

INSPECTION REPORT

OFFICE OF EDUCATION STANDARDS
CAYMAN ISLANDS GOVERNMENT

OCTOBER 2022



CAYMAN ISLANDS FURTHER EDUCATION CENTRE

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INTRODUCTION

INSPECTIONS OF SCHOOLS 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

Students

	School name	Cayman Islands Further Education Centre		Number of students on roll	250
	Address	515 Walkers Road, Grand Cayman		Age range of the students	15-17
	Telephone number	1 (345) 949-3285		Grades or year groups	12
	Website	https://schools.edu.ky/CIFEC		Number of Caymanian students	226
	Name of the Director	Mr. Mark Seerattan		Number of students with special educational needs	49
	Date of this inspection	October 24 - 26, 2022		Largest nationality group of students	Caymanian
	Date of the last inspection	February 2020			

SCHOOL INFORMATION

Staff



Number of teachers

22



Number of teaching assistants

4



Teacher-student ratio

11.4



Teacher turnover 6

Curriculum



Main curriculum

alternative curriculum



External tests and assessments

BTEC; City and Guild



Accreditation

School inspection overall performance history

Cycle 1 Inspection

February 2020



Satisfactory

Cycle 2 Inspection

October 2022



Satisfactory

SCHOOL INFORMATION

The Cayman Islands Further Education Centre (CIFEC) is located on Walker Road in George Town, Grand Cayman. It was established in 2010 in response to the Cayman Islands government's decision to restructure the government school system to include full high schools from Years seven to 11 with a separate programme for Year 12. Students take their external examinations, with the Year 12 programme designed primarily to address the needs of those who were leaving school without the requisite skills to be successful in the workplace or the necessary qualifications to progress to institutions of higher learning.

All students who leave Year 11 become students at CIFEC. Those who meet the requirements of five (5) Level 2 passes including mathematics and English at Level 2 are considered as dual enrolment students. These students are given the opportunity to continue their education by attending Advanced level courses at one of the private schools on Grand Cayman or start Higher Education courses at colleges locally, e.g. University College of the Cayman Islands (UCCI). Alternatively, students go on to study abroad at approved institutions of learning.







CIFEC is unique in that it offers a programme which spans one academic year and provides an opportunity for students to re-sit Level 2 exams in mathematics and English. As a school, the percentage of students with SEND needs is high, with some experiencing mental health issues. CIFEC also provides the opportunity for some students to improve or gain an additional science qualification at Level 2. Alongside these are a range of vocational courses at Levels 1, 2 and 3 available. Students are also provided with a work placement opportunity mostly aligned to their career development interest.

Over the past two years there has been an increase in students with Level 2 mathematics and English enrolling in vocational courses. Due to the uniqueness of using predicted grades and the late release of CXC examinations, the school made some improvement in increasing its curriculum offerings to address the needs of the students.

There are plans to relocate the school to the premises now occupied by the John Gray High School.



SUMMARY

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



Quality Indicator	Post-16 Inspection Judgement	Change in judgement since last inspection
1.1 Students' attainment in English	 Satisfactory	▶
1.2 Students' progress in English	 Satisfactory	▶
1.1 Students' attainment in mathematics	 Weak	▶
1.2 Students' progress in mathematics	 Weak	▶
1.1 Students' attainment in science	 Good	▲
1.2 Students' progress in science	 Good	▶

SUMMARY

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

Quality Indicator	Post-16 Inspection Judgement	Change in judgement since last inspection
2.1 Positive behaviour for good learning	 Good	▶
2.2 Students' civic and environmental understanding	 Good	▶

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

Quality Indicator	Post-16 Inspection Judgement	Change in judgement since last inspection
3.1 Teaching	 Satisfactory	▶
3.2 Learning	 Satisfactory	▶

SUMMARY

3.3 Assessment



Good



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





Quality Indicator	Post-16 Inspection Judgement	Change in judgement since last inspection
4 Curriculum	 Satisfactory	

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

Quality Indicator	Post-16 Inspection Judgement	Change in judgement since last inspection
5.1 Health and safety	 Satisfactory	
5.2 Support and guidance	 Satisfactory	

SUMMARY

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

Quality Indicator	Post-16 Inspection Judgement	Change in judgement since last inspection
6.1 Leadership	 Satisfactory	▶
6.2 Self-evaluation and improvement planning	 Satisfactory	▼
6.3 Links with parents and the community	 Satisfactory	▶
6.4 Staffing and the learning environment	 Weak	▼

OVERALL PERFORMANCE

What the school does well

- Students achieve well in a wide range of vocational subjects
- Students civic and environmental understanding is good
- There is a comprehensive process of school assessment processes aligned to the curriculum
- Students behave well and have positive attitudes to their learning
- The Centre is highly inclusive. It takes students from a wide range of backgrounds and quickly gives them a strong sense of belonging and purpose

Recommendations

Improve leadership by:

- having a more accurate self-evaluation as a secure basis for the school development plan
- providing more subject specific training for vocational teaching staff
- completing the new online performance management system
- continuing to develop the sharing of information between the Centre and UCCI
- further strengthening middle leadership

Raise attainment in mathematics and English by engaging students more by providing them with more opportunities to learn in real life contexts

Improve teaching and learning by:

- increasing the range of interactions between teachers and students with less teacher led input and more opportunities to for students to take responsibility for their own learning and find out things for themselves
- using a wider variety of questioning techniques to encourage students to reflect more and deepen their understanding

Ensure that the scheduled move to the new site takes place as soon as possible

What has improved since the last inspection?

Attainment in science
Assessment

OVERALL PERFORMANCE

► Satisfactory

Cayman Islands Further Education Centre was graded satisfactory overall which was the same as at the previous inspection. Most of the quality indicators were judged satisfactory with a few weak and some good.




In science related subjects, students made good progress in their learning and attained well. In all vocational subjects, students made good progress and as a result, for most, attainment was good. Students behaved well at the Centre, and showed respect to one another and their teachers. They had a good knowledge and understanding of both their civic and their environmental responsibilities and felt strongly about coastal conservation. They had a good understanding and appreciation of Caymanian culture and heritage. Assessment systems were detailed and effective in informing students about how well they were doing.

Attainment and progress in English were satisfactory. Teaching, support and guidance, leadership, links with parents and staffing and the learning environment were also graded satisfactory, but within each of these areas several strengths were noted. For example, the Centre had very strong links with the community and local businesses.

There were three weak judgements which were for attainment and progress in mathematics and staffing and the learning environment. Progress and attainment in mathematics remained weak and limited progress had been made in addressing the recommendation in the previous inspection. This is now an urgent priority for the Centre. The weak judgement for staffing and the learning environment relates to the age of the building and the limited facilities. This is anticipated to be resolved by the planned move to the new site.

ACHIEVEMENT

Students' attainment in relation to international standards

Quality Indicator	Post-16 Inspection Judgement
1.1 Attainment in English	 Satisfactory
1.1 Attainment in mathematics	 Weak
1.1 Attainment in science	 Good

English

Attainment in English was satisfactory. In 2022, most students achieved a Level 2 pass which equated to an increase of one level. Almost all special educational needs students met or exceeded their previous grade, including in City and Guilds assessments where 75% passed Stage 2. In lessons observed and scrutiny of school-based assessment project work most students' attainment was in line with curriculum standards especially when supported with appropriate resources. Students used templates effectively to collect and generate ideas to include in their writing, matching these to an effective narrative structure.

A small group of students who had a higher-level pass from their previous school, chose the Extended Project option. For this, a 5000-word dissertation was submitted. Most gained an AS pass at grade B or C. Their personal inquiry ideas were supported by research. For example, one student investigated why gaming was banned in China. In lessons, most students held back from explaining their opinions and views or to question others. When given opportunities to present their work orally, the majority of students lacked the expressive language to sustain and maintain the level of fluency required.

ENG

ACHIEVEMENT

Students' attainment in relation to international standards



Mathematics

Attainment in mathematics was weak. Only a significant minority of students improved their grades in the May 2022 Caribbean Secondary Certificate of Education (CSEC examinations); a majority stayed at the same grade, and a few attained lower grades. Attainment had not improved since the last inspection. The majority of students lacked fluency in number facts and the ability to mentally add, subtract, multiply and divide quickly and accurately. They were able to simplify and define the different types of fractions and could use Highest Common Factor (HCF) to simplify fractions. But, except for shading in the portions of a diagram of pizza, students were not able to apply concepts learned to real-life situations. Students were learning concepts in abstract and decontextualised ways. They had a secure mathematical vocabulary associated for example, with defining, identifying and simplifying fractions. They confidently used words such as denominator, numerator, proper and improper fractions and mixed numbers. In a stronger lesson, the majority could write very large or very small numbers in standard form using scientific notation, move decimal points and understood the order of magnitude.






Science

Attainment in science was good overall. Whilst not a core subject for CIFEC, attainment in the level 2 science related programs was excellent. International benchmarks for BTEC Health and Social Care indicated that most students achieved a merit, and a few got a distinction. External CXC examination results indicated that the majority of human biology students achieved a grade 2 pass or better and a minority gained a grade 1 pass. Most students in human biology were able to explore the role of nutrition in helping humans obtain energy. They could explain the role of different teeth to grind, cut and rip. Most students could correctly label diagrams of teeth and articulate the structure and function of a tooth. In addition, students demonstrated their knowledge of scientific investigation and experimentation. They could describe a variety of tests for starch, sugar, lipids and proteins and a majority could show how solid samples are prepared to carry out food tests. In BTEC health and social care most students were able to use scientific language to describe the carbon cycle and how carbon affects global warming. Most students could present, through song performance and sketch, potential solutions to help prevent global warming such as the use of renewable energy, less waste through better insulation and awareness raising. Students with SEND made the same good progress as their peers from their lower starting points.

ACHIEVEMENT

Students' progress in key subjects

Quality Indicator	Post-16 Inspection Judgement
1.2 Progress in English	 Satisfactory
1.2 Progress in mathematics	 Weak
1.2 Progress in science	 Good



English

Progress in English was satisfactory. Almost all students with special educational needs made satisfactory progress from their starting points because their programme of study was tailored to meet their needs. They learned key skills for life, such as how to send emails. The most rapid progress in lessons was made when students identified closely with the subject. For example, in one lesson a picture of a Caymanian resident holding a land crab stimulated active discussion of hurricane seasons, and land crab migration. As a result, most students were able to create a character's lifestyle based on their local knowledge. In another lesson, most students made a greater contribution in class based on their own research of songs, where progress was evident as they were able to identify the lyricist's main message, mood and tone.

More able students often made good progress in their extended projects where they quickly mastered the Harvard referencing system in their essay footnotes. Students with lower literacy levels made better progress when the topic was linked to their work or personal experience, for example, reading a job advert. A majority of students were reluctant readers who lacked fluency when they read their work aloud. Their vocabulary was limited which impacted on their writing.

ACHIEVEMENT

Students' progress in key subjects



Mathematics



Progress in mathematics was weak. Only a significant minority of students exceeded CAT4 mathematics predicted grades in 2022 and improved their performance by one grade, no one exceeded it by 2 grades. Thus, most students made insufficient progress. In lessons, the majority of students achieved the lesson objectives, but frequently the lesson objectives lacked challenge, were below the expected curriculum standards and restricted the rate of students' progress. A minority of teachers had low expectations. Students did not use resources such as the internet and laptops to progress their learning. In a significant minority of lessons, students all received the same worksheet and the more able made lower than expected progress. Students with SEND did not receive targeted and effective support and their progress was slow. Teachers failed to target questions at students and check their understanding and progress in lessons. Not all achieved the lesson objectives or fully understood the mathematical concepts being taught. Additional support classes were not yet well attended nor fully functional and thus students were not receiving the targeted help they needed to make further progress.



Science

Progress in the level 2 science related programmes was good. Internal teacher assessment, lessons and students' workbooks indicated that students continued to make progress against their starting points. Most students used resources such as the internet and laptops to progress their learning. For instance, students investigated the impact of finance to advance their understanding of the positive and negative influences on an individual's life. Most students in Health and Social care could apply their knowledge of Erikson's stages of development to organise their responses when exploring the impact upon their own life. A majority of students could make connections between scientific concepts and real life. For instance, students made the connection between vitamin C, scurvy and the Cayman Islands seafaring heritage. Most students were able to use the scientific method to create hypothesis and carry out their own experiments. For instance, in human biology students could choose from a variety of foodstuffs and use prior learning to predict the outcome of particular food tests. Most students used their scientific skills to find things out for themselves making inference from observation.

STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT

Quality Indicator	Post-16 Inspection Judgement
2.1 Positive behaviour for good learning	 Good
2.2 Students' civic and environmental understanding	 Good



Behaviour

Behaviour for good learning was good. The Centre was inclusive and accepted a variety of students from a number feeder-schools and quickly developed a strong rapport between staff and students who worked together with mutual respect. Almost all students understood and followed classroom procedures, and most behaved well during and break. The few incidents of poor behaviour, towards staff and students, were swiftly identified and managed with appropriate interventions recorded. Students were kind and courteous to their peers; in particular they were patient lessons for those who found learning more difficult. Most students followed the Centre rules and wore their uniform in line with the Centre policy. Attendance for many had improved from their previous schools, although a few students were not always punctual to class especially after break and lunch.






Civic and environmental understanding

Students' civic and environmental understanding was good. Discussions in lessons demonstrated that most students had a strong sense of national identity as Caymanian citizens. Their knowledge of governmental procedures was enhanced by personal research in business studies. Most had a good knowledge of tourism and the image of island life portrayed to visitors. They spoke with real concern about the level of construction across the island, consequent beach erosion and loss of mangrove habitat for local wildlife. The wider curriculum included opportunities for all to benefit from work placements that linked their understanding of commercial enterprise in the Cayman Islands to centre vocational studies. A minority found their own placements and volunteered in community projects that raised awareness of and supported

STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT

people with mental health difficulties. A few helped in animal rescue charities such as the Cayman Humane Society. Spanish Day was a whole Centre initiative that raised students' awareness of diversity across the school population. Curricular visits such as the art project to Little Cayman, allowed a few students to contribute to the repair and restoration of coastal reefs. Fewer students initiated, led or participated in their own schemes that promoted sustainability of the local environment to alleviate the many concerns they raised in discussions.

TEACHING, LEARNING AND ASSESSMENT

Quality Indicator	Post-16 Inspection Judgement
3.1 Teaching	 Satisfactory
3.2 Learning	 Satisfactory
3.3 Assessment	 Good

Teaching

Teaching was judged satisfactory overall. Almost all teachers had strong specialist subject knowledge. However, there was significant variability in lessons which ranged from weak to excellent. Teaching was weak in mathematics and satisfactory in English. It was better in science and BTEC vocational courses. Lessons were generally well planned with clear objectives that were shared with students, so they knew what was expected of them. However, the effectiveness of planning was inconsistent. Classroom routines and effective behaviour management ensured calm purposeful learning environments.

In English, teachers planned lessons with a variety of activities and managed their time effectively. Lesson objectives were differentiated, shared with students and reviewed throughout the lesson with teachers regularly checking progress and understanding, and there was encouragement to collaborate.

In mathematics, most teachers' style was prescriptive and didn't provide opportunities for students to apply their knowledge to tasks. In a better lesson, the teacher used an acronym to sequence the mathematical operations for students calculate the total cost of a visit to a cinema. However, most teachers failed to link abstract mathematical concepts to real-life examples. The pace of lessons was slow, and the content often lacked challenge.

In other subjects teaching was usually good and sometimes better. In science lessons, teachers created opportunities for students to choose their experiments and test their hypotheses. Teachers encouraged students to think critically about their observations prompting them with probing questions and asking follow-up questions.



TEACHING, LEARNING AND ASSESSMENT

In BTEC health and social care teachers modelled how to use scientific language to describe the carbon cycle and how carbon affects global warming. In BTEC creative media teachers ensured that students effectively used IT to research and identify what makes a strong portrait photograph. In an art lesson and a work skills lesson, students were active, fully engaged and highly motivated due to effective teaching.

Learning



Learning was satisfactory. Most students had positive attitudes to learning, especially in BTEC and vocational courses, where they had more opportunities to take responsibility for their own learning. They worked well together in groups and with a partner supporting each other. Collaborative learning was a feature in most lessons but less strong in mathematics. Whilst student's IT skills were strong, there was inconsistent use of IT, partly due to unreliable Wi-Fi access. For example, in a business studies lesson, which explored how the government influences business, they researched the role of the Governor in the Cayman Island in pairs. They researched four sub-categories and then shared what they had learnt with the rest of the class. The lesson demonstrated their independent and collaborative learning skills, as well as learning related to the real world. Students' engagement was high when they were active learners for example in a tourism and leisure lesson, with a guest speaker from the Tourist Board, students created their own questions then evaluated how effective they had been. However, this was an inconsistent for students due to the lack of opportunities in a number of subjects such as English and mathematics. Students were able to problem solve, identify hypotheses and analyse data to draw conclusions in science related subjects.

Assessment




Assessment was good. Assessment practices were comprehensive and aligned with the curriculum. All students took a baseline test on entry to the Centre. They completed a CXC Student Profile, which recorded their previous academic results, their school-based assessment and baseline tests. Teachers tracked information on their student monitoring sheets. The school issued a monthly report on all students, highlighting strong and weak progress and attainment. Termly reports were issued to students, recording attendance, previous qualifications, predicted grades for 2023, teacher comments and next steps for learning. The school had recently issued a biweekly Attitude to Learning report which had been positively received by parents and students.

The vocational subjects used BTEC assessment materials that followed the External Verification (EV) and Internal Moderation (IM) quality assurance model. Assignment briefs were moderated internally, and across the government high schools ensuring the standardisation of grades and marking. There was meticulous documentation and recording for all BTEC and vocational course assessment requirements.

There was a centre marking policy for the core subjects of English and mathematics. Assessments were linked to the examination rubric and requirements. Most teachers knew their students well and had a broad knowledge of their students' attainment and progress. They used a variety of assessment techniques to regularly check students' understanding and progress. In English students were generally given effective written and verbal feedback. Not all books were marked in mathematics, but students received verbal feedback in all lessons seen. Teachers were not always using assessment information to modify their teaching to meet individual needs. Peer and self-assessments were not a regular feature in all lessons.

CURRICULUM

Quality Indicator	Post-16 Inspection Judgement
4 Curriculum	 Satisfactory



Curriculum

The quality of the curriculum was satisfactory. The Centre prioritised improving grades in English and mathematics and the curriculum provision reflected this. However, alongside this provision. The Centre offered a broad range of Level 1, 2 and 3 qualifications This broad and balanced offer was categorised into creative, sporting and practical experiences, encompassing media, beauty, sports, construction and automotive courses. The curricular aim was to ensure a positive pathway into a full range of technical and vocational careers to support students' aspirations. However, on some courses, for example, in construction there were insufficient places to meet demand. A curriculum review had resulted in the introduction of a number of new courses, such as one in leadership and management and the extended project, both of which enhanced the offer of courses up to Level 3. The review had recognised the need for more Level 1 and 3 courses, as yet this had not been supported by the Ministry of Education.

Work experience allowed most students to transfer their vocational and commercial skills into short-term placements or full apprenticeships, for example with the Public Works Department. A minority volunteered within the community. For students with additional learning needs, support across all areas of the taught curriculum provided both an inclusive and educational environment but too few subjects were offered at a level appropriate to their needs. As a result, only a minority of students with special educational needs achieved externally recognised qualifications in English and mathematics but were successful when the appropriate vocational programmes were offered.



SAFETY AND SUPPORT

Quality Indicator	Post-16 Inspection Judgement
5.1 Health and safety	 Satisfactory
5.2 Support and guidance	 Satisfactory



Health and safety

Health and safety were judged as satisfactory. The health and safety of the students is well maintained even though the premises are due to be demolished next year with the Centre moving to a re-furbished former John Gray High School site. Facilities management responded quickly to the needs of the Centre maintaining the integrity of the site. The premises were reasonably presented, given their age, with grounds staff and cleaners keeping the site clean and tidy. Procedures were in place for monitoring work placement that included risk assessments. Students were kept safe during the day with old machinery and other stored items off limits to students. Most staff were up to date with child protection training and were aware of the safeguarding policies. The Centre had made progress with offering healthy food options although this was not yet systematic. Top Taste provide food for the Centre and had been successful with the salad bar and fruits; however, during the inspection only a minority of students had signed up for the breakfast. Due to the nature of the Centre, sport and physical activity was limited. This was compounded by transport issues that impacted any after school clubs and extracurricular opportunities.

UCCI

Dual Entry students were safe with procedures for signing in and out of the college monitored by a dedicated programme manager. Students were easily identifiable through the specific colour uniform with security aware of the need to manage their entry and exit. Staff at UCCI had undertaken the latest child protection training from the Ministry of Education. In addition, the college has updated the safeguarding policy as part of the new MOU between the college and the Ministry of Education

SAFETY AND SUPPORT







Support and guidance

Support and guidance were judged as satisfactory. The Centre had seen a significant increase in the number of students with SEND since the previous inspection, with the higher proportion having Social, Emotional and Mental needs (SEMH). The Centre counsellor had conducted a survey that further indicated that a significant minority of students were classed as at risk. The Centre provided trauma training for staff that supported the increase in SEMH students. However, the effectiveness of the SENCO was hampered by a lack of staff to provide the appropriate level of support for the increased SEND numbers. Teachers were aware of the personal and academic needs of students. Transition information from feeder schools was not always up to date and took too long to arrive. Staff monitored the progress of students through Learning Support Plans, the monthly Attitude to Learning Profile and summative academic assessments over the course of the year. The Centre effectively monitored and recorded students through behaviour logs, and intervention reports with follow up actions for staff and leaders. Students received careers guidance and were supported with work placements two days a week. There were productive links with employers for instance, science students benefitted from the Centre's relationship with the hospital and the UCCI nursing program. Workplaces were checked and safeguarding training was offered to companies, though not all of them had taken up the offer,

Dual Entry students at UCCI were monitored regularly during the day and now had a fulltime CIFEC staff permanently on site. Students were further supported through Student Life Services. Staff at the UCCI noted that late publication of CXC exam results continued to be problematic. One consequence was that a number of students who were enrolled on the Dual Entry program as a result of predicted grades which were later to be found incorrect. Academic advisors provided three mid-term progress sessions and the CIFEC dual entry manager organised parental meetings. Students and parents also had access to online reports and grades via the virtual learning environment Blackboard.

LEADERSHIP AND MANAGEMENT

Quality Indicator	Post-16 Inspection Judgement
6.1 Leadership	 Satisfactory
6.2 Self-evaluation and improvement planning	 Satisfactory
6.3 Links with parents and the community	 Satisfactory
6.4 Staffing and the learning environment	 Weak



Leadership

Leadership was judged satisfactory. Senior leaders were competent, and day to day the Centre functioned effectively to support students' learning. The roles of senior leaders were clearly defined, and they had individual responsibility for core subjects, vocational subjects and SEND. The impact of individual leaders was stronger in SEND and vocational areas than in mathematics and English. Although only newly appointed, the Director had already taken action through professional development days which has had an impact on raising staff morale and creating greater staff cohesion. A performance management process had just been introduced and the impact of this not evident as yet. Staff are committed to the ethos of the Centre, and in the staff survey all thought that the Centre provided a good quality of education and most thought it is well led. Leaders understood that further improvements needed to be made such as outcomes in mathematics which needed to improve. The relationship with UCCI needed to be further developed, particularly the allocation of dual entry students and the monitoring of progress. The Centre would like to expand the number of Level 1 and 3 vocational courses to better meet the needs of the students but the decision to do so is with the Ministry of Education. Recommendations from the previous inspection had been partially met.



Self-evaluation and improvement planning

Self-evaluation and improvement planning was satisfactory. The Centre's self-evaluation was closely aligned with the Successful Schools Achieving Students 2 framework. Some of the judgements in the self-evaluation in areas such as attainment were accurate, although others were over optimistic. Members of the senior staff had been involved in the writing of the SEF and had the opportunity to have a final say in the grading. Improvement planning was detailed and strategic with clear timelines and a designated senior leader to take responsibility for issues which had been identified. For example, there was a clear strategy in place to improve formative marking. Regular observation/learning walks had taken place and feedback meetings had been set up. There were a range of opportunities available for staff to collaborate professionally. For example, they worked in groups to prioritise goals for the coming year. However, some staff, particularly in vocational areas, expressed a need for more specialist subject training. Reasonable progress has been made in addressing the recommendations from the previous report, particularly around appointing middle leaders and strengthening performance management.

LEADERSHIP AND MANAGEMENT



Links with parents and the community

Links with parents were improving and were now satisfactory. Recommendations identified in the previous inspection had been progressed. The Director had set up a WhatsApp group for parents which was regularly used by the majority of parents and in a recent meeting parents reported that they fully appreciated the ability to raise concerns and the swiftness of the response. Reporting to parents was regular and every two weeks they received a report which focuses on students' attitudes to learning. There are good links with community and local businesses that provide workplaces for students e.g. HSM law firm. However, there are still a minority of students who had yet to be placed. A variety of churches also partner with CIFEC to come in and provide further pastoral support during tutorial time, enhancing the presence of mentors at school from the community.

Workshops and training are provided by outside agencies such as Department of Environmental Health, Tourism Department, Health Services Authority, Red Cross, Fire Services, Hazard Management, and the Alex Panton Foundation. A partnership with the National Drug Council (NDC), as well as community organisation and charities helped to build community links.



Staffing and the learning environment

Staffing and the learning environment were weak. All staff are suitably qualified, and some teaching assistants are qualified teachers which enhanced the quality of teaching in some lessons such as Hospitality. In all vocational courses staff are well-qualified and passionate about their curriculum areas. To assist with the growing number of dual entry students attending UCCI, a member of staff who was originally co-ordinating activities with students at UCCI along with a partial teaching load, has now been placed full-time at UCCI to provide better provision for students. The SEND coordinator had a clear focus on the needs of students but did not have sufficient additional staff to fully respond to the increasing numbers of students with additional needs. Laptops were readily available, and most students were confident in using them, but research was often hampered by an inconsistent Wi-Fi signal.

Although the site maintenance team continually strive and succeed to keep the site safe for students the general age and lack of facilities were not adequate to support the curriculum and extra-curricular needs of students, particularly in some of the vocational areas such as motor vehicle studies and sport.

SURVEY RESULTS

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

Students	242	Parents	153	Staff	33
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Students

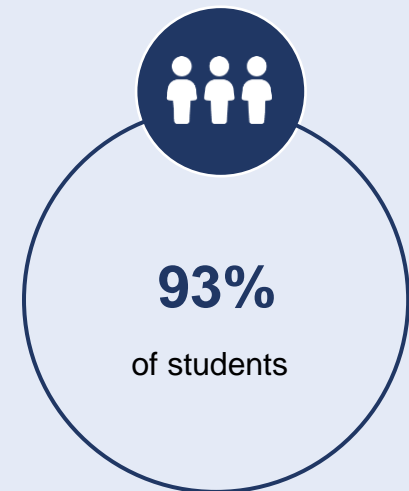
Survey: “I am satisfied with the quality of education provided at this school.”

Students based at CIFEC.

One hundred and eighty-five students completed the survey. Most students felt they had made good progress in English and mathematics. Science was not studied by all students but those who did felt they were making good progress. Almost all felt they made good progress in other subjects. Almost all believed lessons were good. Most enjoyed their lessons and thought that teachers helped them to understand their work and explained how to complete it. Students also felt they had the right amount of homework, and that the college provided the right subject choices. Almost all also thought the college provided good career choices. However, only a majority were positive about the range of extra-curricular activities.

Most students felt that behaviour was good but only a majority, thought that they showed a sense of responsibility and environmental awareness and understanding. Most believed the school treated them fairly and that they were safe, including on the buses. A majority thought that the college provided effective support for SEND students and received regular reports and that the college dealt effectively with any bullying. However, a significant minority disagreed. Most believed the college was well-led and had well-qualified staff. Overall, almost all (93%) students were satisfied with the quality of education at the college.

63 responded with comments. The majority of comments were positive. Concerns were expressed, about the food, the lack of PE and the need for extra-curricular activities.



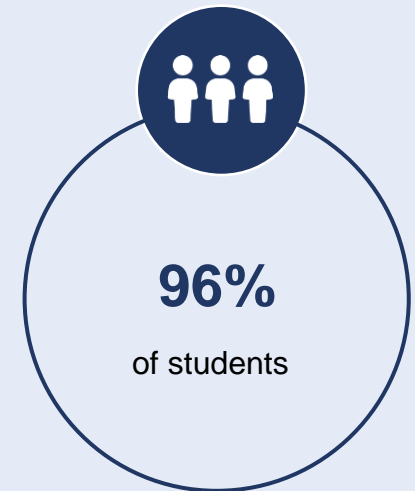
Strongly Agree and Agree

9% Increase since the last inspection

SURVEY RESULTS

Students based at UCCI

Fifty-seven students who were based at UCCI responded to the questionnaire. Their responses were very similar to CIFEC. Most students felt they had made good progress in English and mathematics related subjects. Science was not studied by all students but those who did felt they were making good progress. Almost all felt they made good progress in other subjects. Almost all believed lessons were good. Most enjoyed their lessons and thought that teachers helped them to understand their work and explained how they could do it. They gave a more positive response to the provision of extra-curricular activities than CIFEC students. Similarly, only a majority in both institutions thought bullying was dealt with effectively. Also most thought the college was well-led and had well-qualified staff and almost all (96%) students were satisfied with the quality of education at the college. A few students made comments, and these were mostly positive.



Strongly Agree and Agree

Initial survey

SURVEY RESULTS

Parents

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

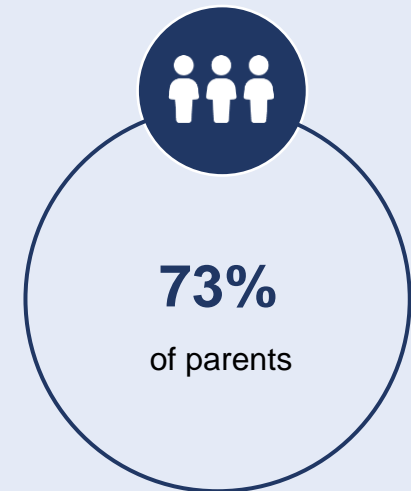
Parents of students based at CIFEC.

123 parents responded to the survey which is a significant increase on the previous inspection that was only 34 in 2022. A significant minority of parent respondents agreed that their child is making good progress in science which is a drop of 10% from the last inspection. In mathematics the majority agree that their child is making good progress which is a decrease since the last inspection. The majority of parents agree that the behaviour of students in the school is good and significant minority agree that the school effectively deals with incidents of bullying. Furthermore, a significant minority of parents reported that the school provides good support to students with SEND. Most parents reported that their child does enjoy most of the lessons, is inspired to learn and that their child is developing a good environmental awareness.

Parents of students based at UCCI

30 parents responded to the questionnaire which this year specifically looked at UCCI as part of CIFEC. Most responses were positive, suggesting progress was good across the three core subjects. The majority of parents reported that the college provides good support for SEND students and that the behaviour of students is good. Less than three quarters of parents reported that their child is safe on buses and bullying is dealt with effectively. Almost all parents agree that they are satisfied with the quality of education at UCCI.

Overall, most parents across CIFEC and UCCI were satisfied with the quality of education provided.



Strongly Agree and Agree

1%
Decrease since the last
inspection

SURVEY RESULTS

Staff

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

Thirty-three members of staff, both teaching and non-teaching staff, completed the survey. More than three-quarters of respondents had worked at the college for over three years. Most were very supportive of the college’s culture and agreed it was a safe and caring place. Most thought that student behaviour was good, and they demonstrated a sense of responsibility. Almost all believed the college catered for students’ next steps in learning and treated students fairly. Most felt that bullying was dealt with appropriately, SEN students were supported, and students were helped to make future career choices. Almost all staff thought that the college was well-led. A majority have been involved with the college’s self-evaluation and improvement planning processes and felt well supported by a professional development programme. Most staff agreed that the college had well-qualified staff and that the assessment systems were good, but a minority thought there was a need for more resources. Almost all thought the college had wide links with the community. A significant minority however had concerns about parental involvement and support and felt that parent-teacher meetings were not well attended.

Sixteen members of staff submitted written comments. They suggested the need for better buildings, more resources, a two-year rather than one-year curriculum, more teaching resources and more parental involvement. There were no significant differences from the previous report.

All members of staff thought the college provided a good quality of education.



Strongly Agree and Agree

3%

Increases 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.

www.oes.gov.ky





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