



Office of Education
Standards
Cayman Islands Government

INSPECTION REPORT

NOVEMBER 2025



Clifton Hunter High School

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Inspections commencing Cycle 4 (October 2025)

Successful Schools and Achieving Students 3 (SSAAS3)

In response to new and emerging developments in education, the Office of Education Standards (OES) has revised the inspection framework for compulsory provision to ensure that our approach to quality assurance remains both sustainable and adaptable. The last revision of the framework was five years ago. Education is a dynamic field, continually shaped by global trends, emerging pedagogies, technological advancements, and the diverse needs of students. Consequently, the revised inspection framework is designed to not only uphold rigorous standards but also to promote continuous improvement and innovation across schools. The updated framework reflects ongoing efforts to ensure that school evaluations remain relevant, comprehensive, and aligned with the evolving educational landscape in the Cayman Islands.






















The framework's revision was grounded in broad-based stakeholder consultation, reflecting our commitment to inclusivity and shared ownership. The inclusion of emotional wellbeing as a core element of the revised inspection framework was strengthened significantly through the expertise of both the local OES inspection team and our dedicated Well-being Committee. The inspection team brought deep professional knowledge of quality standards and local context, ensuring that wellbeing indicators were accurately defined and effectively integrated. Working alongside us, the Well-being Committee contributed specialist insight into mental health and pastoral care, helping to shape a framework that keeps emotional wellbeing at the forefront of practice. Together, our collaborative expertise ensured a balanced, evidence-informed approach that embeds wellbeing as a fundamental component of educational quality. Additionally, consultations with educators, parents, students and the Department of Education Services all contributed valuable insights.

At the core of Successful Schools and Achieving Students 3 is an enhanced focus upon emotional wellbeing, acknowledging it as a fundamental pillar of effective teaching, learning, and leadership. There is increasing recognition that emotional well-being and mental health are pivotal to learners' lifelong success, shaping their ability to learn, build relationships, and contribute to society. Prioritising mental health within our education system through inclusive practices, family engagement, and teacher training ensures that all learners, particularly those with developmental, intellectual, and behavioural challenges, have access to inclusive and supportive learning environments where they can thrive. Schools play a vital role in nurturing not only academic excellence but also the holistic development of every learner. By embedding emotional well-being and the leadership of well-being within the inspection process, we aim to strengthen school cultures that are compassionate, inclusive, and resilient.

As part of the enhancements introduced in the SSAAS 3 framework, inspectors will now include a qualitative evaluation of how students progress and achieve in areas of learning beyond the core subjects. This addition aims to make the evaluation of educational standards more inclusive and holistic, recognising and valuing achievement across a broader spectrum of disciplines such as the arts, physical education, information technology and personal development. By doing so, the new inspection report acknowledges the diverse talents and skills of all learners and reinforces the importance of providing a well-rounded education that supports academic, social, and emotional growth.

Successful Schools and Achieving Students 3 aspires to guide schools toward excellence that is both measurable and meaningful; an excellence that values the whole child, supports the whole educator and empowers the entire school community to thrive.

School Information

General Information		
	School name	Clifton Hunter High School
	Address	311 Frank Sound Road, Grand Cayman
	Telephone number	(345) 947-7353
	Website	https://schools.edu.ky/chhs
	Name of principal	Dr. Villence Buchanan
	Date of this inspection	03 November to 06 November, 2025
	Date of last inspection	02 October to 05 October, 2023
Students		
	Number of students on roll	848
	Age range of the students	10-17
	Grades or year groups	Y7-Y11
	Number of Caymanian students	733
	Number of students with additional learning support needs	154
	Number of EAL students	12
	Largest nationality group of students	Caymanian
Curriculum		
	Main curriculum	KS3 National Curriculum, KS4 National Curriculum,
	External tests and assessments	Caribbean Examinations Council (CXC), GCSE, BTec, GL, CAT4, City & Guilds, WJEC
	Accreditation	NA
Staff		
	Number of teachers	78
	Number of teaching assistants	18
	Teacher-student ratio	1:11
	Teacher turnover	5%

Context

Clifton Hunter High School is a government co-educational secondary school for students between 11 and 16 years of age, from Year 7 to Year 11. It is located on Frank Sound Road, Grand Cayman. At the time of the inspection there were 848 students on roll, a slight decrease compared to the last inspection.

The school's motto is Nil Satis Nisi Optimum: Nothing but the Best. School leaders and staff emphasise the social and personal development of students as well as optimise their achievement. The Principal was appointed in December 2022. She is supported by three deputy principals.

The school serves a diverse population. A significant proportion of the students entering the school in Year 7 have lower levels of attainment, yet they leave the school in Year 11 with good examination passes. Eighteen per cent of students have additional learning support needs. Two learning support classes are available for students with more complex learning needs such as autistic spectrum disorders.

The school provides a wide range of exit qualifications. Students in Year 11 take CSEC examinations in most subjects, with smaller cohorts also taking GCSE and BTec qualifications, as well as City and Guilds qualifications. An accelerated programme in English and mathematics allows higher attaining students to study a range of advanced courses in English and mathematics. In Key Stage 3, students follow the National Curriculum.

The previous inspection in 2023 judged the overall performance of the school as satisfactory. The school has improved since the previous inspection and the overall performance was good at the time of this inspection. Good progress has been made in addressing the recommendations from the previous report. Significant improvements have been made in English, mathematics, science and in other important aspects of the school's work.

Overall Judgement History

Cycle 1 Inspection	January 2020	Weak
Cycle 2 Inspection	February 2022	Satisfactory
Cycle 3 Inspection	January 2024	Satisfactory
Cycle 4 Inspection	October 2025	Good

Next Steps

The School is judged satisfactory or better and therefore, will be inspected within 2 years.

Current Performance Summary

Performance Standard 1 Helping our students to achieve in key areas of their learning			
Quality Indicator		Current Inspection Judgement	Change
English	1.1 Attainment	Good	↑
	1.2 Progress	Good	↑
Mathematics	1.1 Attainment	Satisfactory	↑
	1.2 Progress	Satisfactory	→
Science	1.1 Attainment	Good	↑
	1.2 Progress	Good	↑

Performance Standard 2 Promoting our students' personal and social development		
Quality Indicator	Current Inspection Judgement	Change
2.1 Positive behaviour for good learning	Good	→
2.2 Civic and environmental understanding	Good	→

Performance Standard 3 Ensuring effective teaching to support our students' learning		
Quality Indicator	Current Inspection Judgement	Change
3.1 Teaching	Good	↑
3.2 Learning	Good	↑
3.3 Assessment	Good	↑

Performance Standard 4 Offering a curriculum that meets the educational needs of all of our students		
Quality Indicator	Current Inspection Judgement	Change
4.1 Curriculum quality	Good	→

Performance Standard 5 Keeping our students safe and always supported		
Quality Indicator	Current Inspection Judgement	Change
5.1 Health and safety	Good	→
5.2 Support and guidance	Good	→
5.3 Student Well-Being	Good	N/A

Performance Standard 6 Leading and managing our school and developing our links with the community we serve		
Quality Indicator	Current Inspection Judgement	Change
6.1.1 Leadership	Good	↑
6.1.2 Leading and supporting emotional well-being	Good	N/A
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	→

What the School Does Well

1. The Principal demonstrated strong leadership across the entire school community. She supported and motivated staff and together with the other leaders provided the drive and the momentum needed to improve student outcomes.
2. Senior leaders and staff had developed excellent links with parents, local businesses and a range of local services to support students' learning.
3. Teachers motivated, supported and encouraged students to gain good exit qualifications especially in English and science at Year 11.
4. The school provided a rich, wide-ranging curriculum that met successfully the learning needs of the highest attaining students and those that preferred a more practical skills-based course.
5. The school effectively promoted student wellbeing and emphasised the personal and social development of all students.

Recommendations

1. Improve students' progress and attainment in mathematics by:
 - Maintaining consistently high-quality teaching based on the best practice in the department;
 - Providing end of unit assessments with follow up actions to address gaps in learning.
2. Promote students' critical thinking skills more effectively in all subjects.
3. Improve the progress of students with additional learning support needs in lessons by adapting resources and tasks.
4. Provide additional science laboratories to enable students to learn from experimental work and additional basic learning resources to enhance learning across the school.

Inspection Findings

Performance Standard 1 Helping our students to achieve in key areas of their learning		
Quality Indicator		Current Inspection Judgement
English	1.1 Attainment	Good
	1.2 Progress	Good
Mathematics	1.1 Attainment	Satisfactory
	1.2 Progress	Satisfactory
Science	1.1 Attainment	Good
	1.2 Progress	Good

English

English attainment was good. In regional English Language examinations, students’ attainment was excellent because most students achieved a grade 2 or better which was above international standards. All students who sat the literature examination achieved a pass with most achieving higher grades. In a Year 11 English literature class, students demonstrated a level of understanding of a poem’s content which was above age related expectations. In a Year 10 lesson, most students could describe confidently how to write different types of letters. Attainment in Key Stage 3 was good as indicated by the school’s internal data and work seen in books and lessons. In Year 7 lessons, students quickly learned the key elements of autobiography and were able to apply them to their own writing. Year 9 students were able to understand the techniques used by businesses to advertise their products. Students generally read fluently and were confident when writing for a specific purpose, for example, a letter of complaint. Most students were able to speak confidently when required to do so and used sophisticated vocabulary; for example, in a Year 11 class where there was a debate a student stated that he could “rebut another’s argument.” Most students were confident writers but there were sometimes inaccuracies in their work. Occasionally, particularly at Key Stage 3, students could have challenged themselves more.

Progress in English was good. Most students in Year 11 made better than expected progress in relation to their starting points and as a result achieved highly in external examinations. Year 11 students made rapid progress in their understanding of what was required of them in relation to their chosen artefact for the examination. In a Year 10 lesson, students made good progress as a result of sharing their ideas about writing for different purposes. In key Stage 3, all groups of students, including those with ALSN make good progress from their individual starting points and could apply their knowledge and skills. For example, in a Year 9 lesson, students made good progress in deepening their understanding of how advertising works through designing a campaign to promote a real product. The highest attaining students were supported to make good progress in their learning because having achieved examination passes in language and literature in Years 9 and 10, they were given the opportunity to take more advanced level courses.

Areas for development

- In KS3, improve students' accuracy in their writing.
- In KS3, encourage more students to challenge themselves to reach higher standards.

Mathematics

Attainment in mathematics was satisfactory. This was an improvement on the previous inspection. It had risen steadily over the past three years exceeding both regional and national levels. Inspection evidence indicated that outcomes in 2026 were on course to exceed expectations for the first time in three years. Attainment in additional mathematics was excellent because almost all learners achieved above expected attainment levels. Most students achieved at or above expected levels in the statistics course. Attainment of the highest attaining students was good in additional mathematics and statistics because almost all achieved above expected levels. In Key Stage 3, attainment was lower than expected because only a few students enrolled in Year 7 with standards of attainment at the expected level, and more time was required for them to catch up. For example, Year 7 students were able to calculate intervals across zero with negative numbers accurately but not yet ready to multiply and divide negative numbers in context. In Key Stage 4, attainment was satisfactory because a majority of the students could use either elimination or substitution to solve simultaneous equations. The limited understanding and use of mathematical language hindered students' attainment and their ability to solve higher level thinking activities.

Progress in mathematics was satisfactory. Overall, most students were making expected progress and only a significant minority were exceeding expectations. Inspection of school progress data, classroom observations and the work in students' books supported this judgment. Year 7 students, most of whom joined the school with lower than expected starting points, demonstrated good progress as a result of a well-structured transition from primary school and targeted early interventions. In the best Year 8 lessons, learning began by securing Key Stage 2 knowledge first. This enabled students to move rapidly to higher levels. However, progress was variable across most year groups. The progress of students with additional support needs was good, reflecting the effectiveness of 'catch up' maths interventions which closed students' gaps in number knowledge. The higher attaining group continued to demonstrate strong progress as a result of accelerated teaching approaches, enrichment opportunities and teachers' high expectations that sustained momentum across key stages. Lower and middle attaining students' progress was hindered at times due to an overreliance on peer-led discussions that were set below their start points. These students needed their expert teachers to model more challenging learning first.

Areas for development

- Increase attainment, by offering more progressive exercises to help students to advance more quickly.
- Improve student progress by including problem solving questions into most lessons.

Science

Attainment in Science was good, with approximately 90 per cent of students working at or above expected standards across the school. At Key Stage 3, internal assessment information showed that most students demonstrated a secure understanding of core scientific concepts and were able to apply this knowledge when responding to questions, explaining processes, and engaging in discussions with increasing confidence and accuracy. At Key Stage 4, external examination pass rates were strong in several science subjects: integrated science achieved around 80 per cent, biology reached approximately 97 per cent, human and social biology achieved 100 per cent, and chemistry achieved around 96 per cent. These outcomes reflected consistently high levels of subject knowledge across a significant proportion of students, particularly in the life and chemical sciences. In lessons, students generally demonstrated attainment in line with age-related expectations, showing the ability to recall key ideas, use scientific vocabulary appropriately, and engage in practical activities with secure understanding of method and purpose. Many students were confident in articulating their reasoning when questioned and were able to present key findings clearly during group or paired activities. For example, Year 11 chemistry students worked collaboratively to complete practical investigations and presented their findings using accurate scientific terminology such as displacement and oxidation, demonstrating secure understanding of both concepts and language.

Progress in Science was good, with most students making better than expected progress in both internal and external assessment measures. At Key Stage 3, progress data showed strong outcomes across all year groups, with 88 per cent of students in Year 7, 89 per cent in Year 8, and 96 per cent in Year 9 making expected or better progress. Students developed scientific knowledge steadily, demonstrating increasing security in recalling key facts. Many showed growing confidence in explaining processes and using scientific terminology accurately. At Key Stage 4, progress also remained strong, with all students in Year 10 and 95 per cent in Year 11 making expected or better progress. Students were generally able to apply prior learning effectively to examination-style questions, structured investigations, and collaborative work. Practical activities, particularly in chemistry and biology, supported the development of skills such as observing, measuring, recording, and interpreting results. Across both key stages, students increasingly demonstrated the ability to articulate their reasoning in response to questioning and during group discussion. Overall, most students made sustained progress over time, developing secure scientific understanding alongside improving investigative and communication skills.

Areas for development

- Continue to strengthen students' scientific communication skills and their independence and ownership of learning.
- Improve attainment and progress in physics.

Achievement and progress in other subjects

Achievement and progress in other subjects were good overall. Teachers' calm and engaging manner contributed well to a respectful and positive learning atmosphere, that enabled students to participate confidently and engage meaningfully in discussions in subjects across the curriculum. Students in Key Stage 4, demonstrated a good level of independence and self-management. They worked sensibly and confidently throughout the set activities, for example, in Key Stage 4 technology. Students with SEND were well supported and encouraged to work independently. Achievement was stronger in social studies because students made good progress. In Year 10, teacher's explanations of complex social issues were clear and linked to relevant Caribbean contexts, allowing students to apply learning to real-life situations. In business studies, because the lessons were well-structured and sequential, students could build their understanding of complex ethical and legal business issues over time. Students made good progress in Year 11 electronic document preparation and management classes as a result of teachers using interactive quizzes effectively. This enhanced their motivation and provided an effective means of formative assessment which promoted good progress. Where achievement was satisfactory, for example in ICT, expectations of group work and the level of challenge were not high enough, resulting in some off-task behaviour and limited learning. Achievement in some other subjects was weaker because the teachers' expectations of what students could achieve were too low. In Spanish, some teachers did not plan sufficient work for each lesson and the level of challenge was sometimes too low. This limited students' progress and attainment in the language. Students made good progress in physical education and enhanced their football skills because teachers modelled good practice and provided graded exercises.

Areas for development

- Plan lessons to enable all groups of students to achieve and make good progress.
 - Develop student's understanding of each subject by asking more challenging questions.
-

Performance Standard 2 Promoting our students' personal and social development	
Quality Indicator	Current Inspection Judgement
2.1 Positive behaviour for good learning	Good
2.2 Civic and environmental understanding	Good

Positive behaviour for good learning

Positive behaviour for good learning was good. Relationships between staff and students were strong, and students consistently showed respect for one another and for adults. Daily tutorials and the REACH programme supported students in developing self-regulation skills and resiliency. This was a key school priority. The Positive Behavioural Interventions and Supports (PBIS) programme successfully established expectations of in-class behaviours. The school incentive system celebrated student successes well with termly whole school assemblies. Behaviour around the campus was almost always good. Students lined up calmly outside the cafeteria to collect their lunches. The occasional disagreements and altercations were promptly addressed by staff, using restorative practices well. A majority of students and parents felt that behaviour in the school was always good. Only a few minor incidences of disruptive behaviour were seen during the inspection, and these were quickly resolved. The behaviour support team actively supported students with challenging behaviours, including the local police liaison officer acting as a mentor. Records indicated the school's actions were effective, leading to improved learning behaviours and reduced disruptions, suspensions and exclusions. All students wore uniforms, with the student council acting as role models. In lessons, students, including those with additional learning support needs, collaborated well on a range of activities. Issues with the transfer of data from a legacy administrative system prevented the school from providing definitive attendance data. However, the available data indicated that the attendance rate was at least 94 per cent. A minority of students did not arrive on time at the start of lessons during the school day, partly due to the size of the campus.

Civic and environmental understanding

Students civic and environmental understanding was good. Most students showed a strong sense of civic responsibility and were becoming active citizens who would contribute to Caymanian Life. They understood what national identity meant and valued Cayman's traditions and culture, recognising the importance of the Christian faith to community life. This was evident in their participation in Heritage Day, Literacy Across Cultures, and the Gospel Concert, and in the school's effective partnerships with local churches and charities. Students cared for their school and local environment. They helped to keep the campus clean and tidy and joined projects that improved the surroundings. Their involvement in the hydroponic garden and the award-winning "Plastics to a Purpose" recycling project strengthened their understanding of sustainability and social responsibility. Older students demonstrated mature awareness of social and economic issues. They spoke confidently about immigration, employment, and the contribution of expatriate workers, linking these topics to life in the Cayman Islands and to their own responsibilities as future citizens. Many contributed positively through service organisations such as the Leo Club, Key Club, and the Cadet Corps. Students also learned about other religions in Religious Education and took part in Spanish Day. To deepen their understanding of the customs and festivals of other groups, the school could broaden the range of cultural celebrations offered. Across subjects, the curriculum successfully reinforced Cayman's history and identity. Most students respected local values, acted responsibly, and actively supported sustainability and conservation at school, in the community, and beyond.

Areas for development

- Review adult supervision to increase visibility across the campus and reduce late coming at the start of lessons.
 - Extend opportunities for students to exercise initiative and leadership.
-

Performance Standard 3 Ensuring effective teaching to support our students' learning	
Quality Indicator	Current Inspection Judgement
3.1 Teaching	Good
3.2 Learning	Good
3.3 Assessment	Good

Teaching

The quality of teaching was good. More than half of the lessons observed were good or better. Teachers had strong subject knowledge. Most teachers consistently planned lessons with clear learning intentions and success criteria. This approach to teaching provided a clear lesson structure across the school which benefited students. Most teachers had high expectations of their students. However, some lessons were pitched at too low a level and these did not challenge the most able students. In almost all lessons, students behaved well because teachers managed their classrooms effectively. Teachers used a variety of strategies to meet students' different learning needs. A minority of teachers successfully met the wide range of students' learning needs by making adaptations to materials and resources. The majority of lessons included opportunities for students to practise problem solving. In Year 11 chemistry, the teacher's enthusiastic teaching of practical work ensured that students understood the principles of the reactivity of metals well. He supported students' understanding through probing questioning which developed their critical thinking. This type of questioning was not well developed in mathematics. Teachers ensured that most students were active participants in lessons. Their questioning also played a part in promoting students' participation and interest. In physical education, students developed their understanding of defensive tactics through the teachers' careful questioning and modelling of dodging techniques. English teachers engaged students well in Year 9 by using resources imaginatively. For example, a video of a real-life disruptive incident in a pizza restaurant engaged the students' attention and prepared them well for writing a letter of complaint. Other teachers showed the relevance of their subject by linking it to real-life examples.

Learning

The quality of learning was good. In most lessons, students were well motivated and demonstrated positive attitudes towards their work. They understood what they were learning and why. Most were able to explain their progress in relation to the learning intentions and success criteria. Learning was most effective where teachers used purposeful questioning and timely feedback to challenge students to think deeply and refine their understanding, although this was not yet consistent across subjects. The majority of teachers had high expectations and planned sequential tasks which supported students to understand concepts and build independence. For example, in a Year 11 geography lesson, students built on their prior learning about plate boundaries to explain the causes and effects of earthquakes. This enabled students to make meaningful connections between concepts and apply their understanding independently when presenting their findings. This was not always the case in mathematics where tasks did not move students on towards more complex problem solving. For example, in a Year 10 mathematics class, questions of varying complexity on cost price and profit margins were distributed randomly to groups. Across most subjects, students developed their knowledge and skills over time. They were encouraged to think carefully and to collaborate with each other to improve their work. In English, students reflected thoughtfully on model texts

to identify features of effective writing before applying these independently. In practical subjects, such as science, students demonstrated high levels of focus and engagement. In Year 11 chemistry, students collaborated highly effectively to solve problems and draw conclusions in readiness for their examinations. In a significant minority of lessons, the pace of learning was too slow, and some students, particularly the most able, were not consistently challenged to deepen their understanding or extend their critical thinking.

Assessment

Assessment was good. Teachers integrated it well into classroom practice with regular peer assessment. They generally checked students' prior learning and understanding to inform next steps. Teachers organised peer and self-assessment well among older students. This supported students' ability to reflect on their learning. It also provided effective insights for teachers on students' progress. Teachers used this and other formative and summative approaches consistently to track progress, although at times they did not evaluate the quality of student work in sufficient depth. Teachers provided students with regular and constructive feedback in lessons as part of their formative assessment strategies. However, it sometimes lacked the precision needed to have significant impact. Teachers marked books consistently and ensured that students completed tasks. Their comments on students' work were helpful and often motivating. Good examples of marking were seen in science that promoted students understanding of the subject. Teachers organised record keeping very well. This enabled them to evaluate students' progress in relation to their expectations. The school ensured that assessment and recording practices were consistent across departments. A good feature was the consistent use of CAT scores as a basis for identifying students' potential strengths and learning needs. Teachers used the well organised tracking systems to identify students that required additional support or interventions. Subject leaders were supported by senior leaders to facilitate regular moderation of assessments and departmental reviews. This maintained reliability and consistency in the use of assessment data. Teachers demonstrated a sound understanding of individual students' progress and learning needs. They adjusted their lesson plans and provided effective support for individuals.

Areas for development

- Strengthen the precision and impact of formative assessment by ensuring teachers consistently evaluate the quality of students' work in greater depth, provide feedback with clearer next steps, and allow sufficient time for students to respond and improve.

Performance Standard 4 Offering a curriculum that meets the educational needs of all our students

Quality Indicator	Current Inspection Judgement
4. Curriculum quality	Good

Curriculum

The curriculum was good. It was broad and balanced and regularly reviewed by dedicated committees. The curriculum included a wide range of vocational courses for students who benefitted from a more practical approach to their learning, for example City and Guilds courses in mathematics and English, motor vehicle studies, industrial technology (building and furniture) and life skills. The curriculum was progressive and provided challenge for higher attaining students. For example, students who passed mathematics early could move to a statistics course. Students who were successful in their language examinations in Year 9 and literature in Year 10 were encouraged to take advanced courses in Year 11 in either theatre arts or communication. Students of physical education and IT were also able to move to more challenging courses. Additionally, students are offered courses outside of the normal school day to support them to graduate with honours. Alongside the use of IT to support learning in the classroom, all students complete the electronic document, preparation and management course. The school engaged fully with the community to enhance the curriculum and support students in the next stage of their lives. Commendably, all Year 10 students completed work experience. Local business provided students with the opportunity to practise applying for and being interviewed for employment. Consequently, they were well-prepared for the next stage of their lives. There was a wide range of extra-curricular opportunities available, for example, junior robotics, book club and choir. Attendance at these clubs was closely monitored and all students were strongly encouraged to participate in at least one activity.

Areas for development

- Provide greater encouragement and support for students to have the confidence to tackle higher-level qualifications.
- Further adapt the curriculum to meet the needs of individual students who need extra support.

Performance Standard 5 Keeping our students safe and always supported	
Quality Indicator	Current Inspection Judgement
5.1 Health and safety	Good
5.2 Support and guidance	Good
5.3 Student Well-Being	Good

Health and safety

Health and safety across the school was good. The school had effective systems and procedures in place to ensure the safety and well-being of students, staff, and visitors. The school site was kept secure throughout the day, supported by controlled visitor access and video camera surveillance. This ensured entry to the premises was monitored and visitors were appropriately identified, signed in, and issued with temporary identification before moving through the site. During arrival, transitions, breaks, lunch periods, and dismissal, students were consistently supervised by security officers and assigned members of staff, which helped promote orderly movement, prevented overcrowding in corridors, and reduced the likelihood of accidents or unsafe behaviour. Risk assessments were completed and reviewed for lessons, practical activities, and off-site educational visits, ensuring that potential hazards were identified and their adverse impact minimised. In science laboratories, appropriate storage, handling, labelling, and disposal procedures for materials and equipment were followed, allowing students to participate safely in practical work while also reinforcing safe working habits. Fire drills and emergency evacuation procedures were practiced regularly, and both students and staff demonstrated clear understanding of the required actions and assembly points. Maintenance concerns were reported promptly using the established reporting process, with work typically completed efficiently to prevent hazards from developing. All staff were trained in child protection and safeguarding procedures, enabling them to recognise and respond appropriately to concerns. A group of staff were trained to administer CPR, ensuring that first aid support was available when needed. Additionally, four designated child protection officers were responsible for overseeing safeguarding practices and ensuring that reporting procedures were followed consistently across the school community.

Support and Guidance

The quality of support and guidance was good. The school-based SEND team liaised effectively with feeder primary schools, ensuring that support for students with additional learning support needs were in place when they entered Year 7. The weekly team meeting to discuss student progress and review teacher referrals, provided helpful responses to teachers. Teachers were supported well to help students with additional learning needs. The in-house developed online system enabled staff to access student data, targets, documentation and resources. The SENCO organised regular assessments and reviews to ensure that support strategies were appropriate. The school worked in close partnership with parents and internal and external partners, including local Christian organisations. Detailed learning support plans (LSPs) were developed through collaboration with specialists, staff, students and parents, with termly reviews. Almost all students with additional support needs made good progress from their starting points. The school offered access to City and Guilds and ASDAN certifications for students not taking CSEC examinations, promoting high expectations and inclusivity. Most teachers made accommodations in their planning for students with additional support needs, but implementation was variable, with an overemphasis on differentiation by outcome. The SENCO contributed to the school's professional development programme by disseminating good practice. Impact was seen in an English lesson, where a teacher provided graduated writing frames and in a science lesson, where a visually impaired student viewed the teacher's presentation on his laptop and used it to type his responses to questions.

Student Well-Being

Support for students' well-being was good. It was a high priority for the Principal and staff. The school had effective systems to support students emotionally and academically, complemented by extracurricular programmes such as Boyz2Men and the chess club. The daily tutorial and REACH programme were integrated into the curriculum, allowing students to explore social and emotional development, moral dilemmas and life skills. The pastoral and guidance team had received training in mental health, first aid and trauma counselling, and all staff had received mental-health training. The school tracked students' attendance, behaviour, academic progress and attitudes, and staff were alerted to any concerning changes. The small off-site inclusion hub provided a safe space for students to decompress and facilities for behaviour support. A referral system enabled teachers to share concerns, and students could also self-refer. The school was addressing issues raised in the climate survey about the cafeteria and the surrounding outdoor areas. Students felt leaders listened to their concerns, and no significant issues were evident during the inspection. Commendably, the school sought the views of students when developing approaches to improving well-being support across the school. Regular campaigns raised awareness of bullying, and a targeted cyberbullying campaign had reduced incidents. Most students expressed pride in their school and described the support they received as a key strength. Students identified several safe places they could use if they were anxious. Form tutors and learning mentors supported student well-being very effectively. Parents were particularly pleased with this support.

Areas for development

- Strengthen staff training in trauma-informed practice and early intervention strategies.
 - Provide additional support for staff to help them embed current well-being initiatives into school practice.
-

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

Quality Indicator	Current Inspection Judgement
6.1.1 Leadership	Good
6.1.2 Leading and supporting emotional well-being	Good
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

Leadership

Leadership was good. The school was led by the Principal who inspired the whole school community. Her deputy principals had complementary skills. They focused sharply on student outcomes and set a confident tone for the whole community. The senior leaders motivated staff, championed an inclusive climate, and encouraged dialogue and effective teaching. Professional learning was carefully targeted, and the impact was evident in stronger classroom practice and rising student achievement. Leaders used data well, setting clear, measurable goals that embedded high expectations and steady improvement. They also cultivated strong partnerships with parents and the wider community. The senior leadership team included teaching learning coordinators and learning mentors. They demonstrated high professional competence and commitment to improving the school. The school's approach to development aligned training with modern pedagogy and encouraged teachers to use up to date methods. The restructured line-management system clarified accountability. The senior leaders worked very well together. This coherent, growth-oriented culture kept the school student-centred and encouraged high performance. Relationships and teamwork were actively developed at every level. Leaders promoted collaborative practices that spread effective ideas, empowering subject leaders within departments. The Master Teacher mentoring programme, alongside ongoing CPD on the National Curriculum and assessment, strengthened staff capability and consistency. The emphasis on trust, teamwork, and distributed leadership deepened engagement and sustained improvement. Staff and student voices informed decisions through open communication, student councils, and forums, building trust and shared ownership of the school's direction. A collaborative leadership model was embedded across the school. The senior leadership team was committed to continuous improvement, inclusion and collaboration that enabled the school grow.

Leading and supporting emotional well-being

Leading and supporting emotional well-being was good and a major strength of the school. The Principal was highly committed to developing students' well-being and resilience. She introduced systematic programmes to address these important issues for the school community. The Principal also kept a clear focus on staff welfare, which reinforced trust, reduced pressure, and modelled the compassionate, high-expectation culture expected for students. Policies and daily routines prioritised emotional literacy, resilience, and well-being, and these were visible throughout the school. Initiatives such as the REACH programme, peer mentoring, and student-led well-being committees fostered empathy, collective

responsibility, and a culture where kindness was expected. Staff modelled inclusive language and behaviour, and students reported that they felt safe, respected, and well supported. The school gathered regular feedback through surveys. Staff analysed trends and adjusted supports accordingly. Students helped to shape well-being actions. Clear policies and curricular provisions underpinned inclusive practice. Anti-bullying, mental health, and inclusion policies were referenced in daily tutorials, the REACH programme and reinforced through assemblies. Emotional well-being was also addressed through structured lessons, targeted enrichment, and strong pastoral care. Safeguarding procedures incorporated well-being indicators to secure early identification and intervention, ensuring support before issues escalated. Professional development systematically supported this work. Staff participated in CPD on trauma-informed practice, student support, and equity. Workshops, coaching, and reflective practice were coordinated and routinely evaluated for impact. As a result, the majority of staff were equipped to meet students' emotional needs and students knew clearly how to access additional help. The whole-school emphasis on inclusion and equity was consistent and visible in decisions and day-to-day interactions.

Self-evaluation and improvement planning

Self-evaluation and improvement planning were good: the school improved significantly since the last inspection. Senior leaders knew the school's strengths and the areas needing further development. Leaders analysed internal assessments and external examination results closely, observed lessons, and reviewed students' work in books. Findings by subject were collated, shared with staff and followed up with precise feedback for teachers, which supported improvement in classroom practice. The self-evaluation form (SEF) was detailed and demonstrated the rigorous approach adopted by senior leaders in identifying how well the school was performing and what needed to improve. When evaluating students' progress the school relied heavily on comparing outcomes with Year 9 CAT4 predictions rather than using a more reliable range of progress measures. School improvement planning was collaborative and ambitious. The school improvement plan (SIP), produced by the SLT with the collaboration of subject leaders and teachers, set out a comprehensive three-year agenda. Yet it was overly detailed, with 17 priorities covering almost all aspects of the school. It lacked milestones and would have benefitted from a small set of sharp, high-leverage targets to focus effort and track impact efficiently. Nevertheless, the school had moved forward strongly since the October 2022 inspection. Leaders responded well to all recommendations. Teachers raised attainment in Key Stage 3 by setting higher targets and tracking progress more closely. The quality of teaching and learning improved across the school; expectations rose in core subjects, good practice was shared, and strategies to engage students more actively were promoted. The restructured leadership model strengthened line management, increased teacher accountability, and improved the effectiveness of teaching in the core subjects.

Links with parents and the local community

Links with the parents and the wider community were excellent, which is an improvement on the previous inspection. Almost all parents praised the quality of education provided by the school. This was evident from the response to the survey and meetings with parents. Parents praised the dedication of teachers, citing their caring and supportive approach, which they believed led to successful outcomes for students. Learning mentors provided supportive communication with parents to update them on student wellbeing and behaviour. Parents were informed of academic results and examination performance through regular communication from the school across all phases. When parents had questions, two-way communication was frequent and prompt. In addition, attainment levels were reported in student workbooks which parents were asked to sign. Further information on student achievement was provided to parents in the report cards that were issued three times per year. The school has begun to develop effective ways to involve parents

further in supporting students, such as a gala-style numeracy workshop and through providing access to student assignments. The Parent Teacher Association was consulted on new communication and mobile phone policies which has improved provision. Both the school and the community benefitted from an excellent range of partnerships which enhanced student learning and development. These included the Alex Panton Foundation for well-being and the Chamber of Commerce in a student mentoring project. In school, the Key Club provided opportunities for students to participate in beach clean-ups. Students competed in international and island-wide activities, such as the Collas Crill legal moot, and students competed with other schools in chess, debating and the DART Robotics programme.

Staffing and the learning environment

Staffing and the learning environment were judged as good. Staff deployment had been well considered, ensuring that subject specialists taught within their areas of expertise and leadership capacity was distributed appropriately across departments. The introduction of the Master Teacher programme had enhanced staff confidence and capability. The school environment was safe, attractive and well maintained. Learning spaces were bright and well organised. Teachers and students coped well with the challenge of working in the open structure of most teaching areas, arising from the noise from adjacent teaching areas. Considerable investment had been made in improving ICT infrastructure and expanding access to digital devices; for example, additional laptops had been purchased. Science laboratories, technology rooms and vocational areas had been refurbished to improve alignment with curriculum requirements. These changes helped to engage students more effectively in practical and applied learning. However, there were too few laboratories to ensure that all year groups had good access to practical work. The school had established effective systems for managing resources to ensure that they were deployed to best effect. Strategic resourcing decisions had been clearly linked to the priorities outlined in the School Improvement Plan demonstrating a strong connection between these and financial investment. Leaders and teachers had managed the resources available to them efficiently, although a shortage of some basic equipment remained in certain departments. Professional development had been prioritised through regular CPD linked to SIP priorities, ensuring that human resources continued to meet evolving curriculum and pedagogical needs. The impact of these strategic decisions had been reflected in improving examination outcomes and increased student engagement.

Areas for development

- Streamline and focus SIP documentation. Provide milestones to track progress of each project on the improvement plan
- Increase the number of science laboratories and ensure all departments have sufficient basic resources for learning.
- Launch school-wide the new and improved online parent communication tools.

Summary of Student, Parent and Staff Survey Results

Before the inspection, the views of students, parents and staff were obtained through surveys. The numbers of participants that completed the surveys were as follows:

Students	662	Parents	117	Staff	97
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Students

Almost all students who responded to the survey identified their teachers as the school’s greatest strength, describing them as caring, dedicated, and supportive. They praised teachers’ commitment to helping them understand their work and providing useful feedback that enables improvement. Students expressed pride in the school’s academic standards and results, recognising that lessons were engaging, enjoyable, and helped them make progress. They also reported that they understood how to assess their own learning and take responsibility for improving it. Most students spoke positively about the range of subjects, extracurricular opportunities, and activities that support both academic and personal growth. They recognised that the curriculum was broad, relevant, and prepared them well for future careers. Most described a strong sense of community, respect, and encouragement from staff and peers, and said that the school promoted civic awareness and environmental responsibility. The majority of students, however, identified concerns about the physical environment and daily routines. Issues such as bathroom cleanliness, mosquitoes, food quality, and maintenance were frequently mentioned. While behaviour in lessons was viewed as calm and focused, a significant minority felt that behaviour in outdoor areas and during unstructured times could improve. Some students also reported feeling unsafe in certain spaces or uncertain about how concerns are followed up after being reported. A significant minority expressed frustration about the mobile phone policy and limited student consultation, wanting greater involvement in school decisions. Despite these concerns, most students took pride in their learning, relationships, and achievements. Overall, students thought that the school’s systems and teaching were strong, and there was scope to improve the environment and their daily lived experiences.

Parents

Almost all parents who responded to the survey expressed positive views about the school's commitment to student wellbeing and safety. Almost all reported that staff are approachable, supportive, and responsive to concerns, with one parent commenting, "The teachers truly look out for my child, and I feel confident she is in good hands every day." Almost all respondents agreed that communication from the school is timely and clear, highlighting regular updates, respectful interactions, and a strong sense of care across the campus. Most parents were satisfied with the academic provision and extra-curricular offer. They noted improvements in classroom teaching, behaviour management and opportunities for students to develop their skills and interests. Several parents praised teachers' high expectations and dedication, with one stating, "My son is more motivated this year because his teachers push him to do his best." Most parents also felt that the school fosters an inclusive environment where children are encouraged to participate and take pride in their learning. A few parents identified areas for further improvement as being some inconsistent communication across departments, a limited choice of certain programmes and occasional delays in addressing behavioural issues. Overall, the survey responses indicate that parents hold a strong level of confidence in the school, with high appreciation for the quality of teaching, the breadth of the curriculum, how safe and supported their children are and the learning they demonstrate. Almost all of the parents surveyed said the school provides a good quality of education.

Staff

The results of the 2025 staff survey reflected a very positive professional climate at Clifton Hunter High School. A large majority of respondents expressed high levels of confidence in the leadership, culture, and academic outcomes of the school. Teachers repeatedly described the staff as 'dedicated,' 'qualified,' and 'hard-working,' emphasising collegiality, teamwork and a shared drive to ensure that every student succeeds. Leadership was viewed as visible, supportive, and inspirational, with the Principal and senior team praised for maintaining high expectations and an open-door approach. Staff morale was generally high, with many citing a strong sense of purpose, professional pride, and belonging within the school community. The survey also highlighted the school's academic reputation, with staff noting consistently strong external examination results and effective teaching and learning practices despite the challenges posed by the open-plan campus. Teachers celebrated the school's success in supporting students with additional learning needs, promoting inclusion, and sustaining strong parental and community engagement. There was a shared view that the curriculum provided breadth, balance, and meaningful enrichment through clubs and community projects. Areas for further improvement centred mainly on infrastructure and resourcing, with frequent references to the limitations of the open-plan design, overcrowding, and the need for more classroom space and equipment. A smaller proportion of staff mentioned the importance of enhancing communication with the Department of Education Services, promoting greater parental involvement, and continuing to strengthen student resilience and behaviour management. Overall, the survey reflected a school characterised by committed staff, strong leadership, and a deep collective ethos of improvement and student success

What Happens Next?

The school should prepare an action plan within four weeks of the publication of this inspection report.

This should consider and 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.

Further Information

Inspections of Educational Institutions in the Cayman Islands

As determined by the 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 educational institution 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 educational institution 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 by inspectors when they visit compulsory educational institutions while 'First Steps to Success: Nurturing Environments and Thriving Children' (Cayman Islands Government, October 2023) is used by inspectors when they visit early childhood settings. Educational institutions also use the respective inspection framework(s) to review their own work.

Inspection frameworks are a central feature of different educational institution 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 educational institutions regarding the major determinants of educational success.
- Exemplars provide educational institutions with clarity regarding expected standards of provision.
- The indicators can be used by educational institutions for **self-evaluation purposes** and can be linked to 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 settings to see inspection as a **transparent** process.

Judgements

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.
Good	The expected level for every educational institution, including early childhood settings, in the Cayman Islands.
Satisfactory	Partially effective in achieving positive outcomes for children but requires improvement. All key aspects of performance and practice in every educational institution, including early childhood settings, should, however, exceed this level.
Weak	Well below expectations and requires significant improvement. Any educational institution that receives a weak judgement will be expected to take urgent measures to improve the quality of those aspects of their performance or practice.

Consistency in Quantitative Terminology

Inspectors use quantitative terms in reports, as follows:

Term	Definition	Numerical Value
All	The whole - as used in referring to quantity, extent or duration	100%
Almost all	90% and more	90% to 99%
Most	70% or more but less than 90%	70% to 89%
Majority	Half or more but less than 70%	50% to 69%
Significant minority	A quarter or more but less than a half	25% to 49%
Minority	15% or more but less than a quarter	15% to 24%
Few	Up to 15%	0% to 14%

The Office of Education Standards

Who Are We and What Do We Do?

The Office of Education Standards is part of the Portfolio of the 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

Information About the Inspection Team

Role	Name	Affiliation
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Team Inspector	Glynis Bradley-Peat	International Inspector
Team Inspector	Hayden Lyons	Senior Inspector, OES
Team Inspector	Beverly Parkinson	International Inspector
Team Inspector	Marsha Seerattan	Inspector, OES
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