

INSPECTION REPORT

OFFICE OF EDUCATION STANDARDS
CAYMAN ISLANDS GOVERNMENT

SEPTEMBER 2022



**GALVARY
BAPTIST CHURCH**

INDEPENDENT • FUNDAMENTAL

Calvary Baptist Christian Academy

Sunday School 10:00 am
Morning Service 11:00 am

Evening Service 8:00 pm
Worship, Prayer, Bible Study 7:30 pm

Servicio en Español
Domingos 6:00pm - 7:30pm
¡Les Esperamos!

Phone: 949-0629

CALVARY BAPTIST CHRISTIAN ACADEMY

TABLE OF CONTENTS

Introduction	3
School Information	5
Key Strengths and Recommendations	7
Performance Standard 1. Helping our students to achieve in key areas of their learning	7
Performance Standard 2. Promoting our students' personal and social development	8
Performance Standard 3. Ensuring effective teaching to support our students' learning	8
Performance Standard 4. Offering a curriculum that meets the educational needs of all of our students	9
Performance Standard 5. Keeping our students safe and always supported	9
Performance Standard 6. Leading and managing our school and developing our links with the community we serve	10
Overall Evaluation	11
Achievement	13
Students' attainment in relation to international standards	13
Students' progress in key subjects	15
Students' Personal and Social Development	17
Teaching, Learning and Assessment	19
Curriculum	21
Safety and Support	22
Leadership and Management	24
Survey Results	27
Next Steps	30
About the Office of Education Standards	31



INTRODUCTION

INSPECTIONS OF SCHOOLS AND COLLEGES 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 Ministers regarding the quality of education both in government and private educational establishments.

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

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





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



INTRODUCTION

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

The four levels are defined as follows:

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

Consistency in quantitative terminology








Inspectors use quantitative terms in reports, as follows:

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









SCHOOL INFORMATION

General information

	School name	Calvary Baptist Christian Academy
	Address	191 Walkers Rd, George Town
	Telephone number	1 (345) 946 5834
	Website	https://www.cbccayman.com
	Name of the principal	Tiffany Jeremiah
	Date of this inspection	September 20 - 22, 2022
	Date of the last inspection	January 2020

Students

	Number of students on roll	105
	Age range of the students	5-18 Years
	Grades or year groups	K - 12
	Number of Caymanian students	56
	Number of students with special educational needs	11
	Largest nationality group of students	Caymanian



SCHOOL INFORMATION

Staff



Number of teachers

14



Number of teaching assistants

4



Teacher-student ratio

1.7



Teacher turnover

Curriculum



Main curriculum

Abeka



External tests and assessments

STAR Renaissance



Accreditation

None - seeking American Association of Christian Schools

School inspection overall performance history

Cycle 1 Inspection

January 2020



Weak

Cycle 2 Inspection

September 2022



Satisfactory



SCHOOL INFORMATION

Calvary Christian Baptist Academy is a private, K-12 school that opened in September 2017 with 29 students spanning the four to 18 years age range. There were 76 students on roll at the previous inspection (2020) and the school has seen significant growth since then, bringing the number of students on roll now to 105. There are now 6 new teachers employed at the school.

The school has a strong Christian ethos. Its mission is “to educate students to be spiritually minded, academically sound, and Biblically knowledgeable”.

For the purposes of the inspection report the school was organised into three phases:

- Early Years / Kindergarten – K5
- Elementary school – Grades 1 to 6
- High school – Grades 7 to 12

The school had previously followed the Abeka Early Years Curriculum and Cayman Islands Early Years Curriculum Framework in Kindergarten and the Accelerated Christian Education (ACE) curriculum from Grades 1 to 12. A transition to the Abeka curriculum, a biblically-based curriculum with a spiral learning approach as students move through all grades from Kindergarten to Grade 12, was completed in 2021.





































The Abeka curriculum is a teacher-directed framework which offers textbooks, readers, workbooks, quiz books, and test books. Materials are presented in a context and sequence that is designed to build on prior knowledge and understanding.

The Acting Principal commenced duties in July 2019 and was made permanent in September 2022.



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	Elementary Inspection Judgement	Change in judgement since last inspection	High Inspection Judgement	Change in judgement since last inspection
1.1 Students' attainment in English	 Satisfactory		 Satisfactory		 Satisfactory	
1.2 Students' progress in English	 Satisfactory		 Satisfactory		 Satisfactory	
1.1 Students' attainment in mathematics	 Satisfactory		 Satisfactory		 Weak	
1.2 Students' progress in mathematics	 Satisfactory		 Satisfactory		 Satisfactory	
1.1 Students' attainment in science	 Satisfactory		 Satisfactory		 Weak	
1.2 Students' progress in science	 Satisfactory		 Satisfactory		 Satisfactory	












SUMMARY

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

Quality Indicator	Early Years Inspection Judgement	Change in judgement since last inspection	Elementary Inspection Judgement	Change in judgement since last inspection	High Inspection Judgement	Change in judgement since last inspection
2.1 Positive behaviour for good learning	 Good	▲	 Good	▶	 Good	▶
2.2 Students' civic and environmental understanding	 Satisfactory	▶	 Good	▲	 Good	▲






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

Quality Indicator	Early Years Inspection Judgement	Change in judgement since last inspection	Elementary Inspection Judgement	Change in judgement since last inspection	High Inspection Judgement	Change in judgement since last inspection
3.1 Teaching	 Satisfactory	▲	 Satisfactory	▲	 Satisfactory	▲
3.2 Learning	 Satisfactory	▲	 Satisfactory	▲	 Satisfactory	▲
3.3 Assessment	 Satisfactory	▲	 Satisfactory	▲	 Satisfactory	▲















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	Elementary Inspection Judgement	Change in judgement since last inspection	High Inspection Judgement	Change in judgement since last inspection
4 Curriculum	 Satisfactory		 Satisfactory		 Satisfactory	





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

Quality Indicator	Early Years Inspection Judgement	Change in judgement since last inspection	Elementary Inspection Judgement	Change in judgement since last inspection	High Inspection Judgement	Change in judgement since last inspection
5.1 Health and safety	 Satisfactory		 Satisfactory		 Satisfactory	
5.2 Support and guidance	 Satisfactory		 Satisfactory		 Satisfactory	



SUMMARY

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

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



OVERALL PERFORMANCE

What the school does well

- Students' behaviour for learning was good because of the positive relationships and interactions between themselves and adults and the high aspirations and expectations that characterised most lessons
- Teachers ensured students with special educational needs (SEN) could access the curriculum using lesson materials that were well planned and had appropriate challenge.
- The Christian ethos and associated values were woven into the curriculum and celebrated by students and staff.
- Leaders have successfully recruited teachers to accommodate the significant growth in student numbers since the last inspection.

Recommendations

Raise attainment by:

Sharing good pedagogical practice and expertise so that teaching is consistently good.

- Identifying and bridging gaps in students' learning using STAR Renaissance.
- Systematically assessing knowledge, skills and understanding in lessons to ensure all students are making progress;
- Providing feedback to students which identifies their next steps in learning.
- Stengthening provision in art and computing.
- Improving access of teachers and students to technology which supports learning.

Make leadership more effective by:

- Increasing the visibility and presence of leaders through the school.
- Improving collaboration between senior and middle leaders.
- Ensuring that subject leads work together and across the school phases;
- Creating more timetabled leadership time for middle leaders;
- Providing more systematic monitoring of teaching.
- Making self-evaluation more evidenced based.



OVERALL PERFORMANCE

What has improved since the last inspection?

- Attainment has been raised in English and maths in all phases and science in Kindergarten and Elementary.
- The quality and consistency of teaching has been improved.
- The transition to the Abeka curriculum has been completed across the school and the curriculum is now sequenced and continuous through school phases.
- Planning, provision, and support for students identified as having special educational needs is now in place and monitored.
- Leadership capacity at all levels.



OVERALL PERFORMANCE

▲ Satisfactory

Calvary Christian Baptist Academy was satisfactory. The school had made significant improvements since the previous full inspection and almost all of the areas of the school that had been judged as weak were now satisfactory and some aspects of educational provision were judged as good. The school is in a positive position to improve further because the Board and Acting Principal understand what is required to make the necessary gains and have an improvement plan this is realistic and financially resourced. While some aspects of leadership were resolute and showed ambition, collaboration and communication between senior and middle leaders was less effective.










The school offers a well-balanced education which is characterised by appropriate challenge in a caring and supportive environment for learning and is underpinned by an ethos rooted in the Christian values. Whilst some areas of the non-core curriculum such as physical education were developing well, others such as art and computing required further resourcing and more dedicated subject leadership. Most students demonstrated satisfactory achievement because teachers planned lessons that built on prior learning and used a variety of activities to ensure engagement in lessons. The quality of relationships in the school was good and students were encouraged in their learning and felt motivated by their teachers. The transition from the ACE to the Abeka curriculum has had a marked and positive impact on the quality of teaching and levels of attainment in Kindergarten and Elementary. Attainment in maths and science in High School, however, remain weak, though students are now making satisfactory progress as they are being exposed to age-appropriate concepts and themes.

Students were proud to be part of the school community and older students displayed a good understanding of Cayman and its history. Those in higher grades have felt constrained by the narrowness of the curriculum in previous years. The school has developed a purposeful programme to support students moving into higher education. Parents were broadly supportive of the school and were satisfied with the quality of education.



ACHIEVEMENT

Students' attainment in relation to international standards

Quality Indicator	Early Years Inspection Judgement	Elementary Inspection Judgement	High Inspection Judgement
1.1 Attainment in English	 Satisfactory	 Satisfactory	 Satisfactory
1.1 Attainment in mathematics	 Satisfactory	 Satisfactory	 Weak
1.1 Attainment in science	 Satisfactory	 Satisfactory	 Weak

English

Attainment in English in Kindergarten, Elementary and High School was satisfactory. In Kindergarten children in phonics lessons recognised vowels, letters, words and picture cards. Most were able to blend letters and sounds and write short words. In Elementary and High, the Abeka curriculum encouraged students to focus on and enjoy English literature and poetry, as well as age-appropriate grammar, spelling and vocabulary. Their grammar, spelling and vocabulary skills were strengths. Students were working at curriculum standards for their age. High School students recently came 3rd in a National Spelling Bee competition. They had come 4th in a National poetry competition to celebrate the Queen's Jubilee year. In lessons, students read aloud a range of poetry and discussed their reactions and feelings and the language techniques authors used to create an effect. Grade 9 students recited the well-known poem "Sea Fever" by John Masfield. Most students of all ages were able to read fluently for comprehension. Almost all students in Elementary and High School grades were able to read, understand and extract information from a text. However, their writing, especially creative and extended writing was less developed. They found it difficult to write for different audiences or a range of purposes. Students in elementary classes were reliant on the textbook and predominantly wrote simple sentences with basic grammar.



ACHIEVEMENT

Students' attainment in relation to international standards



Mathematics

Students' attainment in mathematics was judged satisfactory at Kindergarten and Elementary and weak at the High School. The results of external tests also reflected variability in attainment at the different phases of the school. Students' weak attainment at the High School was mainly attributable to weaknesses in the curriculum that was previously used by the school. Consequently, teachers were using strategies such as extra classes to close students' knowledge gaps. At Elementary, lesson observations and reviews of students' recent classwork indicated that most students attained levels that were in line with the curriculum standards. Most had well-developed number skills and demonstrated appropriate understanding of operational methods. At Grade 1, most students were able to count to 100 and complete simple additions. Most used mathematical symbols appropriately. At Grade 3, students were able to tell the time and used problem solving skills to complete worded problems. Grade 4 students were able to complete division problems using single digit divisor. Grade 6 students demonstrated satisfactory understanding of nonstandard and linear measurement. At the High school, a majority students could manipulate fractions and complete algebraic equations. At Kindergarten, most children were developing satisfactory number sense and could identify patterns in numbers. In a minority of lessons, students did not attain at the level they were capable of because of insufficient opportunities to develop key skills such as peer and self-reflection to help them develop as independent learners.



ACHIEVEMENT

Students' attainment in relation to international standards












Science

Attainment in science was satisfactory in Kindergarten and Elementary and weak in High. In Kindergarten and Elementary, most children were attaining levels in tests appropriate to their age and Abeka curriculum expectations. In Kindergarten, children were exploring the five senses, using magnifiers to observe a bird's nest and making drawings of, and writing about, different birds. In Elementary, students showed detailed knowledge about deciduous and evergreen trees and about the impact of deforestation in ecosystems. In High, some students had residual gaps in learning related to the previous science curriculum and consequently, attainment, especially in higher grades, was weaker. Students in Grades 10-12 were consolidating understanding in themes such as elements and compounds, although a greater experience in practical work was helping address deficits and prepare students for more advanced topics. Assessment documents, lesson observations and recent work in Kindergarten and Elementary indicated that scientific knowledge, skills and understanding for most students was consistent with the levels expected in curriculum standard documents. For example, in both phases, scientific method was being practised and students had become increasingly competent in making hypotheses, planning, and conducting experiments, making observations and drawing conclusions as they moved through grades.



ACHIEVEMENT

Students' progress in key subjects

Quality Indicator	Early Years Inspection Judgement	Elementary Inspection Judgement	High Inspection Judgement
1.2 Progress in English	 Satisfactory	 Satisfactory	 Satisfactory
1.2 Progress in mathematics	 Satisfactory	 Satisfactory	 Satisfactory
1.2 Progress in science	 Satisfactory	 Satisfactory	 Satisfactory

English



Progress in English was satisfactory in Kindergarten, Elementary and High School. As students progressed through the school they developed their speaking, vocabulary, and spelling skills well. Reading for comprehension was satisfactory, in all phases of the school. However, lesson observations and recent Renaissance Star data indicated that a minority of students in Elementary were not making sufficient progress with their reading. By High School the curriculum focuses on literature ensured they made stronger progress with reading for pleasure. Students' progress with extended, creative and imaginative writing, whilst satisfactory overall, was slower in the few Elementary lessons where teachers are more reliant on the textbook. A majority of students were able to write a persuasive text by Grade 6 and by High School most students were making expected progress with writing. Most students made satisfactory progress and a minority made good progress with their speaking and understanding of grammar in all phases of the school. Students in all grades, with special education needs and additional needs, made at least satisfactory progress against their learning targets. For example, an English as a second language student, who recently arrived at the school, was receiving effective additional support in lessons, and had made strong progress.



ACHIEVEMENT

Students' progress in key subjects



Mathematics

Students' progress in mathematics was satisfactory at all phases of the school. Most students progressed well in their learning of mathematical concepts and operations. Grade 4 students showed progressive understanding of division and could write each step and explain how they arrived at their answers using correct mathematical language. Grade 3 students were successfully building on their knowledge of number and place value. In a majority of lessons at Elementary, teachers' use of quick-fire quizzes and engaging starter activities satisfactorily promoted students' fluency in their mathematical learning. High school students were exposed to more challenging tasks. Grade 8 students made satisfactory progress in their understanding of algebraic expressions. Most solved problems satisfactorily. Similarly, Grade 12 students progressed well in their understanding and representation of angles. At Kindergarten, as a result of an engaging and motivating learning environment, most children made satisfactory progress in their early mathematical understanding. Most were able to recognise numbers from 1 to 20 and were steadily developing their counting and computation skills. As a consequence of targeted support, most students with special educational and additional learning needs made acceptable progress in their learning.









Science

Students' progress in science was satisfactory in Kindergarten, Elementary and High School. In all phases, students, including those with special educational needs, made expected progress in using scientific vocabulary and in developing practical skills. In Kindergarten, children recognised and described scientific processes from everyday life experiences such as those associated with weather. In Elementary and High, students were becoming more familiar with concepts, models and the application of theory at the conceptual level in biology, chemistry and physics. An emphasis on demonstration and basic experimentation in High School lessons built on students' knowledge about atomic theory and skills involving microscopy introduced in earlier grades. Students were able to integrate understanding developed from working with equipment and chemicals to science topics relating to states of matter and materials. This enabled them to correctly make inferences about molecular differences between solids, liquids and gases. In all phases, the recently adopted Abeka curriculum provided quizzes and tests that enabled teachers and students to assess learning against grade expectations and showed that age related targets were being met. Students' progress in knowledge and understanding was complemented by textbooks which supported the full ability range and included advanced scientific themes to challenge the most able. Unlike other core subjects which used Renaissance STAR assessment, science did not have an external assessment and so there was not a reliable benchmark of starting points in knowledge and understanding when students entered the school.



STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT

Quality Indicator	Early Years Inspection Judgement	Elementary Inspection Judgement	High Inspection Judgement
2.1 Positive behaviour for good learning	 Good	 Good	 Good
2.2 Students' civic and environmental understanding	 Satisfactory	 Good	 Good



Behaviour

Students' behaviour was good at all phases of the school. In observed lessons, almost all students displayed positive dispositions to learning. At Kindergarten, routines were already well established, and the teacher's high expectations of what children could do promoted their engagement in learning and concentration on tasks. At all phases of the school, interactions among students and between students and teachers were generally respectful and considerate. A code of behaviour was in place with a tiered reward system. Consequently, rules and values were evident and clearly understood. Additionally, the school had developed an anti-bullying policy to ensure all students understood the issues relating to safety were confident to seek support from school should they feel unsafe. Students confirmed in meetings that incidents of bullying, which were rare and managed appropriately by staff. The recent introduction of the student council with membership across Elementary and High had created an avenue for student voice and had started to make an impact. In the online survey, almost all parents who responded agreed that their child was inspired to learn and wanted to come to school. Attendance was good and almost all students were punctual to school and lessons. Almost all adhered to the school uniform code.



STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT












Civic and environmental understanding

Students' civic and environmental understanding was judged satisfactory at Kindergarten and good at Elementary and High. Older students, in particular, were able to confidently discuss Caymanian traditions and history. Almost all students understood the importance of Christian religion to the community. Devotion was a feature of school life, and a Christian educational philosophy underpinned the work of the school. Older students were knowledgeable about economic activities in the Cayman Islands and were aware of the importance of tourism to the economy. Almost all students demonstrated good understanding of environmental sustainability issues and the reciprocal relationship that existed between humans and the environment. Most could confidently explain the impact of plastic pollution on ocean life and expressed concern regarding the growing problem of landfill. Last school year, students had participated in activities to protect the local environment and to demonstrate good citizenship. These included beach cleanups, cancer walks and antibullying campaigns. Recycling and composting projects were planned but had yet to come to fruition. Through the student council, students were developing their capacity for leadership and were beginning to positively contribute to school life. For example, the council had successfully advocated for the installation of a fan in the lunch area.



TEACHING, LEARNING AND ASSESSMENT

Quality Indicator	Early Years Inspection Judgement	Elementary Inspection Judgement	High Inspection Judgement
3.1 Teaching	 Satisfactory	 Satisfactory	 Satisfactory
3.2 Learning	 Satisfactory	 Satisfactory	 Satisfactory
3.3 Assessment	 Satisfactory	 Satisfactory	 Satisfactory

Teaching

Teaching was judged satisfactory overall. Most teachers had sound subject knowledge and an understanding of how children and students learn and applied this learning consistently in lessons. Most lessons were well planned with clear learning objectives which were shared with students and ensured all students knew what was expected of them. In most lessons, teachers, sequenced activities well with appropriate pitch and pace. In the stronger lessons teachers used a variety of engaging activities and a range of resources. The lessons were well timed and provided pace and challenge for example, in Kindergarten there was a large timer at the front of the classroom, so children knew how many minutes they had for their work and reinforce their knowledge of numbers. Activities such as poetry appreciation in a Grade 11 and 12 English class and in science using microscopes to examine cells in a Grade 9 science lesson, both engaged and motivated students. The majority of teachers used open-ended questions to probe and deepen students' learning. Teachers were adept at classroom management, effectively using routines in KG and Elementary classes to support both learning and behaviour. Effective strategies were used in all phases of the school, to support children with special educational needs and additional needs. Teachers adapted lessons and provided one to one support. However, in weaker lessons, there was too much teacher talk and students were given insufficient opportunity to work independently and take responsibility for their learning and there was an over-reliance on textbooks. Information technology was used by a minority of teachers but rarely by students in lessons.





Learning




Learning was judged satisfactory in all phases. Almost all students had positive attitudes toward learning, for example, in a High School PE lesson which focused on stretch, balance and flexibility and a phonics lesson in Kindergarten. Students were engaged with, and enjoyed, learning. Students collaborated and interacted well with each other and teachers. Children in Kindergarten worked well together, sharing equipment and taking turns. In higher classes, they discussed with a partner or in small groups and collaborated on presentations or solving a problem. In most lessons learning was linked with the real world, such as a focus on pets in Kindergarten, drawing a beach scene in a Grade 6 art lesson, or talking about death in a Bible reading class. Most students could make connections between new and previous learning. However, in a few lessons learning was too teacher-directed, and students were not challenged or encouraged to problem solve, think critically, or find things out for themselves. They lacked the ICT skills and resources to support their learning. At times students were passive learners although they could still talk, confidently, about what they were learning when asked.



Assessment

Assessment was judged satisfactory in all phases. The school has recently introduced the standardised STAR Renaissance assessments for English reading and mathematics for children and students in Kindergarten up to Grade 12. This will ensure that all students take the test every term and for the school to track attainment and progress. The school was in the early stages of implementing this initiative and has yet to impact on learning. There was a comprehensive whole school marking policy. Most teachers gave regular written feedback to students and had sufficient knowledge of their students' individual strengths and weaknesses. However, a minority of teachers did not apply this policy consistently and students were unaware of how they could improve their work. In good lessons, students self-assessed or peer assessed each others' work. Positive verbal feedback and praise in lessons in all phases supported students learning. In stronger lessons teachers used targeted probing and open questions to assess students learning. A minority of teachers used the plenary part of a lesson and a variety of assessment for learning techniques, such as finger up or down, to indicate if students had achieved the lesson objectives. Rigorous and systematic recording of student progress were at an early stage.

CURRICULUM

Quality Indicator	Early Years Inspection Judgement	Elementary Inspection Judgement	High Inspection Judgement
4 Curriculum	 Satisfactory	 Satisfactory	 Satisfactory







Curriculum



The curriculum was satisfactory in all phases. In Kindergarten, there was a satisfactory alignment with the Cayman Islands Early Years Framework. The school had successfully completed a phased transition from the ACE curriculum to the Abeka curriculum which is now in its second full year of operation and covers all core subjects and history, geography, and languages. Additionally, music, which includes choral and instrumental work, was taught through Quavermusic and Musical Context curricula and PE was also integrated into the school timetable offer. Art was delivered mostly through the broad enrichment programme and computing was a subject in development with access to technology to support learning being limited outside of the computing classroom. Students received a broader and more balanced curriculum than was previously available, all components of which continued to be rooted in the Christian faith. The text and resource books which students have ownership of, provided well-sequenced subject information, clear development routes in knowledge, skills and understanding and sufficient depth of study and challenge through grades. Students had some choice within a timetabled extra-curricular programme although students commented in their survey that this was too narrow.



SAFETY AND SUPPORT

Quality Indicator	Early Years Inspection Judgement	Elementary Inspection Judgement	High Inspection Judgement
5.1 Health and safety	 Satisfactory	 Satisfactory	 Satisfactory
5.2 Support and guidance	 Satisfactory	 Satisfactory	 Satisfactory

Health and safety



The arrangements for health and safety were satisfactory across all phases of the school. There were key policies in place to ensure students' safety. These included safe environment, anti-bullying, codes of behaviour and critical incident policies. Although there were obvious space constraints, the school buildings and premises were clean and in sound repair. There were no students with mobility issues, but not all areas of the school were accessible for students with special educational and additional needs. There were satisfactory Fire and Environmental Health Reports on file. Also, there were well managed systems for storing and accessing school records. The premises were secure. A buzzer system was used to manage access to the premises. All visitors reported to the school office and were required to sign in and out. Child protection arrangements were robust, and all staff had completed child protection and first aid training. There was a designated child protection officer who was known to students. There were opportunities in the curriculum for all students to participate in physical education classes. However, opportunities for students to understand the importance of healthy eating and drinking to healthy lifestyles were not yet effective.









Support and guidance

Support and guidance were judged as satisfactory. As a consequence of small class sizes, almost all teachers knew their students well including those who found learning difficult. Staff demonstrated commitment to ensuring all students were supported. There were appropriate systems in place for tracking students' behaviour and attendance. Additionally, the school had satisfactory procedures in place to identify and monitor support for students with special educational needs (SEND). However, systems for tracking and reporting on the progress of all groups of students were underdeveloped. Overall, the quality of support for students with special educational and additional learning needs was satisfactory, with a number of areas of effective practice. All students on the SEND register had learning support plans and their targets were reviewed regularly. The school involved parents, students and external providers appropriately in these reviews. The Special Education Needs Coordinator had established a beneficial partnership with Inclusion Cayman. As a result, teachers had participated in a workshop on inclusive classroom strategies. Two classes have continued to receive regular coaching and support focused on inclusive teaching and behaviour management. As a result of ongoing support, students with special educational and additional needs were making acceptable progress in their learning. All classes at the high school benefitted from career guidance classes. Transition practices and the programme for preparation for college were satisfactory.



LEADERSHIP AND MANAGEMENT

Quality Indicator	School Wide
6.1 Leadership	 Satisfactory
6.2 Self-evaluation and improvement planning	 Weak
6.3 Links with parents and the community	 Good
6.4 Staffing and the learning environment	 Satisfactory

Leadership



Leadership of the school was judged to be satisfactory. The Principal has overseen a growth in student numbers since the last inspection. The Board had increased capacity and met regularly. Board members possessed a range of professional skillsets and worked strategically. Both the Board and Acting Principal demonstrated high aspirations for student achievement and had implemented key decisions since the last inspection including the move to a new curriculum and the evolution of external assessment for the purpose of benchmarking attainment. They showed an increasing understanding of the strengths of the school and areas which required development or improvement. The Board had supported the successful appointment of teachers to the school, recognised the importance in staff retention and had procedures that held the Principal to account. Subject leadership in core curriculum areas was strong, but collaboration among middle leaders and between middle and senior leaders was less evident and impactful. Leadership of the special educational needs strategy was effective and had resulted in improvements in provision for students with special and additional needs. The Board are confident that there will be an expansion to the school buildings before the start of the academic year 2023/24.





Self-evaluation and improvement planning

Self-evaluation and improvement planning were weak. Whilst strategic planning had strengthened, and progress had been made in addressing all the recommendations in the last full inspection report, self-evaluation was not systematic and evidence based. School improvement planning provided context for recent developments, included plans for the short and medium term and was costed with specific budgets for individual items. Planning brought together views from the Board and staff, was closely aligned to improving facilities, resources and student achievement and provided realistic and achievable objectives. There were insufficient links, however, between the school improvement plan and school-evaluation. For example, the school improvement plan does not prioritise improvements in teaching. Significant development had taken place in the process of school-evaluation, including reflections from the Board but the school-evaluation document was over-generous and lacked evidence-based reflection in key areas such as attainment, progress and teaching, learning and assessment. Some areas for development were stated with clarity but others were less precise. Inaccurate judgements, where seen, were due to ineffective collaboration with middle leaders during the evaluation process.



Links with parents and the community

Links with parents and the community were good. The school maintained constructive links with parents who were very supportive of the school community and recognised the developments that had taken place in recent years. There was a positive response to the parental survey. Many parents who were new to the school attended the parents' meeting during the inspection and their early impressions of their children's learning experience was very positive. Parents were satisfied with the frequency and regularity of communication from the school and commented favourably on the relationship they have with teachers. One parent was particularly impressed with the penmanship classes and the impact this had already had on his daughter's writing ability. Reports about achievement provided relevant and meaningful information for parents and there were ample opportunities for parents to meet with teachers to discuss their child's progress. Staff at the school enjoyed beneficial links with other schools which promote collaboration and the sharing of good practice, and with external providers such as Inclusion Cayman and KidsAbility. Students had participated in activities to protect the local environment and to demonstrate good citizenship. These included beach cleanups, cancer walks and antibullying campaigns. The school had also established beneficial partnerships with Work force Opportunities and Residencies Cayman (WORC) and Sunrise Training Centre to facilitate work placements for high school students.



Staffing and the learning environment

Staffing and the learning environment were satisfactory. Staff at the school were well qualified and suitably experienced. The school had successfully recruited staff commensurate with the recent growth in student numbers. Staff who had been recently appointed had been inducted well. Teachers who held positions of responsibility, however, did not have enough time dedicated to leadership. Subject leaders held responsibility for their core subjects across High School but not in Kindergarten or Elementary and so their expertise and experience had limited impact in these areas. The school's growth had resulted in classes in some grades, especially in High School being full. Space, although adequate, was restricted in these classrooms. The learning environment was clean and well-maintained, and classroom displays supported learning. Other classes in Elementary had students from combined grades. The school had a purpose-built science laboratory and storage facilities which enabled limited practical science experiments to take place. ICT resources were basic, not fully functional and barely supported learning. There was sufficient knowledge and technical skills among staff to use ICT if it were more available. Resources were needed to develop music provision and students did not have access to a library facility. The ambitious building development detailed in the School Improvement Plan was designed to provide more specialist classrooms and enhancements to facilities and technology infrastructure.



SURVEY RESULTS

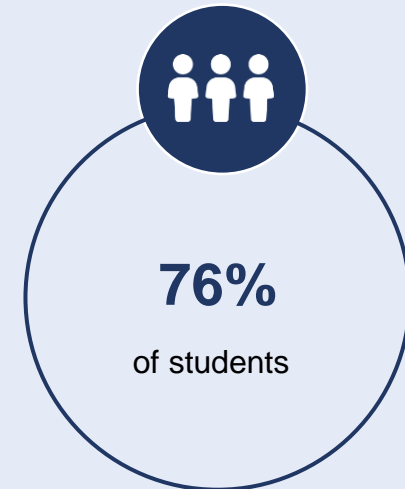
Before the inspection, the views of parents, staff and students were surveyed. The numbers of participants that completed the survey were:

Students	40	Parents	33	Staff	20
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Students

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

Many more students completed this survey than in 2020 (10 students). Students from Grade 7 upwards made contributions with an equal distribution of responses from students in Grades 8-11 and few responses from students in Grade 7 and Grade 12. A majority of students were Caymanian. Almost all indicated that lessons were good and that they enjoyed them, and a majority felt they received sufficient help from teachers. The majority of students said behaviour was positive, that they developed environmental understanding and a sense of community at school and that they were satisfied with the amount of homework received. Most believed that they were making good progress in English, mathematics, science and in other subjects. A majority of students agreed that the school sought their views and responded to concerns appropriately. Similar percentages of students believed they are treated fairly and that the school dealt effectively with bullying. A majority of students judged that they had access to a good range of extra-curricular activities but almost a third of respondents disagreed with this. A majority were happy with the choice of subjects they were offered but a significant minority were not. A majority of students believed that the school was well led while most felt staff were suitably qualified staff. Most felt that college preparation was effective, and that staff responded to their concerns. Most students felt that resourcing was good and that they were satisfied with the quality of education at the school. Some of the 18 student comments were broadly positive but a few related concerns about the shortness of break and lunchtime, and about a lack of student voice.



Strongly Agree and Agree

-24%

Decrease since the last inspection

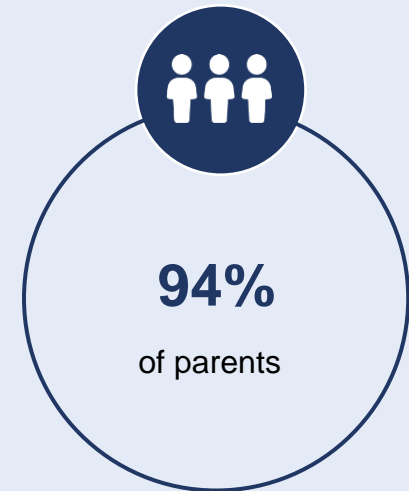


SURVEY RESULTS

Parents

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

More parents participated in the survey for this Cycle 2 inspection than in the 2020 inspection. In response to this survey, most parents reported that their child was making good progress in English, mathematics and science. There was a marginal decrease in the percentage of parents who responded positively about their students making good progress in all areas of their learning over the previous survey. Most agreed that students' behaviour was good and a majority reported that the school dealt effectively with bullying. Similarly, a majority of parents agreed that the school provided good support for students with special educational needs; a significant minority of parents were unsure. Most felt that the quality of teaching was good and that their child enjoyed most lessons. Almost all agreed that they received good information about the school's improvement plans and that communication between the school and parents was effective and timely. Similarly, almost all respondents indicated that the school responded appropriately to parental concerns. Most agreed that school reports were regular and informative. A majority felt that the school enjoyed good links with the wider community. A majority felt that parent-teacher meetings were helpful and held regularly and that parents were effectively involved in the work of the school. Most parents reported that they received good information about the school's improvement plans. Almost all felt that the school was well led and expressed satisfaction with the quality of education the school provided. In their comments, a few respondents made positive comments about the school's leadership and expressed that staff was welcoming to students and parents.



Strongly Agree and Agree

-1%

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. Almost all staff thought the behaviour of most students in the school was good and that students understood their responsibilities, plus had a good understanding of environmental understanding. Almost all agreed there were good assessment systems, and extracurricular activities, that the school regularly informed students of their next steps for learning and it was a safe and caring place. They thought bullying was dealt with effectively and the school helped students make good choices about their future education and career. All staff believed the school treated students fairly. Most thought the school provided good support to students with SEN. Most were involved in the school self-evaluation and improvement planning and received professional development. There were lower levels of satisfaction from staff with the statement that parent-teacher meetings were well attended and the number of resources in the school to support their teaching was sufficient. However, a hundred per cent agreed that the school had appropriate qualified and suitably skilled teachers and that the school provided a good quality of education. In the previous report, this had been 80%. Eleven members of staff submitted comments, and all were very positive about the school.



Strongly Agree and Agree

Unchanged since the last inspection



WHAT HAPPENS NEXT?

The school has been asked to prepare an action plan within four weeks of the publication of this inspection report.

This should address:

- The recommendations identified within this report.
- Areas identified by the school as requiring improvement.
- Other external reports or sources of information that comment on the work of the school.

WHEN WILL THIS SCHOOL BE INSPECTED AGAIN?

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



WHO ARE WE AND WHAT DO WE DO?

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

How to contact us

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

adminOES@gov.ky

Where to read our reports

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

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www.oes.gov.ky | adminOES@gov.ky

Office of Education Standards
Government Administration Building
133, Elgin Ave, George Town
Grand Cayman