



Office of Education
Standards
Cayman Islands Government

FOLLOW-THROUGH INSPECTION REPORT

OCTOBER 2025



TRUTH FOR YOUTH SCHOOL

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Introduction

Follow Through Inspections of Schools, Colleges and Early Childhood Centres in the Cayman Islands

The Office of Education Standards conducts inspections of schools and early childhood centres across the Cayman Islands. Where the overall performance of a school or early childhood centre has been evaluated as weak through a full inspection conducted by the Office of Education Standards, then a further inspection is arranged six months following the publication of the initial report.

Process

During the Follow-Through inspection, inspectors focus upon the recommendations that had been made at the time of the previous inspection. They evaluate whether the school has made sufficient progress in addressing the areas requiring improvement. Inspectors use a four-point scale to comment on progress, with evaluations categorised as excellent, good, satisfactory or weak.

As part of the Follow-Through inspection, students, parents and staff are invited to comment upon the work of the school by completing an online survey. The results from the survey are included within this report.

Follow-Through Inspection

The Follow-Through Inspection of Truth for Youth took place from 29 October 2025 to 30 October 2025. The inspectors gathered evidence through lesson observations and discussions with staff and leaders. The school’s documents and students’ progress and attainment information were also reviewed.

During the Follow-Through Inspection of Truth for Youth, Inspectors evaluated the progress that had been made by school leaders in addressing the four recommendations from the previous full inspection.

The school made **satisfactory** progress in addressing all of the recommendations and therefore the inspectorate judged that there had been **satisfactory** progress overall.























When Will This School Be Inspected Again?

As the school is judged to be making satisfactory progress against the recommendations, there will be no further inspections until the next cycle of inspections.

Overall Full-Inspection Judgement History

Cycle 1 Inspection	February 2020	Weak
Cycle 2 Inspection	October 2022	Weak
Cycle 3 Inspection	April 2025	Weak
Cycle 4 Inspection	N/A	

School Information

General Information		
	School name	Truth for Youth School
	Address	84 Walkers Road, George Town
	Telephone number	1 (345) 949-2620
	Website	truthforyouthschool.com
	Name of principal	Ms. Peta-Gaye Crawford
	Date of this inspection	October 29 – 30, 2025
	Date of last inspection	April 29, May 01-02, 2025
Children		
	Number of students on roll	71
	Age range of the students	4-11 years
	Grades or year groups	Lower Kindergarten – Grade 5
	Number of Caymanian children	24
	Number of children with additional learning support needs	17
	Number of EAL students	20
	Largest nationality group of children	Caymanian
Curriculum		
	Main curriculum	New York State Common Core Curriculum
	External tests and assessments	Renaissance Star Assessments
	Accreditation	None
Staff		
	Number of licensed teachers	5
	Number of teaching assistants	3
	Number of other staff	2
	Teacher-child ratio	1:14
	Teacher turnover	42%

Recommendations

Recommendation 1
<p>Improve students’ progress in English and mathematics by:</p> <ul style="list-style-type: none">• Raising teachers’ expectations on what students can achieve• Increasing the pace of lessons• Making more effective use of assessment information to differentiate learning

The school had made satisfactory progress in addressing this recommendation. A well-established assessment system was used to evaluate attainment and progress in English and mathematics and compare each student's attainment against international standards. English and mathematics assessment results from March to September 2025 were aggregated to provide school-wide performance information. In English, attainment was satisfactory. Most students reached or exceeded benchmarks in external tests. Almost all students made satisfactory progress. External test results indicated most students made better than expected progress from their starting points. In mathematics, attainment was satisfactory. Most students met or exceeded the benchmarks in tests. Progress in mathematics was also satisfactory. Most students made expected or better progress from their starting points in assessments. Although these satisfactory standards were achieved, the work in some classes and in student books, in both English and mathematics did not always meet the required standards.

In Early Childhood, teachers used benchmarks effectively to plan instruction and assess children's progress. Activities were appropriate and the indoor and outdoor learning environments were well organised for young learners. In the Elementary phase, teachers used the NY Engage standards to plan lessons and set learning objectives in English and mathematics. This sound approach was especially useful in mixed-age classes and where teachers identified different objectives for each group. Teachers planned a variety of activities and in mixed-age classes most had graded tasks and resources for each group. While teachers generally adopted this practice, lessons were not always pitched at appropriate levels. Teachers' questioning was mostly focussed on checking students' progress. It rarely probed their understanding or extended their thinking.

To manage time in lessons more effectively, teachers made increased use of timers. A mathematics lesson in a higher grade had an engaging start and brisk pace. The teacher asked the students how a number of candies could be shared fairly between four groups of children, sparking interest and reinforcing the concept of division and remainder using concrete objects rather than abstract figures. A series of well-timed exercises on single and multi-digit division and multiplication followed. Students checked their work without being prompted. In an English lesson in a lower grade, students enthusiastically distinguished between common and proper nouns while catching a ball labelled with words, maintaining a lively pace. In contrast, in a less successful lesson, significant time was spent on tasks such as writing the date, cutting and colouring worksheets or waiting for turns in shared activities, rather than actively engaging in learning.

Teachers had access to a range of data and information on students' attainment and progress and had received support to adapt lessons for students with special educational needs. In addition to the standardised assessment information, they had results from class quizzes and homework. This enabled them to organise students in ability groups and provide tasks and resources to match individual learning needs more closely. Differentiation was evident in planning and occasionally in practice, though it did not always fully align with students' needs. In lower grade's mathematics class, the teacher organised students in different ability groups and gave the more able children more complex tasks to reinforce their knowledge of addition of single digit numbers using a number line. The students jumped along a number line on the floor to model the addition of number.

Next Steps:

- Ensure further improvement in the pace of learning across all lessons by reducing unnecessary tasks such as copying the learning objective; implementing the planned introduction of "Do nows"; increasing the use of timers; promoting student independence; and providing higher-attaining students with suitably challenging work, so they are not left waiting for others to complete their work.
- Improve the pace of learning in mathematics by preparing and sharing visual explanations of mathematical processes.
- Embed and expand emerging good practice in differentiating activities for different ability groups.

Recommendation 2

Improve the rigour of evaluating and using assessment data

The school had made satisfactory progress in addressing this recommendation. Senior leaders demonstrated effective use of the standardised assessment system to judge the attainment and progress of students. This information was shared with teachers and was used to track students' progress in mathematics and English. Teachers' understanding and use of the standardised assessment data had improved since the last inspection. They had received professional development on 'The Quality of Assessment', use of assessment data and tracking student progress at the start of the school year. They used the data and graphs with parents and students to explain how well individuals were progressing. Teachers also used standardised data to track the progress of students. This good practice helped senior and subject leaders to monitor the progress of students and intervene when progress was less than expected.

Next Steps:

- Further improve use of assessment data to refine planning and adjust learning tasks to challenge students more effectively.
- Use the assessment data to set targets at individual and or group levels to raise expectations and continue to accelerate progress.

Recommendation 3

Improve the consistency and quality of lesson evaluations and assessing students' work

The school had made satisfactory progress in addressing this recommendation.

Senior leaders had taken steps toward an annual cycle of teacher evaluation through formal lesson observations, alongside a less formal series of learning walks and walk-throughs. The records seen and a joint observation undertaken indicated that leaders had a good understanding of effective learning and teaching. The post-inspection action plan identified a need to agree on a common recording format. The school should now consider a clear distinction between how formal observations for evaluative purposes and less formal observations through peer observation and coaching to support on-going teacher development are presented. The planned performance review and development programme, identified in the school improvement plan, will ensure that teachers fully understand the expectations of the senior leaders, and have individualised goals to work towards that can be used to evaluate growth.

The greater understanding that senior leaders and teachers had of the standardised assessments had helped staff to improve the accuracy of their judgements on the standards that students were attaining in English and mathematics. It also enabled them to compare students' results in English and mathematics against international standards more accurately. Teachers regularly marked students' written work in mathematics and English. The comments made in students' books were invariably positive and encouraging.

Next steps:

- Conduct joint observations with external advisers such as the SSIO to further enhance consistency and expectations.
- Implement the planned performance review and development process by the start of the next school term.
- Expedite plans to implement regular moderation sessions for student work scrutiny.
- Provide clear examples of exemplar work and discuss individual mistakes or suggested improvements, directly with students.

Recommendation 4

Improve the impact of middle leaders on the quality of learning and teaching.

The school had made satisfactory progress in addressing this recommendation.

Since the April 2025 inspection, the staffing profile had changed, with three fewer class teachers. As a result of the staffing reduction, two of the core subject leader roles and the assessment co-ordinator role had been allocated to the senior leaders, who had previous experience and the capacity to fulfil the requirements of the roles. They had worked with teachers to support lesson planning and delivery in their curriculum area and in the use of assessment data. Almost all teachers' lesson planning was well-structured, clearly identified the steps of the lesson, addressed agreed standards, built on prior knowledge and experience and followed the curriculum plan. While there was some improvement from the previous inspection, there remained a high degree of variation in the quality of lesson delivery. The final core subject leader role had been taken on by a class teacher. In a short time, supported by school leaders, they had built up a solid folder of data and curriculum materials and were developing the skills to support teachers in the use of assessment data, lesson planning and delivery. The school had also appointed a new SENCO who was being supported by the Vice Principal during the induction period to ensure a smooth transition. The SENCO ensured full adherence to the Code of Practice and provided support to teachers in implementing necessary adaptations to their classroom provision. Although some of these adaptations required further development to enhance their impact, the SENCO demonstrated a consistent and systematic approach to monitoring students' progress towards the targets outlined in their Learning Support Plans. At the start of the school year, the school had provided teachers with guidance on supporting students with additional learning support needs (ALSN) and special educational needs and disabilities (SEND) in the classroom. Some evidence was seen in lessons of the use of differentiated activities and the support of assistant teachers designed to meet the needs of students with ALSN. A system of peer observation was in the very early stages. Records indicated some signs of impact on teaching and learning through targeted feedback and adjustments to practice.

Next steps:

- Ensure that teacher evaluation and coaching are distinct and separate to reflect the different purposes.
- Plan and implement the PLC/staff meeting, peer observation and coaching schedule on a termly basis. Schedule and conduct a regular and intensive programme of learning walks implemented by the middle leaders with clearly defined and communicated "look fors" to follow up on professional development in professional learning community discussions and monthly staff meetings and hold staff accountable for agreed strategies and methodology to further accelerate improvements in teaching and learning.

Summary of Student, Parent and Staff Survey Results

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

Students	12	Parents	38	Staff	16
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Students

Students completing the survey were in the grade 4/5 class and were highly positive in their responses. In their comments, students stated that the school’s strengths were the teachers and students, teachers’ kindness, cooperation and guidance, the teaching and learning and the canteen. A significant minority felt that the outside area needed improvement, while a few highlighted a need for more/better art lessons.

All students agreed that the school offered most of the subjects they wished to study and that the premises were well-maintained and sufficient to support their learning and activities. Almost all students felt that most lessons were good and that they made good progress in most areas of learning. Most students enjoyed learning and felt they could take responsibility for their own learning. Almost all agreed that they had opportunities to assess their own work and received regular feedback from teachers to help them improve. To ensure they made progress. Most students felt that teachers and other staff effectively guided and supported them in their learning. Most students agreed that students with additional learning support needs or special education needs received the right support Almost all agreed that the behaviour of most students was good and that they felt safe and supported in school. Most students reported that they had a good understanding of civic and environmental issues and were provided with opportunities to learn from and give back to the community. Almost all students felt that the school leaders did a good job of leading the school and making improvements. Most students agreed that they had been asked how the school could improve. All students agreed that overall, the school provided a good quality of education.

Parents

Survey results were highly positive, including the comments that parents shared. These included praise for recent improvements. Although almost all parents agreed that their children had regular opportunities to learn through a range of extra-curricular activities, a minority commented on the need for additional extra-curricular options. All parents agreed that their child made good progress in most areas of learning and met or exceeded attainment targets. Almost all parents felt that the behaviour of most students in the school is good. All parents reported their child demonstrated a good understanding of civic and environmental issues, and that their child felt safe and supported at the school. All parents agreed that staff provide high quality teaching and supports their child's learning. They all also felt that the school was well led and that the school evaluates its own quality accurately. All parents also agreed that they regularly received clear and helpful reports about their child's progress and next steps in learning and that there were regular opportunities to get involved in the work of the school. All parents felt that the school had suitably qualified and experienced staff, and the premises were well-maintained. Almost all parents felt that the school's curriculum was broad and that communication between parents and the school was effective and timely. Almost all agreed that the school had links with the wider community which positively impacted their child's learning experience. All parents felt that the school provided a good quality of education.

Staff

Almost all staff either agreed or strongly agreed with the survey statements, and a significant minority (almost half) chose "strongly agree". The strongest aspects were communication with parents; a safe and supportive school; the quality of teaching; student learning; and assessment and tracking. Leadership was viewed as driving real improvement. All staff agreed that the school provides a good quality of education and also felt that parents were well informed about progress. Almost all saw behaviour as generally good. Most agreed that students had regular opportunities in extra-curricular/wider community learning. Almost all rated support for students with additional learning needs, and support for staff professional development as effective. Staff said the core work of teaching, safety, leadership, and communication was strong and improving, but enrichment opportunities, community engagement, and resourcing needed further investment. Staff described the school as a caring, Christian, values-driven community with respectful students, supportive relationships, and a "home from home" feel. They repeatedly highlighted committed, skilled, loving teachers who delivered "quality education," met students' needs, and made sure "no one [is] left behind."

Staff commented on the need for better access to technology, updated devices, specific subject resources (books, labs, computers), and improved play areas. They highlighted a need for targeted support for colleagues who were "having it hard to stay afloat", more time for collaborative planning, and clearer expectations from leadership. They expressed concern about low enrolment, external profile and marketing, and therefore long-term financial stability.

Further Information

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%

About 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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