

INSPECTION REPORT

OFFICE OF EDUCATION STANDARDS
CAYMAN ISLANDS GOVERNMENT

OCTOBER 2022



FOOTSTEPS

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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	Footsteps
	Address	210 Eastern Avenue, Grand Cayman
	Telephone number	1 (345) 746-3635 / Emma 1 (345) 916-0875 Bryony 1 (345) 917-7657
	Website	https://www.footstepscayman.com
	Name of the principal	Ms. Emma Kendall and Ms. Bryony Platt
	Date of this inspection	October 03 - 05, 2022
	Date of the last inspection	December 2020

Students

	Number of students on roll	77
	Age range of the students	4 - 12
	Grades or year groups	Reception, 1 - 7
	Number of Caymanian students	23
	Number of students with special educational needs	31
	Largest nationality group of students	British

SCHOOL INFORMATION

Staff

	Number of teachers	13
	Number of teaching assistants	6
	Teacher-student ratio	6:1
	Teacher turnover	11%

Curriculum

	Main curriculum	English National Curriculum
	External tests and assessments	Star Reader/Math. CAT 4, GLA
	Accreditation	IQM Nature School

School inspection overall performance history

Cycle 1 Inspection	December 2020	 Good
Cycle 2 Inspection	October 2022	 Good

SCHOOL INFORMATION

Footsteps School is a private school situated in George Town. It officially opened in September 2020. The two joint owners were directors of the school. They originally offered tutoring services in 2014, however due to the growing demand for their services, they received official approval to open as a primary school in September 2020. Both directors were involved in the daily operation of the school and jointly carried out administrative and teaching duties.

The school followed the Cayman Islands Early Years Curriculum for the Reception class and the English National Curriculum for both Key Stage 1 and Key Stage 2 classes. There was a modified Key Stage 3 curriculum for the small number of Year 7 students. Footsteps is focused on being a “supportive community, building and maintaining an open, nurturing and inclusive environment”. The school’s ethos is ‘learning through nature’. This theme is promoted and explored through the curriculum with thematic topics across subject areas which focus on Cayman’s natural world. The school is organised into 7 classes.

The school has 77 students on roll which is significantly more than the 35 students in the previous inspection. 40% of the student population have special educational needs. 21 are Caymanian the remainder came predominantly from the UK, but also from countries such as USA, Mexico, Canada, Jamaica, and Brazil. Two students joined the school this year with no existing English language skills. The school had 3 Caymanian scholarship students on roll who were selected for their outstanding academic promise, based on an assessment process and interview. The number of teachers employed had increased from 4 to 13 over the past two years.



PERFORMANCE STANDARD

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

Promoting our students' personal and social development.	Reception	Change in judgement since last inspection	Primary	Change in judgement since last inspection	Year 7	Change in judgement since last inspection
1.1 Students' attainment in English	 Good	▲	 Good	▲	 Good	N/A
1.1 Students' progress in English	 Excellent	▲	 Excellent	▲	 Excellent	N/A
1.1 Students' attainment in mathematics	 Satisfactory	▶	 Satisfactory	▶	 Satisfactory	N/A
1.2 Students' progress in mathematics	 Good	▶	 Good	▶	 Good	N/A
1.2 Students' attainment in science	 Satisfactory	▶	 Satisfactory	▶	 Satisfactory	N/A
1.2 Students' progress in science	 Good	▶	 Good	▶	 Good	N/A



PERFORMANCE STANDARD

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

Promoting our students' personal and social development.	Reception	Change in judgement since last inspection	Primary	Change in judgement since last inspection	Year 7	Change in judgement since last inspection
2.1 Positive behaviour for good learning	 Excellent	▶	 Excellent	▶	 Excellent	N/A
2.2 Students' civic and environmental understanding	 Excellent	▲	 Excellent	▲	 Excellent	N/A

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

Quality Indicator	Reception	Change in judgement since last inspection	Primary	Change in judgement since last inspection	Year 7	Change in judgement since last inspection
3.1 Teaching	 Good	▶	 Good	▶	 Good	N/A
3.2 Learning	 Good	▶	 Good	▶	 Good	N/A
3.3 Assessment	 Good	▲	 Good	▲	 Good	N/A



PERFORMANCE STANDARD

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

Quality Indicator	Reception	Change in judgement since last inspection	Primary	Change in judgement since last inspection	Year 7	Change in judgement since last inspection
4 Curriculum	 Excellent	▶	 Excellent	▶	 Excellent	N/A

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	 Good	▶	 Good	▶	 Good	N/A
5.2 Support and guidance	 Good	▶	 Good	▶	 Good	N/A



PERFORMANCE STANDARD

Quality Indicator	School Wide	Change in judgement since last inspection
6.1 Leadership	 Good	▶
6.2 Self-evaluation and improvement planning	 Good	▶
6.3 Links with parents and the community	 Excellent	▶
6.4 Staffing and the learning environment	 Good	▶



KEY STRENGTHS AND RECOMMENDATIONS

What the school does well

- Students demonstrate good attitudes to their work and their behaviour is excellent in and around school
- The development of students to be knowledgeable and active citizens of Cayman and the world.
- A broad, relevant and in-depth curriculum which provides a diverse range learning experiences for students
- Provides a highly inclusive learning environment where students were given proactive care and individual attention
- Excellent links with parents and the community

Recommendations

Raise attainment by:

- ensuring more able students in lessons receive more challenging work to meet their needs
- fully implementing the new student tracking system so that it can be used to raise attainment further
- exploiting further the excellent learning that takes place in beach and forest school back into school to drive the attainment of those who flourish in that environment

What has improved since the last inspection?

- Attainment and progress in English
- Civic and environmental understanding
- Assessment had improved



OVERALL PERFORMANCE

► Good

Footsteps was a good school with some excellent features. It was a unique school setting with 40% students with special educational needs and a doubling of numbers of students and significant increase of teachers in the past two years. Whilst attainment in mathematics and science was satisfactory, progress was good. In English attainment was good and progress excellent. Students' behaviour and their attitudes to their work and to learning were excellent. They were proud citizens of Cayman and had a very good understanding of its culture. Students had a passionate interest in its flora and wildlife and the environmental factors that affect the island and the globe.

Teaching was consistently good, and teachers provided engaging, interesting, and motivating lessons and activities. Consequently, students were committed to doing their best in their work and made at least good progress in their learning. Students responded thoughtfully and enthusiastically to every opportunity presented to them. Assessment was good and was used to check individual student's progress and to set work at an appropriate level.

The curriculum experiences offered to students were excellent. There was an extensive range of subjects taught and the beach and forest days gave students unique opportunities to learn. The school ensured that students were kept safe and healthy through the curriculum and the range of extra-curricular activities. All students including those with special educational needs and disabilities (SEND) were offered good quality support and guidance to meet their pastoral, medical, social, and learning needs.

Leadership at the school was strong and continued to be good. Leaders set the culture of the school and the ethos and values permeated all aspects of school life. The self-evaluation process assessed the school's effectiveness and the strategic plans ensured that most recommendations from the previous inspection were met. The improvement plans for the school were clearly focused and ambitious. The increase in staffing was managed well and increased the schools' capacity to improve.

The relationship the school had with its parents and the community was excellent and the beneficial to the students. Parents received excellent information about how their child was progressing and they in turn supported the school in many practical ways such as offering specialist professional advice. Staff were well qualified and deployed with every adult ready to play a part in each students' school experience as necessary. The school building and grounds were small but every space was well used and resources were changed regularly to refresh the opportunities offered to students.



ACHIEVEMENT

Students' attainment in relation to international standards

Students' attainment in relation to international standards	Reception	Primary	Year 7
1.1 Attainment in English	 Good	 Good	 Good
1.1 Attainment in mathematics	 Satisfactory	 Satisfactory	 Satisfactory
1.1 Attainment in science	 Satisfactory	 Satisfactory	 Satisfactory

English



Attainment in English was good in all phases of the school. The majority of students attained above international standards. In lessons and in past work it was clear that students developed their writing skills sequentially and a recent new approach to teaching writing using structured phonics and a focus book was having a positive impact. In Reception most could write their names and all were developing their emergent writing. In Year 2 students could write their own sentences. As they got older most could write at length, developing story lines over time, as evidenced in the independent writing book belonging to each student. On occasion a sharper focus on the more able was needed to increase their challenge and help them achieve more. Older students could analyse and interrogate poems and writings by famous writers identifying different devices such as alliteration and juxtaposition of ideas in *Island Man* by Grace Nichols. Students' knowledge of phonics and related work had provided a strong base for reading and writing lower down the school. Reading was a strength as the students had developed a love of reading, as a result of the stimulating range of books in the library and in the classrooms.



ACHIEVEMENT

Students' attainment in relation to international standards



Mathematics

Attainment in mathematics was satisfactory in all phases of the school. Internal test data, work in lessons and in their most recent work showed that most students achieved in line with the age-appropriate curriculum standards. In Reception almost all children reached a good level of development and could identify numbers to 10 and one more and one less. The majority were able to substitute when working with numbers under five. In Primary, younger students demonstrated the age-appropriate fluency with their mental arithmetic skills and could add and subtract counting forwards and backwards. Year 3 students could count in sequence finding patterns adding and subtracting the correct missing numbers. Year 4 students could use place value for 3-digit numbers. Most Key Stage 2 students could round up numbers to the nearest 10s, 100s and 1000s using 5 and 6-digit numbers. Older students could use mathematical concepts to solve simple problems, with a majority were able use simple formula.



Science

Attainment in science was satisfactory in all phases of the school. Overall, most achieved in line with curriculum standards. In Reception children explored the environment around them and used natural and repurposed material in play and investigations. When using tea bags to stain a treasure map, they used scientific terminology such as absorb. In Primary, students could use age related scientific vocabulary when describing observations and concepts. Year 2 students had knowledge of the food chain and could identify concepts like apex predators. Year 3 students were able to explain the differences between different types of skeletons. Year 4 students could investigate the characteristics of blood using different terms. A few students could use and understand terms like viscosity as blood thickened to form a seal on the skin. Older students had a solid grasp of the scientific method and could explain the concept of air resistance acting upon a moving object using terms such as drag and aerodynamics. A majority of older students could relate their understanding to the real-world using examples of vehicle shape and swimming caps.

ACHIEVEMENT

Students' progress in key subjects

Students' progress in key subjects	Reception	Primary	Year 7
1.2 Progress in English	 Excellent	 Excellent	 Excellent
1.2 Progress in mathematics	 Good	 Good	 Good
1.2 Progress in science	 Good	 Good	 Good

English

Progress in English was excellent in all phases of the school. Work in last year's English books and in lessons demonstrated the improvements in all students' achievements. Children in Reception made excellent progress often from low starting points and almost all achieved the learning goals. A significant number of students, especially those with SEND, arrive in the school after difficulties elsewhere with very low attainment. These students often made exceptional progress, such as one student who arrived with very low attainment who made 3 years of progress within 2 years. All groups of students make better than expected progress from their starting points considering their specific learning needs. The use of the green pen by students to improve their work has had a positive impact on improvement and had accelerated progress. The very structured approach to reading and writing underpinned by a systematic approach to phonics had impacted on achievement and students were making links from reading comprehension and writing to improve their work. For example, a Year 6 student searching for an expressive phrase in her writing remembered a word from a story she had read. Students were also supported in their progress in the subject as much of the integrated curriculum used English as the vehicle for recording and presenting ideas.



ACHIEVEMENT

Students' progress in key subjects



Mathematics

Progress in mathematics was good in all phases of the school. From a low baseline most groups of students made better than expected progress, particularly SEND students. For instance, they could select and use resources such as letter guides, number lines, 'Numbercron' and place value charts to move their learning forward. They could apply mathematical concepts like addition and subtraction to solve simple inverse problems relative to their own start points. In general, the minority of other students could use mathematical vocabulary to explain their reasoning using terms like integer for expressing whole numbers. In Reception children could use the number line to find out solutions to patterns and sequences with a degree of independence. Key Stage 1 students could break down simple problems into steps that built upon their previous learning of rounding and estimation with reference to money. A minority of older students could apply mathematical concepts and explain their reasoning to solve a multi-stage word problem about a fictional journey travelling lightyear distances between multiple planets.



Science

Progress in science was good in all phases of the school. Internal and external assessment data indicated that students continued to make improvements over the year, although this was inconsistent across groups and assessments. SEND students consistently made better than expected progress from their starting points. For instance, they could complete fieldwork on the Ironshore gathering skeletal samples from a range of sea creatures which progressed and linked their learning of categorising samples by type. SEND students regularly took a role in class experiments appropriate to their ability extending learning from the page to the real world. Other children in Reception were able to observe chromatic changes from their 'tea-bag treasure map' experiment and make basic predictions about wet and dry. Key Stage 1 students were able to take the scientific concept of food webs and apply it to a chain of their own choice. At Key Stage 2 they could design an experiment to investigate the properties of air resistance upon an egg suspended by a parachute. The majority of students could independently observe and record findings using a range of measuring tools like stop watches and tape measures. Overall students were developing the skills of independence and accuracy in their scientific work.



STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT

Students' personal and social development	Reception	Primary	Year 7
2.1 Positive behaviour for good learning	 Excellent	 Excellent	 Excellent
2.2 Students' civic and environmental understanding	 Excellent	 Excellent	 Excellent

Behaviour

Positive behaviour for good learning was excellent. All students possessed good attitudes to work and showed respect for peers and adults in their school. Examples of students showing admiration and genuine appreciation for each other were plentiful, with the youngest children spontaneously complimenting each other's art and all students enthusiastically celebrating the achievements of their peers during assembly. Students enjoyed warm, supportive relationships with staff and were comfortable seeking help when needed. All respondents to the student survey reported that they felt safe at the school and this sentiment was echoed during discussions with students. Learning was enhanced by excellent collaboration between students as they discussed their ideas and their work and requested peer feedback. Collaboration was also evident during outdoor play, with students working together in the construction area to build an airport. All students wore the school uniform, and even the youngest children in Reception understood that the uniform identified them as members of the school. Students were punctual to lessons and activities and attendance had significantly improved for some students with SEND who found the learning environment more challenging.





Civic and environmental understanding

Civic and environmental understanding was excellent. Students were active contributors to school life and participated in groups such as the Student Council and the Eco Council. Students learnt through active partnerships with community groups such as the National Trust and Plastic Free Cayman, playing active roles and making an impact on the community. Students demonstrated deep care and compassion for each other and a mature level of respect and tolerance for others. Caymanian culture and heritage were understood and appreciated throughout the school. In art they studied a local artist and used Silver Thatch in a number of activities. They spoke animatedly about trips to sites such as Pedro St. James, Central Caribbean Marine Institute, and the Botanic Park. Students understood the importance of Christian beliefs. They passionately shared their knowledge of the local environment and showed an excellent understanding of environmental issues including coral bleaching and the threat of invasive species. Students made connections between caring for the environment, preserving traditions and the environment and tourism. They were able to name key members of the government, identify National Symbols and sang the National Song tunefully and with commitment. These students believed they could make a positive impact on the Cayman Islands, and they had already developed many of the skills necessary to do so.



TEACHING, LEARNING AND ASSESSMENT

Teaching, learning and assessment	Reception	Primary	Year 7
3.1 Teaching	 Good	 Good	 Good
3.2 Learning	 Good	 Good	 Good
3.3 Assessment	 Good	 Good	 Good

Teaching



Teaching was good. Teachers had excellent knowledge of their students and their learning needs. They were universally consistent in their approach to each student, who always knew what was expected from them and how they would be treated. Whilst the school and the rooms were small, teachers created a calm, and purposeful learning environment that allowed each individual to thrive, without over directive rules and regulations. Teachers' subject knowledge was good and they planned well so that lessons used imaginative strategies. For example, the work integrating mathematics and English in creating fictional maps to planets that are light years away. Teachers used effective ways of involving students in their lessons, so they were curious, resilient, and creative learners. Children in Reception wrote cards, in their own attempted words, to Pedro the parrot after hearing his story. The recommendation in the previous report to use information technology to support learning had been fully met in all classes. Those who found writing difficult but had great ideas used iPads to record their thoughts. Interactive whiteboards and digital technology were used effectively. The more high achieving students could already do some of the work set for the class and needed additional challenge.





Learning

Learning was good. The students, including the vast majority of those with SEND, were highly motivated to learn and took their work seriously. From Reception onwards, they were increasingly resilient and committed learners. The students who had transferred from other schools, sometimes after unhappy experiences, made exceptional progress in their attitudes to learning and their belief in themselves. Students worked well in groups and in pairs and were highly supportive of one another and listening intently when they shared ideas and work. The work on the beach and in the park enabled students to apply knowledge they acquired in science for example, and to discover and make new connections in their learning across the curriculum. In assembly students took immense pleasure in seeing others gain certificates and praise. Students were extremely supportive of those with SEND who presented unconventional behaviour at times and knew when to ignore this and when to offer help. In lessons, students selected methods and support material such as thesauri and dictionaries as well as concrete materials to ensure they had the resources to work effectively. Laptops and iPads were commonly selected by students to record ideas as well as to look up information. On a few occasions students needed more opportunities to take up challenges independently.



Assessment

Assessment was good across all phases. School leaders had addressed the previous recommendations implementing new assessments by gathering a wide range of termly formative and summative data to monitor students' performance. Leaders had introduced a new system for tracking performance which made data more efficient and easier to use. This was at an early stage of implementation. Thorough record keeping reflected students' progress but did not always have enough focus particularly in science and mathematics, to enable higher achieving, students to make consistently better than expected progress. Assessment information including individual learning plans known as Provision Maps and Student Passports were fed through to teachers. Consequently, all teachers had a good working knowledge of the individual capabilities and needs of their students as was evidenced in lessons when work matched students' needs. Tasks were frequently adjusted to meet students' learning, particularly for those with special educational needs. Teachers shared learning objectives and success criteria to ensure that students knew what they were learning and how to measure it. Feedback to students in lessons set high expectations particularly for SEND students, although the more able did not always get the feedback to ensure they consistently pushed beyond the age-related curriculum standards. In better lessons and more recent workbooks students were beginning to self-assess and have regular opportunities to improve their work.

CURRICULUM

Offering a curriculum that meets the educational needs of all students	Reception	Primary	Year 7
4 Curriculum	 Excellent	 Excellent	 Excellent

Curriculum

The curriculum was excellent. The curriculum created and supported a highly inclusive learning environment. The curriculum was broad, balanced and covered academic, creative, physical, and practical learning experiences. Outdoor nature learning was an integral part of the curriculum providing opportunities for more hands-on learning for all abilities and needs. Regular weekly visits to the beach, forest or Dart Park offered challenge, choice, personalisation, and progression particularly for students who found the classroom environment more difficult. Key subjects were covered with a focus upon the needs of a wide range of students through bespoke and well-crafted inclusive provisions. Although science had less time allocated than other core subjects, it was delivered and embedded through the forest and beach activities. The curriculum had been adapted with the replacement of some UK curricular topics with more regionally relevant topics particularly with geographic and local personality references. School leadership had close links with pre-schools and local Secondary schools that ensured transition arrangements in and out of the school were generally smooth and familiar. The curriculum provided a web of learning that encompassed a wide range of online applications and platforms and a specific outdoor mathematics program to extend learning beyond the classroom. An extensive range of trips, visits and activities enriched the curriculum. A thematic approach was systematically planned each year, for one half of a term, that provided a global and multi-cultural experience for all students. Previous years included Japan and India that created cross-curricular opportunities for visiting local restaurants, eating sushi, turmeric tie-die, using the language and discovering another culture. The theme for this year is the Middle East to coincide with the World Cup.



SAFETY AND SUPPORT

Keeping our students safe and always supported	Reception	Primary	Year 7
5.1 Health and safety	 Good	 Good	 Good
5.2 Support and guidance	 Good	 Good	 Good



Health and safety

Health and safety arrangements were good. The school had effective policies and procedures in place for emergencies and had conducted risk assessments for a variety of situations. On the student survey and in discussions, all students shared that they felt safe at the school. The school had excellent resources, and the premises were kept in good repair. There was effective monitoring of students, including during off-site activities. The school had recent certificates from the Fire Services and the Department of Environmental Health. Records of regular emergency drills were thorough. Healthy living was prominent throughout the school with healthy choices promoted through curriculum offerings such as physical education, Healthy Me, Healthy World and Yoga. Almost all students had healthy packed lunches and the school's menu options were balanced. Child protection arrangements were robust and all staff, including contracted staff and volunteers, had the requisite training. Staff were very supportive of all students, and any issues and concerns were dealt with sensitively and effectively. The school building and outdoor space was limited although, this was supplemented by weekly offsite visits such as the beach and forest school activities.



Support and guidance



Support and guidance were good. Staff and students had a great rapport demonstrated through their daily interactions in and out of class. Teachers were highly aware of the individual social and emotional needs of their students, specifically those who found learning difficult. This was also true of their classmates who showed considerable support and empathy for those finding education more challenging. For instance, a new EAL student with no English was supported by her classmate who spontaneously used her iPad to translate some of the teachers' instructions into Portuguese. Staff dealt sensitively with students' emotional needs. The school had systems to monitor and track students learning as well as their social and emotional development. The SENCO maintained the SEND Register and managed the SEND provision map that was communicated to all teachers with termly targets. This had not yet impacted on the raising of all academic standards. Although, SEND students did make considerable progress from their starting points academically, socially, behaviourally and emotionally. Students with special educational needs had support from teachers, specialist staff, Inclusion Cayman and private service providers who all collaborated to ensure students were successful members of the school community. Several case studies demonstrated the rapid rates of behavioural, social and emotional progress some SEND students made. Student Passports acted as individual learning plans and provided detailed information about current targets and progress for teachers and parents. All staff and student peers were aware of the specific interventions and behaviour breaks associated with specific SEND students ensuring the school remained a highly inclusive learning environment.

LEADERSHIP AND MANAGEMENT

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



Leadership

Leadership and management were good. The principals had a clear vision for the school that was shared by staff and permeated every classroom and learning activity. The ethos was clear; students were encouraged by staff and other students to improve from where they were. The experiences they were given were part of a rounded learning experience; voices were never raised but students were firmly and kindly supported to be better. The focus on students' learning through the natural environment during beach and forest days was supported by all and offered exceptional opportunities to develop knowledge, understanding and skills. The Principals had appropriately high expectations for good quality teaching and they both monitored and offered support to obtain the best from all teachers. Their leadership team had been expanded to develop a team approach and to ensure future succession. There was good capacity for continued improvement. Some new premises developments and the new governance measures such as the newly established advisory committee to support the school have yet to be embedded.





Self-evaluation and improvement planning

Self-evaluation and improvement planning were good. These were part of a well-ordered year-long process involving the staff, and at times in the cycle some parents. The self-evaluation document was organised effectively in a format that pulled together most of the useful data about the school and its performance into one place so that it could be analysed clearly. The headings from the 'Successful Schools and Achieving Students 2' were used to organise the information and each section was often appropriately brief, well evaluated and focused on the impact of actions particularly on students' outcomes. In doing so the judgements made were almost always accurate and helped the school identify gaps. New initiatives, such as the new writing approach, were systematically kept under review to assess their impact and where necessary changes were made to maximise the benefit to the students. The quality of teaching and learning was a major focus of monitoring the school's performance and senior staff carried out regular formal performance observations as well as frequent in-class visits. Leaders also looked at teachers' plans, which were good, and scrutinised students' books and checked on the progress of individuals. Those teachers needing support had mentors to develop their practice and all staff had access to some staff professional development sessions during the year. Leaders planned well, predicting the necessary short term and long-term changes to the school and made well thought out plans to take these forward involving staff and parents. The plans for the future of the school were ambitious but necessary for the long term.

LEADERSHIP AND MANAGEMENT



Links with parents and the community

Links with parents and the community were excellent. The school enjoyed highly supportive relationships with the parents, who participated in the PTA and volunteered during off-campus outings and reading with students. Parents were able to be active partners in their children's learning due to regular and effective communication with staff which included proactive steps which they could take to support their child's learning and other needs. Representatives from the PTA met with school leaders regularly to review and plan regarding the needs and priorities for the school. As a result of the inclusive nature of the school, effective communication and carefully planned safety procedures, parents reported feeling that their children were safe and valued. The use of an on-line platform ensured that both parents and students were up to date with students' progress and next steps. Regular and personalised reports were shared with parents and included next steps for learning. The school had active links with the community, including other schools and community partners, which played important roles in the development of children. Children represented their school well in activities, competitions, and initiatives in the community.



Staffing and the learning environment

Staffing and the learning environment were good. The school staff were well-qualified, deployed effectively and worked collaboratively to achieve the vision of the school. Some teachers were certified in beach and forest learning, and this helped to ensure that off-site learning experiences were stimulating, enjoyable and meaningful. Premises and facilities were safe and the creative use of space around the school made the most of students' learning. However, some classrooms were restrictive in size and did not adequately lend themselves to a variety of learning opportunities. The lack of dedicated spaces, such as a Science Lab, somewhat hindered students' progress. The school, however, had formed links with other schools and effectively planned use of off-site facilities to enhance learning. While the outdoor area did not provide adequate space for vigorous physical play, it was well planned with a variety of areas to support creative play, including a mud kitchen, gross motor activities such as climbing and pedal toys, and exploration, such as a water table and a garden. There were school and classroom libraries with a variety of appropriate books and sufficient ICT resources which were used effectively to support students' learning.



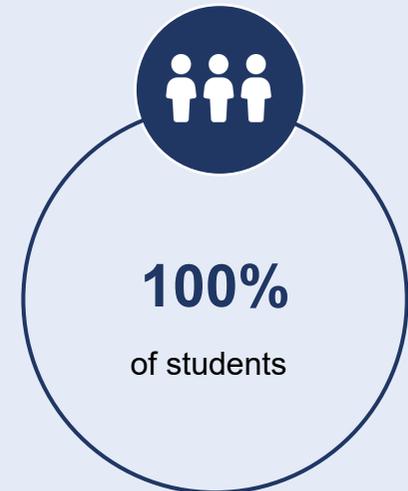
SURVEY RESULTS

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

Students	0	Parents	0	Staff	0
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Survey: “I am satisfied with the quality of education provided at this school.”

Eleven students completed the on-line survey. All of these students felt that their progress in English, mathematics and science and other subjects was good. They all enjoyed their lessons and felt safe in school. All students that the teachers listened to them if they had any concerns. They all agreed that the school was well led and that it provided children with a good quality of education. All said that their teachers helped them to understand how well they were doing and how to improve their work. All but one felt that the school did not provide a good range of extra-curricular activities or provide the right amount of homework. One believed that leaders did not consult them about the school could improve. One believed the school did not treat him fairly. The only question 2 students did not agree with was that there was good support for students with SEND and that all students understood what to meant to be part of the wider community. There were 3 positive comments including ‘I love going to Footsteps. I went to a different school before this. I hated it there. I feel safe at Footsteps. I wish they would grow bigger so that I can continue going to school here. They don’t have higher grades which makes me sad.



Strongly Agree and Agree

Unchanged since the last inspection

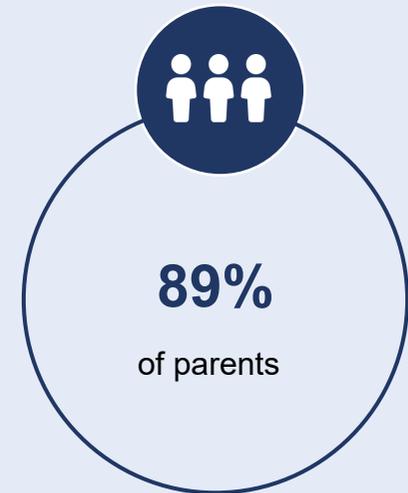


SURVEY RESULTS

Parents

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

Almost all parents felt that their child was making good progress in English, while most felt that their child was making good progress in mathematics and science. Almost all felt that their child was making good progress in learning and that their child was developing a good sense of responsibility as a member of the wider community and was developing good environmental understanding. Almost all felt that their child enjoys most lessons and that they are inspired to learn. Most parents agreed that their child can join in a good range of extra-curricular activities provided by the school, and that the school provided the subjects their child wishes to study. Almost all felt that the quality and amount of homework was appropriate. Most felt that their child was safe and cared for at school and that the school helped their child choose a healthy lifestyle. Almost all felt that their child was treated fairly at school. A majority agreed that the school dealt effectively with incidents of bullying and that the school helped their child make good choices about their education and future. Almost all felt that the school was well led. Most parents agreed that they received good information about the school’s improvement plans, that communication between the school and parents was effective and timely and that the school responded appropriately to parental concerns. Almost all agreed that the school reports are regular and informative, while most felt that parent-teacher meetings were helpful and held regularly. A majority felt that they were effectively involved in the work of the school and that the school enjoyed good links with the wider community. Almost all agreed that the school had appropriately qualified and suitably skills teachers and staff and most felt that the school provided good quality resources for their child’s learning. There was a mixture of mostly positive and a few negative comments. One stated, ‘This school is the greatest thing to happen on this island! They have such amazing ideas and we love the Nature learning aspect. There isn’t a day that goes by that my child isn’t excited to go to school.’



Strongly Agree and Agree

-4%

Decrease / Unchanged since the last inspection



SURVEY RESULTS

Staff

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

Eleven staff completed the survey in advance of the school inspection. All agreed that the behaviour of students in the school was good and that the school provided a good quality of education. All agreed the assessment systems were good and there was good support for SEND students. They believed that the school provided a safe and caring environment and that students were treated fairly, and it helps students choose a healthy life style. They all believed students had a wide range of extra-curricular activities. Almost all agreed that the school actively dealt with bullying and all agreed that there was good support for students with special educational needs. They all believed that parents were effectively involved in the work of the school and that the school was well led. A few felt that students did not all show an environmental understanding and that links with the wider community were not strong. A majority felt the school gave good advice for the students’ futures. The comments from staff were 100% positive about the school and the student’s education and were all proud of the broad and balanced, nature-oriented curriculum. One said ‘Footsteps is a unique school. I feel a genuine sense of belonging and community. Teaching is a challenging and rewarding job, and this is no different at Footsteps. However, we are supported immensely and I believe that as a school we are doing everything we possibly can to improve student outcomes and develop well rounded individuals.’



Strongly Agree and Agree

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Unchanged 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 a **good** 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.

adminOES@gov.ky

Where to read our reports

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

www.oes.gov.ky





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