

INSPECTION REPORT

OFFICE OF EDUCATION STANDARDS
CAYMAN ISLANDS GOVERNMENT

SEPTEMBER 2022



CAYMAN ACADEMY



CAYMAN ACADEMY

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INTRODUCTION

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

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

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

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





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



INTRODUCTION

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

The four levels are defined as follows:

| | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| Excellent - exceptionally high quality of performance or practice |  Excellent |
| Good - the expected level for every school in the Cayman Islands, both public and private. |  Good |
| 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. |  Satisfactory |
| 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. |  Weak |








Consistency in quantitative terminology

Inspectors use quantitative terms in reports, as follows:







| | | |
|-----------------------------|---------------------------------------------------------------------|-------------------|
| 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% |
| Significant minority | A quarter or more but less than a half | 25% to 49% |
| Minority | 15% or more but less than half | 15% to 24% |
| Few | Up to 15% | 0% to 14% |

SCHOOL INFORMATION

General information





| | | |
|-------------------------------------------------------------------------------------|------------------------------------|-------------------------------------------------------------------------|
|  | School name | Cayman Academy |
|  | Address | 211 Walkers Road, George Town |
|  | Telephone number | 1 (345) 640-2630 |
|  | Website | https://www.caymanacademy.ky |
|  | Name of the principal | (Interim) Jewel Meikle |
|  | Date of this inspection | September 20 - 23, 2022 |
|  | Date of the last inspection | November 2020 |

Students




| | | |
|---------------------------------------------------------------------------------------|----------------------------------------------------------|------------------------|
|  | Number of students on roll | 300 |
|  | Age range of the students | 3-17 |
|  | Grades or year groups | Kindergarten – Year 12 |
|  | Number of Caymanian students | 142 |
|  | Number of students with special educational needs | 17 |
|  | Largest nationality group of students | Caymanian |

SCHOOL INFORMATION



Staff

| | | |
|-----------------------------------------------------------------------------------|-------------------------------|------|
|  | Number of teachers | 22 |
|  | Number of teaching assistants | 6 |
|  | Teacher-student ratio | 1:11 |
|  | Teacher turnover | 25% |

Curriculum

| | | |
|-------------------------------------------------------------------------------------|--------------------------------|------------------------------------------|
|  | Main curriculum | CIEYC, ENC (Primary)CISC |
|  | External tests and assessments | CSEC, CAT4, GL PT |
|  | Accreditation | Inter-American Division Commission (AAA) |

School inspection overall performance history

| | | |
|--------------------|----------------|-----------------------------------------------------------------------------------------------|
| Cycle 1 Inspection | November 2020 |  Good |
| Cycle 2 Inspection | September 2022 |  Weak |

SCHOOL INFORMATION

Cayman Academy is a private Seventh Day Adventist school located in George Town, Grand Cayman. It is locally managed by the Cayman Islands' Conference of Seventh Day Adventists.

There were 300 students at the school at the time of the inspection, of which 47 per cent were Caymanian. The largest non-Caymanian group consisted of Jamaican students. The school employs 28 teachers and eight support staff.

Teachers in Kindergarten follow the Cayman Islands Early Years Foundation Stage Curriculum, while teachers in the Primary phase use a combination of the UK and the Cayman Islands National Curriculum for their planning. In the Secondary school, the curriculum is based on the syllabus requirements of the Caribbean Secondary Education Certificates (CSEC), the Caribbean Certificate of Secondary Level Competence (CCSLC) and CXC.



















The school had experienced substantial staffing changes in the previous two academic years, which was particularly disruptive in the weeks prior to the inspection. The previous principal and seven teachers resigned to take up new positions elsewhere, and two staff were absent on sickness or personal leave. The school had been able to fill most positions, although a few teachers were yet to arrive on the island. The substantive Vice Principal, who was appointed as Interim Principal, expanded the leadership team to include a new administrative core committee of five members and an administrative committee comprising the core plus three middle managers.

The school delayed reopening after the summer break until September 7th to conduct intensive orientation days with each year group and had been open for eight days prior to the inspection.









PERFORMANCE STANDARD

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










| Promoting our students' personal and social development. | Early Years | Change in judgement since last inspection | Primary | Change in judgement since last inspection | Secondary | Change in judgement since last inspection |
|----------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-------------------------------------------|-------------------------------------------------------------------------------------------------------|-------------------------------------------|-----------------------------------------------------------------------------------------------------|-------------------------------------------|
| 1.1 Students' attainment in English |  Satisfactory | ▼ |  Satisfactory | ▼ |  Good | ▶ |
| 1.1 Students' progress in English |  Satisfactory | ▼ |  Satisfactory | ▼ |  Good | ▶ |
| 1.1 Students' attainment in mathematics |  Satisfactory | ▼ |  Satisfactory | ▼ |  Satisfactory | ▼ |
| 1.2 Students' progress in mathematics |  Satisfactory | ▼ |  Satisfactory | ▼ |  Satisfactory | ▼ |
| 1.2 Students' attainment in science |  Satisfactory | ▶ |  Satisfactory | ▼ |  Good | ▶ |
| 1.2 Students' progress in science |  Satisfactory | ▶ |  Satisfactory | ▼ |  Good | ▶ |

PERFORMANCE STANDARD

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




| Promoting our students' personal and social development. | Early Years | Change in judgement since last inspection | Primary | Change in judgement since last inspection | Secondary | Change in judgement since last inspection |
|----------------------------------------------------------|-------------------------------------------------------------------------------------------|-------------------------------------------|---------------------------------------------------------------------------------------------|-------------------------------------------|---------------------------------------------------------------------------------------------|-------------------------------------------|
| 2.1 Positive behaviour for good learning |  Good | ▶ |  Good | ▶ |  Good | ▶ |
| 2.2 Students' civic and environmental understanding |  Good | ▶ |  Good | ▶ |  Good | ▶ |

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







| Quality Indicator | Early Years | Change in judgement since last inspection | Primary | Change in judgement since last inspection | Secondary | Change in judgement since last inspection |
|-------------------|-----------------------------------------------------------------------------------------------------|-------------------------------------------|-------------------------------------------------------------------------------------------------------|-------------------------------------------|-------------------------------------------------------------------------------------------------------|-------------------------------------------|
| 3.1 Teaching |  Satisfactory | ▼ |  Satisfactory | ▼ |  Satisfactory | ▼ |
| 3.2 Learning |  Satisfactory | ▼ |  Satisfactory | ▼ |  Satisfactory | ▼ |
| 3.3 Assessment |  Satisfactory | ▼ |  Weak | ▼ |  Satisfactory | ▼ |

PERFORMANCE STANDARD

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













| Quality Indicator | Early Years | Change in judgement since last inspection | Primary | Change in judgement since last inspection | Secondary | Change in judgement since last inspection |
|-------------------|---------------------------------------------------------------------------------------------------|-------------------------------------------|-----------------------------------------------------------------------------------------------------|-------------------------------------------|---------------------------------------------------------------------------------------------|-------------------------------------------|
| 4 Curriculum |  Satisfactory | ▼ |  Satisfactory | ▼ |  Good | ▶ |

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

| Quality Indicator | Early Years | Change in judgement since last inspection | Primary | Change in judgement since last inspection | Secondary | Change in judgement since last inspection |
|--------------------------|-----------------------------------------------------------------------------------------------------|-------------------------------------------|-------------------------------------------------------------------------------------------------------|-------------------------------------------|-------------------------------------------------------------------------------------------------------|-------------------------------------------|
| 5.1 Health and safety |  Satisfactory | ▼ |  Satisfactory | ▼ |  Satisfactory | ▼ |
| 5.2 Support and guidance |  Satisfactory | ▶ |  Satisfactory | ▶ |  Satisfactory | ▶ |

PERFORMANCE STANDARD

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

| Quality Indicator | Early Years | Change in judgement since last inspection | Primary | Change in judgement since last inspection | Secondary | Change in judgement since last inspection |
|----------------------------------------------|---------------------------------------------------------------------------------------------------|-------------------------------------------|-----------------------------------------------------------------------------------------------------|-------------------------------------------|-----------------------------------------------------------------------------------------------------|-------------------------------------------|
| 6.1 Leadership |  Weak | ▼ |  Weak | ▼ |  Weak | ▼ |
| 6.2 Self-evaluation and improvement planning |  Weak | ▼ |  Weak | ▼ |  Weak | ▼ |
| 6.3 Links with parents and the community |  Good | ► |  Good | ► |  Good | ► |
| 6.4 Staffing and the learning environment |  Satisfactory | ▼ |  Satisfactory | ▼ |  Satisfactory | ▼ |

KEY STRENGTHS AND RECOMMENDATIONS

What the school does well

- The school's strong Christian ethos leads to a very caring and supportive community, with high levels of mutual respect and positive attitudes to learning.
- Students' knowledge and understanding of what makes Caymanian life and heritage unique are good.
- The school provides a broad and balanced curriculum, supplemented by additional options in the upper Secondary school, and a wide range of extra-curricular activities.
- Parents receive plentiful and regular communication about their student's progress and ongoing school activities.

Recommendations

Improve leadership capacity by

- Resolving the senior leadership appointments as a matter of urgency to ensure the school has the full complement of suitably qualified and experienced senior leaders in place. Revisit the middle leadership structure to ensure that the size of the team is appropriate to the school.
- Providing support and training for senior and middle leaders to ensure that they understand and can carry out their roles in improving teaching and learning and raising achievement, especially in the Primary school phase.
- Improving the school self-evaluation process to ensure that it is rigorous, systematic and accurate. Regularly review and modify the improvement plan as an integral part of strategies for improvement.

Improve the quality of teaching and learning across the school by

- Increasing the proportion of good and better lessons to support more rapid progress, especially in the Primary school, by
 - providing students with more opportunities to learn through practical activities
 - improving teachers' use of assessment information in planning for students with differing abilities
 - ensuring that lessons start on time and maintain a good pace throughout.
- Ensure that students with special educational needs and disabilities are making progress from their starting points as a result of personalised targets and an adapted curriculum.

What has improved since the last inspection?

- The Year 11 students taking CSEC exams



OVERALL PERFORMANCE

► Weak

The overall performance at Cayman Academy was judged to be weak. This was a decline from the previous inspection when it was rated good. The school had weaknesses in leadership and self-evaluation and improvement planning. Assessment in the Primary phase was also weak. Whilst the school had appointed an interim principal and leadership team, their recent appointment and lack of experience and training did not allow them to fulfil their roles and responsibilities and the capacity of the school to improve was therefore limited. Most members of the team were aware of the aspects of the school that needed to improve, but the recent self-evaluation and improvement plan did not reflect the school's changed circumstances in relation to new leaders and teaching staff.



The strengths of the school were the positive behaviour for learning. The students' knowledge and understanding of the culture and traditions of the Cayman Islands and how they are unique. The curriculum ensured that students had access to a wide range of subjects, field trips and extra-curricular activities. The infusion of prayer ensured that students had a good understanding of the Seventh Day Adventist values and beliefs and promoted a caring, supportive, and respectful atmosphere. The school's attainment and progress in English and science were good in the Secondary school and there were good links with parents and the community.

Attainment and progress in English, mathematics and science was satisfactory in the Kindergarten and Primary phases which was a decline from the previous inspection. Teaching and learning were rated overall as satisfactory and while a significant minority of lessons were good, a significant minority were weak. Where previously teachers had used assessments to inform planning to meet the needs of all students, only a few lesson plans included differentiated opportunities for students or adaptations for SEN students. These areas had all declined since the previous inspection when they were judged good. Health and Safety had also declined from good to satisfactory. Support and guidance remained satisfactory.

The school had made some progress in addressing one of the recommendations from the previous report. The Secondary School curriculum was restructured and in 2023 students in Year 11 will take the CSEC exams. Changes in staffing and a lack of embedded practices meant that the recommendations for SEN had not been addressed. Similarly, while the Kindergarten classes provided investigative activities for students to explore science, there was little evidence of investigations in science in some of the lower Primary classes.

ACHIEVEMENT

Students' attainment in relation to international standards

| Students' attainment in relation to international standards | Early Years | Primary | Secondary |
|-------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| 1.1 Attainment in English |  Satisfactory |  Satisfactory |  Good |
| 1.1 Attainment in mathematics |  Satisfactory |  Satisfactory |  Satisfactory |
| 1.1 Attainment in science |  Satisfactory |  Satisfactory |  Good |

English

Students' attainment was good in the Secondary school and satisfactory in Primary and Kindergarten. In school-based assessments and external examinations for older students, most students gained above international standards in the Caribbean Secondary Education Certificate, with 85 per cent achieving the highest grades. Assessment data identified that a few students needed greater depth in their critical thinking and to improve the quality of their expressive writing. In observed lessons, the majority of students demonstrated fluency in reading which was systematically developed from entry into Kindergarten. Younger children recognised some initial sounds and letter names. The majority of Year 2 students formed letters accurately and had started to write sentences, and by Year 4, students joined these in cursive script. In Year 6, whilst students understood the mechanics of writing, they were not as good at incorporating these in their own written work. At transition, a few Year 7 students were below the skill level required in Secondary school English, except in oracy. Gaps existed in students' knowledge of reported speech and punctuation and using critical thinking to detect inference. Most Year 8 students undertook analysis of text, identifying the main themes. By Year 10, students wrote letters with appropriate tone and Year 11 were able to identify relevant parts of the text to insert quotations into their evaluation of violence in *Animal Farm*.

ENG

ACHIEVEMENT

Students' attainment in relation to international standards



Mathematics

Attainment in mathematics was satisfactory in all phases of the school. Whilst in previous years, students achieved above national benchmarks in CSEC examinations, there was a sharp decline in 2022. School-based summative assessments showed most students achieved in line with expected curriculum standards. This was reflected in lessons and recent work, where most students showed knowledge of basic mathematical concepts at age-appropriate levels. Students with special educational needs and more able students did not achieve their full potential in most lessons. At the start of Kindergarten, children understood the value of single-digit numbers and recognised plane shapes. In Year 2, students sequenced numbers up to 100 in different ways. In a Year 4 lesson, almost all students could explain non-standard partitioning and created their own variations. Upper Primary students confidently used standard metric units of capacity and mass. In secondary, most students recognised equivalence between fractions, percentages, and decimals in Year 10. Year 11 students could calculate and modify matrices. A significant minority of students carried out mathematical processes successfully but could not relate their learning to real-life contexts or apply it to solve problems.












Science

Attainment in science was satisfactory in Kindergarten and the Primary phase, while in the Secondary school, it was good. There was some variance in the assessments in science for senior students, but the standard remained high compared with international standards. This was particularly evident in the integrated science results, which were consistent over time. The systematic development of skills and knowledge in upper Primary meant that students had good understanding of scientific principles by the end of Key Stage 2 and were able to apply these in the Secondary school. Students with special educational needs achieved at similar levels to their peers. On a nature walk, KG students used magnifying glasses to study ants and described their features. Early primary students were able to identify common animals, amphibians and birds and those unique to the Cayman Islands. By Year 5, students accurately described the process of pollination in plants. In Year 10, students understood subject-specific terminology such as sublimation and deposits. In a Year 12 lesson, most students were able to accurately describe the complex structure and function of the heart and how blood flowed through it.

ACHIEVEMENT

Students' progress in key subjects

| Students' progress in key subjects | Early Years | Primary | Secondary |
|------------------------------------|-----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| 1.2 Progress in English |  Satisfactory |  Satisfactory |  Good |
| 1.2 Progress in mathematics |  Satisfactory |  Satisfactory |  Satisfactory |
| 1.2 Progress in science |  Satisfactory |  Satisfactory |  Good |



English

Progress over time in English was good in the Secondary school and satisfactory in Primary and Kindergarten. Children in Kindergarten increased their recognition of letters, sounds by learning songs and rhymes which consolidated their learning. By Year 3, purposeful group work encouraged students to collaborate. They listened, shared opinions and respected and learnt from those of others. Good progress in reading was evident by Year 5, where fluency was an established skill and had developed from the students' starting points. Whilst the majority of students in Primary made satisfactory progress, this was inconsistent due to variation in teaching quality. A minority of students with special educational needs did not make the progress of which they were capable because work was not broken down into small, manageable steps. Across Primary, progress in writing was not as strong as reading as lesson time allocated to practise writing was limited. By the end of Year 6, students lacked knowledge of using vocabulary, sentence structure and literary devices to make their writing fluent and interesting. Students progressed well in the Secondary school, and by Year 9, most wrote with flair and fluency and improved their work using feedback from teachers. Year 11 accelerated progress in learning and used argumentative writing and persuasive speech.

ACHIEVEMENT

Students' progress in key subjects



Mathematics







Progress in mathematics was satisfactory at all phases. Internal assessments demonstrated that most students made at least expected progress from their starting points. However, students with special educational needs were not supported well enough in most lessons and did not make expected progress. Most teachers planned lessons to include consolidation of prior learning before moving on to new work. In the better lessons, students were challenged to apply their knowledge in new contexts. In upper Primary, students divided 1,000 into equal parts using a range of practical examples such as measurement, weight and time. Year 2 students moved on from simple sequencing of numbers to explaining the idea of 'more than' and 'less than' and identifying random number patterns. In secondary, students reinforced their knowledge of the different types of 'real' numbers before using this in increasingly complex calculations. In the minority of weaker lessons, students did not make the progress expected. In one Kindergarten class, children were limited to forming and recognising double-digit numbers in words and figures but did not understand number value. A lower Primary class on single-digit numbers was intended to consolidate the previous lesson's work but was a repetition of what most students already understood.



Science

Progress in science was satisfactory in the Kindergarten and Primary phases and good in the Secondary school. Data indicated consistent progress for Secondary school students over time from their starting points. The youngest children in the Kindergarten class quickly learned how our senses help us. Children explored sight, hearing, touch, taste and smell using a range of stimuli. In some lower Primary classes, the limited opportunities for investigative activities hindered the rate of progress for some students. Too many activities involved labelling and colouring. The specialist science teacher in the upper Primary phase however, changed students' mindset and encouraged them to 'think like a scientist', which enhanced students' learning. Upper Primary students enjoyed science lessons and they participated in discussions enthusiastically, and their responses to teachers' questions revealed deepening knowledge and understanding. In Year 7, students were able to describe unique human characteristics. Students with special educational needs made satisfactory progress from their individual starting points.

STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT

| Students' personal and social development | Early Years | Primary | Secondary |
|-----------------------------------------------------|---------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| 2.1 Positive behaviour for good learning |  Good |  Good |  Good |
| 2.2 Students' civic and environmental understanding |  Good |  Good |  Good |



Behaviour

Students' positive behaviour was good across the school. The strong influence of students' Christian beliefs and values was evident throughout. The school's life skills programme encouraged pupils to consider important issues such as respect for others, and this was evident in their relationships with other students and adults. Behaviour for learning and conduct was a strength, especially in the Secondary school where students followed the rules and responded positively to the high expectations of staff. There was little evidence of bullying or unkindness between students. Adults within the school had management systems that recorded and resolved the few issues that arose. Students said they felt safe and knew whom to speak to if they had concerns. Almost all students wore their uniform with pride as part of the school community. Attendance, which is usually high, had increased to near pre-pandemic levels. A few students who remained at home were taught virtually. Students were responsive to the school's reminders that regular attendance supported their achievement. Whilst most students arrived punctually for lessons, a few did not arrive on time after breaks which affected the prompt start to lessons. The school council was elected and represented all students, and their opinions contributed to school improvement. One suggestion led to the improvement of the running track surface.









STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT



Civic and environmental understanding

Students' civic and environmental understanding across the school was good. They had an age-appropriate understanding of what made Caymanian life, heritage and celebrations unique. As members of a committed Christian community, they valued the importance of shared beliefs in their assemblies and at the start of each lesson. They learnt from their teachers who provided them with strong role models. Assemblies reminded students of their national identity when they sang the Caymanian national anthem. One assembly observed was led by students who used sign language, which exemplified the inclusive yet diverse nature of the local community. Heritage Day was a celebration shared with the school, other churches and local residents to recognise the contribution all groups in the community made to life in the Cayman Islands. Students visited orphanages and homes where they sang and entertained the elderly. Older students were keen to be part of the islands' tourism and commercial enterprises and chose subjects that heightened their awareness and knowledge. Students had a plastic recycling project and understood the importance of environmental sustainability, particularly related to marine life. They formed a relationship with another island church with and set up a range of social activities to broaden their experiences with other Christian communities in the community. Whilst students participated readily in the various opportunities to develop civic and environmental understanding, they did not often initiate activities themselves.

TEACHING, LEARNING AND ASSESSMENT

| Teaching, learning and assessment | Early Years | Primary | Secondary |
|-----------------------------------|-----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| 3.1 Teaching |  Satisfactory |  Satisfactory |  Satisfactory |
| 3.2 Learning |  Satisfactory |  Satisfactory |  Satisfactory |
| 3.3 Assessment |  Satisfactory |  Weak |  Satisfactory |



Teaching

Teaching was satisfactory in all phases. Almost all teachers planned lessons to include a range of activities to help students learn, but in the weaker lessons, teachers' classroom organisation meant activities took too long and learning time was lost. Most teachers used questioning well to assess students' prior knowledge. In better lessons, high-quality teaching encouraged independent learning. In a business studies lesson, students engaged in discussions about the barter system. In a Primary mathematics lesson on using powers of ten, the teacher verbally checked learning and adapted the lesson accordingly. However, in Primary English, the teacher did not recap points that students clearly did not understand, and they could not therefore make progress. In a significant minority of lessons, dialogue was superficial and closed questions prevented students from exploring ideas. Most teachers used resources well to enhance learning. Children in Kindergarten used a range of toys and equipment to count and match. In Primary, students used number blocks for partitioning in mathematics lessons. Teaching strategies to meet the needs of individuals were limited in most lessons, so students with special educational needs did not make the progress of which they were capable. More able students were not challenged sufficiently in the majority of lessons. The previous inspection report highlighted the need to improve lesson planning. While the common planning format used by teachers included a section for differentiation, it was only completed for a few lessons and therefore this recommendation has not been successfully implemented.

TEACHING, LEARNING AND ASSESSMENT



Learning

Learning was satisfactory in all phases. Almost all students had a positive approach to learning. Most enjoyed their lessons. Relationships between students and teachers were friendly and respectful. Whilst the majority of students remained relatively passive in lessons. Most understood and could explain what they were learning and why. A highly interactive Year 7 physics lesson encouraged students' independent learning skills, and they made good progress. In the Secondary school, students developed increasing self-reliance and confidence, particularly in the liberal arts and English. When given the opportunity, students worked well together. They worked in groups and shared ideas, supporting each other well. In the majority of lessons, teachers related learning to students' own experiences and the wider world. In lower Primary mathematics, students considered where and how we used numbers, such as on banknotes, mobile phones and clocks. In Secondary school computer science, students carried out practical tasks directly related to real-life situations. Bible classes related students' learning directly to their conduct and attitudes to others. Students' critical thinking skills were underdeveloped. They spent too much time listening to teachers rather than researching and discussing topics. They rarely had the opportunity to take the initiative in lessons and think things through for themselves. Students had good opportunities to use IT to support their learning, including for research and to present their work.



Assessment

Assessment was satisfactory in Kindergarten and Secondary school and weak in Primary. In Secondary, students took appropriate external national and international examinations. The school benchmarked results against national and international standards. In Kindergarten, children's baseline assessments enabled teachers to track and monitor their progress. Across the school, there were regular internal and external assessments, and the school collated the results of these assessments systematically. Students who were underperforming received additional support outside of lessons. However, school leaders and teachers did not analyse assessment data on an ongoing basis to proactively plan teaching strategies to meet the needs of all students. Individual Education Plans (IEPs) for students with special educational needs required review. The school had not fully addressed the recommendation of the previous inspection to ensure IEPs were personalised for students and used by teachers. Most teachers knew their students well, but this did not translate into targeted challenge for all. Teachers' written feedback on students' work was mostly perfunctory, often limited to ticks and crosses, total marks awarded or a brief comment. There was little advice on how to improve.

CURRICULUM







| Offering a curriculum that meets the educational needs of all students | Early Years | Primary | Secondary |
|------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| 4 Curriculum |  Satisfactory |  Satisfactory |  Good |



Curriculum

Overall, the curriculum was satisfactory. It was good in the Secondary school and satisfactory in Primary and Kindergarten. Its rationale reflected an integration of faith and learning. The content of the National Curriculum formed a broad and balanced range of subjects in Kindergarten and Primary. Children's first experiences in Kindergarten offered an appropriate range of adult-led and independent learning activities. Learning sequences across the Primary curriculum were less well planned to build across year groups and connect across subjects to ensure most students reached age-related expectations at transition points. A review recognised the need to provide more practical subjects related to students' future careers. Technical drawing and home management were introduced to supplement the option choices in preparation for the CSEC accreditation. Three specialist pathways offered to Secondary school students included the core subjects of English, mathematics, physical education, social studies and Bible. A wide range of activities supplemented the curriculum, including seasonal sports and choir. Students were successful in spelling bee and debating competitions as part of cross-curricular planning. Sign language club taught students about the local hearing-impaired community. Students supported community initiatives such as beach cleaning and recycling.

SAFETY AND SUPPORT

| Keeping our students safe and always supported | Early Years | Primary | Secondary |
|------------------------------------------------|-----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| 5.1 Health and safety |  Satisfactory |  Satisfactory |  Satisfactory |
| 5.2 Support and guidance |  Satisfactory |  Satisfactory |  Satisfactory |



Health and safety

Health and safety was satisfactory. All statutory measures were in place. Certificates from the fire department and other relevant bodies were all up to date. Fire drills took place regularly, and these were clearly documented. The premises were clean and well-maintained. The condition of the school was closely monitored by the business and plant managers who patrolled the premises daily. Security in the school was effective. Entry to, and exit from, the school was well policed by the security guard. The students were well cared for. There was a fully supplied sick room, with an experienced nurse to look after any students should they fall ill. The school had a clear child protection policy. Training for staff was closely monitored so that new members of staff received the appropriate training. Both staff and students knew the procedure to follow if they needed to make a referral to the school counsellors. The school lacked sufficient areas of shade for students and the menu in the canteen did not always supply enough healthy options.









Support and guidance

Support and guidance across all phases were satisfactory. Relationships between staff and students were positive, echoing the school's strong, caring Christian ethos. Students shared this philosophy, particularly the older ones who helped and supported the younger ones by ensuring they were safe as they moved around the campus. The two school counsellors provided invaluable support to the students. They were responsible for child protection and fulfilled this role effectively. They also provided sound advice and guidance to older students regarding careers and applications for university or for apprenticeships. The counsellors also engaged the support of external agencies, for example, an educational psychologist, to provide expert guidance if necessary. The experienced SEN coordinator was new to the school. IEPs had not been reviewed or updated, and new ones had not been created for students with special educational needs who had recently joined the school. This had not improved since the previous inspection. Teachers did not regularly refer to any existing documents to better support special educational needs students' individual needs in class. Attendance was closely monitored, and students received online learning at home if they were unable to attend school.

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 was judged as weak. The relatively new leadership team were appointed by the governors following the resignation of the Principal and a number of key senior leaders. School leaders and staff were highly committed to the school. They strongly promoted its Christian ethos, values, and beliefs, through which they communicated the school's overall vision as a Seventh-Day Adventist institution. They were all experienced educators. However, most were new to their leadership roles and did not have all the knowledge, skills and experience needed to fulfil their responsibilities effectively. Most did not have the experience required to conduct effective lesson observations and give feedback to teachers that would lead to improvements in students' learning. The majority did not have well-developed skills in analysing data and using it effectively to inform planning. Whilst the leaders were aware that there were areas of underperformance, actions to address a number of recommendations from the previous inspection had not been effective and it was unclear when they would be fully implemented. Governors were supportive of the school and helpful with the HR and financial administration and accountability. They were not however, aware of the strengths and areas of development of the school and did not hold leaders of the school to account for these. The new leadership team had limited training and support to fulfil their roles. Leaders had however successfully engaged parents and the community in the life of the school.



Self-evaluation and improvement planning

Self-evaluation and improvement planning were weak. The school did not have systematic or rigorous procedures to collect and analyse evidence to inform self-evaluation and improvement planning. Leaders did not know what all its strengths and areas of development were. Whilst the majority of the new leadership team had contributed to the previous self-evaluation of 2020, they had no experience in conducting a full self-evaluation and improvement cycle. The current documentation was very recently generated. A significant minority of sections comprised lists of where data could be located but did not provide a full analysis. Much of the data did not reflect the school's current circumstances. For example, data from lesson observations in the previous school year did not provide a realistic baseline for professional development plans because there had been a high turnover of staff. Consequently, the aspirational goals did not reflect the varying starting points of the staff. Similarly, while the school could describe the actions taken to address the previously identified areas for improvement, these had not resulted in sustained progress and change in part due to the recent staff resignations. The staff present in the previous school year had been provided with professional development opportunities and access to online courses to support improvements in teaching, learning and student attainment.

LEADERSHIP AND MANAGEMENT



Links with parents and the community

Links with parents and the community were good. The school used a wide range of media to communicate with parents, including WhatsApp groups, emails, QuickSchools and the school's electronic newsletter, Little Informer. Parents received sufficient information about their student's achievements and progress and were promptly alerted to successes or potential issues. They felt that any questions or concerns were effectively and quickly addressed. Parents of students in the Secondary school particularly appreciated using QuickSchools to track assignments, due dates, grades and test scores. They felt that grades were accurate, enabling a clear prediction of external exam results. Parents were equally responsive to teacher requests for support and participation in school life. Teachers asked parents with specialised skills such as nursing and the Cayman Islands Government to talk to the students about their work or contribute to students' understanding of the curriculum. Parents also assisted with after-school clubs and special events such as Heritage Day. Whilst there was no regular formal process for collecting parents' views, they communicated their ideas for suggested improvements to the school through the PTA. Parents had recently lobbied about teacher pay. Links with the wider community included community service for Secondary school as a graduation requirement, completing tasks such as painting the homes of elderly community members.



Staffing and the learning environment

Staffing and the learning environment were satisfactory. The school ensured that the teachers were suitably qualified and met all government and Seventh-Day Adventist requirements. To address the recent high turnover of teachers, staff sickness and other absences, the school called on a range of staff, including the bursar, secretary and representatives from the Church leadership and community, to provide temporary cover for classes. The leadership team was restructured to address continuity and sustainability; this was new, and leadership capacity was limited at the time of the inspection, and its impact could not yet be measured. Most new leaders did not have the training and experience to fulfil their roles. Kindergarten to Year 3 had two co-teachers in each classroom to support staff new to the school, which was above the required staffing levels in Years 1-3 and was subject to review. There was a new well-qualified SENCO who was responsible for improving provision for children with special needs and address the ineffective IEPs. Counsellors provided effective support and guidance. The premises, which were clean and well-organised and enabled teachers and staff to deliver all aspects of the curriculum. Sufficient resources were available for all subjects. The library, which was small and had limited stock, was supplemented by class libraries, but these were also limited in the range and choice

LEADERSHIP AND MANAGEMENT

available. The school had good IT resources, including a computer lab. Outdoor space was used well to meet the Early Years curriculum in Kindergarten, for PE, break times, outdoor learning, and extra-curricular activities.



SURVEY RESULTS

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

| | | | | | |
|----------|----|---------|----|-------|----|
| Students | 45 | Parents | 95 | Staff | 25 |
|----------|----|---------|----|-------|----|

Parents

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

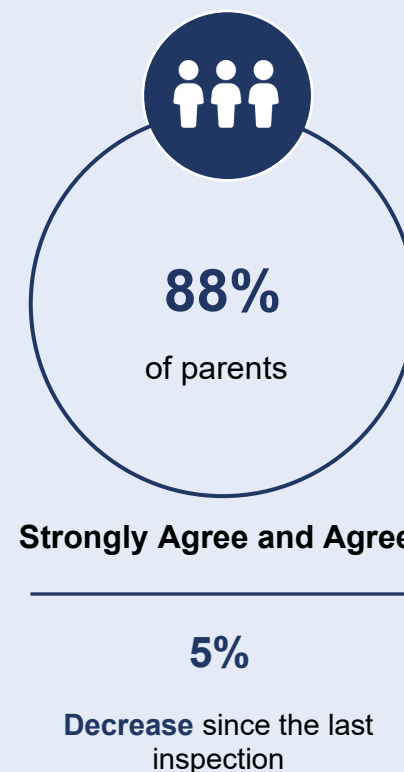
There were 94 respondents to the parents’ survey, 31 fewer than at the previous inspection. The majority of the responses were broadly in line with those from the survey prior to the inspection in 2020.

While in 2020, almost all parents agreed that they were satisfied with the quality of education provided by this school and that their child made good progress in English, science and other subjects, in 2022, most parents agreed. A similar pattern was seen when parents were asked whether their child enjoyed most lessons, if they were inspired to learn, if they were developing a good sense of responsibility as a member of the wider community, and if they agreed that the quality of teaching was good and whether the school had appropriately qualified and suitably skilled teachers and staff.

A majority of parents agreed that the school was well led, that they received good information about the school’s improvement plans, that school responded appropriately to parental concerns, that parent-teacher meetings were helpful and held regularly and that the school enjoys good links with the wider community. This was a decrease from 2020, when most parents agreed with these statements.

In 2020, the majority of parents felt that parents were effectively involved in the life of the school, while in 2022, most parents agreed.

Comments from parents covered a wide range of topics, including the need for more parental opinion and involvement, leadership concerns issues around students with additional or special educational needs and the need to enforce school policies such as dress code.



SURVEY RESULTS

Staff

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

25 staff completed the survey, which was similar to 2020 when 27 staff responded.

In 2020, 24 respondents were teachers, and three were other staff; in 2022, there were teachers and five other staff responding. Overall, the level of agreement with most statements increased. Whereas in 2020, almost all staff agreed that the school was a safe and caring community for all members, that students were treated fairly, and that the school dealt effectively with bullying, in 2022, all agreed. Similarly, all staff agreed that the school helps students make good choices about their future education and career, that the school provides good support to students with special educational needs, the school was well led and had appropriately qualified and suitably skilled teachers and staff compared with most in 2020. Whereas in the previous survey, staff felt that most students showed good environmental understanding, this increased to almost all staff in 2022.

In 2020 all staff had agreed that parents were effectively involved in the work of the school; this decreased slightly to almost all in 2022. A similar decrease was seen where almost all staff agreed that the school enjoyed good links with the wider community but most agreed in 2022.

Most staff comments praised the caring, Christian ethos of the school.



Strongly Agree and Agree

4%

Increase since the last inspection

SURVEY RESULTS

Students

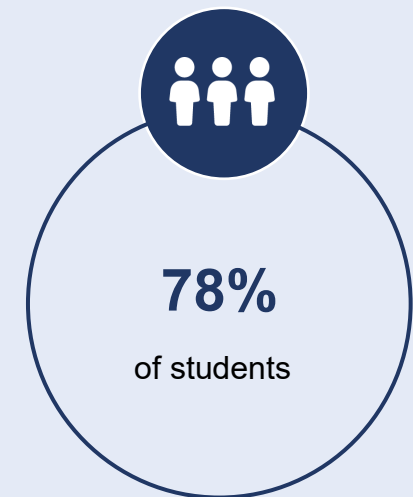
Survey: “I am satisfied with the quality of education provided at this school.”

Only 45 students responded to the survey compared with 121 in 2020. None from Year 7 completed it. The survey results were similar to the previous inspection and were comparatively low.

Almost all students agreed that they were making good progress in subjects other than English, mathematics or science compared with most in the previous inspection. Most students agreed that the behaviour of students in the school was good compared with a majority in 2020. For the statement ‘The school provides the subjects I wish to study’, the level of agreement increased from a majority of students to almost all students, as did the response to ‘I have access to good quality resources for my learning’. Most students, compared to the majority in 2020, felt that they were treated fairly at school and that they received regular reports on their progress, including the next steps they needed to take.

There was a decrease in students agreeing that most of their lessons were good from almost all to most.

Comments from students noted that the school promotes a healthy lifestyle, but the canteen does not always provide healthy or vegetarian options and a desire for after-school clubs other than sports.



Strongly Agree and Agree

5%

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 Inspectors judged the overall performance of the school to be weak, there will be a Follow-Through Inspection of Cayman Academy 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 to be 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.

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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.

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