



Office of Education
Standards
Cayman Islands Government

INSPECTION REPORT

OCTOBER 2025

First Baptist Christian 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.

Inspections Commencing in 2024

First Steps to Success Early Childhood Inspection Framework

In January 2024, the Office of Education Standards commenced inspections of early childhood settings using the 'First Steps to Success: Nurturing Environments and Thriving Children' framework (Cayman Islands Government, 2023). Before the introduction of this tailored framework for the early childhood sector, inspections of educational institutions, including early childhood settings, were conducted using the 'Successful Schools and Achieving Students 2' framework. Owing to the minor disparities between these two frameworks, any change in judgement for early childhood settings in this inspection cycle will be denoted as 'N/A' (not applicable).

Developmental Domains

When used in relation to human development, the word “domain” refers to specific aspects of growth and progress. The universal domains of development in early childhood, and also reflected throughout this inspection report and the inspection framework, are:

- ***Cognitive*** – Refers to the developmental aspect of children’s mental and intellectual abilities. It encompasses the processes of thinking, learning, problem-solving, reasoning and understanding the world around them.
- ***Social Emotional*** – Refers to the development aspect of children’s ability to understand, manage and express their emotions, as well as their capacity to interact and form relationships with others. This domain encompasses a wide range of skills and behaviours that contribute to children’s social and emotional well-being, including self-awareness, self-regulation, sensory processing, empathy and building connections with peers and adults.
- ***Communication and Language*** – Refers to the developmental aspects of children’s ability to communicate effectively and develop language skills. It encompasses a range of skills and milestones related to language acquisition, comprehension, expression, writing and interaction.
- ***Physical*** – Refers to the developmental aspect of children’s gross and fine motor skills and overall physical well-being. It includes the development of both large muscle groups (gross motor skills) and small muscle movements (fine motor skills) as well as eye-hand co-ordination.






















Early Childhood Setting

The term 'Early Childhood Setting' is used throughout this inspection report and the inspection framework, 'First Steps to Success: Nurturing Environments and Thriving Children'. Early childhood setting is defined as:

An entity of establishment which provides services for the care and education of children under compulsory school age as registered by the Education Council and/or approved by the Ministry of Education.

Early Childhood Settings include privately owned and operated Early Childhood Care and Education Centres, Nursery and Reception programmes and classes in government schools and early childhood provision in primary or all-through schools.

School Information

General Information		
	School name	First Baptist Christian School
	Address	920 Crewe Road, George Town
	Telephone number	1 (345) 945-7906
	Website	www.fbcs.edu.ky
	Name of principal	Mrs. Janet Durksen
	Date of this inspection	October 29 – 31, 2025
	Date of last inspection	October 02 – 04, 2023
Children		
	Number of students on roll	Preschool: 46, K- Grade 8: 138
	Age range of the students	2-14 years of age
	Grades or year groups	Preschool; K- Grade 8
	Number of Caymanian children	Preschool: 26, K-8 Grade: 61
	Number of children with additional learning support needs	25
	Number of EAL students	2
	Largest nationality group of children	Caymanian: 47%
Curriculum		
	Main curriculum	Virginia State Standards
	External tests and assessments	Measures of Academic Progress (MAP)
	Accreditation	N/A
Staff		
	Number of licensed teachers	16, Plus 3 Outsourced Specialists QT
	Number of teaching assistants	TAs: 7; & 3 Nonqualified Pre. Teachers
	Number of other staff	7
	Teacher-child ratio	K-1:8; Grades 1:9

Context

First Baptist Christian School operates under the auspices of First Baptist Church in Grand Cayman. It is governed by a School Ministry Team (SMT) which provides oversight for the school regarding its mission, strategy and finances. Since its opening in 1996, the school has broadened the age range of students it serves. It now caters for children between two and 14 years of age. Students are organised across three phases: Pre-School, Elementary and Middle School up to Grade 8. The Pre-School has been under the direction of the main school since February 2021. Student enrolment has decreased by 17% from 223 in 2023 to currently 184.

The Principal was appointed just before the 2020 inspection and continued in the post until the last day of this inspection. Her tenure at the school, together with the Assistant Principal, has provided stability and contributed to the growth across the school. The school had a relatively high turnover rate among teachers. However, school leaders have put good measures in place to not only attract quality staff, but to incentivise them to remain at the school. Both church and school leaders cite the caring, nurturing and empowering school climate as the most impactful factor for sustained retention of teachers. There are relatively few students with special educational needs (SEND).

First Baptist Christian School was judged good in its previous inspection in October, 2023 and is judged good again in this inspection cycle.

Overall Judgement History

Cycle 1 Inspection	March 2019	Satisfactory
Cycle 2 Inspection	April 2021	Satisfactory
Cycle 3 Inspection	October 2023	Good
Cycle 4 Inspection	October 2025	Good

Next Steps

The School has achieved its second consecutive good or better rating and as a result, will be inspected within 4 years.

Current Performance Summary

Performance Standard 1 (Early Childhood) Helping our children to achieve in key areas of their learning and development					
Quality Indicator		Early Childhood Inspection Judgement		Change	
Cognitive development	1.1 Attainment	Good		N/A	
	1.2 Progress	Good		N/A	
Social Emotional development	1.1 Attainment	Good		N/A	
	1.2 Progress	Good		N/A	
Communication and Language development	1.1 Attainment	Good		N/A	
	1.2 Progress	Good		N/A	
Physical development	1.1 Attainment	Good		N/A	
	1.2 Progress	Good		N/A	
Performance Standard 1 (Compulsory) Helping our students to achieve in key areas of their learning					
Quality Indicator		Elementary Inspection Judgement	Change	Middle Inspection Judgement	Change
English	1.1 Attainment	Good	→	Good	→
	1.2 Progress	Good	→	Good	→
Mathematics	1.1 Attainment	Good	→	Good	→
	1.2 Progress	Good	→	Good	↑
Science	1.1 Attainment	Excellent	↑	Excellent	↑
	1.2 Progress	Excellent	↑	Excellent	↑

Performance Standard 2 Promoting our children's emotional well-being and civic and environmental understanding / Promoting our students' personal and social development						
Quality Indicator	Early Childhood Inspection Judgement	Change	Elementary Inspection Judgement	Change	Middle Inspection Judgement	Change
2.1 Social emotional learning / Positive behaviour for good learning	Good	→	Good	→	Good	→
2.2 Civic and environmental understanding	Excellent	↑	Excellent	↑	Excellent	↑

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

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

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

Performance Standard 6 Leading and managing our school and developing our links with the community we serve		
Quality Indicator	Whole School 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

- Children in Early Years made good progress and achieved well in all the early learning domains. Students achieved good outcomes in mathematics and English, and their progress and achievement in science were judged excellent.
- The school demonstrated strategic leadership and vision through its clearly articulated mission, which effectively guided a dual focus on academic priorities and the promotion of Christian values.
- Leaders maintained effective distributed leadership, with clearly defined roles and responsibilities that enhanced both operational efficiency and instructional oversight.
- Teachers ensured curriculum alignment and delivery by providing appropriately challenging and engaging learning experiences across both core and other subjects.
- The school has cultivated a supportive and inclusive ethos, celebrating diversity and fostering a strong sense of belonging among students and staff.
- The school's responsive self-evaluation and improvement planning processes enabled leaders to monitor progress, address inspection recommendations, and drive continuous improvement.

Recommendations

Further Strengthen Teaching and Assessment Practices through:

- the implementation of a structured observation-feedback-coaching cycle to improve instructional quality;
- using assessment data more systematically to inform planning and personalise learning;
- the provision of training for teachers on effective questioning techniques to enhance student's thinking and depth of understanding.

Enhance Curriculum-Linked Learning Environments to:

- enrich classroom walls with student work, anchor charts, and word walls;
- ensure consistency and purposeful use of visual resources across phases.

Broaden Curriculum Enrichment and Aspirational Learning by:

- expanding career-linked learning opportunities through community partnerships and parental expertise;
- integrating real-world applications to deepen student engagement and relevance.

Formalise Strategic Planning for Well-Being to:

- develop comprehensive policies for mental health and emotional well-being.
- embed well-being into school improvement planning and review processes.

Inspection Findings

Performance Standard 1 (Early Childhood) Helping our children to achieve in key areas of their learning and development		
Quality Indicator		Early Childhood Inspection Judgement
Cognitive development	1.1 Attainment	Good
	1.2 Progress	Good
Social Emotional development	1.1 Attainment	Good
	1.2 Progress	Good
Communication and Language development	1.1 Attainment	Good
	1.2 Progress	Good
Physical development	1.1 Attainment	Good
	1.2 Progress	Good

Cognitive Development

Attainment in the Cognitive domain was good. Observation records and assessment information indicated that almost all children met or exceeded expected levels in scientific, mathematical, technological, literacy and health-related learning. Children demonstrated secure understanding of core concepts and were able to apply these in varied contexts. Almost all children showed strong self-management skills, including independent personal hygiene, confidence in expressing ideas and positive engagement in learning activities. They interacted purposefully with a wide range of materials, showing curiosity, sustained interest and a willingness to explore cause-and-effect.

Progress in the Cognitive domain was good. Children strengthened conceptual understanding through purposeful play and investigation, in line with OES expectations for active learning. For example, as they made orange gelatin and retrieved hidden animals, they demonstrated early prediction and observation skills. In another class, children developed vocabulary and awareness of their bodies through movement and song, confidently identifying different body parts. These experiences supported language development, reasoning and understanding of their environment, showing clear progression in cognitive skills across the setting.

Social Emotional development

Children's attainment in the Social and emotional domain was judged to be good. Almost all children demonstrated good ability to manage their personal needs independently, including accessing, opening, and organising their own food and drink at mealtimes. Engagement during devotional activities was consistently positive; children sang the National Song with respect, confidence and sound recall. Relationships across the setting were warm, cooperative and constructive. Children showed resilience and collaborative problem-solving skills, particularly when undertaking shared tasks. For example, one small group successfully negotiated how to close a very long zip on a storage bag after working together to tidy away building bricks, and expressed genuine satisfaction in their shared achievement.

Progress in Social and emotional development was good across the cohort. Younger children initially played alongside peers and, over time, developed into purposeful, cooperative play, demonstrating increased empathy and awareness of others' needs. Children routinely supported one another, greeting peers warmly, assisting with bags and personal belongings, and offering invitations to join play activities. Respectful interactions were evident throughout the day. Almost all children contributed willingly to maintaining a tidy and orderly learning environment, taking responsibility for shared spaces and classroom resources. They consistently ensured that items were returned to appropriate places and that chairs were carefully positioned under tables, reflecting a developing sense of pride, ownership, and collective responsibility.

Communication and Language development

Evidence from observations and recorded assessments indicated that children's attainment in Communication and Language was good. Almost all children demonstrated a secure and widening vocabulary and were able to ask and answer questions with clarity, fluency, and confidence. They readily shared personal preferences, experiences, and ideas. For example, one child articulated the biblical story of Joseph with accuracy and detail, drawing on learning from children's church. Attentive listening skills were consistently evident, with almost all children responding promptly and appropriately to adult instructions. Children showed enthusiasm for narrative activities, engaging meaningfully with stories, role-play, and imaginative conversations. They were beginning to experiment with early writing, producing recognisable words and simple sentence structures.

Progress in Communication and Language was good overall. Almost all children presented as confident, sociable, and motivated to engage in conversation with both adults and peers. Younger children benefited from staff modelling language effectively through descriptive commentary during play, such as when preparing pretend meals for dolls, manipulating modelling dough, or constructing with building materials. This supported vocabulary development and encouraged expressive language. Progress in early literacy, while positive, was developing more gradually. The recently introduced literacy scheme was not yet fully embedded, and staff occasionally provided inconsistent guidance regarding accurate phoneme pronunciation and correct letter formation. As implementation strengthens and practice becomes more consistently aligned, children's literacy progress is expected to accelerate further.

Physical development

Attainment in the Physical domain was good. Almost all children met or exceeded age-related expectations, with the majority demonstrating performance above typical levels. While outdoors, children climbed, swung and slid confidently on large climbing apparatus, showing strong spatial awareness and secure gross motor control. Almost all were able to regulate their movements effectively with coordinated actions when running and during group dances, such as the 'Hokey Pokey'. Fine motor dexterity was well developed in almost all children, evidenced through successful manipulation of modelling dough, completion of jigsaw puzzles and threading beads. In one class, most children displayed precise hand-eye coordination when 'feeding' a picture of the hungry caterpillar with dried pasta pieces.

Progress in Physical domain was at least expected for almost all children, with the majority making more than expected progress. Children demonstrated strong development in both gross and fine motor areas. While outdoors, they ran safely and cooperatively, showing awareness of their own movement in relation to peers. Indoors and outside, children constructed models using a range of materials and tools, applying increasing control and precision. Improvements in handwriting across books further illustrated strengthened fine motor skills. Children engaged daily in a structured movement routine, successfully following and copying actions from an exercise video. Progress during these sessions was evident as children observed carefully, planned their movements and adjusted their bodies with growing accuracy and confidence.

Areas for development

- Ensure that all staff have a secure understanding of the new curriculum and implement it consistently, providing precise guidance and appropriate levels of challenge so that all children make accelerated progress.
 - Further enhance the outdoor learning environments to offer richer and more varied opportunities that promote children's cognitive development alongside their physical and social skills.
-

Performance Standard 1 (Compulsory) Helping our students to achieve in key areas of their learning

Quality Indicator		Elementary Inspection Judgement	Middle Inspection Judgement
English	1.1 Attainment	Good	Good
	1.2 Progress	Good	Good
Mathematics	1.1 Attainment	Good	Good
	1.2 Progress	Good	Good
Science	1.1 Attainment	Excellent	Excellent
	1.2 Progress	Excellent	Excellent

English

Attainment in English was good across the Elementary and Middle Phases. Performance in the Northwest Evaluation Association Measures of Attainment and Progress (NWEA MAP) language assessments indicated that most students achieved above international expectations. The reading assessment also showed particularly strong attainment, with Elementary students achieving excellent outcomes and Middle School students achieving good outcomes. Lesson observations confirmed that most students had secure knowledge, skills and understanding, with several examples of high-quality learning. Speaking and listening were notable strengths, especially in Middle School, where students engaged confidently in discussion and debate. For instance, in one observed lesson, students adopted the perspective of individuals living in a dystopian society and were required to articulate arguments to defend their autonomy, engaging effectively with their peers. Classroom environments supported learning well; for example, word walls provided accessible vocabulary prompts and character analysis cues. Students wrote in a range of forms including narrative texts, letters and factual reports. In one example, students researched green sea turtles and improved their written accounts in response to precise teacher feedback. The school had begun to implement a new phonics programme from Kindergarten to Grade 2, where students were learning to recognise and blend letter combinations such as 'sc' and 'd' within words.

Progress in English was good in both the Elementary and Middle Schools. Internal assessment information, alongside external measures, demonstrated a positive upward trend in reading and language outcomes over a four-year period. As students moved through the school, they developed increasingly sophisticated understanding of grammar and how structural choices impact clarity, tone and meaning in writing. Younger students experimented with sentence structure to place emphasis on particular verbs or objects, while older students considered how modal verbs such as 'could', 'should' and 'might' shape nuance and intention. Work scrutiny confirmed that students made sustained progress over time, building confidence, stamina and resilience as writers. For example, some students wrote persuasive explanations of how to maintain a healthy lifestyle and why this was beneficial. Progress in spoken language (oracy) developed rapidly across year groups. Younger students worked effectively with partners to locate specific letter patterns in texts, sharing their findings with clarity. Middle School students engaged in higher-level discussions, analysing character attributes and connecting them to real-life experiences, such as generational differences. Students with additional learning support needs, including those with SEND, made at least expected progress across both phases, with many Middle School students making more than expected progress due to well-targeted support and intervention.

Areas for development

- Embed the new phonics scheme in Kindergarten to Grade 2.
 - Share the best practice in the school more widely to enable students to make even more progress.
-

Mathematics

Attainment in mathematics was good across the school. A majority of students achieved above international standards, with particularly strong outcomes in Grades 3 and 8, where 88% and 83% of students exceeded expected levels respectively. Internal STAR Math assessment data reflected a similar pattern, indicating that most students were performing above grade level. In almost all lessons, students had secure conceptual understanding and could apply taught strategies effectively to complete tasks. For example, in one class, students used play dough and sticks to construct 2D shapes. They used words like vertices, and edges to describe their shapes and were able to convert the 2D shapes into 3D shapes and could explain the differences. Active participation and hands-on mathematical activities were widely embedded, maintaining high levels of engagement and reinforcing understanding. For example, in one class the teacher led a line of students behind her singing “The Wheels on the Bus go Round and Round” as they moved around the classroom simulating a trip around the island. They made stops at various towns and the teacher called on different children in the line using ordinal numbers to perform a task. All students knew their place in the line using ordinal numbers.

Progress in mathematics was good across the school. Assessment information indicated that the majority of students made more than expected progress, particularly in the Middle School. Overall, students demonstrated increasing fluency, accuracy and confidence in their mathematical reasoning and problem-solving as they advanced through the school. For example, students in Kindergarten were able to distinguish clearly between a square and a rectangle, accurately using terms such as vertices and edges, and successfully completed a Venn diagram to compare and contrast both shapes. This provided the basis for later work on 2D and 3D shapes observed in a Grade 2 class. Across the grades, students frequently explained their thinking to one another, refining their methods and clarifying misunderstandings through peer discussion. In one class, students worked in groups to solve real-world problems and to justify their answers. The students contributed to each other’s understanding of the problems and discussed their thinking and strategies to arrive at solutions. Strong levels of participation and sustained engagement supported the pace of learning, enabling students to practise and apply skills with growing independence. In one class, a student raised his hand for support after they all received their digital devices. The teacher responded by asking a female student to assist him, who willingly and competently helped him to overcome his technological challenge.

Areas for development

- Provide focused attention to the significant minority of students who perform below grade level especially in Elementary.
 - Ensure effective instructional practices and a robust RTI system are embedded across the school, especially in the Elementary grades.
-

Science

Achievement in science was excellent across the primary and middle school. External assessment information from the NWEA MAP international tests indicated that students performed significantly above age-related expectations, with 93% achieving at or above grade level in the most recent science assessment. Work observed in lessons and recorded in science books was of a consistently good standard. Students studied a broad and balanced range of scientific topics, including life processes, matter and energy, and earth and space systems. They demonstrated secure recall of key facts and concepts and were able to explain scientific ideas using accurate terminology. For example, students confidently identified cell organelles and discussed the function of the endoplasm while observing specimens under a microscope. During a lesson on plant reproduction, students used specific vocabulary such as sepal and anther appropriately while dissecting flowers. Students were enthusiastic, curious and eager to share their knowledge with peers. Practical activities generated high interest, and students engaged energetically in investigations. However, at times, this enthusiasm reduced the level of focus required to deepen understanding. Students demonstrated an emerging awareness of environmental sustainability, showing understanding of renewable versus non-renewable energy sources and applying this knowledge through school-led initiatives such as campus clean-ups, gardening projects and the promotion of reusable water bottles.

Progress in science was excellent, as demonstrated by assessment data showing sustained and accelerated improvement over time. Almost all students in primary and middle school made at least expected progress, with the large majority exceeding expectations. Students demonstrated sound and extensive scientific knowledge, recalling key facts and vocabulary with precision. They confidently named planets in the solar system, identified parts of animal and plant cells, and explained their functions accurately. Almost all students showed developing conceptual understanding and could apply their knowledge effectively in familiar and new contexts. They demonstrated strong enquiry skills, and most formulated age appropriate hypotheses, and made detailed observations. Their ability to record, interpret, and evaluate findings showed developing maturity and scientific rigour. Most students explained cause-and-effect relationships clearly, using evidence to support their reasoning. Collaboration and discussion were key strengths. Students listened attentively to peers, questioned ideas respectfully, and built on each other's thinking to draw valid conclusions. They used scientific vocabulary well, enabling them to articulate processes and outcomes fluently. They approached challenges with curiosity, persistence, and independence, demonstrating high levels of confidence and engagement. Overall, students showed a sound grasp of scientific concepts, deepened understanding through enquiry, and the ability to apply scientific reasoning and problem-solving skills independently, in age appropriate ways.

Areas for development

- Improve students' scientific understanding by developing learning opportunities that give time and challenge to advance their grasp of science processes.
- Provide opportunities for them to investigate new questions, solve problems, and draw conclusions based on evidence, moving beyond memorisation.

Achievement and Progress in other subjects

Attainment and progress across other subjects were good. Students achieved well in social studies, technology, physical education, drama, and music, showing secure understanding and developing confidence across the wider curriculum. In information technology, they demonstrated sound knowledge of how computers use sensors to gather information and could relate this to how the human body receives and processes sensory input, showing appropriate conceptual understanding and the ability to make links across subjects. In social studies, students used enquiry skills to explore aspects of their community, heritage, and environment. They discussed local issues thoughtfully and expressed simple, reasoned opinions, showing developing understanding of the world around them. In physical education, students demonstrated control and coordination in movement. During football activities, they improved their passing, with greater accuracy and power evident by the end of the session. They responded well to feedback and worked cooperatively in small groups. In music and drama, students showed growing confidence and skill. They maintained a steady beat and demonstrated rhythmic awareness by performing in small groups, tapping different rhythms while keeping time together. Most sang tunefully in two parts, showing awareness of pitch and rhythm.

Areas for development

- Work on a thematic approach to integrating concepts and skills from the core subjects into the learning of other subjects.

Performance Standard 2 Promoting our children's emotional well-being and civic and environmental understanding / Promoting our students' personal and social development

Quality Indicator	Early Childhood Inspection Judgement	Elementary Inspection Judgement	Middle Inspection Judgement
2.1 Social emotional learning / Positive behaviour for good learning	Good	Good	Good
2.2 Civic and environmental understanding	Excellent	Excellent	Excellent

Social emotional learning/ Positive behaviour for good learning

Social and emotional learning and positive behaviour for effective learning were good across the school. Relationships at all levels were consistently positive, characterised by mutual respect and genuine care. Parents and staff spoke highly of students' kindness, inclusivity, and empathy, particularly towards those who were new or less confident. Almost all were considerate and compassionate individuals who contributed actively to maintaining the school's calm, inclusive, and positive ethos. Students demonstrated a secure understanding of appropriate and safe use of digital platforms, both within and beyond school. In a middle school design technology lesson on robotics, they confidently discussed online collaboration, demonstrating awareness of digital responsibility and cyber safety. Students showed clear respect for the school's rules, for staff, and for one another. They were polite, friendly, and confident, contributing positively to the school's calm and purposeful atmosphere. Almost all students were self-disciplined and motivated to learn. On the rare occasions when engagement dipped, this was linked to tasks that lacked sufficient challenge or variety. Students took pride in their appearance, and almost all wore the correct uniform; a few occasionally forgot their hats, which limited outdoor participation. Attendance and punctuality were strong features. Despite two significant outbreaks of contagious illness last year, attendance remained just below 96 per cent and rose to 99 per cent this term. Students clearly enjoyed school and arrived punctually each day. Staff monitored attendance closely, following up promptly with parents, ensuring that students' positive attitudes and readiness to learn were maintained across the school.

Civic and environmental understanding

Civic and environmental understanding were excellent across the school. Students consistently demonstrated a strong sense of responsibility, respect, and awareness of their roles within the school and the wider community. Students demonstrated strong social awareness and responsibility; for example, they had independently proposed fundraising initiatives to support communities in Jamaica following the recent hurricane, reflecting compassion and initiative beyond their years. The school environment was exceptionally well cared for, with no litter observed during the inspection. Students took pride in keeping their surroundings clean and pleasant, reflecting their shared commitment to sustainability and respect for the environment. Students willingly assumed a wide range of responsibilities. In Elementary, 'Paper Monitors' efficiently collected and distributed materials, supporting smooth transitions and promoting responsibility. Student councillors represented their peers effectively, initiating projects to enhance both the school and local community. They participated enthusiastically in beach clean-up days, charitable fundraisers, and awareness campaigns, demonstrating empathy, leadership, and civic engagement. Older students displayed excellent understanding of local and global environmental issues. In a design and technology lesson, they engaged thoughtfully with government planners on sustainable building design, considering how climate change and weather patterns influence construction and daily life in the Cayman Islands. Almost all students had a deep appreciation for Caymanian culture and heritage and valued the school's rich cultural diversity. Even the youngest children participated respectfully in daily devotions and weekly acts of worship, demonstrating awareness that others may follow different faiths or none. Across all ages, students showed mutual respect, empathy, and inclusivity, resulting in a harmonious, cohesive school community.

Areas for development

- Ensure that students' positive attitudes are further enhanced through exploring and implementing a programme that explicitly teaches prosocial behaviors and emotional and social competencies.
- Expand programmes and opportunities for students to broaden and deepen their environmental understanding especially in regards to sustainability practices in the Cayman Islands.

Performance Standard 3 Ensuring effective teaching to support our students' learning

Quality Indicator	Early Childhood Inspection Judgement	Elementary Inspection Judgement	Middle Inspection Judgement
3.1 Teaching	Good	Good	Good
3.2 Learning	Good	Good	Good
3.3 Assessment	Good	Good	Good

Teaching

Teaching was good across all phases of the school. The majority of lessons were well planned, and teachers demonstrated secure subject knowledge and good pedagogical understanding that supported good levels of student learning. Lessons were structured carefully to ensure progression and provided clear learning intentions and success criteria. In most lessons, teaching was engaging and purposeful, motivating almost all students to participate actively and sustain concentration throughout. In one lesson, students excitedly worked in pairs to solve word problems. They discussed the problem context and collaboratively decided on a solution strategy and accurately solving the problem. Teachers used a variety of strategies to capture interest, including questioning, discussion, and practical activities, which helped students to apply knowledge and deepen their understanding. In a majority of classes, teachers successfully promoted enquiry and critical thinking, encouraging students to explore ideas, justify opinions, and draw conclusions. In one 8th grade class, students worked in pairs to construct a right triangle on the floor using tape. They successfully measured the lengths of the sides and angles to explore the Pythagoras theorem. This approach supported the development of reasoning, critical thinking and problem-solving skills. Classroom expectations and routines were well established and consistently reinforced, creating calm, orderly, and purposeful learning environments that enabled students to focus and work productively. Teaching was inclusive and responsive to the diverse learning needs of students. Differentiation was evident through questioning, task design, and the use of targeted support. Students with special educational needs and disabilities (SEND) were fully integrated into lessons and participated confidently alongside their peers. They were supported effectively through adapted materials and personalised strategies, enabling them to meet lesson objectives successfully. As a result, SEND students were not easily recognisable in most classes because they engaged and achieved at levels comparable to their classmates.

Learning

Learning was good across all phases of the school. Almost all students were motivated to participate actively in lessons and worked well both independently and collaboratively. They showed enthusiasm for learning, were eager to answer questions, and shared their ideas confidently and respectfully. In one Kindergarten mathematics lesson a student willingly and confidently participated in a game with the teacher where she had to give cues for the teacher to guess at a shape she was thinking. She confidently refuted the teacher's inaccurate guess, citing that the teachers guess did not satisfy the attributes of the shape she was thinking about. In most lessons, students demonstrated effective collaboration, supporting one another's learning through discussion, cooperation, and mutual encouragement. They listened attentively to peers, valued differing perspectives, and built thoughtfully on the ideas of others, contributing to a positive and inclusive learning climate. Students made good use of Information and Communication Technology to support and extend their learning. Almost all used digital tools responsibly to research information, create work products, practice key skills, and present their learning in innovative ways. Their confident and appropriate use of technology enhanced engagement and supported independent enquiry. Most students demonstrated a growing ability to connect their learning to real-world experiences. They related classroom concepts to familiar, everyday examples, which deepened their understanding and strengthened the relevance of their learning. In many of the mathematics lessons the context of problems were about aspects of life in the Cayman Islands that students could relate to. In science lessons, they explored issues pertinent to the Cayman Islands context such as sustainability housing. This ability to apply knowledge to meaningful contexts contributed to secure conceptual understanding across subjects. Overall, students demonstrated positive attitudes, curiosity, and a clear desire to learn. They engaged productively with their teachers and peers, responded well to challenge, and took increasing ownership of their learning.

Assessment

Assessment was good across the school. The use of NWEA MAP assessments provided reliable and detailed insights into each student's strengths and areas for development. Teachers used this information effectively to personalise learning, set appropriate goals, and plan next steps for individuals. In the lower Elementary phase, teachers implemented their own ongoing assessments to monitor progress carefully and adapt learning tasks to meet individual needs. This approach was particularly effective for students receiving additional learning support including those with special educational needs, ensuring that all students made steady progress. Teachers also monitored students' well-being compassionately, providing timely and thoughtful support when concerns arose. Classroom assessment was most effective where students were provided with clear models, such as success criteria and rubrics. These structures enabled students to engage confidently in self-assessment and peer assessment, developing ownership of their learning. In lessons, formative assessment was used with varying consistency; in the most effective practice, teachers checked understanding continuously and adapted their teaching promptly to address misconceptions. Marking and feedback were similarly variable. In the strongest examples, teachers provided specific, developmental comments with actionable targets for improvement and allowed time for students to respond and refine their work. In a few cases, marking lacked subject-specific precision, focusing on surface-level corrections rather than conceptual understanding. Teachers nevertheless demonstrated detailed knowledge of their students' abilities and learning needs. Older students, particularly in upper Elementary and Middle school, could clearly articulate their strengths, next steps, and personal learning goals.

Areas for development

Strengthen consistency and effectiveness in teaching across grades and subjects.

- Develop and implement subject-specific instructional routines with consistency and fidelity in every class.
- Ensure lesson design and delivery consistently promote conceptual understanding and critical thinking.
- Provide professional development to strengthen teachers' pedagogical content knowledge (PCK) and questioning techniques to promote deeper student reasoning.

Enhance curriculum and pedagogy to deepen understanding, particularly in mathematics.

- Adopt instructional approaches that balance procedural fluency with conceptual understanding and reasoning.
- Strengthen opportunities for students to explain their thinking, apply concepts to real contexts, and justify solutions.

Improve the quality and impact of assessment for learning across all phases.

- Ensure teachers consistently discuss learning objectives with students so they understand what they are learning, why it matters, and how success will be measured.
 - Increase use of self and peer assessment to strengthen understanding of skills and concepts.
 - Embed responsive teaching by adapting lessons in real time to address misconceptions and ensure feedback is actionable, specific, and consistently used to improve learning outcomes.
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Performance Standard 4 Offering a curriculum that meets the educational needs of all our students

Quality Indicator	Early Childhood Inspection Judgement	Elementary Inspection Judgement	Middle Inspection Judgement
4.1 Curriculum quality	Good	Good	Good

Curriculum

The curriculum was judged good. It was well designed and drew on a range of international sources to meet the needs of different age groups of children. In the Elementary and Middle phases, the overarching curriculum for English, mathematics, and science was aligned to the Virginia State Standards of Learning, providing a broad, structured, and coherent framework for learning. Students benefited from a balanced mix of academic and creative subjects, including humanities, STEM, technology, physical education, drama, and music. The curriculum effectively built on students' prior knowledge and prepared them well for the next stage of their education. In many subjects, teachers successfully linked learning to Caymanian culture, heritage, and ecology, adding depth, interest, and relevance across the curriculum. The Association of Christian Schools International Curriculum was also used to embed biblical principles and a Christian worldview throughout subjects.

In the Early Years, the curriculum was broad, balanced, and well matched to children's developmental needs. Learning was rooted in purposeful play and practical activities that promoted curiosity, independence, and cooperation. Children explored their environment through imaginative play, small-world activities, and outdoor learning, developing an early awareness of their community and surroundings. While the broader early year's curriculum and the phonics programme were relatively new, they provided a clear foundation for future progression.

Across the school, cross-curricular links and topical events enriched learning and promoted a strong sense of belonging and social responsibility. The curriculum was inclusive and accessible to all students. The student council contributed meaningfully to school life, leading initiatives in mathematics, charity fundraising, and environmental sustainability. These activities allowed them to authentically apply knowledge and skills they learned in lessons. Staff regularly reviewed the curriculum to enhance opportunities and improve students' overall learning experience.

Areas for development

Further embed and evaluate new curriculum initiatives, particularly in the Early Years.

- Ensure that the recently introduced Early Years curriculum and phonics programme are fully embedded and implemented consistently across all classes.
- Monitor the impact of these programmes on children's progress to ensure continuity and progression in early literacy and foundational learning skills.

Enhance assessment and evaluation of curriculum impact.

- Develop systematic processes to evaluate how well the curriculum enables all groups of students to achieve intended outcomes, including those with Additional Learning Support Needs (ALSN) including SEND.
- Use assessment data more consistently to inform curriculum adjustments and enrich learning experiences.

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

Health and safety

Health and safety were of an excellent standard across Early Years, Elementary, and Middle phases of the school. Children in Early Years were exceptionally well cared for, and staff maintained the highest levels of vigilance to ensure their safety and wellbeing. Staff consistently applied protective measures, including providing mosquito repellent and sunscreen before outdoor learning or play. Learning spaces were safe, spacious, and fully inclusive, ensuring accessibility for all students, including those with special educational needs and disabilities. The campus was extremely secure, supported by a full-time security guard, gated access, and comprehensive closed-circuit television (CCTV) monitoring. The strong partnership between the school and the church, which operated the site, further strengthened safeguarding and site safety practices. Facilities were excellent and maintained to a high standard through an effective rolling programme of improvement. The school's resources, such as the large gymnasium, well-stocked library, and outdoor learning areas, significantly enhanced students' health, wellbeing, and learning. New features, including outdoor swings and a covered walkway in The Grove, improved comfort, accessibility, and engagement in outdoor activities. Staff promptly reported any potential hazards through a digital monitoring system, ensuring swift action and accountability. All statutory policies, certifications, and safety procedures were fully compliant and up to date. Fire, earthquake, tsunami, and lockdown drills were conducted regularly and efficiently. The promotion of healthy lifestyles was exemplary, supported by initiatives such as Wellness Wednesdays, a no-junk-food policy, and a nut-free environment. Safeguarding remained outstanding: all staff and visitors were thoroughly vetted, and all employees were highly trained in child protection procedures. Concerns, however minor, were systematically recorded and reviewed, ensuring a proactive and preventative safeguarding culture across the school.

Support and guidance

Support and guidance across the school were good. Upon arrival, students with additional learning support needs (ALSN), including those with special educational needs and disabilities (SEND), were quickly identified, and appropriate learning support plans (LSPs) were established. Some students also had behaviour support plans in place. Staff in Early Childhood knew children very well and provided effective support and challenge for all. Activities and learning were adapted for students with ALSN, including SEND, ensuring full access to the curriculum. Staff received regular, high-quality training, both internally and from external partners, to ensure they were able to meet the diverse needs of students. This included targeted training for specific needs, such as dyslexia or autism. Learning walks confirmed that students with ALSN, including SEND, were effectively supported in lessons through prompts, differentiated work, and strategic seating arrangements. Students were confident and secure in class

and knew they could request additional help when required. Staff demonstrated detailed knowledge of students' needs and provided personalised support. One student commented, "I wouldn't want to be at any other school." LSPs were well written, tailored to individual needs, set measurable targets, and were reviewed regularly. Teachers engaged in regular student conferences, known as 'rotations,' which enabled small groups or individuals to receive focused attention and enrich their learning experiences. All students with ALSN, including SEND, made expected and often good progress from their starting points. Rigorous monitoring and evaluation revealed, for example, that students receiving Tier 3 support, withdrawn from regular classes twice weekly, made greater progress in the Middle School than those on Tier 2. Staff had implemented a new approach to address this gap and enhance outcomes further.

Student Well-Being

Student well-being was good across the school. The school's Christian ethos promoted students' personal development and supported the qualities needed to thrive. Chapel sessions reinforced Christian values through uplifting memory verses and encouragement for personal development. Students reported positively on the available support, with one commenting, "Whenever you need help somebody is always there for you." In Early Years, staff cared for children attentively, fostering positive relationships in which all children felt safe, happy, and engaged. Children celebrated achievements enthusiastically, for example, completing puzzles, and demonstrated confidence in their learning. Across the school, students were able to communicate their feelings effectively, using Emoji symbols in Kindergarten 2 and Microsoft Team reflections in Grades 3-8. They said staff responded promptly and appropriately to any worries. A well-produced wellness booklet offered guidance on healthy lifestyles, while Life Skills lessons in Elementary and Middle School provided structured support to manage stress, develop character, and promote emotional well-being. Annual Wellness Week offered additional opportunities for students to explore their social, emotional, and physical health in depth. Early plans had been made to establish a Wellness Committee to bring together stakeholders to oversee and develop the school's approaches to well-being. Systems for monitoring academic progress, attendance, and behaviour were well established. The Student Council was active and responsive, implementing suggestions from students such as refillable water bottle stations and recycling bins in the lunch hall. Students willingly took responsibility for supporting the school community, including helping in classrooms and around the site. Anti-bullying measures, including a worry box, were effective, and students reported that bullying was not an issue.

Areas for development

Enhance student well-being provision.

- Fully establish the planned Wellness Committee to coordinate and strengthen health and well-being initiatives across all phases.
- Involve students in shaping programmes to promote engagement and ownership in learning and other aspects of their experience at school.

Improve targeted support for students with additional learning needs (ALSN), including SEND.

- Embed the Middle School rotations pilot to ensure Tier 2 students make progress comparable to Tier 3 peers.
 - Review and adapt interventions regularly to meet diverse academic and social needs.
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Performance Standard 6 Leading and managing our school and developing links with the community we serve	
Quality Indicator	Whole School 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 across the school was good. The school's vision, mission, and strategic intent were clearly articulated by both the school and church leaders, providing clarity around policies and practices designed to achieve the school's dual goals of promoting academic progress and instilling Christian values. The Head of School, whose final day of employment coincided with the end of the inspection, remained committed and engaged throughout the process. Leaders had successfully set a clear direction for the school, ensured compliance with all regulatory requirements, and recruited and retained staff to fulfil the school's mission. The school operated an effective distributed leadership structure, with clearly defined roles and responsibilities that enhanced both operational and instructional effectiveness. Senior leaders had taken strategic action by placing an experienced and skilled team member within the Early Childhood phase to monitor and drive improvement. This intervention had already made a positive impact, supporting staff in implementing the relatively new curriculum and providing appropriately challenging and engaging activities for all children. Governance was strong, with the School Ministry Team (SMT) providing effective oversight and support. The chairman, based on site, was closely involved in decision-making and collaborated closely with school leaders and staff to promote a strong Christian ethos. The SMT's approach, viewing the school as a ministry of the church, had contributed to a nurturing and caring environment. Students benefited from this ethos, and parents consistently acknowledged the positive impact of the school's values on their children's personal and academic development.

Leading and supporting emotional well-being

Leading and supporting emotional well-being was good. The school fostered a richly diverse community, comprising approximately 51 nationalities and a wide range of religious affiliations. This diversity extended to the staff body and was strategically leveraged by senior leaders and the senior management team (SMT) as a key strength of the school. Leaders demonstrated a sustained commitment to inclusion and equity, cultivating a culture in which all stakeholders felt a strong sense of belonging within a caring and nurturing environment. Leaders actively monitored the emotional well-being of both staff and students through regular surveys and diagnostic tools. Students were able to access a range of support mechanisms, including the school counselor, pastoral staff, and senior leaders, ensuring that their emotional and social needs were met in a timely and responsive manner. Staff well-being was also prioritized, with leaders undertaking deliberate and sustained efforts to foster collegiality and mutual support. These included the provision of tuition scholarships, the organization of raffles, and the hosting of social events designed to enhance morale and strengthen professional relationships. Such initiatives contributed positively to the development of a cohesive and inclusive staff culture. The leadership team's actions reflected a clear understanding of the importance of emotional safety and professional support in sustaining a high-performing school environment. Their approach was consistent with best practice expectations particularly in relation to promoting inclusive values, safeguarding well-being, and building capacity through relational trust and shared purpose. The school also provided CPD opportunities to support staff and student well-being.

Self-evaluation and improvement planning

Self-evaluation and improvement planning was good. School leaders had established strong systems for self-evaluation that enabled them to develop a comprehensive understanding of the school's strengths and areas for improvement. These systems were well-embedded, allowing leaders to make informed decisions grounded in evidence. The school's improvement planning processes were strategic and responsive, with a detailed and coherent school improvement plan in place. This plan effectively addressed the recommendations outlined in the previous inspection report and incorporated additional priorities identified through ongoing internal review. Leaders demonstrated a clear commitment to continuous improvement by regularly monitoring the implementation of the plan and adjusting actions based on emerging data and stakeholder feedback. The self-assessment cycle was iterative and inclusive, drawing on a range of diagnostic tools, performance data, and stakeholder input to inform planning and practice. As a result of these sustained efforts, the school made good progress in addressing the recommendations from the last inspection. Improvements were evident in several key areas, including leadership capacity, teaching and learning, and the overall quality of provision. Leaders were able to demonstrate impact through measurable gains in student outcomes and enhanced staff engagement with improvement initiatives. The school's approach to self-evaluation and improvement planning reflected a strong culture of accountability and professional reflection. It also illustrated the leadership team's capacity to drive change and maintain momentum in pursuit of higher standards. These practices were consistent with the Office of Education Standards framework's emphasis on strategic leadership, evidence-informed decision-making, and the pursuit of excellence through sustained self-review.

Links with parents and the community

Links with parents and the wider community were judged as excellent. Links were consistently strong and highly effective. Parents expressed deep appreciation for the school's welcoming ethos, its commitment to Christian values, and the inclusive, family-oriented environment it cultivated. They commended the school's open, two-way communication and the respectful relationships fostered between staff, students, and families. One parent encapsulated these sentiments, stating, "The school has a strong sense of community, a welcoming environment where everyone feels valued and motivated to succeed. It teaches academic excellence, builds character and a strong moral foundation." Leaders ensured that communication with parents was frequent, personalised, and purposeful. Parents valued the detailed written reports on their children's progress and development, the weekly 'Roar' newsletter, and the accessibility of both class teachers and school leaders. They were particularly grateful for the guidance provided on how to support learning at home and for the school's responsiveness to concerns, including timely follow-up and clear communication regarding actions taken. Parental engagement extended beyond communication, with many actively contributing to school life through volunteering, organising social and fundraising events, and participating in classroom activities. Initiatives such as 'Future Focus Fridays' enabled parents to share their professional experiences, thereby raising aspirations and enriching students' understanding of career pathways. The school also maintained strong links with the wider community, participating in a range of civic and cultural events that enhanced students' learning and social responsibility. These included beach clean-ups, food donations to the elderly, and successful involvement in sporting and arts competitions, with notable achievements in baseball and visual arts.

Staffing and the learning environment

Staffing and the learning environment was judged as good. School leaders implemented a range of strategic measures to recruit and retain well-qualified staff, despite facing notable challenges such as the inability to offer salaries comparable to those in the Government sector and immigration policies that restricted the tenure of expatriate staff. In response, leaders introduced scholarships and continuing education bonuses to incentivize professional growth and foster long-term engagement. They cultivated a positive school culture that promoted collegiality, professional fulfilment, and staff retention. These efforts reflected a proactive and resilient approach to workforce development. The school's premises and facilities were of high quality and effectively supported students' educational needs. Classrooms were well maintained, providing safe, orderly, and stimulating environments conducive to learning. Resource areas, including the library, were appropriately stocked with a wide range of texts and learning materials that aligned with curriculum requirements and supported differentiated instruction. These resources were readily accessible and contributed meaningfully to students' academic development. In addition, school leaders had ensured that each student was provided with a personal laptop, significantly enhancing access to digital learning platforms, research tools, and online resources. This initiative supported equitable access to information and enabled students to engage with learning in diverse and innovative ways. The provision of technology, alongside well-maintained facilities and rich learning resources, demonstrated the leadership team's commitment to creating an enabling environment for high-quality education. These practices emphasised resource stewardship, inclusive access, and the strategic deployment of infrastructure to support student outcomes.

Areas for development

Strengthen Professional Learning Structures

- Formalise an observation-feedback-coaching cycle tailored to teacher and student needs.
- Align professional learning with school priorities and monitor its impact on outcomes.

Enhance Well-Being and Mental Health Provision

- Develop comprehensive policies for staff and student well-being.
- Embed well-being into strategic planning with clear actions and accountability.

Expand CPD to Improve Teaching and Support

- Provide targeted CPD to deepen instructional quality and support student well-being.
- Evaluate effectiveness through feedback and progress data.

Improve Classroom Learning Environments

- Enrich displays with student work, anchor charts, and word walls.
 - Ensure consistency and purposeful use of visual resources across phases.
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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	78	Parents	101	Staff	23
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Students

Almost all students report strongly positive experiences across the school, describing clear strengths in teaching, community and extracurricular provision. Almost all say they progress well, enjoy learning, take responsibility for their work, and receive regular feedback that helps them improve; almost all also report that lessons are engaging and that behaviour across the school is good. Students consistently highlight strong, caring teaching and a small-school community where staff know students by name, which supports personal attention and unity. Faith-centred values and opportunities to praise and learn about Christianity recur across responses and are regularly named as a core strength alongside thriving clubs, sports and after-school programmes; many students value competitive sports and Saturday matches, while others praise MAP testing and the quality of learning resources. All respondents report opportunities to assess their own work. Most students feel that students with additional learning needs receive appropriate support, though several open responses request extra literacy help, more tutors and clearer explanation when students are stuck. A very small minority raised practical concerns including fairness in team selection, playground/field repairs, cleanliness of toilets, damaged Chromebooks, bullying, and requests for longer breaks or expanded provision (for example additional grades or swimming). Open comments overwhelmingly affirm the school’s strengths - kind staff, enjoyable lessons, plentiful clubs and a supportive environment - while offering targeted, actionable suggestions about sports fairness, resourcing and focused learning support. Overall, the survey indicates high satisfaction with the school’s ethos, teaching and opportunities, accompanied by a concise set of prioritized improvements that leaders could address to strengthen equity, facilities and targeted academic support.

Parents

Almost all parents express positive views of the school's provision and outcomes: almost all say their child progresses well, that student behaviour is good, that students understand civic and environmental issues, that teaching quality is high, and that the curriculum is broad, relevant and challenging. Almost all parents also report effective extra-curricular opportunities, that their children feel safe and supported, that the school evaluates provision and plans improvement, and that communication with parents is effective. All parents agree the school is well led, and almost all endorse the school's community links, qualified staff, and well-maintained premise. Overall, almost all parents judge the school provides a good quality of education. All parents report regular opportunities to be involved, and almost all say they receive regular feedback on their child's learning, while most parents judge systems for children with additional learning needs support progress. Open responses strongly reinforce a shared view of the school's core strengths: a Christ-centred culture, caring and committed teachers, small class sizes and a family atmosphere, strong communication when it works, and a broad programme of clubs and sport. Parents' priorities for improvement form a focused and actionable set: most request expanded provision (notably a high-school pathway), enhanced outdoor/playfield facilities and flood mitigation, targeted staffing actions to reduce turnover and strengthen teacher retention, and more varied arts, field trips and community-based learning. A significant minority asked for clearer, simpler parent communications and printed reports, and a few raised practical points about preschool naps, lockers, transport and playground shading. Overall, the parent survey shows broad community confidence in leadership, teaching and safety, with targeted recommendations to broaden experiences, secure staffing continuity, and address a small number of logistical and wellbeing concerns.

Staff

Staff express very strong confidence in the school's performance: All staff report that students' progress well, that they demonstrate civic and environmental understanding, that teaching quality is high, that assessment systems accurately track achievement, that extracurricular opportunities exist, that the school is a safe and supportive environment. Additionally, all feel that leadership is effective and has driven improvements; that continuing professional development is supported; that communication with parents and systems to inform parents of progress are effective, and that parents are effectively involved. Similarly, respondents agree that community links positively impact students, that staff are suitably qualified and experienced, that resources are sufficient, and that overall the school provides a good quality of education. Almost all staff agree that behaviour is good, that the curriculum is broad, relevant and challenging, that systems to support students with additional needs are effective, and that the school evaluates provision accurately and allows staff to participate in improvement planning. Open responses reinforce a Christ-centred culture, collegial teamwork and high morale while highlighting a concise set of priorities: teacher retention and staff consistency, completion and enhancement of outdoor and playfield facilities, targeted provision for learners requiring additional support and for high-ability extension, and attention to salary, benefits and logistical resourcing including transport, swimming provision and storage. A few individual comments flagged specific logistical requests or suggested improvements to consistency, enrichment and monitoring. Overall, the staff survey portrays near universal endorsement of leadership, pedagogy, safeguarding and community engagement, with clearly defined, actionable priorities that, if addressed, would strengthen long-term stability, staff wellbeing and equity; formalising teacher retention actions (reviewing remuneration, wellbeing support and mid-year move-on mitigation) should be an immediate strategic priority.

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	Early Childhood Numerical Value	Compulsory Numerical Value
All	The whole - as used in referring to quantity, extent or duration	100%	100%
Almost all	90% and more	90%-99%	90% to 99%
Most	70% or more but less than 90%	75%-89%	70% to 89%
Majority	Half or more but less than 70%	50%-74%	50% to 69%
Significant minority	A quarter or more but less than a half	25%-49%	25% to 49%
Minority	15% or more but less than a quarter	15%-24%	15% to 24%
Few	Up to 15%	0%-14%	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

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