

INSPECTION REPORT

OFFICE OF EDUCATION STANDARDS
CAYMAN ISLANDS GOVERNMENT

SEPTEMBER 2022



CAYMAN INTERNATIONAL 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:

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 International School
	Address	95 Minerva Drive, Camana Bay, George Town, Grand Cayman
	Telephone number	1 (345) 945-4664
	Website	https://www.cis.ky
	Name of the principal	Jim Urquhart
	Date of this inspection	September 26-29, 2022
	Date of the last inspection	January 2020

Students

	Number of students on roll	990
	Age range of the students	2 years to 18 years
	Grades or year groups	Early Years to Year 13
	Number of Caymanian students	232 (23.4%)
	Number of students with special educational needs	141 (14.2%)
	Largest nationality group of students	Canadian (24%), Caymanian (23.4%)

SCHOOL INFORMATION

Staff

	Number of teachers	120
	Number of teaching assistants	20
	Teacher-student ratio	Main school 7.1, Early Years 6.1
	Teacher turnover	26% 37 new teachers appointed which is an increase of 6

Curriculum

	Main curriculum	US Based and International Baccalaureate (IB)
	External tests and assessments	International Baccalaureate (IB) NWEA MAP, SAT
	Accreditation	Middle States Association of Colleges and Schools (MSA), Authorised IB World School



SCHOOL INFORMATION

School context

Cayman International School (CIS) is a private, non-sectarian, co-educational school for students Pre-K2 to Grade 12. It is governed by International Schools Services (ISS), a non-profit organisation based in Princeton, New Jersey. CIS is accredited by MSA and is an authorised IB World School. At the time of inspection, the school had 990 students on roll. There are over 45 nationalities represented across the school staff and students and 23% are Caymanian. The school roll has increased significantly since the last inspection with an additional 220 students and 21 additional teachers.

The school's programme includes academic disciplines, extensive athletics, service, arts, and co-curricular activities. The Early Childhood programme draws from High Scope and Reggio Emilia. From Kindergarten to Grade 10 (year 1 to year 11) the curriculum is the US Common Core State Standards, Next Generation Science Standards and is informed by the Common Ground Collaborative (CGC). Students in Grade 11 and 12 (year 12 and 13) engage in the International Baccalaureate Diploma Programme (IBDP).

Since the previous inspection in January 2020, CIS' enrolment grew by 28.5% and its teaching staff grew by 21%. A new state-of-art High School building opened in January 2021. The percentage of students doing the full IBDP has increased by over a 100% whilst maintaining a 100% pass rate. Connections with the Cayman Islands community have expanded in volume and depth via ambassador programmes and service learning and CIS has doubled its Cayman Citizen Scholarship Programme. Improvements have been made in a number of areas. There were new more effective access controls and better child protection due to the new perimeter safeguards on the school grounds. The curriculum has expanded, particularly in STEAM, where the arts, and sciences were added. To further support social emotional needs of students, the counselling teams and learning support teams have added six additional staff and nine additional teaching assistants. Student Success Teams (SST) meet each week regarding the progress of students with accommodations, Individual Education Plans (IEP), and behaviour plans. The leadership team has changed and increased with a new Director and Middle School Principal appointed in August 2020. New Principals in Early Childhood and High School were appointed in August 2021 and 2022, respectively.

The school is organised into four phases.

- Early Childhood Children from 2 to 5 years.
- Elementary. Kindergarten to Grade 5. Students from 5 to 11 years.
- Middle School. Grades 6 to 8. Students from 11 to 13 years.
- High School. Grades 9 to 12. Students aged 13 to 18 years.



SUMMARY

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

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



SUMMARY

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

Quality Indicator	Early Childhood Inspection Judgement	Change in judgement since last inspection	Elementary Inspection Judgement	Change in judgement since last inspection	Middle School Inspection Judgement	Change in judgement since last inspection	High School Inspection Judgement	Change in judgement since last inspection
2.1 Positive behaviour for good learning	 Excellent	▶	 Excellent	▶	 Excellent	▶	 Excellent	▶
2.2 Students' civic and environmental understanding	 Excellent	▶	 Excellent	▶	 Excellent	▶	 Excellent	▶

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

Quality Indicator	Early Childhood Inspection Judgement	Change in judgement since last inspection	Elementary Inspection Judgement	Change in judgement since last inspection	Middle School Inspection Judgement	Change in judgement since last inspection	High School Inspection Judgement	Change in judgement since last inspection
3.1 Teaching	 Excellent	▲	 Excellent	▲	 Excellent	▲	 Excellent	▲
3.2 Learning	 Excellent	▲	 Excellent	▲	 Excellent	▲	 Excellent	▲
3.3 Assessment	 Good	▶	 Good	▶	 Good	▶	 Good	▶



SUMMARY

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

Quality Indicator	Early Childhood Inspection Judgement	Change in judgement since last inspection	Elementary Inspection Judgement	Change in judgement since last inspection	Middle School Inspection Judgement	Change in judgement since last inspection	High School Inspection Judgement	Change in judgement since last inspection
4 Curriculum	 Excellent	▶	 Excellent	▶	 Excellent	▶	 Excellent	▶

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

Quality Indicator	Early Childhood Inspection Judgement	Change in judgement since last inspection	Elementary Inspection Judgement	Change in judgement since last inspection	Middle School Inspection Judgement	Change in judgement since last inspection	High School Inspection Judgement	Change in judgement since last inspection
5.1 Health and safety	 Excellent	▲	 Excellent	▲	 Excellent	▲	 Excellent	▲
5.2 Support and guidance	 Excellent	▶	 Excellent	▶	 Excellent	▶	 Excellent	▶



SUMMARY

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

Quality Indicator	Early Childhood Inspection Judgement	Change in judgement since last inspection	Elementary Inspection Judgement	Change in judgement since last inspection	Middle School Inspection Judgement	Change in judgement since last inspection	High School Inspection Judgement	Change in judgement since last inspection
6.1 Leadership	 Excellent	▲	 Excellent	▲	 Excellent	▲	 Excellent	▲
6.2 Self-evaluation and planning ahead	 Excellent	▲	 Excellent	▲	 Excellent	▲	 Excellent	▲
6.3 Links with parents and the community	 Excellent	▶	 Excellent	▶	 Excellent	▶	 Excellent	▶
6.4 Staffing and the learning environment	 Excellent	▶	 Excellent	▶	 Excellent	▶	 Excellent	▶



KEY STRENGTHS AND RECOMMENDATIONS

What the school does well

- The highly effective leadership of the Director and his team of school principals and middle leaders
- The academic achievement of students across all phases of the school was excellent. Students consistently demonstrated very high standards of knowledge, skills and understanding
- The Early Childhood phase of the school provided an excellent learning environment where children discovered, explored, and developed academically, physically, socially, and emotionally
- Students demonstrated vibrant and enthusiastic attitudes to learning, their school, the wider community and life. They were independent, self-confident learners
- Teaching and learning were of the highest quality which led to excellent outcomes for students across all phases of the school.
- A broad and balanced curriculum was supported by numerous extra-curricular activities which provided extended and meaningful learning experiences. It was planned and delivered in a way which inspired students to want to learn and achieve.

Recommendations

Further develop assessment practices by:

- including the monitoring and analysis of students' achievement by groups, for example, boys and girls, SEND and Caymanian students, to enable a more strategic view to be taken on possible areas for development.

Further develop and strengthen the vertical leadership roles in the school, such as the subject and learning support leads by:

- providing additional support in terms of time to observe classroom practice
- formalise opportunities to share good practice
- increase opportunities for appropriate professional development for their new middle leadership roles.

What has improved since the last inspection?

- Attainment and progress in English in Early Childhood and Elementary phases
- Attainment and progress in mathematics in Early Childhood and attainment in High School



KEY STRENGTHS AND RECOMMENDATIONS

- Teaching and learning in all phases
- Health and safety from good to excellent in all phases
- Leadership and self-evaluation and school development planning from good to excellent.



OVERALL PERFORMANCE

Excellent

The overall performance of Cayman International School was excellent. It was an exemplary school with excellent outcomes for students delivered through an impressive leadership and staff team. Students at the school were avid and keen learners who took full advantage of the opportunities the school provided. Parents worked very well in partnership with the school and the school had strong links with the local, national, and global community.

Students' academic achievement across all phases of the school and all subjects was excellent in most areas and good in the remaining subjects. They consistently demonstrated very high standards of knowledge, skills and understanding. External international examinations and assessments confirmed this judgement.

Student attainment in English and mathematics was excellent across all phases. Attainment for science was excellent in Early Childhood and Elementary, and good in Middle and High. Students' progress was excellent in all phases for English. In mathematics, it was excellent in three phases and good in the High School. Progress in science was excellent in Early Childhood and Elementary and good in Middle and High Schools.

Students of all ages were enthusiastic learners. Their behaviour was exemplary. Behaviour for learning and civic understanding was excellent in all phases.

Teaching and learning in all phases of the school had improved since the last inspection and were now judged overall excellent. Students were active learners, with opportunities for research, investigation, collaboration, independent study, creativity, and innovation. Assessment practices had improved since the last inspection but remained good. Whilst there were improvements in the use of data overall, the school was not analysing data for different groups. The American and International Baccalaureate curricula continued to be excellent and met the needs of all students of all ages.

Health and safety practices had improved were now stronger and more rigorous and overall excellent, and support and guidance remained excellent.

Leadership and self-evaluation and school improvement planning had improved under the direction of the new Director and his leadership team of school principals. They were now judged excellent. Links with parents and the community and staffing, premises and resources remain excellent. A new Early Childhood premise and a new High School building have further enhanced an already spacious, attractive campus and the quality of education for all students.

All performance indicators were at least good, and no performance standards or indicators were judged weak or satisfactory.



ACHIEVEMENT

Students' attainment in relation to international standards

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

English

Attainment in English was excellent in all phases. Students' attainment in the International Baccalaureate Diploma Programme in Literature A and Language and literature A was excellent, with most students attaining above international standards. Throughout the school, internal assessments showed the majority of students attained above expected standards. In lessons and their recent work, most students demonstrated attainment above expected curriculum levels. In Early Childhood, most children showed good oral skills, followed instructions, and engaged in social conversations. Students in Elementary read fluently and could predict what might happen and draw inferences from texts. In Middle school, Grade 7 students discussed characterisation in literature and identified and explained examples. In High School, students showed maturity in their analysis of literary texts. In Grade 11, students presented their ideas on characters in Ibsen's 'A Doll's House' and discussed different interpretations with impressive insight and thoughtfulness. Grade 12 students referenced their work on 'The Kite Runner' with literature from other cultures and genres. Students' written English was of a high standard. They produced excellent factual, informative, and creative writing at age-appropriate levels. In Middle and High, students adapted their writing well for different audiences and purposes.



ACHIEVEMENT

Students' attainment in relation to international standards



Mathematics

Attainment was excellent in mathematics throughout the school. Results from the International Baccalaureate Diploma Programme (IBDP) confirmed excellent attainment in both the analysis and applications papers by external examinations in two consecutive years. Elementary and Middle School students' excellent attainment was also validated with internationally recognised benchmarking standards. Children in the Early Childhood classes developed a sound understanding of the concept of number through playing with physical objects. Elementary students consolidated their skills of addition and subtraction and its application to shopping when depositing and withdrawing 'money' from a 'bank' in the classroom. In Grade 6, students had a very well-developed conceptual understanding of the division of fractions. Grade 8 students demonstrated their excellent knowledge and problem-solving skills in geometry by modelling a 2D plan of a zoo with parallel and transversal lines. In High school, students learnt how to apply their knowledge of 3D objects to solve practical problems. Students following the IBDP courses, displayed in depth understanding of mathematical functions. They could also apply complex formulae to predict the size of numbers in a binomial series.



Science

Science attainment was excellent in Early Childhood and Elementary and good in Middle and High. Children in Early Childhood participated in science activities which supported them in developing knowledge of the world around them. For example, they observed the life cycle of a butterfly and could confidently talk about the stages of the transformation. Kindergarten students in elementary understood the effects of seasons on trees. In Elementary classes children engaged in scientific observations and experimentation. Grade 3 students used magnifying glasses to determine the contents of a variety of soil samples and Grade 5 students carried out measurements and tests to predict the contents of a mystery box. In the Middle School, the majority of students demonstrated knowledge, skill and understanding that are above international standards. They could make hypotheses and inferences based on their observations of models representing states of matter and could interpret graphical information related to climate change. In High, attainment was good because the majority of students were achieving above international standards and consistency so in IBDP Biology. Students successfully used three dimensional molecular models to explain chemical reactions and demonstrated proficiency in identifying reliable sources when researching material about the human eye.



ACHIEVEMENT

Students' progress in key subjects

Students' progress in key subjects	Early Childhood Inspection Judgement	Elementary Inspection Judgement	Middle School Inspection Judgement	High School Inspection Judgement
1.2 Progress in English	 Excellent	 Excellent	 Excellent	 Excellent
1.2 Progress in mathematics	 Excellent	 Excellent	 Excellent	 Good
1.2 Progress in science	 Excellent	 Excellent	 Good	 Good

English

Progress in English was excellent in all phases. Progress in English was excellent in all phases. Students became increasingly competent in the four skills of reading, listening, speaking, and writing as they progressed through the school. In Early Childhood, children developed mark-making skills before progressing to writing and drawing. In Elementary, students acquired increasingly secure knowledge of grammar and spelling, and most Grade 1 students wrote in full sentences and read aloud with good comprehension. In a Grade 2 lesson students increased their knowledge of subject-specific vocabulary. Grade 4 students progressed to being able to write about the recent hurricane. By the time they reached Middle School, students could distinguish between overt and implied meaning in texts and Grade 8 students' use of language was increasingly sophisticated, as they discussed tone and style in fiction, supporting their views with evidence from the texts. There was clear progression in almost all lessons. Students consolidated or recalled prior knowledge, then applied this in new contexts. A Grade 11 class focused on symbols in everyday life, then analysed the use of symbolism in a novel. High school students drafted work and then revised it in response to teachers' advice in order to improve their performance. Most students with special educational needs and disabilities (SEND) made better than expected progress from their starting points in each phase, when monitored against individual targets in IEPs. They made better than expected progress in reading ages compared to their starting points.



ACHIEVEMENT

Students' progress in key subjects



Mathematics

Progress in mathematics was excellent in Early Childhood, Elementary and Middle and good in the High School. Students rapidly developed and used their knowledge of specialist mathematical terminology as they progressed from Early Childhood to Grade 12. The strong foundation in developing a conceptual understanding of number in Early Childhood provided a very good basis for the rapid and secure development and progress of students' mathematical skills in Elementary school. Students' progress exceeded expectations for this phase. As they progressed to the Middle School, they confidently applied number skills in an increasingly complex range of practical contexts. They readily acquired a more formal knowledge of angles in geometry in this phase. From Early Childhood to Grade 12, students successfully improved and extended their problem-solving skills by working with more complex and abstract contexts. The progress made in each grade by most students also exceeded expectations. In High School, the majority of students built effectively on their knowledge and skills. Progress was good. They were developing a sound understanding of algebraic expressions and the ability to solve complex equations. Students with SEND made good progress in mathematics from their starting points in each phase. In Grade 8, as a result of excellent differentiation and the teacher's skilful support, students with SEN to make excellent progress in applying geometrical properties of straight lines in two dimensions to solve a practical problem.



Science

Progress in science in Early Childhood and Elementary was excellent. Most students made much better than expected progress. In Middle and High, progress was good. In Early Childhood, the effective use of the outdoor learning spaces significantly developed children's scientific skills and knowledge as they actively engaged in identifying and recording different insects they saw in their environment. By Grade 2 students had built on their learning of plant life through a learning walk in the mangroves, and linked learning to the local environment. These students wrote imaginatively about how mangrove plants offered protection during storms and against erosion. In Grade 4, students made further progress and learnt about adaptations of nocturnal animals and students. In Grade 5 they used their knowledge of atoms and molecules to learn more about the organisation of periodic table of elements. In Middle and High, the majority students made better than expected progress. They developed further their scientific knowledge, skills and vocabulary. In Grade



ACHIEVEMENT

Students' progress in key subjects

8 they demonstrated an understanding of displacement theory and surface tension in water and in Grade 7 made good progress in an escape room activity which focused on density. In High School, Grade 9, students' inquiry into astronomy and astrophysics topics demonstrated an expanding appreciation of black holes and the possibility of extra-terrestrial life. Students in Grade 11 used burettes and pipettes to perform titrations. Students with SEND made good progress through the school phases because of the challenge for all students and supporting adults in the classroom provided appropriate extra guidance where appropriate.



STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT

Students' personal and social development	Early Childhood Inspection Judgement	Elementary Inspection Judgement	Middle School Inspection Judgement	High School Inspection Judgement
2.1 Positive behaviour for good learning	 Excellent	 Excellent	 Excellent	 Excellent
2.2 Students' civic and environmental understanding	 Excellent	 Excellent	 Excellent	 Excellent



Behaviour

The positive behaviour for learning of students was excellent across all phases of the school. Students were self-disciplined and their conduct in lessons and around the school was exemplary. Almost all students settled immediately in lessons and persevered and focused on learning with concentration that was maintained throughout lessons. Students were confident and responded well to the high expectations set regarding their behaviour and respected the excellent role models presented to them by their teachers. Relationships between all staff and students were warm and respectful. All students were polite, respectful, and courteous in their interactions with their peers, staff, and visitors. They were engaged and enthusiastic in lessons and enjoyed their learning. Students demonstrated a thirst for learning which was driven by their consistently positive attitudes. Students demonstrated kindness and genuine care towards their peers and co-operated well with each other. They reported that they felt safe and cared for at school and that incidents of bullying were rare. Students could confidently work collaboratively in pairs or small groups extremely well and across all subjects. They observed the school uniform policy well. Attendance was good overall. Most students arrived punctually to school.



STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT

Civic and environmental understanding

Students' civic and environmental understanding was excellent. All students were observed to be respectful of others. They fully contributed to the life of the school and wider community through their development of a variety of partnerships which developed their skills of citizenship. For example, students generously donated gifts at Christmas time for the less fortunate in their community via the "Giving Tree" project. Students demonstrated an understanding of the importance of Christianity to the Cayman society and had a thorough understanding of the distinctive, local life, traditions culture and history of the Cayman Islands. They could confidently explain important events in the history of the Cayman Islands and the significance of the Coat of Arms. For example, Grade 4 students knew that the turtle on the crest represented the name originally given to the island by Columbus, 'Las Tortugas'. They had a variety of opportunities to take part in visits to local historic sites like Pedro St. James, Cayman Museum, and the Turtle Centre to enhance their understanding of their island and its cultural heritage. Students demonstrated an excellent understanding of conservation and environmental sustainability. They were knowledgeable about the fragile state of the Islands' environmental well-being and initiated and led activities that supported environmental sustainability and conservation like the schoolwide recycling project and beach clean-up days. Students' leadership skills were mature. They were empowered to have a voice in the school by taking on a variety leadership roles and responsibilities, for example, the Wellness Ambassadors who promoted mental health and beach clean-up days.



TEACHING, LEARNING AND ASSESSMENT

Teaching, learning and assessment	Early Childhood Inspection Judgement	Elementary Inspection Judgement	Middle School Inspection Judgement	High School Inspection Judgement
3.1 Teaching	 Excellent	 Excellent	 Excellent	 Excellent
3.2 Learning	 Excellent	 Excellent	 Excellent	 Excellent
3.3 Assessment	 Good	 Good	 Good	 Good

Teaching

Teaching was excellent in all phases. Teachers' excellent subject knowledge and enthusiasm was evident in almost all lessons. Their dynamic teaching motivated students. Lessons included plenty of opportunities for problem solving and critical thinking. In Grade 6 mathematics, the teacher's enthusiastic teaching of division of fractions engaged students and ensured they understood the principle well. In Middle and High School English, teachers' love of literature inspired students to explore books and read for pleasure. Teachers used questioning skilfully to develop students' learning and encourage meaningful dialogue and co-operation. Teachers planned lessons meticulously and used a range of strategies to ensure students' active participation. They adapted their teaching well to meet the needs of individuals, including students with SEND. Pair and group work were positive features of most lessons. Students in a theory of knowledge class considered the reliability of historical source material in pairs, and in PE they worked well in threes to assess their volleyball skills. Teachers used resources effectively to enhance students' learning. In an Early Childhood music lesson, children enthusiastically used percussion instruments to learn about rhythm. In an Elementary English class, the teacher employed music and projected images to create an atmospheric depiction of a forest scene to inspire students' imaginative writing. In almost all lessons, teachers' classroom organisation facilitated learning. They established clear routines, so that transitions between activities were smooth and no learning time was lost.



TEACHING, LEARNING AND ASSESSMENT



Learning

Learning was excellent in all phases. Students were exceptionally motivated and positive about their learning. Almost all were fully engaged in lessons and demonstrated awareness of how well they were doing and how to improve. At all stages, and especially in the High School, where students reflected on their learning in a mature and thoughtful way. They related what they had learned to their own experiences and those of the wider world. Elementary School students identified nocturnal animals they knew about from their home countries. In a Grade 11 English class, students linked their work on a novel to perceptions of disability in the 1930s compared to the present. In a High School mathematics lesson, students modelled temperature patterns in New York over the course of a year. In High School history, students considered reporting bias with reference to the Manchurian crisis. Students enjoy collaborating and supporting each other's learning. In Grade 11, students observed each other's presentation and debating skills, then coached their peers in order to improve their performance. Students were happy to take on different roles in team working. The ability of students to use higher order thinking skills and work things out for themselves in order solve problems was well developed. They confidently used information technology and other resources to research, record and support learning.



Assessment

The overall quality of assessment was good across the school. Baseline data for children in Early Childhood had been collected. Teachers assessed students' work in line with the Common Core Standards and for Grades 11 and 12, the IDBP Standards. Students' attainment and growth in learning was validated in English, mathematics, and science through external benchmarking from Grade 3 in most, but not all grades. Data was also available on senior students' readiness for college through PSAT and SAT assessments. Through marking of books, end of unit tests, and discussions in class, teachers had an in-depth knowledge of their students and what they needed to do to improve. In most lessons observed, students developed their understanding of the required standards through peer and self-assessment. Teachers planned lessons well to meet students' learning needs. Data on students' individual attainment and progress was recorded and available for analysis. However, analyses of this data by groups of students had not been undertaken to provide a strategic view on relative performance. Teachers made very effective use of data and other information to optimise the support for students with SEND at the weekly student support meetings.



CURRICULUM

Offering a curriculum that meets the educational needs of all students	Early Childhood Inspection Judgement	Elementary Inspection Judgement	Middle School Inspection Judgement	High School Inspection Judgement
4 Curriculum	 Excellent	 Excellent	 Excellent	 Excellent

Curriculum

The curriculum was excellent across all phases. It was relevant, coherent, had breadth and balance and was challenging. The curriculum “map, matrices and modules” provided an underpinning philosophy that consolidated knowledge and skills and was consistently implemented. The curriculum design and enquiry-based learning promoted was demonstrated by student’s enthusiasm for questioning in lessons and their passion for exploring themes through reliable and evidenced-informed research. In Early Childhood, Elementary and Middle School the curriculum inspired children to apply their learning beyond the school environment, exploring subjects in greater depth. In High School, the curriculum was carefully differentiated to enable students to follow appropriate routes leading to accreditations and qualifications. In English, the study of literature throughout the school ensured that students gained a wide appreciation of a range of texts and developed high-level analytical skills. The mathematics curriculum was well planned and sequenced and provided challenge to all students. In science, the curriculum emphasised the importance of experimental and research skills. A range of rich creative, expressive, and physical experiences were delivered through the curriculum. Opportunities for choice and personalisation nurtured the talents and aptitudes of students. An abundance of links across subjects provided curriculum integration. For example, every student was a member of the Cayman Islands National Trust which enabled them to become involved in conservation of animal specials and spaces. There was a very wide range of extra-curricular activities. During the week of inspection over thirty extra-curricular activities took place from volleyball matches with other schools to the debating team arriving back from Brazil.



SAFETY AND SUPPORT

Keeping our students safe and always supported	Early Childhood Inspection Judgement	Elementary Inspection Judgement	Middle School Inspection Judgement	High School Inspection Judgement
5.1 Health and safety	 Excellent	 Excellent	 Excellent	 Excellent
5.2 Support and guidance	 Excellent	 Excellent	 Excellent	 Excellent



Health and safety

Health and safety arrangements were excellent and had improved since the last inspection. Almost all students reported feeling safe at the school. There was regular monitoring and maintenance of the premises, which was in excellent repair. A perimeter fence had been erected since the last inspection and the school was strengthening a culture of vigilance around keeping gates closed and being more alert to visitors wanting to gain access to the campus. Compliance inspections from regulatory bodies, such as the Department of Health, or the fire service, were up to date and recommendations had been actioned. There were regular emergency drills and improvement in these processes where necessary. A staff nurse cared for the daily medical needs of all students and facilitated training for staff. Promotion of a healthy lifestyle was a key feature of the school, with features such as regular physical education classes, comprehensive health lessons and healthy meal options. There were clear child protection and safeguarding arrangements in place and staff were aware of actions to be taken in case of concerns. There were excellent arrangements for safeguarding students, with supervision in all areas and the school was a safe place for students. Older students reported that the school provided an effective cybersecurity course and that incidents of bullying were very rare, and adults were known and available to help if needed.





Support and guidance

Support and guidance were judged to be excellent. Teachers knew all their students well and a “flex-time” programme was utilised to help all staff have opportunities to interact and support students. Parent handbooks provided comprehensive information about the school’s expectations and included positive behaviour guidance. Student Support Meetings were held frequently and regularly where needs of students were identified, discussed and action plans created. The school kept accurate records of attendance, with parent meetings and attendance contracts being utilised where there were concerns. In High School, students received guidance in preparation for tertiary education and future careers. Transition arrangements between phases of the school was comprehensive. These included parent meetings and student familiarisation events which enabled students to build on knowledge and skills. The school had a large complement of student support staff and sixteen percent of the student population received learning support. Almost all these students are successful and well supported. Student Success Teams (SST), consisting of the counsellor(s), learning support teacher(s) and coordinator, met each week regarding the progress of students with additional learning needs, Individual Education Plans (IEP), and or behaviour plans. This was complemented with parent meetings and/or conferences. The Intervention and Learning support programmes identified students at risk of not meeting CIS grade standards and provided them with tailored support to improve. Students’ needs were identified early, actioned, and reviewed to support which resulted in excellent progress in all areas of development. A new role of the Vertical Learning Support Lead has been created to provide even greater cohesion between the support in various phases of the school.



LEADERSHIP AND MANAGEMENT

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

Leadership



Leadership was excellent. The talented and highly experienced Director was highly visible around the school site and had built excellent relationships with the whole school community. He had overseen the significantly increased numbers on school roll and related staffing and had secured further improvements in academic performance and the quality of provision. The Director had built a cohesive and effective senior leadership team of school principals who shared a vision and commitment to achieving their school's values and aims in school improvement. They had established a unique learning environment in this highly successful international school. A collegiate ethos and positive professional relationships pervaded staff and leaders' relationships at all levels throughout the school. There was a culture of collective responsibility and mutual support. An approachable and easily accessible Director, plus a wide range of consultation structures and collective working had secured high levels of staff commitment. Staff morale was high. Leadership capacity was enhanced by the recently appointed vertical leadership roles for subject and learning support leaders. These roles were secured too recently to show impact. The long-established highly professional and knowledgeable School Board regularly held leaders to account. The Senior Leadership Executive spoke met the Director weekly and received a monthly dashboard of the school's progress. The Board evaluated the Director's performance and set his annual goals. The school



was actively taking steps to re-establish the Parents' Council so that their voice contributed to the strategic future of the school.

Self-evaluation and improvement planning

Self-evaluation and improvement planning were excellent. The process of self-evaluation included a high level of staff involvement and a rigorous system of consultation that collected information and evidence. The process was comprehensive and inclusive. In addition, the school engaged regularly in self-evaluation and improvement planning with the Middle States Association MSA, which reviewed similar standards. There was an ambitious five-year strategic plan for the school, which had been monitored and tracked since 2018. It contained a clear statement of values and direction. It Identified key priorities for immediate and long-term improvements, most of which, including the expansion of student numbers and a bold building programme, had been achieved. The self-evaluation document and the school improvement plan needed further alignment and synchronisation. Monitoring and evaluation of the school's performance, including teaching and learning, were strong which was an improvement from the last inspection. Professional development of staff was a priority, and a wide-ranging programme was in place. A commitment to learning, both for adults and students, and school improvement was evident. The leadership team regularly engaged in professional development through The Association for the Advancement of International Schools (AAIE) and American International schools in the Americas, (AMISA) online meetings as well as International School services (ISS) supported programmes. All recommendations in the last report had been successfully addressed.



Links with parents and the community



Links with the parents and the wider community were excellent. There was a high level of satisfaction and support from parents, as evidenced both in parental questionnaires and the meeting. Parents thought that all staff were very responsive and attentive to their concerns across all phases of the school. They were involved with their children's learning, whether by looking at pictures in reading a book, encouraging the two-year-old's speaking skills or discussing university applications with older children. Events such as New Families Orientation, the Welcome Back BBQ, Back to School night, and coffee mornings and evenings supported parental involvement. Parents were involved in the planning of the new school calendar. Elementary parents were involved in drawing up the homework policy. Communication between home and school was excellent in all phases. The school used a broad range of effective methods which kept parents informed about students' progress and well-being. During a recent hurricane alarm, the school emailed daily news sheets. The school issued regular reports on students' progress at all phases. They were detailed, accurate, personalised and very professional. Both the school and the community benefitted from a wide range of partnerships that enhanced students' learning and development. The school had local partnerships with, for example, the Heritage Centre, the National Gallery, Plastic Free Cayman, Meals on Wheels, other local schools, and the Cancer Society. Their international links and partnerships were highly effective and provided students with life changing experiences. During the inspection week, the debating team returned from Brazil. They had sporting links with local and international schools and were a member of the Caribbean Area International Schools Sports Association.

Staffing and the learning environment



Staffing and the learning environment were excellent. The school was fully staffed with suitably qualified teachers, assistant teachers, counsellors, support teachers and ancillary staff. Staff were deployed effectively and imaginatively, such as the high school librarian who was timetabled with IB students to support their extended essay, personal projects and research. In Elementary there was the pairing of an English teacher with a science and mathematics teacher for every two classes, which ensured elementary students had both a class teacher and specialist subject teacher in two adjacent classrooms. Such innovative deployment enhanced the quality of learning for students in High School and Elementary. Premises, facilities and resources were excellent and effectively used. The buildings were modern, well designed, and accessible to all students and adults across the school. Since the last inspection student numbers had increased by 28.5%. In response, in 2021, a designated High School building was opened that catered for the needs of that age group. It included a library, gym, black box theatre, STEAM labs, science labs, canteen and independent study area. It was surrounded by attractive green outdoor spaces for learning. In 2019, the Early Childhood building was opened which provided ideal learning spaces for younger children to explore and experiment within a safe and attractive environment. The school grounds were spacious with, for example, ample play structures and areas, as well as a swimming pool, two gymnasias, spaces dedicated to visual and performing arts, a health and fitness centre and a soccer pitch. Outdoor spaces included a small bicycle track and shaded woodlands for small children. Resources for learning, including ICT, were plentiful and of high quality.



SURVEY RESULTS

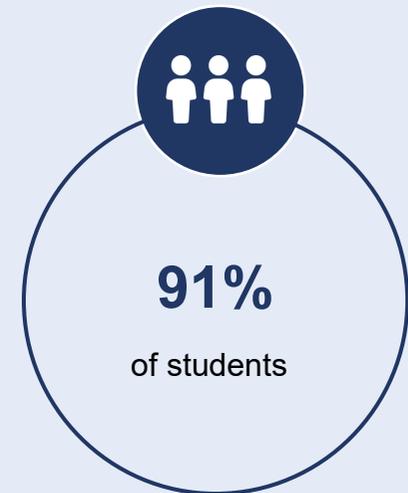
Before the inspection, the views of parents, staff and students were surveyed. The numbers of participants that completed the survey were:

Students	529	Parents	500	Staff	148
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Students

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

Five hundred and twenty-nine students completed the survey from Years 5 to 13 (Grades 4 -12) responded to the on-line survey. This was an increase on the three hundred and fifty-two previous responses to the questionnaire. Almost all students felt they had made good progress in English, mathematics, and science. They agreed that most of their lesson are good and that the teachers explained how they could improve their work. Most students enjoyed their lessons, judged the lessons good and felt that the amount of homework was sufficient. They agreed that they were treated fairly at school and that school dealt efficiently with bullying. Almost all students felt safe and cared for and that the school and that they had access to a wide range of extracurricular activities. Their career choices were effectively addressed by the school and that the school was well resourced. Most students agreed that the school was well-led, that they are consulted and receive regular reports on their progress and that the school is led well. A majority felt that their special needs were addressed adequately and that the school responds to responds to their concerns. Overall, almost all students agreed that the school provides a good quality of education. There has been no significant change since the last inspection with the degree of satisfaction remaining the same.



Strongly Agree and Agree

+1%

Increase since the last inspection



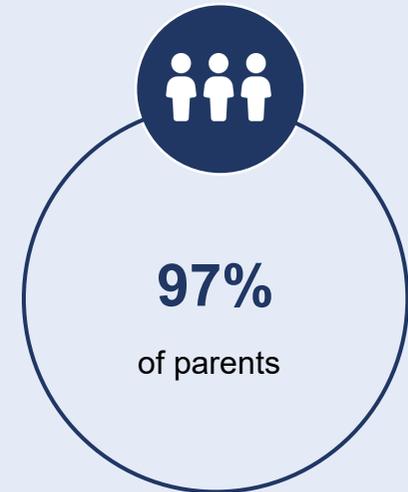
SURVEY RESULTS

Parents

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

500 parents responded to the questionnaire. This was a large increase from the previous inspection of 223 responses. Almost all parents were satisfied with the quality of education provided by the school. They reported that their children enjoyed lessons and were inspired to learn. Almost all said their children were making good progress in English and most said they were making good progress in mathematics and science. The parents considered the school well led. They were happy with the resources available and the reports they received. Almost all thought students behaved well, developed good environmental and civic understanding, and a good sense of community. Most parents said the school communicated well with parents, and almost all found parent-teacher meetings helpful. Almost all said their children felt safe in school. A majority thought the school dealt effectively with instances of bullying, and a significant minority said students with SEND were well supported.

Parents' comments were overwhelmingly positive. They praised the commitment of school staff and expressed appreciation of their children's experience at the school. There were no significant differences from the previous report.



Strongly Agree and Agree

+4%

Increase since the last inspection



SURVEY RESULTS

Staff

Survey: This school provides a good quality of education.

Both teachers and support staff completed the survey and results were broadly similar to the previous survey with no notable exceptions. Respondents were equally distributed in terms of time served at the school. Most staff were from overseas. Almost all staff thought the behaviour of most students in the school was good and that students understood their responsibilities and had a good understanding of environmental understanding. Almost all agreed there were good assessment systems, and all agreed that extracurricular provision was good. Almost all felt that the school regularly informed students of their next steps for learning and it was a safe and caring place. Most thought bullying was dealt with effectively and the school helped students make good choices about their future education and career. Almost all staff believed the school treated students fairly. Most thought the school provided good support to students with SEND. Most were involved in the school self-evaluation and improvement planning, received professional development and that parent-teacher meetings were well attended. Almost all held the view that resources in the school to support their teaching was sufficient. Almost, all agreed that the school had appropriate qualified and suitably skilled teachers and that the school provided a good quality of education. 35 members of staff submitted comments, and all were very positive about the school. There were no significant differences from the previous inspection in survey responses and parents' views.



99%

of staff

Strongly Agree and Agree

+1%

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 school is judged to be providing an **excellent** quality of education, there will be no further inspections until the next cycle which commences in September 2023.



WHO ARE WE AND WHAT DO WE DO?

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

How to contact us

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

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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.

www.oes.gov.ky





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