They learnt to respect each other. In higher grades, students collaborated in groups to conduct scientific experiments or to research and produce presentations. Independent learning was promoted through home learning projects. The excellent performances of musical groups, in the school, such as the steel band and the jazz band exemplified collaborative learning. There were missed opportunities in a minority of lessons to build in links with the real world examples and other areas of the curriculum. Problem-solving, critical thinking and higher-order skills were a feature in only a few lessons.



### Assessment

Assessment was good in Early Years and weak in Elementary, Middle and High. The school had not yet created a whole school assessment policy and framework. External and internal summative assessments lacked coherence. The Stamford 10 Test was recently changed to MAP (Measures of Academic Progress) in reading and mathematics across the whole school. Information from both these tests had not been used to track student attainment and progress and benchmark data by grade or school. Older students sat a range of tests; all 10<sup>th</sup> graders took the PSAT, and SAT tests were optional for Grade 12 students. AP exams were also in place for higher ability Grade 12 students. This data was not used to modify teaching practices, set individual and group targets or track student progress. From Grades 1-12, teachers and school leaders have not consistently utilised formative or summative data in lesson planning and as a result teaching was not always matched to need and students did not get appropriate feedback on their learning. Tests and quizzes were frequently set for students as homework. Whilst these were useful in checking understanding, they had limited use in providing more helpful feedback for students and students found the volume of tests and quizzes stressful. Marking of books was inconsistent and unsatisfactory. In some classes and subjects helpful feedback was given and next steps in learning identified. However, in other classes there was little evidence of any marking. A policy had been written but the majority of staff were not following it. In Early Years, individual learning portfolios were used effectively, to track children's academic and social development. Assessment was on-going and linked to the Cayman Islands Early Years Framework.



# CURRICULUM

Offering a curriculum that meets the educational needs of all students	Early Years Inspection Judgement	Elementary Inspection Judgement	Middle Inspection Judgement	High Inspection Judgement
4 Curriculum	 Weak	 Weak	 Weak	 Weak

## Curriculum

The curriculum was weak across the school. The issues identified in the previous inspection remained. In the Early Years too much time was spent on nap and break times. Securing continuity and progression in key skills, knowledge and concepts was not consistent across the school. Students and parents expressed concerns about the volume and inconsistent approaches to homework. Teachers did not follow the school policy and as a result, homework pressures had a negative impact on home life and student well-being. Curriculum plans which took account of and built on agreed standards were not adhered to. Improvements had been made in creating the 40 week curriculum plan which followed the Arizona State curriculum. There was more curriculum time for practical science with increased opportunities for scientific exploration and the application of skills. Specialist areas such as music, PE and Spanish enriched the curriculum. The music curriculum provided fruitful links to the community and provided opportunities for students to develop their creativity and talents. The Cayman Early Years and Abeka curriculum were implemented satisfactorily with an emphasis on the four key focus areas of learning. Overall, however, the curriculum was not well structured and sequenced to develop and build on skills and knowledge. The curriculum lacked a whole school programme for civic and environmental education and students had limited opportunities to develop their leadership skills and national identity. Meaningful and planned cross-curricula links to support the transfer of learning between different subjects and phases, were not effectively promoted across the school. Senior leaders did not undertake a rigorous, systematic review of the curriculum to secure breadth and balance and support continuity and progression in learning. In the High School, the lack of careers advice and guidance below Grade 12 and a narrow choice of electives, limited students' ability to make early career choices. As a result, students were not well prepared when moving through to their next stage of education.



# SAFETY AND SUPPORT

Keeping our students safe and always supported	Early Years Inspection Judgement	Elementary Inspection Judgement	Middle Inspection Judgement	High Inspection Judgement
5.1 Health and safety	 Weak	 Weak	 Weak	 Weak
5.2 Support and guidance	 Satisfactory	 Satisfactory	 Satisfactory	 Satisfactory

## Health and safety

Health and safety arrangements were judged weak in all phases. This is because the school did not have a proactive approach to health and safety with clear standards that were regularly monitored and addressed. When issues from the past two inspections were raised, the school addressed them. Leaders were over-reliant on external audits and inspections to ensure the school was safe. There was a serious concern about arrangements for child protection and safeguarding. The updated child protection policy was available but had not yet been implemented and staff had not been briefed on this. The Vice-Principal who was the identified Child Protection Officer was absent for long periods of time and his replacement was not known widely amongst staff. Referrals on safeguarding issues did not follow government regulations. The majority of staff had not had up to date training, including the Principal and Vice-Principal responsible for child protection. Students had access to a school counsellor and a Spiritual Life Director who provided support for the care and welfare of students. School buildings were not consistently secured. Both buildings, entrance doors, and gates to the Early Years play areas were frequently unlocked. Large outdoor spaces for sports, physical education, and breaks were poorly maintained. They were uneven and sand was dirty and not cleared regularly. The Early Years play area did not have enough shade and the youngest children were not encouraged to wear a hat when outside. There was no bus transportation and arrangements for pick up and drop off were chaotic and posed a safety risk. There was little adherence to the traffic management system in place and supervision was not effective in managing this. Despite previous recommendations on increasing supervision, the outside play areas, bathrooms, and corridors were not monitored sufficiently. As a result, students reported that littering and some anti-social behaviours were left unchecked. The promotion of healthy lifestyles was inconsistent but satisfactory overall.



## SAFETY AND SUPPORT



### Support and guidance

Provision for support and guidance quality was satisfactory. Staff and students enjoyed positive relationships and teachers knew their students well and cared about their personal and academic needs. Parents and students reported that staff were responsive to requests for help and support with academic work when needed. Personal and social development were promoted through daily devotions, the weekly Chapel Service, and opportunities for reflections. The strong Christian ethos provided support for the whole school community and contributed to students' good behaviour. A guidance counsellor provided support for students' wellbeing. Student participation in the Youth Experiencing Salvation (YES) session, which was initiated and mentored throughout the Covid lockdown gave students the opportunity to publicly celebrate their achievements, spiritual growth, and character. Students with additional needs were well supported through a structured referral process which was reviewed by a qualified team. Individual education plans were supported and tracked by a range of clinical services professionals. However, during observed lessons, provision for these students was inconsistent. Very few student records of safeguarding or behavioural issues were kept. Data on attendance and punctuality for individual students was monitored and made available to parents although there were no school systems in place to gather data on attendance across grades and phases of the school. Guidance on transition arrangements to further and higher education and employment came later in the High School and there were missed opportunities for students to plan the electives and exams needed to successfully enter the next phase of their learning. Consequently, the number of students progressing to university or college was low. Students in Year 12 benefited from the wide range of work experience opportunities.



# LEADERSHIP AND MANAGEMENT

Leading and managing our school and developing our links with the community we serve	School Wide
6.1 Leadership	 Weak
6.2 Self-evaluation and improvement planning	 Weak
6.3 Links with parents and the community	 Good
6.4 Staffing and the learning environment	 Satisfactory

## Leadership

Leadership at the school was weak. There were serious concerns about child protection arrangements and insufficient attention had been paid to addressing the issues that were identified in the previous inspection. The leadership of the school was reactive, and leaders did not have the capacity to bring about the changes needed to improve the school. There was limited direction and drive. Whilst the school had put in place a leadership structure with middle leaders such as heads of departments, their role within the school was limited. The interim Vice-Principal had a disproportionate number of responsibilities and the substantive Vice-Principal had been absent for long periods of time. As a result, there were gaps in leadership support for students and staff. There were no secure plans for succession given the interim role of one Vice Principal and the imminent retirement of the other. Middle leaders and staff had minimal professional development and training. There were no performance management systems. New leaders were not provided with the required support or time to develop their new role. However, the teaching staff work hard and were dedicated and committed to the welfare and education of the students in their care. This was reported numerous times by students and parents. Staff had a limited influence on the decision and direction of the school. The proportion of staff, students and parents' who thought the school was well led had dropped substantially since the previous inspection. The Board had representatives and stakeholders from different sections of the community who were committed to the school. However, they have not held senior leaders to account for bringing about the changes needed to improve the school. The Christian ethos and mission of the school was understood and respected by the whole community.



## LEADERSHIP AND MANAGEMENT



### Self-evaluation and improvement planning

Self-evaluation and improvement planning was weak. Arrangements for evaluating the quality of educational provision lacked coherence and rigour. Leaders were unaware of the strengths and weaknesses across the school and did not prioritise actions to address issues raised in the previous inspection. The interim Vice Principal had started a programme to monitor the quality of teaching and learning and had a realistic assessment of this. Judgements on other performance areas such as health and safety and leadership were over-optimistic and not based on monitoring information or data. Results from tests and exams over the past three years were recorded as a narrative, however trends in attainment over time and an analysis of results in relation to groups of students based on gender and ability for example was not available. This collection of inaccurate and confusing data and information prevented leaders from identifying clear priorities for improvement. The school did not have an annual strategic planning cycle and the recently created school development plan lacked focus. The impact of leadership in improving educational quality across the school was therefore limited.



### Links with parents and the community

Links with parents and the community were good. There was an effective two-way communication between parents and teachers through the RenWeb system. Parents received information on their child's progress through regular reports and information on homework, attendance, test results and the curriculum. Teachers provided twice yearly reports on students' attainment and held parent conferences to discuss progress. Reports on student progress provided information on student attitudes and aptitudes but did not identify their next steps in learning. Information was provided to parents on the school curricula and programmes of study in the Student/Parent Handbook. The PTA were very supportive of the school and provided funding for equipment such as science apparatus and library books. They also provide rewards for teachers. Constructive and effective links with the local community provided students with opportunities to extend their learning and prepare for the world of work through an interesting range of work experience opportunities with companies such as KPMG and DART. Students participated in island wide sports events, music competitions such as the National Children's Festival of the Arts and the KEY club. From Grade 9 onwards students participated in a 20 hour community service programme on projects led by the National Trust and Cayman Humane Society. Younger children in the Elementary School visited the Turtle Farm and Cayman Brac, though there were fewer opportunities created to explore local museums or receive visitors such as fire fighters from the local community. The school is governed by the Church of God which provided strong links between the church community and the school.





### Staffing and the learning environment

Staffing and the learning environment was satisfactory. Teaching staff were well qualified and deployed effectively across the school. A team of experienced teaching assistants supported the Elementary School. There were specialist teachers in music, art, and PE. Two additional staff led on students' spirituality and Bible studies. Two counsellors and school nurses supported students' mental and physical health. The addition of a middle management team was a positive move but there was no additional time to undertake leadership duties. Teacher turnover was high which caused instability in some parts of the school. The school is located on a 12-acre site with large playing fields and a spacious main school building. The Early Years outdoor area lacked resources such as wheeled toys, imaginative play equipment and large construction toys. The quality of the outdoor space generally was poor and there were limited bathroom facilities for the older students. Three Grade 5 classes were situated in the church which separated them from the rest of the school. Across the Middle and High School, students' learning in science was constrained because they do not have enough access to a science laboratory. There was no lab technician to help set science classes up. The organisation of classrooms with the elementary and high schools split across two floors created disruption for the younger students. Resources had improved since the last inspection with new textbooks and digital hardware and software. These were well used and enhanced learning, though there were insufficient numbers for students to be able to use these regularly. The computers in school were old and many were in poor condition with faulty keyboards and screens. This was a significant barrier to students' ability to research and access digital resources. Students and parents were aware of and highlighted issues with the learning environment, the bathroom facilities and old computers.



## SURVEY RESULTS

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

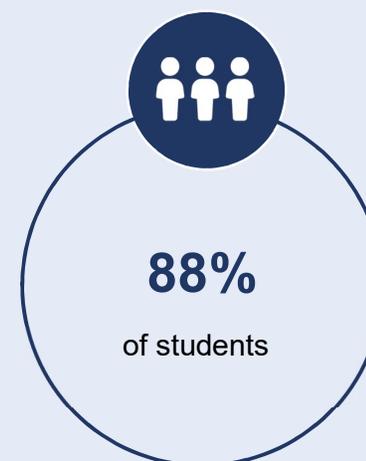
Students	312	Parents	238	Staff	46
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### Survey: "I am satisfied with the quality of education provided at this school."

Three hundred and twelve students completed the survey which was significantly more than the previous inspection (128). Most students thought they had made good progress in English, science and other subjects and a majority in mathematics. Most believed lessons were good. A majority enjoyed their lessons, thought that teachers helped them and believed that they were consulted and receive regular reports on their progress from well-qualified teachers. They thought that behaviour was good, and students had a sense of responsibility, community awareness and environmental understanding. The majority of students felt safe and cared for at school and were encouraged to lead a healthy lifestyle and were treated fairly. There was a significant minority who felt the school did not adequately deal with bullying and that they were not treated fairly, and resources were insufficient.

A significant minority disagreed that school offered a good range of extra-curricular activities and did not think the school provided a good choice of subjects. Similarly, a significant minority disagreed that the school responds to their concerns and shows them how to improve. A majority believed the school was well led but again a significant minority disagreed. Overall a majority (66%) were satisfied with the quality of education at the school but over a quarter (28%), a significant minority of students disagreed.

211 students responded with comments. The majority of comments were negative and/or expressed concerns that students had with the school. Feedback was provided on the bathrooms, food, bullying, the lack of teaching about Caymanian culture and history, too much homework, little preparation for the real world, no PE lessons in grades 11 and 12, the variety of electives and extra-curricular activities. Similar feedback had been given by students in the previous inspection. Whilst 25% made positive comments in the last inspection, less than 10% did so this time.



**Strongly Agree and Agree**

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**14%**

**Decrease** since the last inspection



## SURVEY RESULTS

### Parents

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

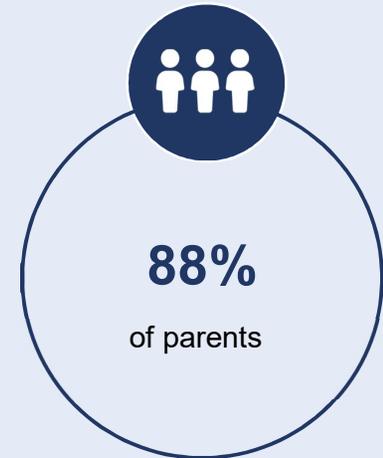
The number of parent responses has increased from the last inspection from 86 to 239 and whilst overall, most parents were satisfied with the quality of education provided by the school the degree of parental satisfaction has fallen from 95% to 90%.

Almost all parents agreed that students enjoyed their lessons in a safe environment and had developed their environmental understanding and sense of community responsibility. A majority believed that teaching quality was good, their children were inspired to learn and understood how to have a healthy lifestyle.

Almost all parents thought their children were treated fairly but only a significant minority agreed that the school provides good support for children with special educational needs. Most felt that the school responded to their concerns, communication was effective and there were regular reports and parent-teacher meetings. Almost all parents also agreed that their children made good progress in English, science, and mathematics as well as in other subjects. A few parents had concerns about homework and career choices.

A majority of parents felt that the school did not provide a good range of extra-curricular activities, nor a wide enough choice of subjects and a minority of parents indicated that curriculum provision for STEM and promoting the Caymanian culture were areas of concern.

There has been a change since the last inspection in respect of the parents' views of the leadership of the school. A significant minority of parents now disagree that the school is well led.



**Strongly Agree and Agree**

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**2%**

**Decrease** since the last inspection



## SURVEY RESULTS

### Staff

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

Sixty-three per cent of staff participated in the survey compared to 38% in the previous inspection and the proportion of staff who believe the school provides a good quality education has increased from 92% to 96%. Staff responses relating to leadership of the school were less positive. Whilst 65% agreed that the school was well led, 24% disagreed and 11% were unwilling to respond. Most felt that they were involved in school evaluation and improvement planning.

Almost all staff believe that the behaviour of most students is good, that they understood their responsibility as members of a wider community and that they show good environmental understanding. Almost all staff also believe that students can join a good range of extra-curricular activities and are regularly informed by the school of the next steps in their learning.

Almost all staff believe that the school has good assessment systems in place and provides a good quality of education. They also agree that the school enjoys good links with the community and has appropriately qualified and suitably skilled teachers and staff. Most of the staff who responded agreed that parent teacher meetings are well attended and helpful and that parents are effectively involved in the work of the school.

Most staff agree that the school helps students choose a healthy lifestyle and help students make good choices about their future education and career. Almost all believe that the school provides good support for students with special education needs, has a safe and caring environment for all members of the learning community, ensures students are treated fairly and deals effectively with bullying incidents.



**Strongly Agree and Agree**

10%

**Increase** since the last inspection

## WHAT HAPPENS NEXT?

The school has been asked to prepare an action plan within four weeks of the publication of this inspection report.

This should address:

- The recommendations identified within this report;
- Areas identified by the school as requiring improvement;
- Other external reports or sources of information that comment on the work of the school.

## WHEN WILL THIS SCHOOL BE INSPECTED AGAIN?

As the overall performance of Triple C School was judged as **weak**, there will be a Follow-Through Inspection of the school within six months of the publication of this report. The school will continue to be inspected on a regular basis until all aspects of performance are judged at least satisfactory.



## WHO ARE WE AND WHAT DO WE DO?

The Office of Education Standards is part of the Portfolio of Civil Service within the Cayman Islands Government. Our function is to inspect early childhood care and education centres, public and private schools and report upon standards in all educational institutions in the Cayman Islands.

### How to contact us

You can contact us using the following e-mail address.

[adminOES@gov.ky](mailto:adminOES@gov.ky)

### Where to read our reports

Our reports are published regularly and are currently available on the Cayman Islands Government website. Please use the following link to read our latest publications.

[www.oes.gov.ky](http://www.oes.gov.ky)





[www.oes.gov.ky](http://www.oes.gov.ky) | [adminOES@gov.ky](mailto:adminOES@gov.ky)

**Office of Education Standards**  
Government Administration Building  
133, Elgin Ave, George Town  
Grand Cayman