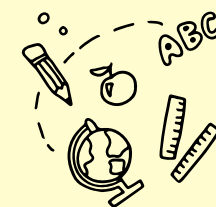




Interim School Audit Summary

Layman E. Scott Sr. High School



Only schools that have received two consecutive judgements of good /or excellent qualify for an interim audit.

INFORMATION

An Interim School Audit is a risk-based approach designed to evaluate school provision, with the aim of accelerating progress and raising standards in our schools. This type of inspection is less intrusive than a full inspection but remains robust enough to assess the quality of educational provision.

Audit Dates	28 - 29 October, 2025	Age range	11-17 Years
Acting Principal	Mr. Kevin A. Roberts	Number of Students on Roll	179
Number of Caymanian students	137	Number of Students with ALSN & SEND	39
Number of Teaching Staff	27	Number of Support Staff	11



NEXT STEPS

- Continue to enhance the school's wellbeing provision through student led initiatives and further staff training.
- Ensure more stretch and challenge are incorporated into all lessons, to enable students to think more deeply and work more independently.
- Fully embed the school's new values by integrating emotional wellbeing programmes across subjects in order to enable students to thrive both personally and academically.



MAIN FINDINGS & KEY STRENGTHS

Leadership and Management

- Senior leaders had been successful in meeting almost all the recommendations in the previous inspection report.
- The self-evaluation of the school was highly accurate and had led to precise school improvement priorities.
- Links with parents continued to be excellent.
- Leaders of core subjects have had a robust impact on improving standards.
- Leaders had maintained the excellent support and guidance across the school. This included enhanced well-being provision in partnership with external agencies.

Teaching and Learning

- Leaders have increased the proportion of excellent teaching across the school.
- Teachers' excellent subject knowledge was used effectively to provide personalised support for all students.
- Teacher-student relationships were excellent. Almost all students had positive attitudes to learning.
- Lessons were consistently well-planned across subjects to secure students' knowledge and skills.

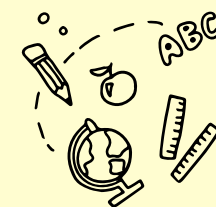
Curriculum

- The curriculum had been regularly reviewed to ensure relevance and rigour, with new subjects and learning experiences.
- The curriculum had been effectively adapted to meet the needs of all students, including those with ALSN.
- The curriculum was ambitious and well-sequenced offering clear continuity and progression across year groups.
- The curriculum successfully integrated Caymanian culture, civic responsibility and information technology.



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NEXT STEPS

- Further develop staff expertise in the effective use of assessment information to refine target setting and improve the consistency of written feedback.
- Further refine the use of assessment trackers at Key Stage 3 to ensure they are more accurate reflection of students' achievement.



MAIN FINDINGS & KEY STRENGTHS

Support and Guidance

- Leaders and staff had strengthened their focus on student wellbeing, personal development and individual needs.
- Pastoral systems were highly effective with SENCO, counsellor and specialist providers demonstrating a coordinated and proactive system of care. Vulnerable students were exceptionally well supported.
- Robust systems were in place for identifying and addressing students' academic, emotional, and social needs ensuring early intervention and targeted support.
- The school's commitment to inclusivity and equity was evident in harmonious ethos between students, staff and peers.

Assessment and Feedback

- Leaders' actions have led to improved impact of assessment and feedback across the school.
- In most lessons, teachers consistently used assessment for learning (AfL) strategies to inform students of their next steps in learning.
- Students demonstrated an increasing confidence in self and peer assessment.

Attainment and Progress

- Leaders had maintained and improved standards of attainment and progress across English, mathematics and science.
- Low prior attainers made strong progress from their low starting points.
- Students with additional learning needs, including special education needs, good progress because of the adapted curriculum and the support they received supplemented by targeted intervention.
- Most students in Year 7 made excellent progress enabling them to access the curriculum effectively.



SUMMARY OF INSPECTION JUDGEMENTS

FROM LAST FULL INSPECTION (16 - 18 OCTOBER, 2023)

Quality Indicator		Judgement
English	1.1 Attainment	Good
	1.2 Progress	Good
Mathematics	1.1 Attainment	Good
	1.2 Progress	Good
Science	1.1 Attainment	Good
	1.2 Progress	Good
2.1 Positive behaviour for good learning		Excellent
2.2 Civic and environmental understanding		Excellent
3.1 Teaching		Good
3.2 Learning		Good
3.3 Assessment		Good
4.1 Curriculum		Good
5.1 Health and safety		Good
5.2 Support and guidance		Excellent
6.1 Leadership		Excellent
6.2 Self-evaluation and improvement planning		Good
6.3 Links with parents and the community		Excellent
6.4 Staffing and the learning environment		Good
PS7: Overall Evaluation		Good



Click **HERE** to access the school's previous full inspection report or visit
www.oes.gov.ky

