

# INSPECTION REPORT

OFFICE OF EDUCATION STANDARDS  
CAYMAN ISLANDS GOVERNMENT

OCTOBER 2022



ST. IGNATIUS CATHOLIC SCHOOL

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## INTRODUCTION

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

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

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

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





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



# INTRODUCTION

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

The four levels are defined as follows:

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

## Consistency in quantitative terminology

Inspectors use quantitative terms in reports, as follows:

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



# SCHOOL INFORMATION

## General information



**School name** St. Ignatius Catholic School



**Address** 599 Walkers Rd, George Town,  
Cayman Islands



**Telephone number** 1 (345) 949-9250



**Website** <https://www.st-ignatius.com>



**Name of the principal** Simon Testa



**Date of this inspection** October 4 - 7, 2022



**Date of the last inspection** December 2020

## Students



**Number of students on roll** 701



**Age range of the students** 3 to 18 years



**Grades or year groups** Nursery to Year 13



**Number of Caymanian students** 411



**Number of students with special educational needs** 59







**Largest nationality group of students** Caymanian






# SCHOOL INFORMATION

## Staff

	<b>Number of teachers</b>	67
	<b>Number of teaching assistants</b>	13
	<b>Teacher-student ratio</b>	10.5:1
	<b>Teacher turnover</b>	17%

## Curriculum

	<b>Main curriculum</b>	National Curriculum for England
	<b>External tests and assessments</b>	SATS, GL assessments, IGCSE, AS and A-levels
	<b>Accreditation</b>	None



## SCHOOL INFORMATION

St. Ignatius Catholic School is a private co-educational school for children between three and 18 years of age, located on Walkers Road in George Town, Grand Cayman. The school was managed by the Archdiocese of Detroit, USA which is represented in the Cayman Islands by a Parish Administrator appointed in July 2020. At the time of the inspection there were 701 students on roll, a slight increase from the last inspection. The school is organised in four phases: Early Years, Primary, Secondary and Post-16 (Sixth Form). It has a strong Christian ethos, and Catholic values underpin the work of the school. The mission statement is:

‘To nurture the spiritual, academic, social and personal development of every student in our care in a supportive Catholic atmosphere which welcomes and embraces all denominations’.

The previous inspection judged the overall performance of the school to be satisfactory and the school has now improved to be securely good with many excellent features. A newly constituted School Governance Committee (SGC) was established in June 2022, to replace the previous School Advisory Committee (SAC). An experienced principal took up the post in August 2022 and a review of the school, including that of leadership roles, was initiated. Most of the recommendations from the previous inspection had been implemented.

In Early Years, children follow the UK Early Years curriculum. Key Stage 1, 2 and 3 students follow the English National Curriculum with its statutory assessment tests at the end of Years 2 and 6. Additionally, Year 1 students sat a UK phonics screening test at the end of the year. Secondary and post-16 students take appropriate exit qualifications, with Years 10 and 11 following the IGCSE curriculum, and Years 12 and 13 taking A-level examinations.



# SUMMARY

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

Quality Indicator	Early Years Inspection Judgement	Change in judgement since last inspection	Primary Inspection Judgement	Change in judgement since last inspection	Secondary Inspection Judgement	Change in judgement since last inspection	Post-16 Inspection Judgement	Change in judgement since last inspection
1.1 Students' attainment in English	 Good	▶	 Good	▶	 Excellent	▶	 Excellent	▶
1.2 Students' progress in English	 Good	▶	 Good	▶	 Excellent	▶	 Excellent	▶
1.1 Students' attainment in mathematics	 Good	▶	 Good	▶	 Good	▶	 Excellent	▶
1.2 Students' progress in mathematics	 Good	▶	 Good	▶	 Good	▶	 Excellent	▲
1.1 Students' attainment in science	 Good	▶	 Good	▶	 Excellent	▶	 Excellent	▶
1.2 Students' progress in science	 Good	▶	 Good	▶	 Excellent	▲	 Excellent	▶

















# SUMMARY

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

Quality Indicator	Early Years Inspection Judgement	Change in judgement since last inspection	Primary Inspection Judgement	Change in judgement since last inspection	Secondary Inspection Judgement	Change in judgement since last inspection	Post-16 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 Years Inspection Judgement	Change in judgement since last inspection	Primary Inspection Judgement	Change in judgement since last inspection	Secondary Inspection Judgement	Change in judgement since last inspection	Post-16 Inspection Judgement	Change in judgement since last inspection
3.1 Teaching	 Good	▶	 Good	▶	 Excellent	▶	 Excellent	▶
3.2 Learning	 Good	▶	 Good	▶	 Excellent	▶	 Excellent	▶
3.3 Assessment	 Excellent	▶	 Good	▶	 Excellent	▶	 Excellent	▶




## SUMMARY

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

Quality Indicator	Early Years Inspection Judgement	Change in judgement since last inspection	Primary Inspection Judgement	Change in judgement since last inspection	Secondary Inspection Judgement	Change in judgement since last inspection	Post-16 Inspection Judgement	Change in judgement since last inspection
4 Curriculum	 Excellent	▲	 Good	▶	 Excellent	▶	 Excellent	▶




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

Quality Indicator	Early Years Inspection Judgement	Change in judgement since last inspection	Primary Inspection Judgement	Change in judgement since last inspection	Secondary Inspection Judgement	Change in judgement since last inspection	Post-16 Inspection Judgement	Change in judgement since last inspection
5.1 Health and safety	 Good	▶	 Good	▶	 Good	▶	 Good	▼
5.2 Support and guidance	 Good	▶	 Good	▶	 Good	▶	 Excellent	▲



# SUMMARY

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

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



# KEY STRENGTHS AND RECOMMENDATIONS

## What the school does well

- Students' academic achievement and progress are excellent in Secondary and Post-16 and good in Early Years and Primary.
- Students' behaviour and attitudes to learning are exemplary. They are responsible, caring and charitable young people, who embody the Catholic ethos and Christian values of the school.
- The curriculum is broad and balanced and offers a wide range of options, enabling students to follow their interests, play to their strengths and realise their full potential.
- School leaders at all levels know the school well. They inspire and motivate staff and students.
- Self-evaluation is thorough, and ambitious improvement plans have had a positive impact on teaching and learning.

## Recommendations

### Continue to improve school governance by:

- embedding the principles of governance as outlined in the Constitution of the School Governance Committee (SGC)
- ensuring roles and responsibilities, including those related to financial matters, are clearly delineated, so that the Principal and senior leaders can lead and manage the school effectively
- further developing a mutually-supportive and effective relationship between the Principal, the Pastor and the SGC in order to continue to raise standards and further enhance the school's strong Catholic ethos and standing in the community.

### Further improve teaching and learning across the school by:

- continuing to implement a whole-school sequenced curriculum in all areas to allow clear progression throughout the school
- improving teachers' use of questioning in a few lessons to involve students more actively in learning
- continuing to monitor and evaluate teaching to identify and share existing good practice so that the quality of teaching is consistent across all phases.



## KEY STRENGTHS AND RECOMMENDATIONS

### Improve staffing and the learning environment by:

- completing the planned expansion of the school premises to provide more teaching space and specialist facilities
- completing the restructuring of leadership roles and recruitment of key staff, as part of the planned review of staff deployment, to best serve the needs and aspirations of the school.

### What has improved since the last inspection?

- Students' progress in Secondary science and Post-16 mathematics.
- The quality of the curriculum and assessment in Early Years.
- Support and guidance for Post-16 students.
- School leadership.
- Self-evaluation and improvement planning.
- Staffing and the learning environment.



## OVERALL PERFORMANCE

### Good

The overall performance of the school was judged to be good. This was an improvement on the last inspection. Students' attainment was good in Early Years and Primary and excellent in the Secondary and Post-16 phases. The majority of students' work in lessons was above expected standards for their age. In external international examinations, students' performance at IGCSE, AS-level and A-level was excellent. Progress was good across all subjects in Early Years and Primary, and also in Secondary. In Secondary English and science, and in all subjects in Post-16, students made excellent progress. The behaviour and attitudes of students were excellent. Students were courteous and friendly and had positive attitudes to learning and to the school. Almost all enjoyed their lessons, worked hard and co-operated very well together. Civic and environmental understanding were also excellent. Students in all phases showed a good understanding of the world around them, and the importance of caring for the environment. Within the local Catholic community, students were involved in fund-raising and voluntary work. National and international links were strong.

Teaching was judged to be good in Early Years and Primary and excellent in Secondary and Post-16. Almost all teachers planned their lessons well and had used time and resources creatively to adapt their teaching to meet individual needs and ensure students made good or excellent progress. Students in Secondary and in the sixth form had opportunities to develop their analytical and critical thinking skills and carry out independent research. Assessment was good in Primary and excellent in Early Years and Secondary and Post-16. The school analysed data thoroughly and used assessment information well to inform the planning of the curriculum. The school curriculum was excellent in Early Years, which was an improvement since the last inspection. Children had a broad, creative, and stimulating curriculum and learned through play and child-initiated activities. The curriculum was good in Primary and excellent in Secondary and Post-16. Students in the sixth form benefited from many options for A-level study so they could maximise their strengths and follow their interests.

Health and safety and the support and guidance offered to students were good overall. The school is well-maintained and safe. The school had improved Post 16 Support and Guidance and it was now excellent. Students entering the sixth form from other schools were well supported and guidance on higher education and careers was excellent.

Leadership was good, an improvement on the last inspection. Recommendations from the previous inspection on strengthening leadership had been met. The new Principal and senior leaders had an ambitious vision for the school, founded on Christian values and the Catholic ethos. Recommendations in relation to governance were partially met with the introduction of the Constitution of a School Governance Committee (SGC). The work of this committee has yet to be embedded. Self-evaluation and improvement planning had improved significantly and were now excellent. There was a positive culture of continuous improvement. Links with parents and the community were judged good. The school was in the process of restructuring staff roles and undertaking a building programme to improve educational facilities.



# ACHIEVEMENT

## Students' attainment in relation to international standards

Students' attainment in relation to international standards	Early Years; nursery Inspection Judgement	Primary; Reception Inspection Judgement	Secondary Inspection Judgement	Post-16 Inspection Judgement
1.1 Attainment in English	 Good	 Good	 Excellent	 Excellent
1.1 Attainment in mathematics	 Good	 Good	 Good	 Excellent
1.1 Attainment in science	 Good	 Good	 Excellent	 Excellent

### English

Attainment in English was good in Early Years and Primary and excellent in Secondary and Post-16. Internal data in 2021-22 showed that most children in Early Years met or exceeded the expected standard in reading and listening, and a majority in writing. Most children matched letters to sounds. A few children had lower attainment in writing. Phonic screening checks showed almost all students met the expected standard in Year 1. By the end of Year 2 a majority of students' attainment for reading and writing matched or exceeded expected standards. Year 4 students edited their writing with accuracy and incorporated knowledge of sentence structure. Most Year 6 students scored above the UK average in SATs. Their knowledge of broad and challenging literature made an effective transition into Secondary. The majority of Key Stage 3 students demonstrated high attainment across all literacy competencies. Students responded positively to the challenging programmes of study. Year 7 students identified features of the Byronic hero in Mr Rochester (Jane Eyre) and illustrated links across a wide range of challenging texts. Most students made insightful comparisons about social inequality in Oliver Twist and Jane Eyre. In 2022, most students achieved A\*-A in IGCSE English Language but only a majority in English Literature. In the same year all A level students achieved A\*-B and most AS students achieved A-B grades. Attainment for SEND students was good with a majority exceeding their predicted standards. Attainment in oracy and presentational skills was not as high as in other areas of literacy.



# ACHIEVEMENT

## Students' attainment in relation to international standards



### Mathematics

Attainment in mathematics was good in Early Years, Primary and Secondary and excellent in Post-16. In 2021-22 most children in Early Years attained expected standards in number and numerical patterns. Most formed numbers correctly. A majority could sort numbers and understood the value of ten in a two-digit number. In Primary, external tests for the last three years showed most students achieved in line with international standards, with a significant minority achieving greater depth. In Year 1, students compared size and number and quickly spotted the teacher's deliberate mistakes. In Year 6, almost all applied the four operations to solve problems. In Secondary, the majority of students achieved above international standards in external examinations. In lessons, the majority were working above curriculum standards although a few worked below their ability level. In Year 9, most students could expand terms inside brackets to solve complex linear equations, but this level of challenge was not consistent across Key Stage 3. In Year 10, the majority of students could solve complex problems around congruent triangles. In the sixth form most students at AS and A level consistently achieved above international standards. In 2022 most A level students achieved A\*-B. Standards observed in lessons were consistently high with most students working above international standards. Year 13 students were so confident in their knowledge of quadratic equations that they explained why they thought marks were wrongly allocated in a question.



### Science

Attainment in science was good in Early Years and Primary and excellent in Secondary and Post-16. Children in Early Years participated in science activities which helped them develop knowledge of the world and the plants and animals around them. Most knew what plants needed to grow and tended their own seeds in the classroom. In Primary, students engaged in scientific observations and investigations. In Year 1 they learned about the different senses and conducted a simple investigation with a partner. In Year 2, they suggested ways to test the absorbency of different materials. They used pipettes and measured amounts of water then recorded their findings. By Year 6, students used microscopes to observe hydra and daphnia. In Secondary, the majority of students demonstrated knowledge, skills and understanding above international standards. In Grade 8, more able students applied Beer-Lambert Law and plotted the data on a scatter graph using Excel. They interpreted graphical information, recognising that temperature changes led to greater solubility. In Year 10, they widened their knowledge, understanding and skills in the specialist sciences. Attainment in Secondary and Post-16 was excellent as evidenced by external international examinations. In Secondary, Year 11





# ACHIEVEMENT

## Students' attainment in relation to international standards

students showed excellent attainment at IGCSE because almost all achieved A\*-B grades. In Post-16 AS examinations, the majority of students showed good attainment. Year 13 A-level results showed excellent attainment because most students gained A\*-B grades. Students' attainment was well above international standards.



# ACHIEVEMENT

## Students' progress in key subjects

Students' progress in key subjects	Early Years; nursery Inspection Judgement	Primary; Reception Inspection Judgement	Secondary Inspection Judgement	Post-16 Inspection Judgement
1.2 Progress in English	 Good	 Good	 Excellent	 Excellent
1.2 Progress in mathematics	 Good	 Good	 Good	 Excellent
1.2 Progress in science	 Good	 Good	 Excellent	 Excellent

### English

Progress in English was good in Early Years and Primary and excellent in Secondary and Post-16. Most children in Early Years made good progress in early literacy skills including phonics. Children formed letters correctly in their early writing. Most practised them accurately in the air. A few progressed to write simple three-letter words independently. The majority retold a story accurately and played the role of the characters with understanding. Most Year 3 students demonstrated independent instructional writing skills. Reading progressed rapidly by Year 5 for the majority. They understood literal comprehension and could draw inferences from more complex texts. Almost all Year 6 students developed as confident, fluent readers of fiction, non-fiction, and poetry. Most Secondary students benefited from a culture of re-drafting and improving their writing which underpinned their accelerated progress. Year 10 students incorporated key information on feminism and symbolism into literature response. Almost all implemented the guidance offered to apply their knowledge of key vocabulary. Year 11 students discussing Gothic dualism suggested several parallels from their wider reading because they responded to a culture where reflective thinking was the norm. By Year 13, sustained progress in analytical and critical thinking skills were evident as, for example, when a student interpreting Shakespeare said, 'Edmund was an archetypal Machiavellian villain'. Most students with special educational needs and disabilities (SEND) made good progress, particularly in writing skills. The Talk for Writing programme had a positive effect on the quality of their work.



# ACHIEVEMENT

## Students' progress in key subjects



### Mathematics

Progress was good in Early Years, Primary and Secondary and excellent in Post-16. Early Years data for 2021-22 showed that children, including those with SEND, made good progress from their starting points. In learning experiences, a majority of Early Years children made better than expected progress, for example, when making connections with numbers in relation to the date. They could say what came before and after and represented this using counters and number lines. In Primary, students built on the good start they made in Early Years, and Year 1 students made rapid progress in securing their knowledge of 'fewer than' and 'greater than' through visualisation using different objects. In Secondary, the majority of students made good progress. Examination grades exceeded initial predictions. In lessons, progress was consistently good because teachers continually checked students' understanding in order to correct misconceptions. In a Year 11 lesson the teacher ensured, through targeted and persistent questioning, that students improved their ability to solve linear equations. In workbooks, teachers gave students additional tasks to take learning to a higher level and accelerate progress. In the sixth form, students' performance was graded at Level 2 by the external A-level Performance System (ALPS) which confirms that most students were making better than expected progress. Students with SEND made good progress in mathematics from their starting points in each phase.



### Science

Progress in science in the Early Years and Primary was good and was excellent in Secondary and Post 16. In Early Years, the majority of children made better than expected progress as they engaged in activities such as identifying and recording the insects they saw. Students developed their scientific knowledge and skills as they moved through the school, particularly skills of observation, measuring, classifying and recording evidence. In Year 5, students read nutrition information on bottled drinks and accurately recorded the amount of sugar. Year 6 students learned about Carl Linnaeus and his influence on the classification of plants and advanced their practical skills in using microscopes. In Secondary and Post-16, most students made better than expected progress due to specialist teachers' subject knowledge and high expectations. External data indicated that students in Post-16 made excellent progress from their starting points. In Year 13, most students met or exceeded their ALPS aspirational target grades. In Year 12, AS ALPS grades also highlighted excellent progress. Over the last three years, the level of academic attainment of most students











# ACHIEVEMENT

## Students' progress in key subjects

in A-level sciences was consistently above expectations and steadily improving. Students with SEND made good progress throughout the school. In 2021-22 most of the IGCSE science grades achieved by students with SEND were better than their CAT4 predictions. At the end of Key Stage 3, the progress of Year 9 SEND students was good because a majority exceeded their predictions in their checkpoint assessments.



# STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT

Students' personal and social development	Early Years; nursery Inspection Judgement	Primary; Reception Inspection Judgement	Secondary Inspection Judgement	Post-16 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

Behaviour was excellent in all phases. Students' attitudes to their work and to others were impressive, including in non-academic events such as sport, musical productions and Masses. They were energetic and fair team players. Older students undertook the important role of Eucharistic Ministers. Children in Early Years were encouraged to be kind and caring whilst Primary school prefects supported younger students and those with additional needs. All students enjoyed learning within a settled and safe atmosphere. Post-16 students worked independently and productively during their study time. Instances of poorer behaviour were rare and dealt with swiftly. Year 1 students accepted their role as 'class policemen' to ensure the learning experience was positive for everyone. Students throughout the school behaved considerately to their peers, and there were very few instances of bullying. Sixth form prefects led by example and took their responsibilities seriously. Relationships between adults and students were friendly and respectful because boundaries were established from entry. Students said teachers were approachable and helpful with students' concerns. Students who joined the sixth form from other schools noticed the good manners students displayed and valued the positive role models of teachers. Students supported the uniform policy and dressed appropriately for events in which they participated. Student attendance and punctuality were high, reflecting a shared love of and commitment to their learning.



# STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT



## Civic and environmental understanding

Civic and environmental understanding was excellent in all phases. This was a Christian community proud of its Catholic identity. Age-appropriate leadership opportunities began with Year 1's 'Micro Society'. Action and behaviours led to micro-dollars, exchanged for small rewards. Throughout Primary, students led prayers, wrote persuasive letters of application for prefect roles, and intentionally increased their responsibilities. Sixth formers served as Eucharistic Ministers to ensure Mass was an inclusive experience for all. Students had no difficulty thinking of words to describe their school such as 'unique, caring, spiritual, and charitable'. Non-uniform 'civvy days' raised funds for a hospice and local food pantry. Students participated in activities such as a Youth Parliament and Rotary Science Fair, with two students selected to represent Cayman in the Global Robotics competition in Geneva. They appreciated local Caymanian traditions and gave a lively account of Pirates' Week celebrations. Year 6 studied local artist Ren Seffer and painted their own Caymanian scenes in bright contrasting colours. In RE, Year 7 debated what made a good community, reflecting on local and global concerns. Students developed understanding of the importance of recycling using natural and reclaimed materials in the Island Art Show. Primary students explored mangroves in a kayak expedition to understand this important eco-system. Older students learned about the environmental consequences of economic decisions in Marine Science, Business and Travel and Tourism courses.



# TEACHING, LEARNING AND ASSESSMENT

Teaching, learning and assessment	Early Years; nursery Inspection Judgement	Primary; Reception Inspection Judgement	Secondary Inspection Judgement	Post-16 Inspection Judgement
3.1 Teaching	 Good	 Good	 Excellent	 Excellent
3.2 Learning	 Good	 Good	 Excellent	 Excellent
3.3 Assessment	 Excellent	 Good	 Excellent	 Excellent

## Teaching

Teaching was good in Early Years and Primary and excellent in Secondary and Post-16. Early Years teachers skilfully used their knowledge to foster child-initiated learning to stimulate children’s interests and help them explore and find things out for themselves. Primary teachers demonstrated good pedagogical and subject knowledge. In Secondary and Post-16 almost, all teachers were well-qualified subject specialists who could expertly teach advanced concepts. In a Year 12 AS Physics lesson, the teacher helped students define and apply the principles of moment. In Year 13 English, the teacher’s knowledge of Victorian England enriched a discussion about social inequality. Almost all lessons were well planned, with a variety of engaging activities. In a Year 6 science lesson, students used microscopes and explored micro-organisms through a yeast investigation. Teachers shared lesson objectives with students, so students knew what they were doing and understood learning goals. In a minority of lessons, teachers did not assess whether students had made progress and achieved their objectives. Teachers used time and resources well to enrich learning. There was pace and challenge in almost all lessons. Teachers mostly used open, targeted, probing questions to check understanding and progress, but this was not consistent in a few lessons, primarily in the Early Years and Primary phases. Teachers managed learning well, establishing clear rules and routines to ensure excellent behaviour. Most teachers used a variety of strategies and activities to support students including those with SEND.





## Learning

Learning was good in Early Years and Primary and excellent in Secondary and Post 16. Students were enthusiastic and motivated learners in all phases of the school. They increasingly took responsibility for their learning as they progressed through the school. Children in Early Years were actively involved in their learning. They chose activities and made decisions about what equipment they might need and tidied them away independently. In a Year 4 English lesson, students redrafted written work in response to teacher and peer feedback. Students' interactions and skills of collaboration were highly developed. They worked effectively with partners or within groups. Relationships were supportive and positive. Students' IT skills were strong, but the use of IT was not embedded in the majority of learning contexts in all phases. Learning was frequently related to the real world and students' own experiences and linked with other subjects, and they were given opportunities to apply their knowledge and skills in new contexts. For example, in a Year 8 geography class they talked about solutions to the world's over-population, following guided research in groups. In a Year 2 science lesson, students investigated the most soluble paper towels to use to clean up water leaks after the recent tropical storm. Students' problem-solving and critical thinking skills were not as strong in Early Years, Primary and lower secondary as they were in older year groups, where these were a feature of most lessons.



## Assessment

Assessment was good in Primary and excellent in Early Years, Secondary and Post-16. Excellent assessment systems had been developed to capture Early Years children's progress towards achieving their learning goals. Teachers used these to identify children who needed to be challenged and they planned learning experiences to extend their knowledge, skills and understanding. In Primary, assessment was good. Regular tests and teacher assessments were linked to British curriculum standards, which allowed teachers to benchmark students' performance in relation to international standards and expectations. However, the system did not allow for an accurate analysis of trends and patterns over time. In Secondary, assessment was excellent as the team confidently evidenced diagnostic reviews of the core subject areas with significant numbers of other subject areas contributing to improvements. The more recent diagnostic approach was still being embedded but was contributing to better whole school consistency. In the sixth form, the Alps Connect system was used to carry out an in-depth analysis of students' strengths. They were set minimum target grades which were used to regularly assess whether they were on track. They and their parents were provided with detailed reports to help them ensure written feedback to learners was consistent and detailed and, in some areas was innovative. In English, teachers recorded their feedback, so that students could scan a QR code and listen to it, as well as follow links to additional work.



# CURRICULUM









Offering a curriculum that meets the educational needs of all students	Early Years; nursery Inspection Judgement	Primary; Reception Inspection Judgement	Secondary Inspection Judgement	Post-16 Inspection Judgement
4 Curriculum	 Excellent	 Good	 Excellent	 Excellent

## Curriculum

The curriculum was good in Primary and excellent in Early Years, Secondary and Post-16. In Early Years, teachers had implemented the new early years curriculum. The Early Years setting provided a rich and broad curriculum where links between all seven areas of learning blended seamlessly, including during Spanish, music, drama, art and technology. In Primary, the curriculum was topic-based and provided students with opportunities to study foundation subjects including two foreign languages. There was, however, insufficient time for the study of science. An online platform introduced during the pandemic was still used effectively to keep parents involved in their children’s learning. The curriculum was well planned and demonstrated progression across the four phases which was an improvement since the last inspection. English and science had particularly strong curriculum maps from Early Years to Year 13. The curriculum was broad and balanced at Key Stage 4 and prepared students well to move into the sixth form. A wide range of A levels was available including Marine Science and law, through a partnership with Truman-Bodden Law School. Following the curriculum review and requests from students, the most able mathematicians were able to study further maths. There was a detailed work experience programme for Year 10, and every sixth former completed a period of community service before graduating. There was a wide range of extra-curricular activities, including drama, music and sport.



# SAFETY AND SUPPORT

Keeping our students safe and always supported	Early Years; nursery Inspection Judgement	Primary; Reception Inspection Judgement	Secondary Inspection Judgement	Post-16 Inspection Judgement
5.1 Health and safety	 Good	 Good	 Good	 Good
5.2 Support and guidance	 Good	 Good	 Good	 Excellent

## Health and safety

Health and safety were good in all phases. The school provided a safe, secure environment for all students. Arrival and departure arrangements were orderly and safe and tailored to suit each phase. Supervision in all areas of the school was good. All staff were trained in safeguarding and students, parents and staff were aware of child protection arrangements. The school premises were safe and hygienic although some areas required updating, particularly the library. The Early Years outdoor and indoor learning environment was well-resourced and provided a stimulating environment for children to learn. The school ensured medicines were stored safely and emergency equipment, such as EpiPens, were centrally located. Plans were in place to improve the sick-bay and nurse's room. Children in Early Years knew about food that helped them grow and the canteen provided healthy choices. Students had ample opportunities to be active during breaks as well as in physical education lessons and extra-curricular sports activities. The school carried out regular maintenance checks and ensured repairs were carried out promptly when required. Up-to-date certificates, including from the Fire Service and the Department of Environmental Health, indicated that the school was fully compliant with regulations.







## Support and guidance



Support and guidance were good in Early Years, Primary and Secondary and excellent in the Post-16 phase. Teachers in all phases knew their students well and had very good relationships with them. Information about students was shared on an online platform so that all teachers were aware of students' personal, emotional and academic needs and therefore planned and provided personalised support in lessons. Social, emotional and mental well-being were a priority in lessons, assemblies and personal, social and health education lessons. Students' academic progress and behaviour were tracked in each phase. Professional development for staff enabled teachers to identify students with individual needs. PASS data further informed teachers and all students identified with a specific need had Learning Support Plans with interventions where necessary. There were plans in place for the SENCO to take on a through-school role. Provision was rigorous and consistently monitored across all phases. School information showed that students with SEND made good or better progress from their baseline data or individual starting points. Guidance for Post 16 students was excellent for those within the school as well as those who entered the sixth form from other schools. The school provided excellent careers advice and support in choosing options and preparing for university applications. At the end of the last academic year, all applicants to higher education were successfully placed in universities.



# 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	 Excellent
6.3 Links with parents and the community	 Good
6.4 Staffing and the learning environment	 Good

## Leadership



Leadership was good. Senior leaders had succeeded in maintaining high standards of academic achievement, teaching and learning since the last inspection. They maintained a strong focus on the quality of educational provision and outcomes for students. The school's academic outcomes were excellent at Secondary and Post-16 levels. The appointment of a knowledgeable, effective and experienced educational leader as Principal led to a review of management structures and responsibilities on an interim basis, which had already strengthened capacity in the short time they had been in post. The Principal led the whole-school realignment of the curriculum to secure progression across the school. This was implemented at the start of the year and the positive impact of this on teachers' planning and collaborative working were evident. Interim leaders embraced their roles and showed commitment and drive in moving the school forward. The Principal and leaders at all levels effectively promoted an ambitious vision based on the Catholic ethos of the school, which emphasised academic excellence and also students' personal, social and spiritual development. During the inspection, discussions with teachers, including a staff focus group selected at random, spoke very positively about almost all aspects of the school including leadership. Governance had improved. The School Governance Committee (SGC) included representation from parents and members of the local community. A new Constitution ensured that the roles and functions of the Principal, the SGC and the Pastor were clear, and there



## LEADERSHIP AND MANAGEMENT

was a shared commitment to working together for the good of the school and the students. This is at an early stage of implementation. The school has very strong capacity to improve.

### Self-evaluation and improvement planning

Self-evaluation and improvement planning were excellent. Self-evaluation was exemplary. It was thorough, accurately identified strengths and areas for development, and was supported by a strong and reliable evidence base. Self-evaluation was the responsibility of senior and middle leaders working collaboratively, in consultation with all staff. Distributed leadership and the priority given to professional development meant that evaluating and monitoring performance was an integral part of the work of the school. There was a forward-looking culture of continuous improvement. Monitoring and evaluation of teaching and learning were rigorous and focused on students' learning and progress. Self-evaluation information was carefully analysed and shared with all staff, so they had a clear understanding of the school's relative strengths and areas for development. Findings from the school's self-evaluation informed ambitious improvement planning, identifying six key priorities for short-term and longer-term improvement. There were well-defined arrangements for monitoring and review. Improvement planning had a positive impact on standards of achievement, the quality of teaching and curriculum planning. The recommendations from the previous inspection report had all been successfully addressed.





### Links with parents and the community

Links with parents and the community were good. Parents appreciated the approachability and responsiveness of school staff. Most spoke warmly of the care and support their children received, especially in Post-16. Students entering the sixth form from other schools were welcomed and assimilated quickly into the school, and the quality of careers and higher education guidance was praised. Parents felt informed and consulted about school initiatives, particularly in recent months. Systems for reporting to parents were good. E-praise was the main platform for reporting to parents, together with weekly bulletins, Primary newsletters and social media. Parents received detailed and informative reports on their children's achievements. A minority of parents were less engaged with the school. Students benefited from close links with the Catholic church and the local community. They supported local, national and international charities through fundraising events and volunteering with organisations such as Catholic Relief Services. Partnerships with other schools and participation in many activities, such as the Duke of Edinburgh Award Scheme, Caymanian Olympian and National Children's Festival for the Arts broadened students' experience and created new opportunities for them.



### Staffing and the learning environment

Staffing and the learning environment were good. School staff were well qualified and effectively deployed to meet the needs of the school and the students. They delivered a stimulating and engaging curriculum with good and excellent outcomes for students. High teacher-student ratios meant the school could offer intervention sessions in Primary, with teachers and teaching assistants working well together, a wide choice of options at Key Stage 4 and sixth form level, and smaller group sizes in Secondary. The realignment of interim leadership roles meant that some senior and middle leaders' posts were yet to be confirmed. The school had vacancies for support staff for students with SEND. The school premises were clean and well-maintained, and created a pleasant learning environment, together with well-used social spaces. The Early Years indoor and outdoor areas provided a safe, stimulating environment for children to play and learn. There were specialist areas for music, science, art and sports. However, classrooms were sometimes cramped and the library, although well stocked, was too small to provide study space. The modification of the existing premises and a building programme to provide additional facilities were well under way. A wide range of resources for learning included textbooks, practical equipment and digital equipment such as laptops and smartboards, which were used effectively to support students' work.



# SURVEY RESULTS

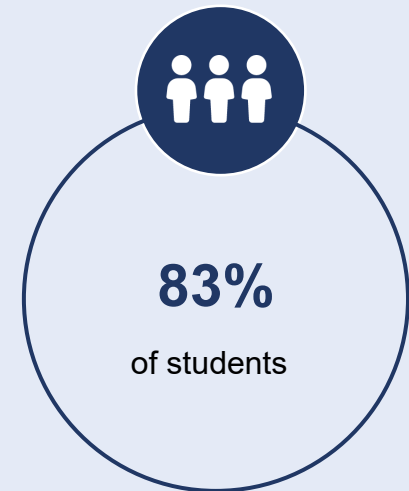
Before the inspection, the views of parents, staff and students were surveyed. The numbers of participants that completed the survey were:

Students	399	Parents	185	Staff	54
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## Students

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

399 students from all year groups from Year 5 to Year 13 completed the online survey in advance of the inspection. Most thought they were making good progress in science and mathematics, and a majority thought they were making good progress in English. Most students felt behaviour and their sense of community and civic responsibility were good. Most students enjoyed their lessons, felt teachers helped them to improve, and said they were treated fairly by the school. Students were less positive about how well the school promoted a healthy lifestyle and the support offered to students with SEND. Most were happy with the resources in school and reports on their progress. Overall, most students were satisfied with the quality of education provided by the school, an increase since the previous report. 192 students submitted written comments, mostly expressing great satisfaction with most aspects of the school. A few expressed concerns about a few teachers being unfair, and somewhat limited choice of extra-curricular activities. A few students made negative comments about the school. Other aspects students commented on included the unhealthy food options available to them, unsanitary bathrooms, the reduction in music lessons and lack of counselling time for students who wanted to see the school counsellor.



**Strongly Agree and Agree**

**+5%**

**Increase**

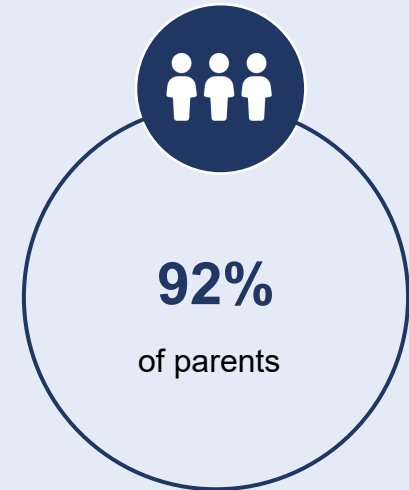


# SURVEY RESULTS

## Parents

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

185 parents of children from all year groups completed the on-line survey in advance of the inspection which was more than the 150 in the previous inspection. Almost all parents felt that their children were making good progress in English and other subjects and most thought they made good progress in mathematics and science. Almost all parents agreed that student behaviour was good and they had a good environmental understanding, and most thought they had a sense of responsibility and community. Parents overall were positive about the quality of teaching and agreed that students enjoyed learning and were inspired to learn. However, only a majority thought the school's provision for extracurricular activities was good. Most were happy with the range of subject choices. Almost all parents felt the school was a safe environment and that students were dealt with fairly. They were less positive about how the school deals with bullying, career choices and safety on the buses. A significant minority believed the school did a good job of supporting SEND students. Most parents were happy with communication and reports about the children's progress from school, and happy with teacher-parent meetings. They believed the staff were well qualified and the school was well resourced. A majority thought the school responded well to their concerns and that links with the school were effective. Overall, almost all parents were satisfied with the quality of education provided at the school. 74 parents submitted written comments. Several were very detailed. The majority were positive, praising the school's care for students and their communication and reporting to parents. A minority were critical. Some parents left comment with concerns about SEND support, bullying, invoices and fees, links between school and parents, lack of extra-curricular activities, and career.



**Strongly Agree and Agree**

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**+1%**

**Increase**





# SURVEY RESULTS

## Staff

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

54 teachers and support staff completed the survey. All staff thought behaviour was good. Almost all thought that staff were well qualified, that students were treated fairly by all staff, in a caring environment, that they were helped to understand their responsibilities and make the right choices for their next steps. Almost all thought the school helped students choose a healthy life and that there were good arrangements in place to address incidents of bullying should they occur. Almost all staff thought that there was a wide array of extra-curricular activities available for students. Most staff thought assessment systems were good, parents were involved in the work of the school, and students understood the importance of being involved in the wider community. The majority of staff thought resources were good and that the provision for students who have special educational needs was also good. The majority of staff thought that the school was well led and that they were well-supported to develop professionally. There were 23 comments from staff: Most were positive, citing the quality of support from school leaders and optimism for the future. One thought the new Principal's appointment was a 'turning point' for the school. A few negative comments highlighted poor leadership leading to low staff morale, and concerns about the high workload and the stress this caused to staff. There were two significant variations since the previous inspection. Firstly, the increase in the number of staff who thought the school was well led, and secondly that all staff, rather than almost all, believed that the school provided a good quality of education.



**Strongly Agree and Agree**

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**0%**

**Unchanged**



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

### Where to read our reports

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

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





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