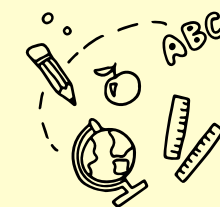




Interim School Audit Summary

John Gray 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	27 - 28 October, 2025	Age range	11-17 Years
Acting Principal	Ms. Patricia Forbes	Number of Students on Roll	1300
Number of Caymanian students	1088	Number of Students with ALSN & SEND	353
Number of Teaching Staff	147	Number of Support Staff	22



NEXT STEPS

- Establish clear strategies and protocols to ensure that professional collaboration is consistently focused on enhancing the quality of learning and driving stronger outcomes for all learners.
- Enhance the school's excellent facilities by showcasing student work and achievements more widely across all subjects, building on the strong and effective practice already evident in areas such as Art.
- To improve standards further the focus needs to be on developing rigorous and effective teaching across all year groups that ensures better learning.



MAIN FINDINGS & KEY STRENGTHS

Leadership and Management

- Leaders at all levels shared a collective vision and showed a firm commitment to the emotional wellbeing and mental health of both staff and students.
- A solid foundation for collaborative practice was in place, and ongoing development was expected to lead to more substantial and measurable gains in student learning.
- The school had strong and meaningful links with the community, forging partnerships that enriched the educational experiences of students by connecting learning to real-world contexts and broadening the support available to all learners.

Teaching and Learning

- Teachers demonstrated enthusiasm and secure subject knowledge, prioritising students' wellbeing.
- Relationships between students and staff and among staff were strong and supportive, creating a warm and collegial atmosphere. This had resulted in improved student behaviour.
- Teachers had access to a range of high-quality resources and support from the inclusion hub to meet the needs of students with additional learning needs, including special educational needs in the classroom.

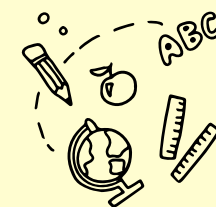
Curriculum

- The curriculum was broad, balanced, and responsive to a variety of students' needs. Students had access to an extensive range of subjects to develop their interests and skills including robotics, drama, Spanish and music.
- The curriculum had been further expanded through offering additional vocational qualifications at KS4 and provided an exciting range of extra-curricular opportunities that enriched students' overall educational experience.
- Caymanian heritage and culture were effectively explored and celebrated in several subject areas.



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NEXT STEPS

- Address the inconsistencies between the school's strong procedural systems and students' lived experiences of behaviour and safety to ensure that practice aligns consistently with expectations.
- Continue raising achievement in the core and in foundation subjects with an urgent, rigorous and determined focus on improving learning in every lesson.



MAIN FINDINGS & KEY STRENGTHS

Support and Guidance

- Care and support roles were clearly defined, with staff trained in child protection. Safeguarding was well understood across the community. A range of support staff promoted a calm and orderly environment.
- The school had robust and well-structured systems to safeguard the health, safety and welfare of students. However, leaders should address inconsistencies between the school's strong procedural systems and students' lived experiences of behaviour and safety.
- The purpose-built, modern campus provided safe, inclusive spaces with specialised facilities such as the inclusion hub to support students. The inclusion hub provided multiple layers of support and embraced partnerships with external organisations for all aspects of SEND and student well-being.

Assessment and Feedback

- The consistency of assessment had improved by ensuring that all teachers used the same tests in departments and by moderating standards of attainment. This provided a firmer foundation for teachers to make more effective use of assessment data to better meet the learning needs of all students including the higher attaining.

Attainment and Progress

- The school had introduced a number of measures to improve achievement in English, mathematics and science. Lower attaining students had been taught in smaller groups and have had more intensive support. The available data showed that these interventions have had some success.



SUMMARY OF INSPECTION JUDGEMENTS

FROM LAST FULL INSPECTION (09 - 12 OCTOBER, 2023)

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



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

