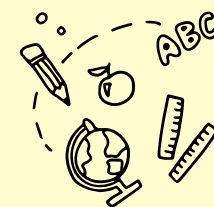




# Interim School Audit Summary

## Lighthouse School



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

### INFORMATION

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

<b>Audit Dates</b>	5 - 6 November, 2025	<b>Age range</b>	5 - 17 Years
<b>Principal</b>	Ms. Denise R. Williams	<b>Number of Students on Roll</b>	119
<b>Number of Caymanian students</b>	95	<b>Number of Students with ALSN &amp; SEND</b>	119
<b>Number of Teaching Staff</b>	16	<b>Number of Support Staff</b>	41



### NEXT STEPS

- Continue to refine and strengthen self evaluation to ensure it is explicit and concise, and that judgements are clearly aligned with the evidence.



### MAIN FINDINGS & KEY STRENGTHS

#### Leadership

- Leadership across the school continued to be consistently strong and increasingly visionary. Senior and middle leaders demonstrated a clear and shared understanding of the school's priorities and direction. They employed evidence-based strategies to inform decision-making, ensuring that developments were purposeful, sustainable and responsive to the needs of all learners.
- The leadership team's reflective approach had fostered a culture of continuous improvement. Regular review and evaluation of practice have resulted in tangible enhancements to teaching quality, student outcomes and the overall learning environment. International visits and the establishment of professional links with organisations overseas had enriched the school's perspective, allowing leaders to draw on global best practice to inform school improvement.
- The integration of Personal, Social and Emotional Development (PSED) as a core subject reflected the leaders' deep commitment to nurturing independence and resilience among students. The impact of this strategic decision was evident across the school, with students displaying greater autonomy, confidence and self-regulation in their learning and daily routines.
- Leadership had also introduced a developmental approach to teacher observations which supported teachers to implement the bespoke curriculum and to utilise teaching strategies that catered to the individual needs of each student in their class.
- The self evaluation (SEF) was a collaborative and evidence-rich document, drawing on a wide range of data, stakeholder feedback and professional reflection. It provided a clear and accurate picture of the school's strengths and priorities for further development. The SEF and School Improvement Plan (SIP) were interconnected, ensuring that improvement planning was keenly focused and realistic.
- The Senior School Improvement Officer (SSIO) provided support, guidance and a level of accountability for senior leaders which helped to ensure continued progress across the school.

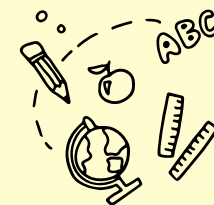
#### Teaching

- The quality of teaching remained good overall. While inconsistencies existed, they were effectively identified and addressed through supportive instructional coaching.
- Students were encouraged to take responsibility for aspects of their daily routines such as signing themselves in, using visual symbols to understand and follow class schedules and develop self-help and problem-solving skills. Older students demonstrated growing independence in their community by engaging in activities such as safely using the pedestrian crossing, delivering lunches to their peers, managing personal hygiene routines and preparing simple food such as French fries in the air fryer.
- Teachers placed strong emphasis upon practical life skills and critical thinking. Lessons were purposeful, active and inclusive, allowing students to make meaningful learning connections and to transfer their learning into real-world contexts.



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### NEXT STEPS

- Deepen the analysis of whole-school progress, with particular focus on triangulating outcomes with the quality of teaching and learning.



### MAIN FINDINGS & KEY STRENGTHS

#### Curriculum

- The curriculum was bespoke, dynamic and highly responsive to the needs and aspirations of individual learners. It had been further broadened to provide a balanced and relevant offering that supports holistic development.
- Meaningful links with the community were a key strength, providing authentic learning experiences that promoted student engagement and independence. The Award Scheme Development and Accreditation Network (ASDAN) group, for example, now took greater ownership of planning and organisation of activities, developing both independence and decision-making skills.
- Cross-curricular links were increasingly well-established and genuinely purposeful. The curriculum effectively supported the development of independence and life skills, preparing students for adult life with confidence and competence.

#### Student Progress

- Students continued to make at least a good level of progress.
- The monitoring of student progress was increasingly rigorous and analytical. Leaders had introduced a refined system that enables staff to capture, interpret and act upon data with greater precision.
- This enhanced approach allowed for detailed analysis at both whole-school and group level, ensuring that interventions and curriculum adjustments were well-targeted and effective. The strengthened and redefined focus on progress had led to more responsive teaching and improved individual outcomes.

#### Health and Safety

- The school maintained robust systems for safeguarding and health and safety, ensuring that all members of the community were well protected and supported. Policies and procedures were implemented effectively and the culture of safety and care extended across all aspects of school life.
- There was a strong emphasis on the promotion of healthy lifestyles and holistic well-being. Students were well-supported to make positive choices about nutrition, physical activity and emotional health, which contributed to their overall development.
- A number of professionals in addition to the teaching staff, including the nurse, canteen chef, dietitian, security guard, specialist service providers and counsellor offered valuable contributions and support to staff, families and the students themselves to support healthy living and safety.



## SUMMARY OF INSPECTION JUDGEMENTS

### FROM LAST FULL INSPECTION (10 - 12 OCTOBER, 2023)

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



Click **HERE** to access the school's previous full inspection report or visit  
[www.oes.gov.ky](http://www.oes.gov.ky).

