

INSPECTION REPORT

OFFICE OF EDUCATION STANDARDS
CAYMAN ISLANDS GOVERNMENT
NOVEMBER 2022



**GRACE CHRISTIAN
ACADEMY**

GRACE CHRISTIAN ACADEMY

TABLE OF CONTENTS

Introduction	3
School Information	5
Summary	8
Performance Standard 1. Helping our students to achieve in key areas of their learning	8
Performance Standard 2. Promoting our students' personal and social development	9
Performance Standard 3. Ensuring effective teaching to support our students' learning	9
Performance Standard 4. Offering a curriculum that meets the educational needs of all of our students	10
Performance Standard 5. Keeping our students safe and always supported	10
Performance Standard 6. Leading and managing our school and developing our links with the community we serve	
Key Strengths and Recommendations	12
Achievement	14
Students' attainment in relation to international standards	14
Students' progress in key subjects	16
Students' Personal and Social Development	19
Teaching, Learning and Assessment	21
Curriculum	24
Safety and Support	25
Leadership and Management	26
Survey Results	30
Next Steps	33
About the Office of Education Standards	34



INTRODUCTION

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

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

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

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





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



INTRODUCTION

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

The four levels are defined as follows:

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	Grace Christian Academy
	Address	21 Crescent Cl, West Bay, Cayman Islands
	Telephone number	1 (345)-945-0899
	Website	gracechristianacademycayman.org
	Name of the principal	Mrs. Bernice Scott
	Date of this inspection	November 15 - 17, 2022
	Date of the last inspection	October 2018

Students

	Number of students on roll	114
	Age range of the students	4-18 Years
	Grades or year groups	Pre-Kindergarten to Grade 12
	Number of Caymanian students	90
	Number of students with special educational needs	19
	Largest nationality group of students	Caymanian

SCHOOL INFORMATION

Staff

	Number of teachers	16
	Number of teaching assistants	2
	Teacher-student ratio	1:7
	Teacher turnover	25%

Curriculum

	Main curriculum	US New York State Engage
	External tests and assessments	IOWA, PSAT, Advance Placements, SAT
	Accreditation	Association of Christian Schools International Affiliation

SCHOOL INFORMATION

Grace Christian Academy is located in West Bay. It is a fee-paying, assisted school with a Christian character. The school is an inclusive school; admitting students with Special Educational Needs. In recent years, as much as 31% of the student population had Special Educational Needs. This year, however, 17% of the school fall within this category. Grace Christian Academy utilises the New York State Engage curriculum which aligns with College Board and Advanced Placement Programming. The Engage Curriculum is an application of the Common Core. The school uses the IOWA Assessments to determine overall achievement in the core subjects.

The school has Board of Directors, Principal and a Vice Principal who also operates as the Special Educational Needs Coordinator and the Child Protection Officer.
















For the purposes of this inspection, inspectors would report on four phases of the school. These were:

- Phase 1. Early Years – Pre-K and Kindergarten;
- Phase 2. Elementary – Grades 1 to 5;
- Phase 3. Middle – Grades 6 to 8;
- Phase 4. High – Grades 9 to 12.



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	Middle 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	▲	 Satisfactory	▶
1.2 Students' progress in English	 Good	▲	 Satisfactory	▶	 Satisfactory	▶	 Satisfactory	▼
1.1 Students' attainment in mathematics	 Satisfactory	▲	 Satisfactory	▶	 Satisfactory	▶	 Satisfactory	▶
1.2 Students' progress in mathematics	 Satisfactory	▲	 Satisfactory	▼	 Satisfactory	▼	 Satisfactory	▼
1.1 Students' attainment in science	 Satisfactory	▲	 Satisfactory	▼	 Satisfactory	▶	 Satisfactory	▶
1.2 Students' progress in science	 Satisfactory	▲	 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	Middle 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	▶	 Good	▶
2.2 Students' civic and environmental understanding	 Good	▲	 Good	▲	 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	Middle Inspection Judgement	Change in judgement since last inspection	High Inspection Judgement	Change in judgement since last inspection
3.1 Teaching	 Satisfactory	▲	 Satisfactory	▼	 Good	▶	 Satisfactory	▼
3.2 Learning	 Satisfactory	▲	 Satisfactory	▼	 Good	▶	 Satisfactory	▼
3.3 Assessment	 Satisfactory	▶	 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	Middle Inspection Judgement	Change in judgement since last inspection	High Inspection Judgement	Change in judgement since last inspection
4 Curriculum	 Satisfactory	▲	 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	Middle Inspection Judgement	Change in judgement since last inspection	High Inspection Judgement	Change in judgement since last inspection
5.1 Health and safety	 Good	▲	 Good	▲	 Good	▲	 Good	▲
5.2 Support and guidance	 Satisfactory	▶	 Satisfactory	▶	 Satisfactory	▶	 Satisfactory	▶

SUMMARY

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

Quality Indicator	School Inspection Judgement	Change Since Last Inspection
6.1 Leadership	 Satisfactory	▶
6.2 Self-evaluation and planning ahead	 Satisfactory	▶
6.3 Links with parents and the community	 Good	▲
6.4 Staffing and the learning environment	 Satisfactory	▶

KEY STRENGTHS AND RECOMMENDATIONS

What the school does well

- Support for students with Special Educational Needs helped to ensure that almost all students with SEN made better than expected progress from their starting points.
- The school promoted the local culture and provided a variety of opportunities for students to participate in cultural and conservation projects.
- Partnership with parents and the community helped to support student learning and improved their civic and environmental understanding.

Recommendations

Improve systems for monitoring teaching and learning to raise standards for all students by:

- Ensuring that the teacher observations and performance management structures are robust and aligned to the inspection framework
- Ensuring consistent high-quality teaching across the school that positively impacts students' learning

Further development of middle leaders so that they can more effectively carry out their roles

Improve analysis and use of data to ensure staff provide adequate support and challenge for all learners by:

- Ensuring assessment systems match the curriculum standards
- Improving moderation procedures to ensure that teacher assessments accurately reflect the knowledge and skills of the students
- Effectively analysing and using data to guide the work of the school

What has improved since the last inspection?

- Outcomes in the Early Years phase
- Students' behaviour for good learning
- Civic and environmental understanding
- Health and Safety
- Governance arrangements
- Links with parents and the community



OVERALL PERFORMANCE

► Satisfactory

Grace Christian Academy was judged as satisfactory. Achievement in core subjects was judged as satisfactory in all phases. Students with Special Educational Needs, however, made better than expected progress from their starting points.

Students' behaviour throughout the school was good, with respectful relationships being evident. However, consistent application of the behaviour management strategies would ensure that all students continued to improve to regulate their own behaviour. Students had a good understanding of their Caymanian identity and even the youngest children could identify national symbols such as the Cayman Flag. Older students understood aspects of the Cayman economy and environmental issues.

Teaching and learning were judged as satisfactory in early years, elementary and high school phases and good in middle school. There was effective teaching and learning in most classes, with teachers having a sound subject knowledge. In more effective lessons, all students had appropriate challenge and were fully engaged in the lesson. However, there were instances where teachers did not inspire learning, and students were therefore too passive in these lessons. Teachers had a good understanding of the strengths and areas for development of their students, however, systems for assessment required review to ensure teachers had appropriate information to support each learner.

The curriculum in the compulsory phases followed the New York State Engage curriculum and was judged as satisfactory across the school. The Early Years classes followed the Cayman Islands Early Years Curriculum Framework. The curriculum offering was enhanced with art, music and PE, including swimming lessons for early years and elementary students. Transitions into the school and within the school were arranged well, but further development to offer support for students transitioning out of Year 12 was required.













Health and safety of students and staff was a priority at the school and were judged as good. There were rigorous systems and recording keeping in place, with all staff having appropriate child protection training and parents reporting that they felt their children were safe at the school. Support and guidance were judged a satisfactory, with respectful and supportive relationships being evident across the school. Support for students with Special Educational Needs was a strength of the school.

Leadership was judged as satisfactory, with collegiate working relationships between staff and leaders. Significant improvements had been made since the last inspection on governance arrangements, with the Board being active in the life and development of the school. Self-evaluation and improvement planning were judged as satisfactory and required further development. The school had made satisfactory progress towards addressing the recommendations from the previous report. Links with parents and the community was a strength of the school and these links added to the learning opportunities for students. Staffing and the learning environment were satisfactory, with a new building and an on-site pool being strong features which improved the curriculum offering.



ACHIEVEMENT

Students' attainment in relation to international standards

Students' attainment in relation to international standards	Early Years Inspection Judgement	Elementary Inspection Judgement	Middle Inspection Judgement	High Inspection Judgement
1.1 Attainment in English	 Satisfactory	 Satisfactory	 Satisfactory	 Satisfactory
1.1 Attainment in mathematics	 Satisfactory	 Satisfactory	 Satisfactory	 Satisfactory
1.1 Attainment in science	 Satisfactory	 Satisfactory	 Satisfactory	 Satisfactory

English

Students' attainment in English was judged as satisfactory at all phases. Internal and external assessment data as well as lesson observations showed that most students attained levels that were in line with curricular standards. At Early Years, a strong emphasis on phonics supported children's ability to segment and blend letter sounds and to recognise sight words. At Elementary, most students were able to use similes appropriately in sentences and to identify textual features. Middle School students demonstrated satisfactory understanding of sentence structure and could write paragraphs using compound and complex sentences. At the High School phase most students were developing appreciation for literature and poetry and demonstrated appropriate skills in literary criticism and a majority were able to explain how the social context influenced the themes in the play *A Raisin in the Sun*. Students' vocabulary and comprehension skills were strengths in English across Middle and High School. A majority of students in Elementary and High School were able to read, analyse and synthesise information. At the High School phase there were planned opportunities for students to engage in extended writing, including in Social Studies lessons. The school's internal data showed that as a result of tiered reading interventions a majority of students with special educational needs were making acceptable or better progress in reading.



ACHIEVEMENT

Students' attainment in relation to international standards



Mathematics

Students' attainment in mathematics was satisfactory across all phases of the school. Data from external assessment, lesson observations and work scrutiny indicated that students were working at the curriculum standard. Most early years children were beginning to count and categorise objects using terms like big and small. In Elementary school most students were using their mental arithmetic without teacher support. They could add, subtract and divide using single digit numbers. A few could use double digits. Most students could count in sequence finding patterns in number. Older students in elementary could tell the analogue time and with teacher support were beginning to add and subtract time. Few students knew the rules for dividing by 3 and 4. In middle school students could sequence positive and negative integers using the mathematical language and symbols for greater and less than. High school students could use interval notation symbols when solving and writing equations, a few students could explain negative and positive infinity. Older students were able to describe and use vertical and horizontal compressions within quadratic functions.






Science

Students' attainment in science was satisfactory across all phases of the school. External and internal data was contradictory. Lesson observations and work scrutiny correlated with IOWA data and indicated that students were working at the curriculum standard. Pre-Kindergarten children learned about the life cycle of a butterfly and a pumpkin and were able to sequence picture cards correctly to demonstrate their knowledge in this area. In Years 2 and 3, students learned about the body, including the digestive system and the skeleton. Most children were able to confidently share facts about the skeleton and made links to a prior unit of learning on nutrition when talking about supporting healthy bones. Students in Middle School learned about the states of matter and the periodic table. High School students explored physical and chemical changes and velocity. In less effective lessons, high attaining students were not given the opportunity to advance in their learning. Students required consistent access to opportunities for practical experiments where they could learn more about the scientific process, safety and deepen their critical thinking and problem solving in the subject.

ACHIEVEMENT

Students' progress in key subjects

Students' progress in key subjects	Early Years Inspection Judgement	Elementary Inspection Judgement	Middle Inspection Judgement	High Inspection Judgement
1.2 Progress in English	 Good	 Satisfactory	 Satisfactory	 Satisfactory
1.2 Progress in mathematics	 Satisfactory	 Satisfactory	 Satisfactory	 Satisfactory
1.2 Progress in science	 Satisfactory	 Satisfactory	 Satisfactory	 Satisfactory

English

Progress in English was judged satisfactory at Elementary, Middle and High School and good at Early Years. In lessons and recent classwork most students demonstrated age-appropriate knowledge and understanding of grammar and writing conventions. At Early Years, children made good progress in their understanding of the main ideas in a story on careers and could apply their learning to real life contexts. Most Kindergarten children were able to write sentences using sight words. Most students at Grade 1 demonstrated fluency in reading and were developing good communication skills. By Grade 3 students made satisfactory progress in their understanding of similes. Grade 4 students were able to write examples of synonyms and then checked the accuracy of their responses using online dictionaries. By Grade 5, a majority of students could identify and explain textual features. As students progressed through the school, they developed their writing and comprehension skills well. Middle School students demonstrated understanding of elements of plot such as types of conflict and characterisation. By the High School phase, most students demonstrated satisfactory understanding of themes and the strategies writers used to shape and influence characterisation. However, in a significant minority of

ENG

ACHIEVEMENT

Students' progress in key subjects

lessons, high achieving students did not always make the progress they were capable of because activities did not always provide sufficient challenge.

Mathematics

Progress in mathematics was satisfactory across all phases of the school although better progress tended to be in Elementary School. Most students in mathematics had made expected progress against international benchmark assessments and better than expected when internally assessed. Although, this was contradicted by progress in lessons and student workbooks which indicated most students made expected progress. From Early Years to Grade 12, most students successfully improved and extended their problem-solving skills by working with more complex and abstract contexts. In early years, children could use their understanding to explain the shape and sequence of objects they had assembled. By Grade 3, students could use and sometimes independently select manipulatives like number lines, place value charts and multiplication tables to progress their learning. By Grade 4, students were extending their problem-solving skills and mathematical vocabulary although students required greater support regarding methods and strategies. By Middle School age, students used and compared different methods such as rounding and benchmarking to solve problems. Throughout the High School most students were able to use online applications like GEOBRA and DESMOS to check for mistakes and progress their learning. Older students were developing a sound understanding of algebraic expressions and the ability to solve more complex equations.



ACHIEVEMENT

Students' progress in key subjects











Science

Students' progress in science was satisfactory across all phases of the school. Results from the IOWA assessments from previous years showed that there was uneven progress across different year groups. For example, Grade 7 students moving to Grade 8 had regressed whilst Grade 10 students moving to Grade 11 made better than expected progress. However, the data, work scrutiny and evidence during lesson observations did support that most students made expected progress from their starting points in science. In a Pre-Kindergarten science lesson, children explored features of a pumpkin, including measuring the circumference using connecting links and the height using Unifix Cubes. They drew representations of their prediction of what the inside of the pumpkin would look like, and then compared their predictions when the teacher gave them a cut pumpkin to explore. Grade 4 students were introduced to information about light and how it travels. By Middle School this had progressed to a more complex understanding about light such as the difference between luminous and illuminated objects, refraction and reflection. Students learned about the elements in the periodic table and collaborated to answer questions such as whether different combinations of the same atoms produced different elements. Teaching now needed to support further practical experiments and ensure more able students are sufficiently challenged.



STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT

Students' personal and social development	Early Years Inspection Judgement	Elementary Inspection Judgement	Middle Inspection Judgement	High Inspection Judgement
2.1 Positive behaviour for good learning	 Good	 Good	 Good	 Good
2.2 Students' civic and environmental understanding	 Good	 Good	 Good	 Good

Behaviour



Students' behaviour for learning was good across all phases of the school. Students of all ages were generally polite and respectful both to staff and their peers. They were often supportive and helpful to their fellow students. The school was a calm, orderly and safe learning environment that emulated and practiced the Christian values. School rules were respected and consequently, there was very little disruptive behaviour in lessons or around the school. Any incidents of inappropriate behaviour were logged and monitored by school leaders. In less engaging setting students were not given sufficient opportunities to be active learners. Thus, some students were passive and compliant learners. Students spoke of no bullying and those surveyed reported feeling safe at school. Almost all students adhered to the school uniform policy and were proud of their school and keen to represent at events. Attendance rates had not yet returned to pre-COVID-19 levels, and some high school punctuality needed improvement.

STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT



Civic and environmental understanding

Students' civic and environmental understanding was good across all phases of the school. The promotion of Caymanian culture was well embedded in the school. Students were knowledgeable of local landmarks and could name places that promoted awareness of Caymanian culture and heritage. Recently, students rescued a freshwater turtle that served as a springboard for them to learn about local species and had led to a beneficial partnership with the Department of Environment. A Christian education philosophy guided the work of the school. Consequently, all students were developing age-appropriate understanding of the importance of Christian religion to the Cayman Islands. Older students were knowledgeable of economic activities in the Cayman Islands such as tourism, banking and finance. Through activities such as recycling and gardening, students were developing appropriate awareness of environmental sustainability issues. Also, a range of activities including visits to the mangroves, the Central Caribbean Marine Institute as well as visits to Cayman Brac were effectively promoting students' environmental understanding. In the past, students had participated in the Chamber of Commerce Earth Day Clean ups as well as turtle release programmes. Students' participation in annual events such as International Day successfully promoted their awareness of Caymanian cultural traditions as well as their appreciation for the other cultures. The student council provided opportunities for students to develop their leadership skills and to contribute meaningfully to citizenship activities in the community. For example, students had raised money to purchase resources for children and senior citizens' homes. There was scope to strengthen the students' council to extend student voice so they can be involved in decisions about their learning and development.



TEACHING, LEARNING AND ASSESSMENT

Teaching, learning and assessment	Early Years Inspection Judgement	Elementary Inspection Judgement	Middle Inspection Judgement	High Inspection Judgement
3.1 Teaching	 Satisfactory	 Satisfactory	 Good	 Satisfactory
3.2 Learning	 Satisfactory	 Satisfactory	 Good	 Satisfactory
3.3 Assessment	 Satisfactory	 Satisfactory	 Satisfactory	 Satisfactory

Teaching

Teaching was satisfactory in Early Years, Elementary and High and good in Middle school. In most lessons observed, teaching was satisfactory and a significant minority were good or better. In the core subjects teaching was good. Therefore, teaching was inconsistent across the school. Lessons were well planned and closely linked to state standards however, assessment information and adaptations in planning did not always make it into lessons. Thus, specific differentiation or student next steps were not always evident in teaching. Where teaching was less effective, the structure and pace affected learning because it limited the time spent developing knowledge and skills. Some teaching was didactic with too much teacher talk stifling opportunities for students to make individual progress. Teaching was better, particularly in the Middle school core subjects and some High School lessons, where teacher questioning was deep and meaningful; eliciting more critical thinking from students. Teaching strategies addressed most students' needs. For instance, in Grade 6 science, teaching utilised a model and one to one support to scaffold progress. In the more effective High School lessons, particularly English and mathematics, learning intentions were matched to curriculum standards and the needs of previous student assessment.



TEACHING, LEARNING AND ASSESSMENT



Learning

Students' learning was satisfactory in Early Years, Elementary and High and good in Middle school. In better lessons that were interesting and vibrant, students demonstrated positive attitudes towards learning. For instance, in a Grade 3 PE swimming session, students were active learners in progressing their swimming skills, setting targets and choosing their level of teacher support. In Grade 12 Algebra, students interacted and collaborated with peers matching interval families and answering follow up questions. In science younger children could link their marshmallow models to cars in the real world and one, specifically, a Tesla. In some Elementary mathematics lessons students did work in groups to solve problems but lacked the requisite skills to produce good work. In general, inconsistencies in teaching across the school resulted in some disengagement and thus limited progress for passive learners. Older students frequently used their laptops in lessons although IT use by students in lower grades was limited. Higher order and critical thinking skills although a developing feature were observed in better lessons across all phases. For instance, in Grade 6 mathematics students were regularly asked "How do you know this?" as a follow up question and in Grade 11 students were able to discuss a variety of possible solutions and the complex notion of negative infinity.



Assessment

Assessment was judged satisfactory at all phases of the school. As a result of small class sizes, teachers knew the strengths and weaknesses of their students. There was a school-wide marking policy, but this required review to include all aspects of assessment practice including target setting. Systems were in place to track students' progress and achievement and students' data was measured at key points in the school year. Teachers cross referenced data with the IOWA data and then completed SWOT analysis to determine students' learning gaps. However, the use of target setting so students knew what level they were at and what they were working towards was underdeveloped. Students' assignments and grades were regularly entered and monitored using the school's assessment software, but students did not always have ready access to their external assessment results. Although a range of data was available on students' performance, this was not meaningfully organised to ensure a comprehensive, data driven approach to teaching and learning to raise students' standards of achievement. Across the phases of the school, students' work was marked regularly but there was variability in the quality of written feedback. In the better lessons, assessment for learning strategies such as questioning, and pair and group work were used successfully to promote students' learning.

TEACHING, LEARNING AND ASSESSMENT

Additionally, the student support team had developed individualised support plans and comprehensive assessment profiles of students with special educational and additional learning needs to support them in their learning.



CURRICULUM









Offering a curriculum that meets the educational needs of all students	Early Years Inspection Judgement	Elementary Inspection Judgement	Middle Inspection Judgement	High Inspection Judgement
4 Curriculum	 Satisfactory	 Satisfactory	 Satisfactory	 Satisfactory

Curriculum

The curriculum was satisfactory across all phases of the school. The curriculum was broad and balanced and followed the New York Engage state standards. The Pre-Kindergarten curriculum had improved since the previous inspection and was now play-based, with built-in opportunities for children to learn in real life contexts. Outside of the core, the school offered a range of additional subjects; Social Studies, Religious Education, Music, Art and PE (including swimming). Although IT was integrated, this was less evident in the lower school. In High School the curricular offering supplemented Music for two chosen electives in Grades 11 and 12. There were Advanced Placement classes in English and Biology which required additional afterschool lessons. The curriculum was monitored by departmental staff although it was unclear what adaptations, if any, had been made following any review. Curricular support for transition for Grade 12 students was through a College Prep class which provided guidance for US and Canadian college applications, although support for UK institutions needed further development. Support for those entering the workplace was less well developed and was highlighted by students as an area for improvement. Those moving up within the school, particularly Elementary to Middle School, shared timetables and some common teachers prior to transition. The school provided extra-curricular activities in the form of clubs and sports. For instance, the school fielded two Volleyball teams and entered the school's inter-primary sport. Links with the wider community enriched the curriculum such as visits from ENT doctors that linked to personal and social health, singing and music for the Pines and Golden Age Care homes, trips to the Mangroves for Grades 4 and 5 and to Little Cayman CCMI for Grade 6.



SAFETY AND SUPPORT

Keeping our students safe and always supported	Early Years Inspection Judgement	Elementary Inspection Judgement	Middle Inspection Judgement	High Inspection Judgement
5.1 Health and safety	 Good	 Good	 Good	 Good
5.2 Support and guidance	 Satisfactory	 Satisfactory	 Satisfactory	 Satisfactory

Health and safety

The arrangements for health and safety were judged as good across all phases of the school. School leaders and staff placed a high premium upon the health and wellbeing of students. All regulatory requirements regarding Fire, Public Health and Environmental Health were met. The premises were clean, and buildings were well maintained. Record keeping was precise. Risk assessments were conducted for field trips. Students were well supervised during lunch and outdoor play. All visitors were required to sign in and out and to wear visitors' badges. Security cameras were used to monitor the premises and a security guard was recently employed. Arrangements for child safeguarding were robust. All staff had completed child protection training with only a few staff still to complete the in-person component of the training. Designated Child Protection Officers were in place. Most parents who responded to the OES online survey reported that their child was safe and cared for at school. Healthy living was systematically promoted in the school through regular planned opportunities for students to participate in physical education classes and swimming. During the inspection, a majority of students brought nutritionally balanced lunches from home. A minority of students had expressed the desire for improvement to lunches provided by external providers.









Support and guidance

Support and guidance in all phases across the school were judged as satisfactory. Teachers knew their students' needs well and relationships between staff and students were respectful and supportive. The school had an effective approach to managing behaviour, although there was a need for more consistent reference to the behaviour strategies to help students better self-regulate. There were systems for teachers to monitor the rates of students' progress through external exams, teacher assessments and marking of work. However, the external and internal assessment data were contradictory and marking and feedback in books was inconsistent. Parents received regular feedback on their child's progress, both formally and informally. There were appropriate arrangements for transitions however, further development was needed in the area of supporting students as they transitioned on to the next phase of life after compulsory school. The school supported students with special educational needs, ensuring that many made better than expected progress and some children were being transitioned off of the learning supports and accommodations as they made progress. Interventions in reading helped improve students' reading level and comprehension, in turn giving them greater access to the curriculum. The SEN staff created detailed learning profiles for all students with SEN, analysed data and had clear and useful Learning Support Plans for each child. Support for students with special educational needs was a strength of the school.

LEADERSHIP AND MANAGEMENT

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



Leadership

Leadership was judged as satisfactory. Leaders were committed to the school, and collegiate working relationships were evident across the school. The roles of leaders were clearly defined. There was distributed leadership, with members of staff taking on defined responsibilities such as subject lead roles, for example. Further development of newly appointed middle leaders would help ensure these roles make an impact on raising student achievement. Most staff showed a strong commitment to the ethos of the school evident in the positive responses to the staff survey questions. While performance management arrangements were in place, the system required review to ensure adequate rigor to improve standards. Leaders were aware of staff who required additional support and put mentorship experiences in place for them. Governance arrangements had strengthened considerably since the last inspection. The Board now consisted of at least one member with an educational background and the makeup of the Board allowed for each Board member to contribute in different ways to support the development of the school. The Board held leadership to account and received monthly reports from the leaders as well as having regular Board meetings and they were available for support as needed.



LEADERSHIP AND MANAGEMENT



Self-evaluation and improvement planning

Self-evaluation and improvement planning were judged as satisfactory. The work of the school was monitored through observations of teaching, although this process required review. Leaders had given staff the opportunity to be involved in the evaluation of the school. Parents expressed that they felt that they would have the opportunity to be involved in the process if they wished and that leaders communicated well with them regarding the school's plans for development. The school developed an improvement plan which addressed areas the leaders felt were important. Improvement plans were reviewed in the second term of each academic year, which ensured action items were current. Satisfactory progress had been made in addressing the recommendations from the previous report, with the early years phase being improved to now offer children opportunities to learn through play and from real life situations. ICT was more integrated throughout the school, although this required continued development in the early years and elementary school. There was ongoing work with the staff and school community and the governance arrangements had significantly improved. Leaders were completing work to apply for external accreditation and were well on their way to meeting the requirements to make a successful application.



Links with parents and the community

Links with parents and the wider community were judged as good. The school communicated effectively with parents through regular parent conferences, newsletters, weekly updates, emails, and telephone calls. The *Amazing Grace* magazine that was developed by students also provided parents and stakeholders with informative snapshots of aspects of school life. Almost all parents who completed the OES online survey agreed that communication between the school and parents was effective and timely. Reporting on students' progress was detailed and regular. The school's online student systems facilitated parents monitoring of students' academic performance and behaviour. The school actively sought links with a range of local businesses and community groups. Students' learning was enriched by school trips, visiting speakers to the school and work placement opportunities. During the inspection, children in Kindergarten experienced rich and motivating learning experiences through visits from a dentist, veterinarian and firemen as they celebrated community helpers' theme.

LEADERSHIP AND MANAGEMENT



Staffing and the learning environment

Staff and the learning environment were judged as satisfactory. There were sufficient staff to provide an appropriate curriculum for all students. However, more robust monitoring was required to ensure a consistently high quality of teaching. Retention levels were broadly satisfactory, with four staff members being replaced this academic year for different reasons and a new post being added to the staffing compliment. The premises and facilities provided a clean and safe environment for learning, and the new building enhanced the learning space for students in the middle and high school phases. There were plans to further expand and provide accommodation for a science lab, for example. The early years phase was now situated in a separate building which meant they had adequate space for the class sizes. The school had two gardens which children tended. A strong feature of the school's facilities were the on-site pool and qualified swimming teacher on staff which added significant quality to the curriculum offering. The school had undertaken library improvements which parents had the opportunity to be involved in.



SURVEY RESULTS

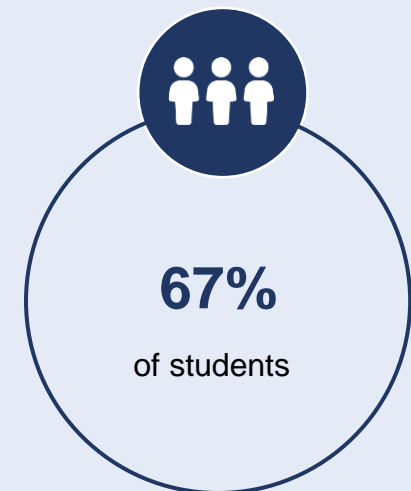
Before the inspection, the views of parents, staff and students were surveyed. The numbers of participants that completed the survey were:

Students	67	Parents	36	Staff	23
----------	----	---------	----	-------	----

Students

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

There were 67 respondents to the survey and a majority of respondents were Caymanian. Almost all students agreed that they were making good progress in English and good progress overall. Most agreed they were making good progress in Math and Science. A majority of students felt that the behaviour of most students was good and that the students understood their responsibilities as members of a wider community. Most agreed that their lessons were good, and they enjoyed them. A majority felt that the school had a good range of extracurricular activities and that the subjects they wished to study were provided. Only a majority of students shared that they felt safe at the school and that the school helps students choose a healthy lifestyle. Also, only a majority felt they were treated fairly at school, that bullying will be dealt with effectively or that the school helps them make good choices for their future. A majority of students felt the school was well led while a significant minority had been asked how the school can improve. A majority of respondents also agreed that the school responded appropriately to concerns and that regular reports were received and that students were given good opportunities to learn from the wider community. A majority of students felt that the school had appropriately qualified and suitably skills teachers and staff and that they had access to good quality resources. A majority of respondents were satisfied with the quality of education provided at the school. There were varying comments shared. Some comments were positive, such as, “I love this school and I hope to accomplish all I need with this school”, while others were more critical of the school.



Strongly Agree and Agree

13%

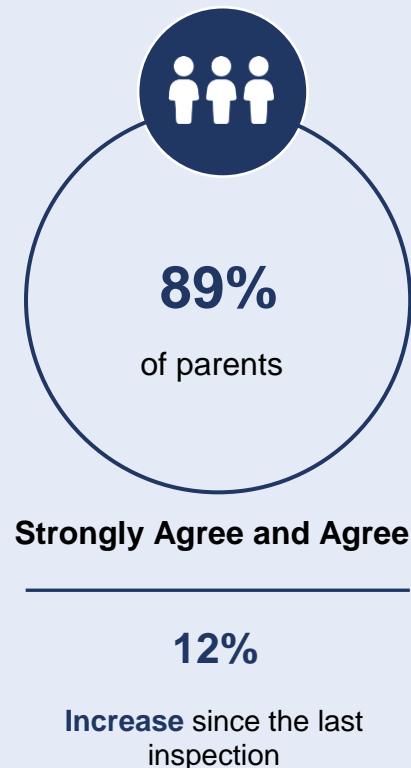
Increase since the last inspection

SURVEY RESULTS

Parents

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

Most parents who responded to the online survey agreed that their children were making good progress in English, mathematics and science. Almost all parents agreed that students' behaviour is good. Almost all parents felt that their child was developing a good sense of responsibility as a member of the wider community and good environmental understanding. Most parents believed that the quality of teaching was good and almost all agreed that their child enjoyed most lessons. Most parents felt that their child can join in a good range of extra-curricular activities and that the school provided subjects that their child wished to study. Most parents believed that their child was safe at school and that the school helped their child to choose a healthy lifestyle. A majority felt that the school dealt effectively with incidents of bullying. Also, a majority agreed that the school helped their child make good choices about his or her future education and career. Most parents felt that the school provided good support to students with special education needs. Most agreed that the school had appropriately qualified and suitably skilled teachers and staff and that the school provided good quality resources for children's learning. Most agreed that they received good information about the school's improvement plans and that communication between the school and parents was effective and timely. Most parents indicated that the school responded appropriately to parental concerns. Almost all agreed that school reports were regular and informative. Whilst most respondents felt that parents were effectively involved in the work of the school, only a majority agreed that the school had good links with the wider community. Most felt that Parent-teacher meetings were helpful and held regularly. A majority agreed that the school was well led. Most expressed satisfaction with the quality of education provided by the school.



SURVEY RESULTS

Staff

Survey: This school provides a good quality of education.

Twenty-three staff completed the survey as opposed to twenty-one in the previous inspection. A significant minority of those completing the survey have been at the school for less than one year. Three quarters of respondents were teaching staff and the majority indicated they are non-Caymanian. Staff responses were generally positive. Most staff agreed that the school is led well, that parents are effectively involved in the work of the school, there are good assessment systems and that they as staff are involved in the process of school self-evaluation and improvement planning. However, only a majority of staff surveyed agreed that there were sufficient resources of good quality to support teaching which was in contrast to the written comments supporting the new physical additions to the school site. All respondents agreed that most students show good environmental understanding, that students can join in a good range of extra-curricular activities provided by the school, that students are treated fairly, and the school has appropriately qualified and suitably skilled teachers and staff. Almost all surveyed staff agreed that, the behaviour of most students in the school is good, most students at this school understand their responsibilities as members of a wider community, the school regularly informs students of their next steps in learning, there is a safe and caring environment for all members of this school community, the school helps students to choose a healthy life style, the school deals effectively with incidents of bullying, the school helps students make good choices about their future education and career, the school provides good support to students with special educational needs, the school effectively supports my continuing professional development and parent teacher meetings are well attended and helpful.



Strongly Agree and Agree

37%

Increase 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

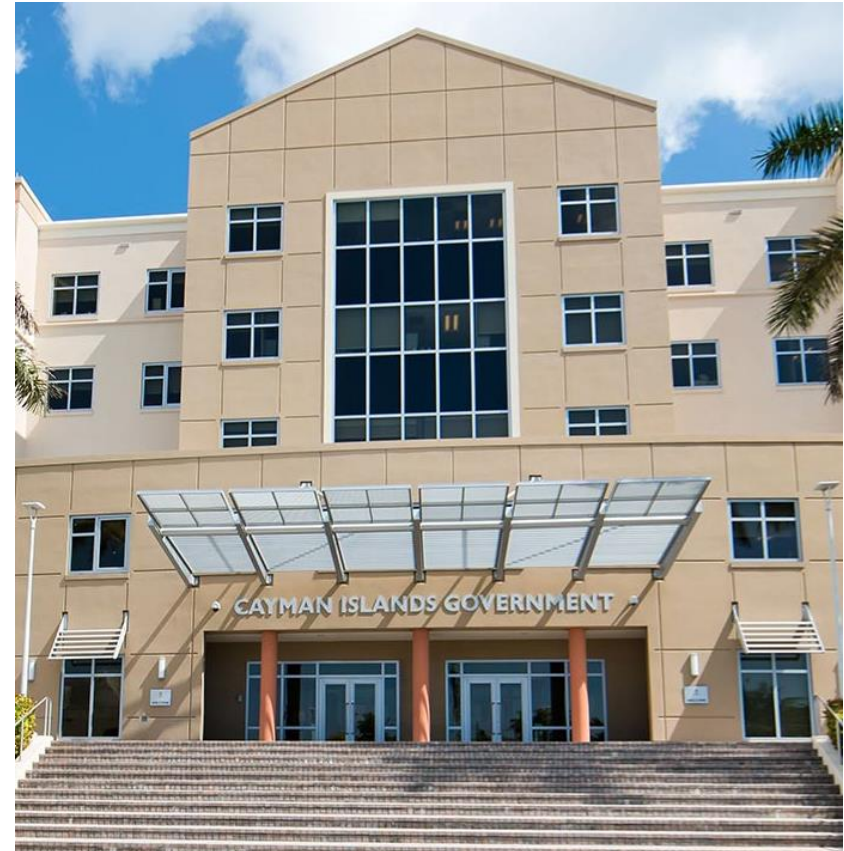
You can contact us using the following e-mail address.

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





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

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