

INSPECTION REPORT

OFFICE OF EDUCATION STANDARDS
CAYMAN ISLANDS GOVERNMENT

SEPTEMBER 2022



WESLEYAN CHRISTIAN ACADEMY

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INTRODUCTION

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

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

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

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





- Indicators create a **consistent vocabulary and reference point** for a conversation with schools regarding the major determinants of educational success.
- The Highest-level exemplar provides schools with a description of **educational excellence** to which schools can aspire.
- The lower-level exemplar provides schools with a clear understanding of levels of provision that are considered **unsatisfactory** and must be improved.
- The indicators can be used by schools for **self-evaluation purposes** and can be linked to school improvement through effective development planning.
- The use of a common set of indicators encourages **consistency in judgements** across different inspection teams. Inspectors must base their judgements on the evidence of the practice they 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	Wesleyan Christian Academy
	Address	150 North West Point Road, West Bay, Grand Cayman
	Telephone number	1-345-949-1121
	Website	www.wesleyanholinesscayman.com
	Name of the principal	Shauna Haylock
	Date of this inspection	September 13 - 15, 2022
	Date of the last inspection	May 2019





Students

	Number of students on roll	59
	Age range of the students	4-18 years
	Grades or year groups	K4-Grade 12
	Number of Caymanian students	40
	Number of students with special educational needs	4
	Largest nationality group of students	Caymanian






SCHOOL INFORMATION



Staff

	Number of teachers	4
	Number of teaching assistants	2
	Teacher-student ratio	1:5
	Teacher turnover	75%

Curriculum

	Main curriculum	ACE Accelerated Christian curriculum Grades-12 Abeka Early Years curriculum and CIEYFC Cayman Islands Early Curriculum Framework
	External tests and assessments	ACT SAT10
	Accreditation	

School inspection overall performance history

Cycle 1 Inspection	May 2019	 Weak
Cycle 2 Inspection	September 2022	 Weak

SCHOOL INFORMATION

The Wesleyan Christian Academy was founded in 1977 and is located in West Bay, Grand Cayman. The academy is affiliated with the Wesleyan Holiness Church in West Bay.

The school's mission is;

'Developing Christian Leaders through 'Biblical, Individualised Education' and its vision is to provide the highest quality educational program with the cornerstones of Christian character development among students and staff, quality performance among students and staff and transition for students to be servant-leaders.'

Wesleyan Christian Academy is a private, K-12 Christian school which currently has 59 students on roll ranging from 3yr 9m to 18 years old. The school is organised into three phases with 4 mixed-age learning centres/classes. Early years, Elementary Grades 1 to 6 and High School, Grades 7 to 12.



















There has been a decline in student numbers from 128 to 59, since the previous inspection in 2019, and the number of teaching staff has declined from 15 to 4. The Principal was appointed in 2021.

The school follows the Accelerated Christian Education curriculum from Grade 1 to 12. The curriculum is delivered through the use of a series of workbooks. In Early Years the school follows the Abeka Early Years Curriculum and Cayman Islands Early Years Curriculum Framework.



PERFORMANCE STANDARD







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

Promoting our students' personal and social development.	Early Years	Change in judgement since last inspection	Elementary	Change in judgement since last inspection	High School	Change in judgement since last inspection
1.1 Students' attainment in English	 Satisfactory	▶	 Weak	▼	 Weak	▶
1.1 Students' progress in English	 Satisfactory	▶	 Weak	▼	 Weak	▶
1.1 Students' attainment in mathematics	 Satisfactory	▶	 Weak	▼	 Weak	▶
1.2 Students' progress in mathematics	 Satisfactory	▶	 Weak	▼	 Weak	▶
1.2 Students' attainment in science	 Satisfactory	▲	 Weak	▶	 Weak	▶
1.2 Students' progress in science	 Satisfactory	▲	 Weak	▶	 Weak	▶












PERFORMANCE STANDARD

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

Promoting our students' personal and social development.	Early Years	Change in judgement since last inspection	Elementary	Change in judgement since last inspection	High School	Change in judgement since last inspection
2.1 Positive behaviour for good learning	 Satisfactory	▼	 Satisfactory	▼	 Satisfactory	▶
2.2 Students' civic and environmental understanding	 Satisfactory	▶	 Satisfactory	▶	 Satisfactory	▶




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

Quality Indicator	Early Years	Change in judgement since last inspection	Elementary	Change in judgement since last inspection	High School	Change in judgement since last inspection
3.1 Teaching	 Satisfactory	▶	 Weak	▶	 Weak	▶
3.2 Learning	 Satisfactory	▶	 Weak	▶	 Weak	▶
3.3 Assessment	 Satisfactory	▶	 Weak	▼	 Weak	▶









PERFORMANCE STANDARD

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

Quality Indicator	Early Years	Change in judgement since last inspection	Elementary	Change in judgement since last inspection	High School	Change in judgement since last inspection
4 Curriculum	 Satisfactory	▲	 Weak	▶	 Weak	▶

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

Quality Indicator	Early Years	Change in judgement since last inspection	Elementary	Change in judgement since last inspection	High School	Change in judgement since last inspection
5.1 Health and safety	 Good	▶	 Good	▶	 Good	▲
5.2 Support and guidance	 Satisfactory	▼	 Satisfactory	▶	 Satisfactory	▲



PERFORMANCE STANDARD

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



KEY STRENGTHS AND RECOMMENDATIONS

What the school does well

- The school promotes and supports the Christian values of care, compassion, respect, and tolerance. Christian beliefs are the foundation of life at the school.
- The school is a safe, orderly, and caring learning environment where students are polite and respectful to staff and each other.

Recommendations

Raise students' achievement in the Elementary and High School in all core subjects by:

- using data more consistently and effectively to monitor students' achievement and progress
- improving assessment practices to help determine students' skills and knowledge
- monitoring the quality of teaching across the school more rigorously
- disseminating the best teaching practice and identify aspects requiring improvement.

Improve teaching and learning by:

- providing a high-quality programme of professional development for teachers and teaching assistants
- strengthening teachers' capacity to monitor their peers' teaching and learning by sharing good practice
- senior leaders modelling good teaching and learning practice in classrooms
- ensuring all teachers have a lesson plan with learning objectives which include wide variety of activities that challenge and engage students.

Improve assessment practices by:

- ensuring that all assessment data is meaningfully organised and accessible
- developing clear and coherent profiles of each student's progress and attainment in core subjects
- providing all students with formative marking comments so they know how to improve their work
- ensuring all teachers in every lesson assess students understanding and progress either verbally or by written comments.

Widen and significantly improve the curriculum by:

- reviewing and evaluating more effective curriculum programmes for the Elementary and High School
- ensuring the curriculum delivery addresses different student learning styles



KEY STRENGTHS AND RECOMMENDATIONS

- broadening the range of subjects and in the curriculum so that it consistently includes creative, physical, practical, and technological experiences
- deliver a curriculum that challenges more able students and develops all students' collaborative, critical thinking, and problem-solving skills.

Increase middle and senior leadership capacity both within the school and with outside support to ensure future school improvement and achievement by:

- strengthening the roles of senior and middle leaders to provide support to improve standards in teaching
- improving strategic planning by aligning the school self-evaluation form with the school development plan
- working with the Advisory Board and leaders of similar size schools on imaginative solutions to increasing middle and senior leadership capacity.

What has improved since the last inspection?

- Attainment and progress in science in Kindergarten (KG)
- The curriculum in KG
- Health and safety in the High School
- Support and guidance in the High School



OVERALL PERFORMANCE

Overall Evaluation- Weak

The overall performance of Wesleyan Christian Academy was judged weak.

The school was judged weak as leaders have not addressed the main weakness recognised in the previous inspection report in 2019, namely improving the curriculum. Follow-up inspections in 2020 and 2021 judged the curriculum still weak. The curriculum in Elementary and High school was too narrow and lacked challenge. There were insufficient occasions for students to be active in their learning because tasks were too often textbook based. There were limited opportunities for research, investigation, collaboration or creativity and innovation. As a result, teaching, learning, and assessment were judged weak and students were underachieving in elementary and high school classes in English, mathematics, and science.

Students' attainment and progress were judged weak in all three core subjects and below age expectations and international standards.

In the Kindergarten the Abeka and CIEYFC curriculum was satisfactory, and students' achievement was satisfactory in all core subjects.

Health and safety were judged good throughout the school, but only a minority of other indicators were judged satisfactory. These were positive behaviour for learning and civic and environmental understanding. The support and guidance of students were satisfactory. Links with parents and the community, and staff and the learning environment remained satisfactory.

Leadership and self-evaluation and improvement were judged weak due to the school's inaccurate evaluation of itself and its limited and unsuccessful implementation of recommendations from the three previous reports. Since the last inspection report student numbers have dropped from 128 to 59, and teaching staff from 15 to 4 with a high staff turnover. Consequently, there was a lack of leadership capacity to bring about school improvement.



ACHIEVEMENT

Students' attainment in relation to international standards

Students' attainment in relation to international standards	KG	Elementary	High School
1.1 Attainment in English	 Satisfactory	 Weak	 Weak
1.1 Attainment in mathematics	 Satisfactory	 Weak	 Weak
1.1 Attainment in science	 Satisfactory	 Weak	 Weak

English



Attainment in English was satisfactory in Kindergarten, but weak in the Elementary and High. In Kindergarten, children knew the days of the week, the months of the year, and the seasons and described the weather. In phonics lessons, children recognised letters and words and objects that started with the letter L. Classroom observations and student workbooks indicated that most students were working below curriculum standards in both Elementary and High school. In Elementary and High School, students had sound grammatical knowledge. Students of all ages were able to read fluently for comprehension and extract information from a text. However, their writing, especially creative and extended writing was weak. They found it difficult to write for different audiences or a range of purposes. Students in the Elementary class were unfamiliar with the conventions of writing a letter. In lower Elementary English lesson Grade 1, 2 and 3 students were writing simple sentences with basic grammar. In High School, students' presentation, debating and speaking skills were underdeveloped. They had limited knowledge and appreciation of English literature and authors. In Elementary and High school, most students were working below age expectations and their attainment was significantly lower than international standards.



ACHIEVEMENT

Students' attainment in relation to international standards



Mathematics

Mathematics was satisfactory in Kindergarten but weak in both Elementary and High school. In Kindergarten, children could count to 20, identify numerals and identify groups of more and less. In lower Elementary, students could count to 100 and use simple addition and subtraction, although they had not mastered using regrouping in addition and borrowing in subtraction. These students also identified even and odd numbers. Older Elementary students were learning to convert fractions to decimals. In High School, students were able to complete a unit conversion, divide and use algebra. High School students had a lesson on plotting a line graph. Most had a basic understanding of different types of graphs. Students' knowledge, skills and understanding were limited in Elementary and High School because the curriculum lacked challenge. Most students were unable to convert between miles and kilometers and describe positions on a full coordinate grid. Students including the few in Elementary with special educational needs, worked individually on PACE workbooks, marking their own work and had not fully understood mathematical concepts such as calculating the area of parallelograms and triangles and calculating volume. In High school they could not convert fractions to improper fractions. There was no evidence of age-appropriate skills in mental calculation. The expectations in these phases of the school were significantly lower than international standards and in at least one Elementary class, a majority of students were attaining below the curriculum standards.



ACHIEVEMENT

Students' attainment in relation to international standards



Science

Attainment in science was satisfactory in Kindergarten and weak in Elementary and High school. Assessment records in Kindergarten showed children were working at least at an age-appropriate level and evidence demonstrated attainment to be commensurate with this data. Current work in Elementary and High school showed that attainment compared to international standards was weak. In lesson observations and when considering recent work, most students' attainment in Higher grades in these multi-grade classes was not age-appropriate and was significantly below that seen in international schools. Students, including the few with special educational needs, were not aware of or used, scientific method and so their skills in experimental science and the application of knowledge, skills and understanding to consider hypotheses, develop experimental strategies and solve scientific problems was weak. For example, there were many missed opportunities in a planned activity designed to consider aerodynamics in paper planes to benchmark attainment in physics.



ACHIEVEMENT

Students' progress in key subjects

Students' progress in key subjects	KG	Elementary	High School
1.2 Progress in English	 Satisfactory	 Weak	 Weak
1.2 Progress in mathematics	 Satisfactory	 Weak	 Weak
1.2 Progress in science	 Satisfactory	 Weak	 Weak

English

Children's progress in English was satisfactory in Kindergarten (KG), but weak in Elementary and High School. In KG children made satisfactory progress and more able students were starting to blend phonic sounds to pronounce unfamiliar words. They were confident speakers for their age and took pleasure in expanding their vocabulary every day. In Elementary and High School students steadily progressed their reading and comprehension skills and their ability to extract information from the PACE booklets. Their speaking skills such as presentation and debating were not fully developed. Students' progress was not rigorously monitored by teachers. They were hesitant to express their opinions both in a group and in class. Their progress was hindered and weak due to the time-consuming completion of their PACE booklets. Students' writing skills and their knowledge of grammatical rules slowly progressed as they moved up the school. By Grade 5 however, there was no evidence of them being able to write persuasively for a variety of audiences. In High school, students made weak progress and few students moved beyond recall or description. They had little opportunity to analyse text and develop their own writing styles.



ACHIEVEMENT

Students' progress in key subjects



Mathematics

Progress in mathematics was satisfactory in Kindergarten but weak in Elementary and High school where students were working well below what is expected for their age. Although almost all students worked through their mathematics PACE booklets, completion of tasks was slow in too many instances, which further hindered progress. Most of the students, including the few students who had special educational needs, did not make the progress of which they are capable, with higher achieving students merely being assigned further PACE work. Very few students demonstrated the ability to apply skills and knowledge in unfamiliar contexts. For example, students in High school were unable to use multiplication when calculating the distance, a paper airplane travelled and instead carried out a long addition operation to solve the problem. Curriculum expectations in Kindergarten for children to add single digit numbers were also evident in lower Elementary.



Science

Progress in science was satisfactory in Kindergarten and weak across Elementary and High school. In Kindergarten, children used scientific equipment such as magnifying glasses and measuring beakers to support scientific discovery and a science area in the classroom was used to chart students' work. In Elementary and High school progress was determined, largely, by how many PACE booklets had been completed in the subject. Many students, including the few with special educational needs, made slow progress through these books and self-marking confirmed weaknesses in students' acquisition of knowledge. The use of the booklets was an imprecise and basic tool to confirm gains in knowledge, skills and understanding because work was self-assessed and there had been minimal teacher engagement in the checking students' understanding before each test and the identification of gaps in learning. In addition, progress in scientific technique, practical skills and analysis and reporting was weak because the use of scientific equipment was not an integral component of the curriculum programme. Therefore, students' progress was weak.



STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT

Students' personal and social development	KG	Elementary	High School
2.1 Positive behaviour for good learning	 Satisfactory	 Satisfactory	 Satisfactory
2.2 Students' civic and environmental understanding	 Satisfactory	 Satisfactory	 Satisfactory



Behaviour

Students' behaviour for learning was satisfactory in all phases of the school. Students of all ages were polite and respectful both to staff and each other. They were kind and helpful to their peers. They emulated and practiced the Christian values of the school. School rules were respected and there was very little disruptive behaviour in lessons or around the school. Students spoke of no bullying and felt safe. The school was a calm, orderly and safe learning environment. Almost all students adhered to the school uniform policy and were proud of their school. Members of the school reflected this pride when they were asked to lay flowers for Queen Elizabeth at the Governor's house during the inspection week. Attendance and punctuality rates have not yet returned to pre-covid levels and are weak. As learners, they were passive and compliant. The curriculum in Elementary and High School restricted collaborative learning in lessons. Students were not given sufficient opportunities to be active learners.



STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT



Civic and environmental understanding

Civic and environmental understanding was satisfactory. Students contributed to the life of the school through planned responsibilities such as participation in Chapel services through leading the pledges, the National Song and the National Anthem. This year's student council was inducted with nine members who agreed to take on the role of being the voice and representatives of the students. All students showed respect and consideration for the needs of others, with students speaking to each other respectfully and helping to care for the school environment. Students were able to share some information on significant historical events in Cayman such as the Wreck of the Ten Sails. They also demonstrated knowledge of Christian beliefs and participated in regular devotions and Chapel services. However, there was a lack of demonstration that students, even in High School, understood the governance structure of the Cayman Islands or the importance of environmental conservation. Participation in environmental understanding and advocacy was limited. Students shared they were looking forward to resuming community visits in this academic year as these had previously been discontinued due to the COVID-19 pandemic.



TEACHING, LEARNING AND ASSESSMENT

Teaching, learning and assessment	KG	Elementary	High School
3.1 Teaching	 Satisfactory	 Weak	 Weak
3.2 Learning	 Satisfactory	 Weak	 Weak
3.3 Assessment	 Satisfactory	 Weak	 Weak

Teaching

Teaching was satisfactory in Kindergarten and weak in Elementary and High School grades. In Kindergarten, the teacher planned the sequence of learning effectively and maintained an atmosphere of positivity through which children were encouraged to deepen their learning. For example, good questioning and recall of prior knowledge meant that children were able to build on their knowledge and understanding of community workers and their impact on the local environment. In Elementary grades, lessons were not planned or sequenced consistently. Teachers were acting predominantly as facilitators or administrators of the PACE curriculum and students used few resources other than the curriculum workbooks. Teaching was weak because students' understanding was not checked, and misconceptions were not addressed. For example, the conditions required for the growth of plants were inaccurately expressed by children and not corrected by the teacher. In High School, teachers' subject knowledge was not always strong enough to provide lessons which deepened knowledge, skills and understanding. Teachers did not deliver content and experiences in lessons that were age appropriate, and this was especially the case for students in higher grades. The few students with special educational needs were not always given appropriate additional support, neither were more able students challenged. The few lessons observed in other subjects such as music and PE were more engaging and were judged at least satisfactory and sometimes good.





Learning

Learning was satisfactory in Kindergarten and weak in Elementary and High. In Kindergarten, children were able to listen to each other, talk confidently about topics they were engaged in and relate learning in class to experiences outside of school. They were motivated and eager to learn. For example, one student related a story about firefighting which incorporated learning about emergency responses. In Elementary and High students were frequently disengaged in learning because of an overreliance on curriculum books that were uninspiring. The PACE booklets allowed them to be independent learners and work at their own pace, but the learning style did not suit all students for nearly all of the day. They were not encouraged to be collaborative nor active learners. The few students with special educational needs were not always given appropriate additional support. Students were passive and compliant learners. Students' learning was often compromised because they were waiting for the teacher to signal that they could self-mark their answers. Occasionally in Elementary, students were provided opportunities to discuss and debate ideas on science topics such as the environment and develop learning from sources other than the PACE books. In High, students were not challenged in their learning and could only demonstrate a superficial understanding of concepts because planning did not extend beyond the narrowness of the PACE curriculum. Students were not practised in thinking aligned to problem-solving and the development of other higher skills such as analysing, reasoning, evaluating and the use of information technology.






Assessment



Assessment was satisfactory in Kindergarten and weak in the Elementary and High school grades. In Kindergarten, both the Cayman Island Early Years Curriculum Framework and the Abeka curriculum were being used effectively to provide appropriate opportunities to assess children's knowledge, skills and understanding. Assessments were recorded and logged routinely and enabled teachers to build on students' prior learning. In the Elementary and High, students checked and marked their own responses in PACE books and a recording system logged progress through the twelve books for each subject in each grade. Neither students nor teachers were aware of gaps in learning identified by this self-assessment and teachers did not use assessment to provide interventions or adaptations to learning programmes. There were very few examples of written feedback provided for students and these were limited to completed project work. Marking was not helpful, and students did not know how to improve their work. Students with special educational needs did not have individualised academic support. Their emotional and physical needs were more effectively and regularly assessed. Written and verbal feedback did not help students in the next steps in their learning. Tracking of students' knowledge, skills and understanding was ineffective and standardised test data had little impact on how teachers planned lessons to bridge gaps in learning.



CURRICULUM

Offering a curriculum that meets the educational needs of all students	KG	Elementary	High School
4 Curriculum	 Satisfactory	 Weak	 Weak



The curriculum in Kindergarten was satisfactory. It was weak in for students in Elementary and High, including those with special educational needs. In KG the Abacha and CIEYFC Cayman Islands Early Years Curriculum Framework allowed the teacher freedom to plan and teach engaging topics relevant to the children children’s’ needs and interests, including those with special educational needs A wide range of activities ensured they were active, enthusiastic, and developing a range of skills. In the Elementary and higher grades, students spend a large proportion of the week completing the PACE booklets. They worked on their own and then marked the work themselves. The content of PACE booklets lacked breadth and depth and there was a little challenge for all and especially for the more able. Consequently, most students were working at well below age expected levels. The curriculum was narrow and lacked balance. It dominated classroom practice and one style of learning. Students did not have the opportunity to study other subjects in depth such as computing, a modern language or technology. There were too few opportunities for students to apply their learning and develop critical thinking and problem-solving skills, and innovation and creativity were lacking. Extracurricular activities, trips and clubs are slowly being re-established. The school had made limited progress in addressing the recommendations about the curriculum in previous inspection reports.



SAFETY AND SUPPORT

Keeping our students safe and always supported	KG	Elementary	High School
5.1 Health and safety	 Good	 Good	 Good
5.2 Support and guidance	 Satisfactory	 Satisfactory	 Satisfactory



Health and safety

Health and Safety was good. There were effective procedures in place to ensure that students were kept safe. The campus was secure, with main entry gates being secure and signage directing visitors to the office. Cameras were placed around the school and monitored by school administration and the Principal. Students said they felt safe at the school. The school was well maintained, with regular repair work being documented. The buildings and equipment were hygienic, with a janitor who worked diligently throughout the day. All inspection requirements from regulatory bodies were current. Students were well supervised at all times and drop off and pick up procedures were orderly. The child protection policies followed the national expectations and the child protection training for staff was current. There were records of regular emergency drills and plans put in place for lock out and lock down procedures. Most students believed that the school helped them choose a healthy lifestyle. They participated in physical education lessons. However only a minority were eating were observed eating healthy options at breaks.









Support and guidance

Support and guidance were satisfactory across all phases. There were positive relationships based on mutual respect between staff and students. The school had a behaviour policy in line with the local expected standards. The Special Educational Needs Coordinator (SENCO) and Principal reported that teachers alerted them to students who required additional support either academically, socially, or emotionally. Older students said that they knew how to request pastoral support if they needed it. Families were referred to outside agencies, such as the Family Resource Centre, if further support was required. The school had a newly appointed SENCO who ensured that Individual Educational Plans (IEPs) were followed and reviewed regularly and gave advice to staff members to support students who they were concerned about. The SENCO reported that there was a strong relationship with a few outside agencies who provide SEN services. Students with SEN and disabilities were admitted to the school and were treated with respect and socially integrated in the life of the school. However, intervention, accommodations and adaptations were limited with lower-level PACEs being assigned or additional time to complete a PACE being the main strategies. The school kept rigorous records of attendance and punctuality and parents. Both staff and parents felt that the school provided effective careers advice.



LEADERSHIP AND MANAGEMENT

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



Leadership

Leadership was judged weak. The commitment of the Principal and the vision and daily involvement and support of the pastor ensured that they successfully led and promoted the Christian values and ethos of the school. The Principal was knowledgeable and aware of the need for further improvements but needed support to have an impact on improving the school. Governance arrangements and structure were satisfactory. The school's Advisory Board was chaired by the Pastor who met monthly to review the Principal's reports. All board members were supportive of the school and proud of their past and present students. However, the impact of the school Advisory Board on raising students' achievement was ineffective. Middle leadership remained weak due, in part, to staff turnover and the decline in the number of students and staff since the last inspection. The delegation of leadership responsibilities was very limited. There was insufficient leadership capacity to improve the school.





Self-evaluation and improvement planning

Self-evaluation and improvement planning were weak. The Principal and her small team of teachers produced a detailed SEF for the inspection. They also produced a school improvement plan, although the two documents did not directly link to each other. The Principal regularly monitored teaching and learning using classroom observations and walk-through sessions. Teachers were formally appraised once a year by the Principal. However, the monitoring of teaching and learning was not thorough and rigorous enough. The observations focused on teaching rather than learning. The SEF was descriptive rather than evaluative, describing provision but not analysing and evaluating the impact of actions. It failed to identify weaknesses in school provision and outcomes. The school improvement plan was aspirational and identified key priorities, but targets were not always realistic nor allocated a timescale or budget. The school has made little or no progress in addressing the recommendations from the last inspection report and the two follow-up reports.



Links with parents and the community

Links with parents and the community were satisfactory. The parents spoke highly of the school, specifically about the school's support for students with additional needs. Several parents were graduates of the school. They praised the Christian ethos, and the caring and safe nature of the school. They felt welcomed into the school. Parents' surveys confirmed this. The school's parent-teacher association had been recently re-established after Covid and met weekly and was developing its own website. Parents were involved in helping students read and spoke about the literacy day that had been held the previous week at the school. They felt regularly informed about their child's progress through "Sycamore" an online system, plus newsletters, and parent-teachers' meetings. There were close links between the school, the Church and the community. Links with local businesses were less well established. Links with parents and the community have not impacted on raising academic standards for all students. The parents were not consulted about the SEF or the school improvement plan.



Staffing and the learning environment

Staffing and the learning environment were satisfactory. The premises were attractive, inviting and adequate to deliver the curriculum. There were spacious classrooms with bright informative displays which celebrated students' work and supported and reinforced learning. The school was accessible to all students, including those with additional needs. It had an appropriate range of resources, including computers and tablets, but not all resources were fully used to effectively support learning, such as the library, science resources and musical instruments. The number of teachers had declined to four from 15 at the last inspection, due to lower student numbers. There were few ancillary staff and few experienced school leaders. The programme of staff development was limited and was not impacting in the classroom.



SURVEY RESULTS

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

Students	29	Parents	30	Staff	7
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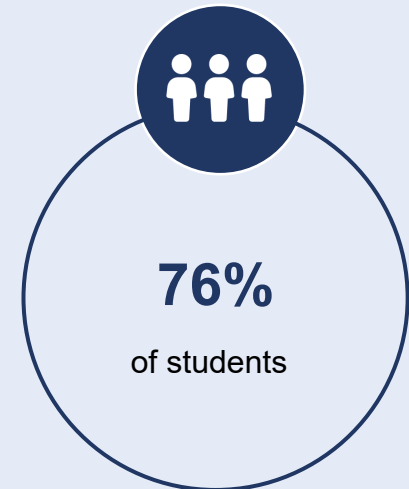
Survey: “I am satisfied with the quality of education provided at this school.”

Twenty-nine students completed the survey. Most students were satisfied with the quality of education provided at the school. Most students felt they had made good progress in English, mathematics, and science and almost all that they had made good progress in their learning in other subjects. Almost all students enjoyed their lessons, judged the lessons good and agreed that their teachers helped them understand how well they are doing at school. The majority of students thought they received the right amount and quality of homework. Almost all thought the school had appropriately qualified and suitably skilled teachers and staff. A majority though students they had access to good quality resources for their learning and opportunities to learn about the wider community.

A minority of students were concerned about the behaviour of others. They disagreed that the school provided a good range of extra-curricular activities. A significant minority of students believed the school did not provide the subjects they wished to study nor a good range of extra-curricular activities. They referred to this in their comments.

Almost all students feel safe and cared for at school. Most thought that the school helped them choose a healthy lifestyle and deals effectively with incidents of bullying. Those with special educational needs were positive about the school’s support.

There have been no significant changes since the last inspection. The number of student responses has decreased from thirty- two to twenty-nine, reflecting the decline in student numbers. A minority of students remain concerned about the limited range of extra-curricular activities. Overall, almost all students believe the school is well led.



Strongly Agree and Agree

1%

Decrease since the last inspection



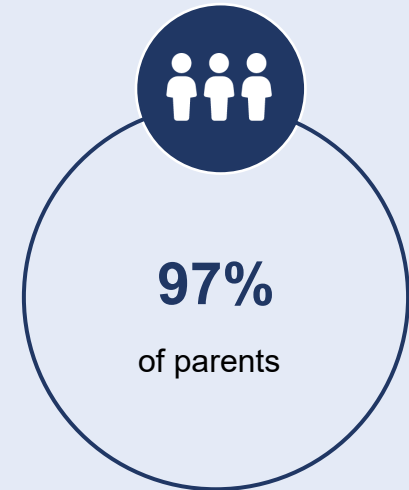
SURVEY RESULTS

Parents

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

Thirty parents responded to the survey. All parents felt their child was making good progress in English and mathematics, while almost all felt good progress was being made in science and all other subjects. The majority of parents responded that most students’ behaviour was good and almost all felt that the school dealt effectively with incidents of bullying. Almost all parents agreed that their child was developing a sense of responsibility as a member of the wider community while most reported that their child was developing a good environmental understanding. Almost all respondents felt that the quality of teaching was good and that their child enjoyed most lessons and were inspired to learn. These positive responses were an increase since the survey before the last full inspection. Almost all parents felt that communication between the school and themselves was effective and timely and that the school reports are regular and informative. Most parents agreed that the school had suitably qualified staff, which was also an increase on the responses to the same question during the last full inspection of the school. Almost all parents felt the school as well led. However, a majority felt that the school offered a good range of extra-curricular activities and subjects their child wished to study.

Twelve parents responded with written comments. One parent expressed that they wanted their child to learn a foreign language, and another would have preferred more focus on education and less on Bible work. However, almost all comments were positive. There were no significant differences in survey responses and parents’ view since the last inspection.



Strongly Agree and Agree

3%

Increase since the last inspection



SURVEY RESULTS

Staff

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

Both teachers and support staff completed the survey. The majority of staff were from overseas and a significant minority had worked at the school for less than three years. All staff judged the school to be well led, offered a safe and caring environment for all members of the school community and believed they received good professional development opportunities. All staff thought behaviour was good, that staff were well qualified, that students were treated fairly by all staff and that there were good arrangements to address incidents of bullying should they occur. All staff thought assessment systems were good and that they were sufficiently involved in self-evaluation and school improvement. A significant minority thought resources were good. All staff stated that there were effective wider links with the community, that parents were involved appropriately and that the school provided effective careers advice. A significant minority felt that the range of extra-curricular choices was good and most felt that the attendance at parent meetings was good. Of the five comments from staff, all were positive.

There were no significant differences in survey responses and staff views since the last inspection.



Strongly Agree and Agree

0%

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 Inspectors judged the overall performance of the school to be weak, there will be a Follow-Through Inspection of Wesleyan Christian Academy within six months of the publication of this report. The school will continue to be inspected on a regular basis until all aspects of performance are judged to be at least satisfactory.



WHO ARE WE AND WHAT DO WE DO?

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

How to contact us

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

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Where to read our reports

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

www.oes.gov.ky





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