

# INSPECTION REPORT

OFFICE OF EDUCATION STANDARDS  
CAYMAN ISLANDS GOVERNMENT

NOVEMBER 2023



**Triple C School**

A Ministry of the Church of God Chapels

**MISSION** Triple C School partners with families to provide an internationally competitive education in a Christ-centered environment and seeks to lead students to fulfill their God-given purpose.

**VISION** Triple C School students will acquire wisdom, knowledge, and a biblical world-view as evidenced by a commitment to Jesus Christ with a lifestyle of creativity, character, leadership, service, stewardship and worship.

**MOTTO** To grow in wisdom and stature, and in favor with God and man. Luke 2:52

[triplec.org](http://triplec.org)

**Triple C School**

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## INTRODUCTION

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

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

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

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





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



# INTRODUCTION

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

The four levels are defined as follows:

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

## Consistency in quantitative terminology








Inspectors use quantitative terms in reports, as follows:

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









# SCHOOL INFORMATION

## General information

	<b>School name</b>	Triple C School
	<b>Address</b>	74 Fairbanks Rd, George Town, Grand Cayman
	<b>Telephone number</b>	(345) 949-6022
	<b>Website</b>	<a href="http://www.triplecschool.org">www.triplecschool.org</a>
	<b>Name of the principal</b>	Mrs. Tonya Knight
	<b>Date of this inspection</b>	November 6 - 8 2023
	<b>Date of the last inspection</b>	November 8- 9 2022

## Students

	<b>Number of students on roll</b>	288
	<b>Age range of the students</b>	4 to 18 years
	<b>Grades or year groups</b>	Pre-Kindergarten to Grade 12
	<b>Number of Caymanian students</b>	182
	<b>Number of students with special educational needs</b>	16
	<b>Largest nationality group of students</b>	Caymanian



# SCHOOL INFORMATION

## Staff



**Number of teachers**

32



**Number of teaching assistants**

14



**Teacher-student ratio**

1:6



**Teacher turnover**

36%

## Curriculum



**Main curriculum**

Virginia State Standards



**External tests and assessments**

MAP, PSAT, AP, SAT



**Accreditation**

Association of Christian Schools International (ACSI)  
Southern Cognia



## SUMMARY

Triple C School is a private Christian School that caters for students from Pre-Kindergarten (3-4 years) to Grade 12 (17-18 years). The school is administered by the Church of God Chapels in the Cayman Islands. Triple C School was established in 1941 as the first school in Grand Cayman to offer both primary and secondary education. The school is accredited by the Association of Christian Schools International (ACSI) and the Southern Association of Schools and Colleges (SACS). The school's mission states that, 'Triple C School partners with families to provide internationally competitive education in a Christ-centred environment and seeks to lead students to fulfil their God-given purpose.' The school leadership has changed recently with the appointment of a new head of School and a new Principal. Teacher turnover was relatively high last year at 36%. The student enrolment has fallen considerably since the last inspection from 490 to 288 students. Earlier this year, the school had benefitted from targeted support provided by an external support partner over a sustained period. School leaders commented favourably on the quality of support received which had already begun to impact positively on standards.

The school follows an American education system and recently adopted the Virginia State Standards. The Association of Christian Schools International (ACSI) curriculum is used for Bible Studies. Students from Kindergarten to Grade 11 take the Stanford Achievement Tests, in reading, language arts and mathematics. The school offers Advanced Placement (AP) studies in a small number of subjects. Students graduate earning a high school diploma in either Business Studies, College Prep Studies or Liberal Arts Studies. The Scholastic Assessment Test (SAT) and American College Test (ACT) of the College Entrance Examination Board are administered twice each year. The Preliminary Scholastic Assessment Test (pSAT) is offered once per year.

The school is organised in four phases:

- Early Years, including Pre-Kindergarten and Kindergarten classes,
- Elementary – Grades 1 to 5,
- Middle – Grades 6 to 8,
- 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	 Satisfactory	▶	 Satisfactory	▶	 Satisfactory	▶	 Satisfactory	▶
1.1 Students' attainment in mathematics	 Satisfactory	▶	 Satisfactory	▶	 Satisfactory	▶	 Satisfactory	▼
1.2 Students' progress in mathematics	 Satisfactory	▶	 Satisfactory	▶	 Satisfactory	▶	 Good	▶
1.1 Students' attainment in science	 Satisfactory	▶	 Satisfactory	▶	 Satisfactory	▶	 Satisfactory	▼
1.2 Students' progress in science	 Satisfactory	▶	 Satisfactory	▶	 Satisfactory	▶	 Good	▶

















# 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	 Satisfactory	▲	 Satisfactory	▲	 Satisfactory	▲	 Satisfactory	▲

## 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	▶	 Weak	▼	 Satisfactory	▶	 Satisfactory	▶
3.2 Learning	 Satisfactory	▶	 Satisfactory	▶	 Satisfactory	▶	 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	 Satisfactory	▲	 Satisfactory	▲	 Satisfactory	▲	 Satisfactory	▲
5.2 Support and guidance	 Satisfactory	▶	 Satisfactory	▶	 Satisfactory	▶	 Satisfactory	▶



# SUMMARY

Quality Indicator	School-wide Inspection Judgement	Change in judgement 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

- Relationships were warm, supportive, and mutually respectful and underpinned by the Christian values that permeated the school.
- Parents were supportive of the school and senior leaders. They were kept well-informed of their children's achievements and valued opportunities to be partners in their children's education.
- Progress in mathematics and science was good in the High school, with students developing strong independent study skills.
- The vibrant musical tradition had been sustained, with students enjoying a wealth of opportunities to develop their talents and perform both within the school and the wider community.

## Recommendations

**Raise standards and accelerate progress across the school by ensuring the quality of teaching is consistently effective by:**

- increasing the range of teaching and learning strategies, with a focus on students' engagement and the pace and progression of learning within lessons;
- planning lessons that take full account of assessment information and the revised curriculum standards;
- providing individual support for less confident students and further challenge for the more able;
- strengthening leadership of the Elementary phase so that the quality of teaching improves.

**Train and develop staff in the Elementary phase on how to engage students, stimulate their thirst for learning and raise their achievement.**

**Further develop self-evaluation by providing opportunities for students to contribute to school improvement.**

## What has improved since the last inspection?

- The school's overall performance is now satisfactory.
- Policy and practice relating to students' health and safety is now satisfactory.
- Successful reforms to the curriculum now provide clear learning pathways through each grade.
- Students across the school now demonstrate satisfactory civil and environmental understanding.
- Self-evaluation and improvement planning are now satisfactory.
- Leadership is now satisfactory.



## OVERALL PERFORMANCE

### ► Satisfactory

The overall performance of Triple C School was judged to be satisfactory. Significant improvements had been made since previous inspections when the school's performance had been found weak. Progress had been made in several key areas. Notably, concerns about child protection had been addressed and the quality of teaching and curriculum had improved. The strengths of the school identified by previous inspections had been sustained. Relationships were mutually respectful, and students continued to demonstrate positive attitudes to learning. The partnership with parents remained strong. A calm, purposeful atmosphere permeated the school.

Last school year, an external support partner had provided targeted support to school leaders and this had begun to impact positively on standards. The newly structured leadership team had established a better system of self-review, which enabled leaders to gain a more accurate picture of the school's performance. Subject leaders were playing a stronger part in monitoring the quality of teaching and learning. A revised system of performance management enabled leaders to gain a clearer view of the professional needs of staff and whole school development priorities. There was a renewed team spirit across the school and a strong commitment to enabling students to do as well as they can.

The quality of teaching and learning had remained generally satisfactory, although the teaching in the Elementary phase was weak due to inconsistencies in the effectiveness of teaching across the grades. Across the school, there was still more to do to improve the use of assessment to pinpoint students' needs and address them during lessons. Students were generally keen to learn, but there was a need for improvement in day-to-day teaching to accelerate their progress and raise standards.













The adoption of Virginia State Standards had resulted a more comprehensive and seamless curriculum, which integrated Christian values. There were clear learning pathways through each grade. The curriculum included aspects of the Caymanian culture and this, together with a whole school focus on local traditions, had led to students' better civic and environmental understanding. Although not yet fully embedded, cross-curricular links were a developing feature of some subjects.

Governors and leaders acknowledged that there remained much to be done to achieve their long-term goal of creating a centre of excellence. This satisfactory outcome demonstrated their capacity to improve and work towards this ambition.



# 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



The attainment in English was satisfactory across all phases. Most children left Early Years with age expected achievement in English. Most could recognise, write, and say the corresponding letter sounds, spell and read simple words. In Elementary, most students achieved levels expected for their age. For example, in Grade 1 students could read simple texts. In Grade 5, students inferred meaning when studying texts and summarised them to show their understanding. The majority of students in the younger years could write simple sentences, however, opportunities for them to compose and write independently were not embedded. Data from school workbooks, assessments, MAP testing and SAT testing demonstrated that most students in the Middle and High phases achieved the expected levels of attainment compared to international standards. Moreover, student outcomes in reading and writing tests including the Literature and Composition Advanced Project course showed a rising trend over the past three years. In all grade levels, most students understood and used a range of writing genres and figurative devices and applied them to analysing age-appropriate texts and poems. Attainment was generally in line with the Virginia State Standards, However, students' writing revealed a lack of insight into how it could be improved using a wider range of literacy devices, such as alliteration and personification.



# ACHIEVEMENT

## Students' attainment in relation to international standards



### Mathematics

Attainment in all phases was satisfactory. Children in Early Years could count by rote to at least 30 and identify numerals 1-8. They could identify groups with “more” and “less”. In Grade 1, students used number bonds and were beginning to add using Base 10 Blocks. In Grade 4, students could compare expressions and equations. Grade 5 students used restaurant menus to construct word problems and add decimals. The school’s internal assessments showed that most students reached the expected outcomes last year in the Middle and High phases, with around a quarter exceeding them. Lesson observations and students’ workbooks indicated a similar picture for current students, with most working at the grade levels expected by the Virginia Curriculum in relation to vocabulary, calculation, reasoning, and problem solving. However, there was little evidence in the Middle phase of students applying their number and algebraic skills to tackle real life problems, as most were simply following prescribed formulae. More students were working at a greater depth of reasoning in the High school, but not the proportion necessary to reflect good overall attainment. The outcomes of the externally assessed Advanced Project (AP) were below average last year and had dipped since 2019 and 2020 when they broadly matched the international average.















### Science

Attainment in science in all phases was satisfactory. Children in Early Years knew what plants required to grow. Work in books showed that students had developed an understanding of scientific method. Grade 2 students used skills of observation and recording as they noted changes in plant growth over time. They compared the growth of seeds planted in soil with those which only had damp paper. Grade 5 students understood energy conservation. Across Pre-Kindergarten and Elementary, students’ skills in exploring and investigating scientifically were somewhat limited. The school’s internal data for the Middle and High phases showed that, although recent improvements were evident, students were mostly working at expected levels. Evidence from lessons and students’ work showed a similar picture. In Middle school, students were working below expectations in a lesson about the Water Cycle as they were not using the scientific method to hypothesise and predict outcomes. In upper High School, students were working above expected standards in their Advanced Project lessons. They participated in lively class discussions and made individual presentations around topics such as cell structure, where they developed this into good quality experiments.



# 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	 Satisfactory	 Satisfactory	 Satisfactory	 Satisfactory
1.2 Progress in mathematics	 Satisfactory	 Satisfactory	 Satisfactory	 Good
1.2 Progress in science	 Satisfactory	 Satisfactory	 Satisfactory	 Good

### English



The progress of most students in English across all phases of school was satisfactory. In Early Years children made steady progress in English from their start in school. For example, they learned letter sounds and, over time, learned to blend them to read. Assessment data, lesson observations and students' books showed that progress in English was satisfactory in Elementary. For example, students' skills in writing progressed from writing simple sentences to writing paragraphs in a range of different genres, styles and for different reasons. At the start of Elementary most students used strategies such as their knowledge of phonics to read simple words and sentences. By the end of Elementary most students progressed to inferring meaning from texts and writing in a range of genres. Data from school assessments and MAP testing showed that most students in the Middle phase, including students with additional learning support needs (ALSN), made expected progress in reading. Students in the High phase progressed steadily in language usage. Throughout Middle and High, most students produced well-presented, comprehensive, and cogent written work, demonstrating expected progress.





# ACHIEVEMENT

## Students' progress in key subjects



### Mathematics

Students, including those with ALSN, made satisfactory progress in Early Years, Elementary and Middle phases. In the Middle phase, students' progress was good. Children in Early Years made steady progress in using ordinal numbers during morning circle time, and most learnt to take one away when they had added too many objects to a group. Early Elementary students progressed from simple addition and subtraction in Kindergarten to more complex mathematical problems by Grade 2. In the later Elementary grades, students were beginning to learn early algebraic expressions and use different operations on decimals. In the Middle phase the rate of progress was variable. Progress was better when students extended and applied their knowledge of calculations and applying formulae rather than repeat similar exercises. In the High phase, progress moved quickly when students explored mathematics in practical ways, for example, when Year 10 students were constructing models using a defined set of intersecting and traversing angles. Students' workbooks in the High School showed good progress. Year 10 students demonstrated increasing confidence in applying their skills; for example, when exploring parabolas created when bouncing balls at different angles. During a Year 12 lesson, students in the 'college algebra' class were making good headway when collecting data, finding means and standard deviations, and creating scatter plots.



### Science

Progress, including that of students with ALSN, was satisfactory in Early Years, Elementary and Middle and good in the High phase. External and internal assessment information indicated that most students made at least expected progress in relation to their starting points. Children in Early Years observed the parts of a leaf, identifying and comparing their features, and showed an increasingly secure grasp of early scientific skills. Similarly, when making playdough in Kindergarten, students used observation skills to determine the changes which occurred when substances were combined and heated. Grade 3 students made steady progress in understanding of what a hypothesis. In Grade 5, students developed a secure understanding of energy, including energy conversion and transference. In Middle and lower High, students made satisfactory gains in knowledge, skills and understanding. Students in Year 8 had made satisfactory progress in research skills as they extended their understanding about the local population of bats on the island. In upper High, a majority of students made better than expected progress according to the work seen in books and lessons. Students in Advanced Project classes on cell structure made rapid progress as they conducted experiments about osmosis.



# 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	 Satisfactory	 Satisfactory	 Satisfactory	 Satisfactory



## Behaviour

Behaviour for good learning was good across all phases of school. Students demonstrated their understanding of Christian values through the positive relationships, care, and respect they showed for others. Students wore the school uniform with pride. From the start of school, children learned to regulate their emotions and were keen to join in with the classroom activities. Across Elementary, students demonstrated considerable self-control and positive attitudes towards their learning and adhered to the teachers' high expectations. In the Middle phase, behaviour and relationships were non-discriminatory and respectful. Rules and values were evident and understood. The majority of students who responded to the survey thought behaviour was good. Students were punctual to lessons, moving quietly and sensibly around school. Students stated that bullying was rare. The High phase students showed respect and consideration for others, through helping on local projects like painting murals at the Lighthouse School and writing positive notes for their peers during Mental Health week. Students' attendance remained good at 96%.



## STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT















### Civic and environmental understanding

Civic and environmental understanding were satisfactory across all phases of the school. Students across the school had further developed their understanding of Caymanian culture and heritage, supported by curriculum work and recent classroom displays. The strong Christian ethos which shaped the daily life of the school continued to be a strength. Students took part in interschool competitions and sports tournaments, such as football, track and field, and netball. Although a few of the students were involved in the student council, students reported their voice needed to be further strengthened. Students of all ages took responsibilities in class as they helped to care for the equipment and learning environment. Older students supported fund-raising activities, for example by helping run the school fair and bake sales, with a recent donation to UNICEF. However, opportunities for students to take the lead in planning and running events to support or improve the school or wider community were limited. Students were aware of pollution and waste, such as single use plastics that affected the Cayman Islands. They recycled and reused some materials. However, students were not yet involved in innovative conservation and sustainability projects.



# 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	 Weak	 Satisfactory	 Satisfactory
3.2 Learning	 Satisfactory	 Satisfactory	 Satisfactory	 Satisfactory
3.3 Assessment	 Satisfactory	 Satisfactory	 Satisfactory	 Satisfactory

## Teaching

Teaching was satisfactory in all phases of the school, except in the Elementary phase where it was weak. In Early Years, hands-on activities and appropriate resources were satisfactory, although there were limited opportunities for independent choice. In Elementary, although the teaching overall was weak, there was a wide range of teaching quality observed. The best lessons involved innovative engagement, open questioning, and insightful comments to promote students' deeper thinking and progress. However, weaker teaching resulted from limited pedagogical skills and curriculum expectations. There was too much emphasis on procedural aspects in a significant minority of lessons. Teachers had sufficient subject knowledge. This was used to plan lessons effectively to meet the needs of most students and enabled them to make satisfactory progress. In most lessons, learning objectives were clear and students knew what they were expected to learn. Some teachers were using strategies such as 'exit tickets' to check students' understanding at the end of the lesson. Teachers were increasingly aware of the levels at which their students were working so that they could plan effectively. In the better lessons, teachers were using good questioning to check understanding and to generate productive class discussions.





## Learning

Students' learning was satisfactory in all phases. In Early Years, children were keen to explore their environment and had positive attitudes towards exploration. Pre-Kindergarten children benefitted from child-initiated, play-based opportunities for learning. Almost all children in Elementary had positive and eager attitudes towards learning. When they could, learners took responsibility for their own learning and demonstrated good collaborative skills. However, they rarely thought critically or made links to prior learning. Students in Elementary did not always have an accurate awareness of their progress and strengths as learners. In Middle and lower High, students were still developing their independence and confidence. In upper High, students were more independent and could work well with less teacher guidance. Older students were increasingly aware of their strengths and weaknesses. A majority of students presented their knowledge and skills by researching a range of contexts, often using modern technology. However, their deeper understanding was less well developed at times. Therefore, some students could only demonstrate success in their learning in familiar contexts. When required to apply their learning to new contexts, they often needed more support. In the most effective lessons, students were able to demonstrate skills in critical thinking and collaborative working, especially in upper High. Whilst a majority of students who responded to the survey agreed that they enjoyed school, a significant minority of students did not.



## Assessment

Assessment was satisfactory in all phases. The school had new systems to collect, analyse and monitor a range of assessment data. In Kindergarten, on-going teacher notes were used to facilitate lesson planning and differentiation. In Elementary, assessment tools such as IXL, an online learning platform, MAP scores and Lexile levels were used to measure students' attainment and progress. In Early Years and Elementary consistently effective assessment processes had yet to be secured across all classes. Teachers who used assessments more effectively, encouraged self and peer assessment to develop students' understanding of their own learning and how they could improve. Assessment systems had been modified to focus on formative assessment in lessons. Heads of departments were taking a more active approach to monitoring progress in lessons. Assessment information was being shared with students and their parents, through the 'Parents University', so that they were more aware of where improvements were needed. There was emerging evidence of students' ability to self-reflect and peer assess in upper High School. Teachers were starting to use assessment data to better inform their planning. Written feedback in books was cursory, with little feedback or reference to the next steps for improvement.

# 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











Curriculum in all phases was judged a satisfactory. The Cayman Islands Early Years Curriculum Framework and ABEKA<sup>1</sup> was used in the pre-Kindergarten class. The implementation of the curriculum required further development on the to ensure children had child-initiated opportunities to learn through play. The curriculum had been reviewed and the Virginia State Standards recently adopted in the older phases. This transition had resulted in the provision of a more comprehensive and seamless curriculum for students which built on their skills and knowledge over time. The Christian faith was fully integrated within the curriculum. Whilst cross-curricular links were evident in lessons such as science where students used their mathematical skills to record findings, this was still a developing feature. There were some extra-curricular activities such as sports and music which provided opportunities to participate in community events. There were regular opportunities for students to learn about Caymanian history and current issues within the social studies and science subjects, as well as sessions with the National Trust and other local organisations which supported environmental issues. Guidance and support had improved and as a result students had improved learning and career pathways and were better prepared for the next stage of their education.

<sup>1</sup> Abeka Book, LLC, known as A Beka Book until 2017, is an American publisher affiliated with Pensacola Christian College that produces K-12 curriculum materials that are used by Christian schools and homeschooling families around the world. It is named after Rebekah Horton, wife of college president Arlin Horton.



# 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	 Satisfactory	 Satisfactory	 Satisfactory	 Satisfactory
5.2 Support and guidance	 Satisfactory	 Satisfactory	 Satisfactory	 Satisfactory



## Health and safety

Health and safety were satisfactory in all phases. There were effective policies and procedures to ensure students were kept safe. The campus was secure and monitored vigilantly by security staff who also helped to ensure the smooth and safe operation of the school. The school had met the requirements of all regulatory agencies. The premises provided a safe learning environment with spacious classrooms, an elevator for disability access, and ample outdoor space. The facility was well-maintained by a team who kept the school clean and well maintained with regular repairs where necessary. They ensured compliance with health and safety regulations. Records were regularly updated and there was a nurse on the staff. Hazard management plans were developed, and the required evacuation drills were completed. Students were informed about a healthy lifestyle through the curriculum and parents were supported in this through the Parent University and regular communication. There were healthy choices on offer in the canteen. Issues of bullying were dealt with swiftly; all stakeholders were kept abreast of the consequences and restoration work was done to prevent reoccurrences. Child protection arrangements had improved significantly, with updated policies, staff training and the presence of three, confident Child Protection Officers.









## Support and guidance

Support and guidance were satisfactory in all phases of the school. Teachers knew their students very well, and there were positive relationships between teachers and students. Consequently, there was a high level of mutual respect, with a Christian ethos of caring and concern, as exemplified in the Chapel assembly observed. Survey results, however, indicated that a significant minority of students felt that their feedback was not considered. The school currently did not have a process to gather student views to inform the evaluation of their wellbeing policies. The MAP progress data was monitored and fed into appropriate wellbeing policies and emotional counselling support. The findings were shared with parents effectively, setting out students' strengths and areas for development. This data, however, was not effectively used to support individual students' progress in lessons. Students and parents appreciated the level of support for careers and university guidance, including the expansion of careers' preparatory classes to Grade 10. In addition, the ALSN policy had been reviewed in line with government regulations and set out procedures for the identification and support of ALSN students at the various phases of support. This included learning plans and contact with external agencies. Most teachers, however, did not effectively differentiate their teaching to support ALSN students in their lessons.





# 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 had improved and was now satisfactory. The partnership between the Head of school and the Principal had been effective in moving the school forward. Staff and parents reported a refreshing change in leadership, commenting on the renewed team spirit, the strong commitment to the school's ethos, and a shared determination to improve. Middle leadership had been strengthened by the appointment of subject leaders. They had made a good start in identifying key priorities for their departments. Their school-wide role was well-intentioned, but their impact on the provision in the early years and Elementary was not yet evident. A Deputy Principal was due to take up her role, in order to further distribute leadership responsibilities. A revised system of performance management enabled leaders to gain a clearer view of the professional needs of staff and whole school development priorities. The governing board included representatives of the church, parents, and staff. Governors were clear about their role in both supporting leaders and holding them to account. They gained a picture of the school's performance from comprehensive monthly reports by senior leaders. The publication of board's five-year strategic plan was imminent and reflected their ambitious commitment to establish Triple C School as a centre of excellence. External support from school improvement specialists had been successful in supporting the school to address the areas of weakness in the previous inspection. Whilst the school has made significant improvements, these are not yet embedded. The school has however, the capacity to improve further.



## Self-evaluation and improvement planning

Self-evaluation and improvement planning were satisfactory. Leaders had developed a systematic approach to monitoring the quality of learning and teaching. This was underpinned by an agreed view of effective classroom practice, developed in consultation with staff. Senior leaders and heads of subject departments observed lessons using a common approach. They discussed the strengths and areas for improvement with staff and organised in-school or external training as appropriate. For example, the subject leader for mathematics provided further training when there were inconsistencies in the effective use of questioning. Assessment information was analysed, and the views of staff, and parents were sought though students reported that there had been limited opportunities for them to express their views. Nonetheless, these strategies provided a well-founded basis for improvement planning. A refined approach whole school improvement planning had led to realistic and achievable priorities. Plans were in hand to sharpen planning further by clarifying success criteria and setting 'milestones' towards each goal. Good progress has been made in addressing most of the recommendations from the previous inspection report. Improvements had been made to the leadership, the curriculum, assessment, careers guidance and in students' civic and environmental understanding. Arrangements for ensuring students' safety had been brought in line with the regulatory requirements of the Cayman Islands Government. Progress in improving attainment and progress in the core subjects across the school has made more limited progress.



## LEADERSHIP AND MANAGEMENT



### Links with parents and the community

Links with parents and the community were good. The school was well-regarded by parents. In paying tribute to the new leadership, parents appreciated being active partners in the school and having their views heard. Parents were encouraged to play a full part in their children's education. There was evidence of this in the youngest grades where parents had supported children during projects on 'my family'. Students in Grade 3 talked about how their parents 'guided' them when doing homework but left them to complete it themselves. Parents were kept well informed about their children's academic progress and personal development. They valued the newly established Parent University where they received guidance, for example, on how MAP assessments were used, and the rationale underpinning the recent curriculum changes. Written reports were comprehensive. They included information on students' attainment in relation to that of their peers but were less clear about the extent to which they had met or exceeded the expected curriculum standards and lacked guidance on next steps for students. Useful links with local businesses facilitated work experience for Grade 12 students, who had a good range of options including medicine, law, and accountancy. Students also participated in the Junior Achievement Programme run by the Chamber of Commerce. The school ran a career and college fair in partnership with Calvary Baptist Christian Academy.



### Staffing and the learning environment

Staffing and the learning environment were satisfactory. There was a relatively low pupil teacher ratio with one member of staff to seven students. This is partly due to the reduced school roll. All staff were suitably qualified, and their range of expertise and experience was sufficient to cover all subjects. However, there was scope for improved intervention to support less confident students and those with special educational needs. The relatively high turnover of staff in recent years had constrained improvements in the quality of teaching. Although rather dated, the premises and facilities were well maintained and provided a clean and safe environment for both students' learning and recreation. Classrooms were generally spacious and there were specialist rooms such as reasonably equipped laboratories and computer rooms. Provision and facilities for music were extensive, with a large practice room equipped with woodwind, brass, and percussion instruments. The large, multipurpose hall included a stage and provided generous space for drama and physical education. The library was well stocked, and students benefited from bespoke guidance by the librarian. The sports field and games areas facilitated a variety of sports and recreational activities. Given the recent introduction of the curriculum, staff still required the training to develop a deeper understanding of curriculum content, including the progression through each grade to help ensure seamless learning and improved achievement across the school.



# SURVEY RESULTS

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

Students	162	Parents	158	Staff	49
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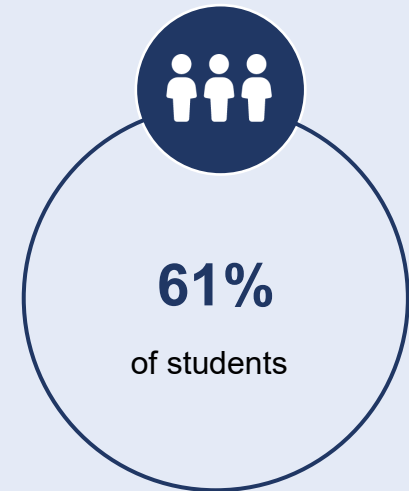
## Students

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

One hundred and sixty-two students completed the survey, which was broadly similar to the previous inspection, despite the reduction in the school roll. Most students thought they had made good progress in English, science, mathematics, and other subjects. Most believed lessons were good. A majority enjoyed their lessons, thought that teachers helped them and believed that they were consulted and received regular reports on their progress.

A majority also thought that behaviour was good, and students had a sense of responsibility, community awareness and environmental understanding. The majority of students felt safe and cared, and most agreed that they were encouraged to lead a healthy lifestyle and that they were treated fairly. The same proportion felt that bullying was dealt with adequately, and that school offered a good range of extra-curricular activities and choice of subjects. Similarly, a significant minority disagreed that the school had appropriately qualified and suitably skilled teachers and staff. A majority believed the school was well led.

Overall, a majority (61%) were satisfied with the quality of education, but a significant minority of students disagreed (25%). Eighty-two students responded with comments, the majority of which were negative. Students raised issues about the workload, including the amount of homework, which was said to lead to stress. Concerns were raised about understanding teachers’ accents, and a focus on dress code and hair styles, as opposed to the quality of education. There were also comments about the lack of attention to students’ views.



**Strongly Agree and Agree**

**-27%**

**Decrease** since the last inspection.



# SURVEY RESULTS

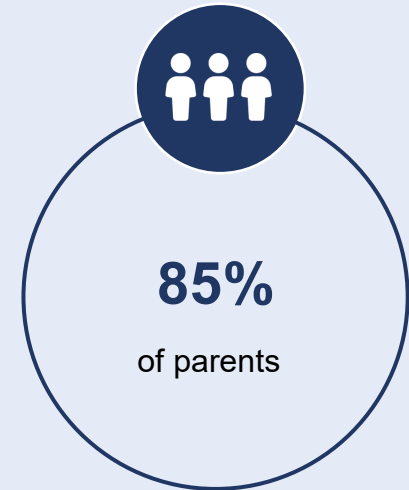
## Parents

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

The survey was completed by 158 parents, which was a reduction in the number from the previous inspection and reflected the reduction in student numbers. Most parents were positive about their children's progress in English, mathematics, and science, and almost all felt the same about other subjects. Most parents said their children enjoyed lessons and agreed that staff were qualified and that lessons were well resourced.

Almost all parents felt that students behaved well, and that they developed a strong sense of civic and environmental responsibility. Most parents surveyed appreciated support for homework and advice from teachers who explained to them how their child could improve. They said that there was good extra-curricular and subject choice and were happy about homework.

All respondents, including those whose children used school transport, said their children were cared for and kept safe. Almost all felt that students were treated fairly and most agreed with the school's response to bullying. Most agreed that the school was well led, and that they were provided with sufficient information. Almost all were happy with home-school communication and with the reports on their children's progress. Most agreed that they were considered partners in the children's education and had good opportunities to meet with teachers. Seventy-five parents submitted free text comments in addition to the survey, the majority of which were positive.



**Strongly Agree and Agree**

**-3%**

**Increase** since the last inspection.



# SURVEY RESULTS

## Staff

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

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

The survey was completed by 49 staff. Both teachers and support staff completed the survey. A majority of staff were from overseas and a majority had worked at the school for more than three years. Almost all staff agreed that the school provided a good quality of education for the students and agreed that the school was well led. Almost all staff judged behaviour as good and felt that the school offered a safe and caring environment. In addition, almost all staff felt that students lived healthy lifestyles and that students are able to engage in a range of extra-curricular activities and that students were treated fairly and believed that the school encouraged students to take responsibility for themselves and their environment. Most staff indicated that students know their next steps in learning and that they are well supported in their career choices and that the school provided suitable professional development for staff and good support for students with SEN. Almost all staff agreed that there were good arrangements to address incidents of bullying should they occur, and that parent and teacher meetings were well attended. Most staff felt that there were good assessment systems and that they were involved in the school's self-evaluation and improvement planning.



100%

of staff

**Strongly Agree and Agree**

12%

**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 2024.



## WHO ARE WE AND WHAT DO WE DO?

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

### How to contact us

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

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

### Where to read our reports

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

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







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