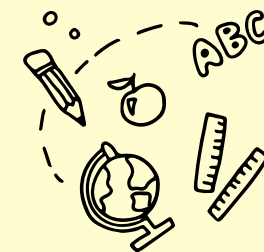




Summary Inspection Report

Village Montessori



SCHOOL INFORMATION

Inspection Dates	May 06 to May 08, 2025		
Principal	Ms. Simone Ross		
Age Range of Students	18 Months - 12 Years	Number of Students on Roll	106
Number of Caymanian Students	30	Number of Students with ALSN & SEND	25
Number of Teaching Staff	15	Number of Support Staff	3

WHAT THE SCHOOL DOES WELL

- The school provides an inclusive environment demonstrated by the positive interactions between students and between staff and students.
- The school provides strong, consistent social and emotional support for children, fostering a nurturing environment where every child feels valued, supported, and able to thrive.
- The provision of information to parents and opportunities for parental involvement support the raising of standards.
- The school promotes environmental stewardship, ensuring students are proud of living in the Cayman Islands, are keen to protect and are knowledgeable about preserving the environment.

OVERALL JUDGEMENT



Good

Excellent

Exceptionally high quality of performance or practice

Good

The expected level for every school in the Cayman Islands, both government and private

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.

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 judged at this level.



AREAS FOR DEVELOPMENT

Raise attainment and progress in core subjects, particularly in Lower Elementary by:

- Creating a stronger and mutually beneficial balance between Montessori practice and the Cayman Islands curriculum, particularly in the core subjects;
- Providing appropriately demanding challenge in lessons so that students deepen their knowledge;

Improve teaching and assessment by:

- Providing more opportunities for students to think hard and apply what they have learned;
- Planning well-structured, challenging activities that are delivered with appropriate pace so that students make better progress;

Develop leadership by:

- Setting a shared and renewed vision for curriculum delivery and conveying a clear sense of that direction so that all staff contribute to school improvement;
- Monitoring teaching with a focus on progress in lessons to inform self-evaluation.



INSPECTION FINDINGS

Quality Indicator		Early Childhood Inspection Judgement	Change	Quality Indicator		Primary Inspection Judgement	Change
Cognitive development	1.1 Attainment	Good	N/A	English	1.1 Attainment	Good	↑
	1.2 Progress	Good	N/A		1.2 Progress	Good	↑
Social Emotional development	1.1 Attainment	Excellent	N/A	Mathematics	1.1 Attainment	Good	↑
	1.2 Progress	Excellent	N/A		1.2 Progress	Good	↑
Communication and Language development	1.1 Attainment	Good	N/A	Science	1.1 Attainment	Good	↑
	1.2 Progress	Good	N/A		1.2 Progress	Good	↑
Physical development	1.1 Attainment	Good	N/A				
	1.2 Progress	Good	N/A				

Quality Indicator	Early Childhood Inspection Judgement	Change	Primary Inspection Judgement	Change
2.1 Social emotional learning/Positive behaviour	Excellent	N/A	Excellent	→
2.2 Civic and environmental understanding	Excellent	N/A	Excellent	→
3.1 Teaching	Good	↓	Good	↑
3.2 Learning	Good	↓	Good	→
3.3 Assessment	Good	→	Good	↑
4.1 Curriculum quality	Good	↓	Good	→
5.1 Health and safety	Excellent	→	Excellent	→
5.2 Support and guidance	Good	→	Good	→
6.1 Leadership	Whole School Judgement: Good		Change:	↑
6.2 Self-evaluation and improvement planning	Whole School Judgement: Good		Change:	↑
6.3 Links with parents and the community	Whole School Judgement: Excellent		Change:	↑
6.4 Staffing and the learning environment	Whole School Judgement: Satisfactory		Change:	→



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